

KASDI MERBAH UNIVERSITY-OUARGLA

Faculty of Letters and Languages

Department of Letters and English Language



Dissertation

Academic Master

Domain: Letters and Foreign Languages

Field: English Language and Literature

Specialty: Linguistics

Submitted by: Miss Betaina Nour El Houda

Title:

***The Impact of First Language Interference on the Use of Articles in EFL
Students' Essays***

***The Case of Second Year LMD students at the Department of Letters and English
Language, Kasdi Merbah University Ouargla***

Publicly defended

on: 30/05/2018

Before the Jury:

Mrs. Assia KADECHE

President

KMU-Ouargla

Dr. Halima BENZOUKH

Supervisor

KMU-Ouargla

Mrs. Farida SAADOUNE

Examiner

KMU-Ouargla

Academic Year: 2017-2018

Dedication

To my parents;

To my sisters and my brother;

To my teachers and my friends.

Acknowledgements

I would like to express my deepest thanks to the Almighty Allah first.

Warm thanks go to my supervisor Dr. BEN ZOUKH Halima. Because without her guidance and help, I would not finished this dissertation. I 'm grateful for her patience, guidance and support.

Also, I would like to express my thanks to members of the jury for proof reading and evaluating this work.

Finally, I owe my deepest thanks to all second year LMD students at the Department of Letters and English Language KMUO for their participation in this work.

Abstract

The present study aims at investigating the impact of first language interference on the use of articles among EFL second year students at the Department of Letters and English language, Kasdi Merbah University of Ouargla . The main concern in this study, is the influence of first language (Arabic) as a primary source of learners errors in using articles in their essays. To attend to the success of the study, the researcher has asked thirty participants to write an argumentative essay about three suggested topics using different types of articles. After the analysis of the research data that are gathered from students' essays, it is revealed that most of second year university students of English do not yet know how to use articles correctly. As a result, they commit a considerable number of errors, especially when they use the definite article ' the' . These errors are simply related to their first language interference.

Key Words: First language interference, articles, writing, essay, errors.

List of Abbreviations

CA: Contrastive Analysis

EA: Error Analysis

EFL: English as a Foreign Language

FL: Foreign Language

SLA: Second Language Acquisition

SL: Second Language

List of Figures

Figure. 1: The Scope of Interlanguage.....	32
Figure.2 : Model Based Approach.....	37
Figure .3: White and Arndt’s Process Writing Model.....	39
Figure. 4: The Frequency of Students Errors.....	47

List of Tables

Table .1: Description of Errors in Articles.....	45
---	----

Table of Contents

	Pages
Dedication	I
Acknowledgements	II
Abstract	III
List of Abbreviations	V
List of Figures	VI
List of Tables	VII
Table of Contents	VII
General Introduction	02
1. Background of the Study.....	01
2. Aim of the Study.....	03
4. Objectives.....	03
5. Research Questions.....	03
6. Research Hypothesis.....	04
7. Research Methodology.....	04
8. Structure of Dissertation.....	04
9. Definition of Key Terms.....	05
Chapter One: General Overview on Error Analysis in Second Language Learning	08
Introduction.....	08
1.2 Definition of Contrastive Analysis.....	08
1. 2 Error Analysis.....	08
2.2.1 Definition of Error Analysis.....	08

1.2.2 Definition of Errors.....	09
1.2.3 Difference between Errors and Mistakes.....	09
1.2.4 Significance of Errors.....	10
1.2.5 Causes of Errors.....	10
1.2.5.1 Selinker's Five Sources of Errors.....	10
1.2.5.2 Norrish's Classification	11
1.2.6 kinds of Errors	12
1.2.6 Error Analysis Procedures.....	12
1.2.6.1 Collection of Sample of Language Learner	12
1.2.6.2 Identifying Errors.....	13
1.2.6.3 Description of Errors.....	14
1.2.6.4 Explanation of Errors.....	14
1.2.6.5 Error Correction.....	14
1.3 Difference between Arabic and English language.....	15
1.3.1 Phonemes of Arabic vs. Phonemes of English	15
1.3.2 Nouns in Arabic vs. Nouns in English	15
1.4 English Article System	16
1.4.1 Definition of English Articles.....	16
1.4.2 The Usage of English Articles.....	16
1.4.3 The Use of English Articles vs. The Use of Articles in Arabic.....	18
Conclusion.....	18
Chapter Two: The Influence of First Language Interference on Second Language Learning.....	21
Introduction.....	21

2.1 Definition of First language	21
2.2 Definition of Second Language (L2).....	21
2.3 Similarities and Differences Between First and Second Language.....	22
2.3.1 Similarities between L1 and L2.....	22
2.3.1.1 Developmental Sequences.....	22
2.3.1.1.2 Silent Period.....	22
2.3.1.2 Input Hypothesis.....	23
2.3.1.3 Zone of Proximal Development (ZPD).....	24
2.3.2. Differences between L1 and L2.....	25
2.3.2.1Acquisition/Learning Hypothesis.....	25
2.3.2.2 Critical Period Hypothesis.....	25
2.4 Learner strategies.....	25
2.4.1 Avoidance.....	26
2.4.2 Over-Use.....	26
2.4.3 Fossilisation.....	26
2.4.1.4 Overgeneralization.....	26
2.4.5 Transfer.....	27
2.4.5. 1 Positive transfer.....	27
2.4.5.2 Negative transfer.....	28
2.5 Interlingual and Intralingual Transfer.....	28
2.5.1 Interlingual Transfer.....	28

2.5.2 Intralingual Transfer.....	29
2.5.2.1 Overgeneralization errors.....	29
2.5.2.2 Ignorance of Rule Restrictions.....	29
2.5.2.3 Incomplete Application of Rules.....	29
2.5.2.3 False Hypothesis.....	30
2.6 Interlanguage Theory.....	30
2.6.1 Definition.....	30
2.6.2 Characteristics of Interlanguage.....	30
Conclusion.....	31
Chapter Three: Controversial Issues in Teaching Writing Skill.....	32
Introduction.....	34
3.1 Definition.....	34
3.2 Approaches to Teaching Writing Skills.....	35
3.2.1 The Controlled-to-Free Approach.....	35
3.2.2 The Free Writing Approach.....	35
3.2.3 Product- Oriented Approach.....	36
3.2.4 Process –Oriented Approach.....	37
3.2.5 Genre Approach.....	38
3.3 Types of Writing	39
3.3.1 Personal Writing.....	39
3.3.2 Study Writing.....	39
3.3.3 Public Writing.....	39

3.3.4 Social Writing	39
3.3.5 Creative Writing.....	39
3.3.6 Institutional Writing.....	40
3.4 Definition of Essay.....	40
3.5 Definition of Argumentative Essay.....	40
Conclusion.....	40
Chapter Four: Research Methodology and Findings.....	42
Introduction.....	42
4.1.Method.....	42
4.2.Study Population and Sampling.....	43
4.3 Data Collection Procedure.....	43
4.4Techniques of Collecting Data.....	44
4.5 Technique of Analyzing Data.....	43
4.6 Findings.....	44
4.6.1 Collection of Errors.....	44
4.6.1 Identification of Errors.....	44
4.6.3 Description and Evaluation of Errors.....	44
4.7 Summary of Findings	53
Conclusion	54
Pedagogical Implications.....	55
General Conclusion.....	56
Limitations of the Study.....	57
Bibliography.....	58

Appendices.....	62
Appendix A.....	64
Appendix B.....	65
Appendix C.....	68
Appendix D.....	69
Appendix E.....	70
Appendix F.....	71
Abstract in Arabic.....	72
Abstract in French.....	73



**General
Introduction**

General Introduction

	Pages
1. Background of the Study.....	02
2. Aim of the study.....	02
3. Statement of the Problem.....	02
4. Objectives.....	02
5. Research Questions.....	03
6. Research Hypothesis.....	03
7. Research Methodology.....	04
8. Structure of Dissertation.....	04
9. Definitionn of the Key Terms.....	05

General Introduction

1. Background of the Study

English articles as one kind of cohesive devices play an important role in conveying our message and intentions. Furthermore, the usage of articles in English language is very complex even to native speakers. Kim and Lackmanan (2007) argue that acquiring English articles takes long time than other linguistic devices. The correct use of articles demands the integration of pragmatic ,semantic and grammatical functions which help the reader or the hearer to deduce the message.

Generally, learning a second language demands a considerable efforts from learners since it is a complex process. The acquisition of English articles is not an exception, it is one of the most problematic issues in second language acquisition research. Thus, Arab learners encounter some troubles in their attempt to use English articles correctly .It is found that the cause behind these problems is in fact mother tongue interference, Arabic language in our case. Moreover, these difficulties lead learners to commit different types of errors in their attempt to use articles, because each one of them differs in its use from the other one. However, Arabic language differs from English language, but EFL learners apply some rules from it which appear in their essays. Mother-tongue interference means the effect of the learners' native language on second/foreign language learning.

2. Aim of the study

The present study aims at shedding light on the impact of first language interference on the use of articles in students' essays. Furthermore, it seeks to identify the types of errors that are committed by second year License students of English language at Kasdi Merbah University of Ouargla in the use of articles.

3. Statement of the Problem

Some small units of language often cause problems in learner's performance because they express different meanings. Articles are among those devices that affect students' learning career. Evidently, considerable number of studies confirm the assumption that most of Arab learners commit considerable number of errors in their attempt to use articles in their essays (Kharma 1981; Bataineh 2005; Crompton 2011). Moreover, these deviations are a result of the dominance of first language background on learning the second one which can be seen in their essays. Thus, Arab learners are not yet able to use English articles appropriately due to the full application of first language background and rules. It is noticeable that EFL students at Department of Letters and English Language at Kasdi Merbah University Ouargla are not yet able to use English articles properly.

4. Objectives

The present study aims at reaching the following objectives:

- 1-To identify the negative influence of L1 on the use of articles.
- 2-To identify the kind of articles learners use in a wrong way.
- 3-To shed light on the types of articles' errors learners commit.

5. Research Questions

The current study aims at answering the following questions:

- 1-Does first language affect negatively learners' use of articles in their essays?
- 2-What are the sorts of articles learners use in wrong way ?
- 3-What are the sorts of articles errors learners commit in their essays?

6. Hypothesis

In order to answer to the previous questions, the following hypothesis is formulated:

First language may affect negatively learners' use of articles in their essays.

7. Methodology

As the researcher aims to classify and analyze errors in the use of articles, the descriptive analytical method will be followed in this research work. Moreover, The present study is directed to second year LMD students at Department of Letters and English language, Kasdi Merbah Ouargla University who are selected randomly. In order to achieve the research objectives, the researcher asked the second year students to write an argumentative essay between 150 to 250 words using different types of articles.

8. Structure of Dissertation

This research work consists of two main parts, the theoretical and practical part. The theoretical part includes three chapters. The first chapter is under the title general Overview on Error Analysis in Second Language Learning. The second chapter is directed to discuss the influence of first language interference on second language learning. The third chapter is devoted to talk about some controversial issues in teaching writing skills. The fourth chapter, discusses the analysis of research data.

9. Definition of the Key Terms

1. Articles: Farmer et al (1960) defines articles as a subclass of determiners.

2. Error: Corder (1974) defines errors as "beaches of code" or "deviations" from the target language norms.

3. Essay: Dictionary of Language Teaching and Applied Linguistics (2010) defines essay as a piece of written text produced by the writer in order to describe, convince, etc.

4. First language interference: Selinker (1972) defines first language interference as the the influence of first language system on learning the second one.

5. Writing: Lannon (1989) defines writing as a process of transforming information discovered by the writer into a coherent paragraph or composition.

**Chapter One General
Overview on Error
Analysis in Second
Language Learning**

Chapter One: General Overview on Error Analysis in Second Language Learning

	Pages
Introduction.....	08
1.2 Definition of Contrastive Analysis.....	08
1. 2 Error Analysis.....	08
2.2.1 Definition of Error Analysis.....	08
1.2.2 Definition of Errors.....	09
1.2.3 Difference between Errors and Mistakes.....	09
1.2.4 Significance of Errors.....	10
1.2.5 Causes of Errors.....	10
1.2.5.1 Selinker's Five Sources of Errors.....	10
1.2.5.2 Norrish's Classification	11
1.2.6 kinds of Errors	12
1.2.6 Error Analysis Procedures.....	12
1.2.6.1 Collection of Sample of Language Learner	12
1.2.6.2 Identifying Errors.....	12
1.2.6.3 Description of Errors.....	13
1.2.6.4 Explanation of Errors.....	14
1.2.6.5 Evaluation of Errors.....	14
1.2.6.5 Error Correction.....	15
1.3 Difference between Arabic and English language.....	15
1.3.1 Phonemes of Arabic vs. Phonemes of English	15
1.3.2 Nouns in Arabic vs. Nouns in English	15

1.4 English Article System	16
1.4.1 Definition of English Articles.....	16
1.4.2 The Usage of English Articles.....	16
1.4.3 The Use of English Articles vs. The Use of Articles in Arabic.....	18
Conclusion.....	18

Chapter One: General Overview on Error Analysis in Second Language Learning

Introduction

Learners errors become an important area of research in 20th century. Error analysis is considered as a successful procedure for analyzing learners' errors after shortcomings of contrastive analysis. It was established by British applied linguist S. Pit Corder as a reaction to contrastive analysis approach. It aims at discovering learners' knowledge of particular language depending on the analysis of deviations committed by learners.

1.2 Definition of Contrastive Analysis

Contrastive analysis is a systematic linguistic comparison of two or more languages in order to identify areas of similarities and differences between them. Lado (1957) claims that “those elements are similar to the learner's native language will be simple for him, and those areas that are different will be difficult” (cited in Troike, 2006, p.34). Likewise, contrastive analysis approach is based on the assumption that similarities between languages facilitate learning process, whereas differences cause difficulties in learning in general. Contrastive analysis, in addition influenced by two main schools structuralism and behaviorism.

1. 2 Error Analysis

Error analysis has different definitions .Linguists define error analysis according to their views of language and their trends. It is a branch in linguistics that aims to study learners' errors.

2.2.1 Definition of Error Analysis

Error analysis comes as an alternative to Contrastive Analysis Hypothesis. It was established by the British linguist S.Pit Corder in 1960 s. Unlike contrastive analysis which aims at comparing two or more languages to identify areas of similarities and differences between them, error analysis then tends to focus on studying errors committed by learners in comparison with the target language itself.

Brown (1980,p.160 cited in Hasyim, 2002, p.43) defines EA as “a process to observe, analyze and classify the deviation of the rules of second language and then to reveal the system operate by learner”. Thus, EA is a process of identifying ,analyzing and classifying errors made by learners based on learning outcomes in order to know what happens in learners mind and the way learners process language.

Moreover, Richards (1988) defines error analysis as the study and analysis of the errors committed by learners. Gass and Larry Selinker (2008) define error analysis as “a kind of linguistics that stresses the deviations made by learners in producing the target language as well as target language structure itself” (p.102). It is a branch of linguistics that focuses on those errors made by learners in speaking or writing and the target language structure itself.

1.2.2 Definition of Errors

Errors in second language are the main core stone in EA theory, since they provide a whole picture of learners' knowledge in second language. The notion ‘ error ’ is defined differently by researchers. Norrish (1983) defines errors as “a systematic deviation when learners has not learnt something and consistently gets it wrong ”(p.7). From this definition, systematic deviations reflect those errors committed by learners frequently during the learning process and they are not considered by learners as errors. Gass & Selinker (1994) define them as "red flags" that provide an evidence of learners knowledge in second language.

1.2.3 Difference between Errors and Mistakes

Scholars draw a clear distinction between errors and mistakes. James (1998) claims that “errors "cannot be self-corrected" whereas mistakes "can be self-corrected if the deviation is pointed out to the speaker"” (p.83). Thus, errors cannot be treated since they are not considered by learners, while mistakes can be treated and they will disappear by the time.

Ellis (1994) also, distinguishes between errors and mistakes by saying that “errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct”. While “mistakes reflect occasional lapses in performance, they occur because, in

particular instance, the learner is an able to perform what he or she knows”(p17). The idea is that errors are clearly related to competence, whereas mistakes associated with performance.

Richards (1992) differentiates between errors and mistakes saying that errors reflect gaps in learners' knowledge, while mistakes are committed by learners when writing or speaking which are caused by some psychological factors like lack of attention, careless, etc.

In brief, errors are systematic and related to competence and cannot be self-corrected whereas, mistakes are non-systematic and can be self-corrected related to performance.

1.2.4 Significance of Errors

Errors in second language learning take a great part in its theories. EA approach was established on the assumption that errors are beneficial for three main distinctive reasons. Corder (1967) indicates that errors are significant in three different ways. First for researchers, they give them a full description about the way language is learnt or acquired in terms of set of procedures and strategies employed by learners in acquiring the target language. Second, they are important for learners themselves, because they use these deviations as a tool to facilitate learning the target language. For teachers, they tell them how learners are improved and try to acquire the target knowledge.

1.2.5 Causes of Errors

Identifying the sources of errors is a key to solve learners' errors. Thus, knowing errors is primarily find out its sources. Errors are attributed to certain number of sources or causes. Linguists proposed distinctive sources of errors.

1.2.5.1 Selinker's Five Sources of Errors

In 1972, Selinker proposed five multiple types of causes which are as follows

a. Language Transfer

Transfer refers to applying a particular language system rules in learning the second one. There are two sorts of transfer: negative and positive transfer. The former causes troubles in

language learning. The latter affects positively learning the second language due to such similarities between L1 and L2.

b. Transfer of Training

Generally, it is the impact of prior learning on learning performance of L2. According to Ziahosseiny (1999), transfer of training refers to the cases “when teaching creates language rules that are not part of the L2...”.

c. Strategies of Second Language Learning

In order to develop learning language as well as to facilitate acquiring a second language, learners adapt some strategies like overgeneralization or omission for assisting them in learning a second language.

d. Strategies of Second Language Communication

Learners apply some strategies in order to avoid certain problems in second language communication.

e. Overgeneralization of the Target Language (TL) Linguistic Material

It occurs when second language learners extends a particular pattern of a grammatical rules to another grammatical example without paying attention to those exceptions like past simple tense, learners overgeneralize "ed" to all verbs.

1.2.5.2 Norrish’s Classification

Norrish as cited in Richards (1992, p.21-26) categorizes causes of errors into Three distinctive types that is carelessness, first language interference, and translation.

a. Carelessness

It is clearly related to the lack of motivation. Learners have no willingness to acquire another language since it is new and difficult. This phenomenon occurs as a result of the way language is taught or the materials adopted in classroom teaching.

b. First Language

Norrish states that “learning a language (a mother tongue or a foreign language)

Is a matter of habit formation”. (cited in Richards 1992, p.23). When someone tries to learn new habits the old ones affects on the new habit or language.

c. Translation

Translation is one of the causes of errors. It occurs when learners translate his/her part of speech literally in to the target language on the basis of the first language rules. Learners for instance, translate this sentence literally ‘ذهب الاب الى السوق’ to ‘ goes the father to supermarket’ .

1.2.6 Kinds of Errors

Researchers highlight two different types of errors. Burt and Kipasky (1982) draw a distinction between global and local errors. Global errors they explain, affect the overall structure of a sentence while local errors affect a particular consistent in a sentence. According to David Crystal (1992) local errors are rarely treated by researchers while they do not affect either the whole sentence or sentence meaning. Global errors by contrast, must be treated because they affect the entire sentence even its meaning.

1.2.6 Error Analysis Procedures

Analyzing learners' errors goes through a set of interrelated procedures or techniques that help the researcher in making an appropriate interpretation of learner's knowledge of second language. Procedures of analyzing learners errors as proposed by Ellis (1994, 1997) go through five main steps : identification, description, explanation, evaluation of errors and correction of errors. Corder (1967) further, gives five steps of analyzing learners' errors; they are: collection of samples of learner language, identification of errors, description of errors, explanation of errors and evaluation of errors.

1.2.6.1 Collection of Sample of Language Learner

According to Corder, the first step is collecting samples. In this step ,the researcher has to state the number of students that will be the sample of study, after giving them a test.

1.2.6.2 Identifying Errors

According to Ellis (1997), the first step in EA is identifying errors. In this step, teachers or researchers are supposed to highlight the main errors that are stated in a particular piece of writing. Here, the researcher compares between learners errors and standard features of the target language he/she has got.

1.2.6.3 Description of Errors

After identifying a list of errors committed by learners, the researcher or the teacher describes them in terms of four distinctive categories which include the linguistic description of errors.

According to Corder (1973), errors can be classified into four categories: omission of some required elements, addition of unnecessary or incorrect elements, selection of an incorrect element, and miss-ordering of elements". (Cited in Chelli, 2006, p. 58). Thus, learners may omit, add, select incorrect elements or they misorder. The researcher in this step, provides a full description of deviations stated in the sample such as omission, addition, selection and mis-ordering. Moreover, the applied linguist Dulay divides errors as the following:

a. Omission

Undoubtedly, learning a second language is a difficult process. As a result of this difficulty, learners omit some necessary linguistic element in a sentence or utterance to facilitate learning the TL. In morphology, learners always omit some important items. In present simple tense for instance, learners drop the third person singular morpheme in present simple tense 's' like 'she play', or plural "s" like 'kid', and final 'ed' in past simple.

b. Addition

Unlike omission, addition errors occur when learners add unnecessary or wrong elements in written productions. It operates at many levels. At morphological level, learners may apply one language pattern to other equivalents; for example, they overuse the

morphological item ' s ' to all nouns. At syntactic level, learners perhaps add wrong elements that may melt the meaning of a sentence like "Speech it is a way of communication between the human". Here, the learner adds it while he/she uses speech.

c. Misinformation

Besides addition and omission, selection is another kind of errors. That is to say, learners select wrong linguistic elements while writing. This kind operates at many levels. At phonological level, Arab learners pronounce ' B ' instead of ' P ' due to the absence of similar system between their first language and target one and the existence of the sound ب in Arabic language. At the morphological level, learners may select some irrelevant items like the comparative adjectives ' est ' instead of ' er ' like Algeria is biggest than Tunisia.

d. Misordering

Learners may locate some linguistic elements in a wrong place. At phonological level, learners say ' taks ' instead of ' task ' , while at morphological level they move ' ing ' from its correct place to the wrong ones like ' He is get upping ' .

1.2.6.4 Explanation of Errors

According to Ellis (1994), "this stage is the most important for SLA research as it involves an attempt to establish the process responsible for L2 acquisition"(p.57). This statement indicates that the important step in error analysis is explanation of those errors and linking them to their sources . These errors can be interlingual or intralingual. Interlingual refers to negative transfer of first language, whereas intralingual consists of overgeneralization, ignorance of rule restrictions, and incomplete application of rules.

1.2.6. 5 Evaluation of Errors

The ultimate aim of error analysis is mainly to help learners acquire any foreign language easily and correctly. In this step, the researcher evaluates the gravity of errors. Some deviations are serious because they affect totally the whole piece of discourse. As a result, teachers should pay attention to serious errors and try to reduce them.

1.2.6.5 Error Correction

Error analysis focuses on the importance of correcting learners errors. Erdogan (2005) states that the technique of error correction is not just providing correction to the errors, but the teacher should know the reasons behind his/her learners errors.

1.3 Difference between Arabic and English language

Arabic is considered as one of the Semitic languages in the world. It has its features that make it different from other languages. English language moreover belongs to Indo-European languages. Arabic language differs from English language at certain levels.

1.3.1 Phonemes of Arabic vs. Phonemes of English

English language is absolutely different from Arabic. These differences create difficulties in second language acquisition. At phonological level, Odisho (2005) argues that each phoneme has its equivalent in a form of letter in English language. Although some letters have the same form, but they are different in pronunciation which appears in the phonetic transcription; for instance, the sound /ð/and/θ / they have the same form ' the ' , but are different in pronunciation. In Arabic language, the pronunciation of letters is highlighted by some diacritical signals. These signals are often dropped. It consists of three diacritical marks including superscripts and subscripts that mark its short vowels of /æ/, /ʊ/and /i/.

1.3.2 Nouns in Arabic vs. Nouns in English

Nouns in English are different from Arabic ones. Mourtaga (2004, p.96) stated the following major differences:

- 1- In English, some nouns can be either verbs or adjectives, while Arabic nouns have more than one form.
2. English differentiates between singular and plural nouns by adding "s"or"es" even to two elements for instance 'apple' into 'apples'. Whereas Arabic distinguish between singular, dual and plural forms for example 'فتاة', 'فتيات', 'فتاتان'.

3. Nouns in Arabic are preceded by a verb, whereas nouns in English are followed by verbs; for example, ذهب التلميذ إلى المدرسة its equivalent in English is ' the pupil goes to school' .

4. Some singular nouns in English are plural in Arabic like ' population' ; in Arabic is السكان.

5. In possessive nouns, English indicates possession by using ' of' or the apostrophe ' s' like child's toy. Conversely, in Arabic is designed by ' ال' ' al-idafah' like لعبة الولد.

1.4 English Article System

English articles is one of most important linguistic devices that are used in second language writing or speaking. These items have different interpretations according to the meaning aim to serve. English articles system embraces four main articles ' the' , ' a' , ' an' and ' ة'. Articles lead the writer or the hearer to postulate, encode, specify and identify the NP. When a speaker or a hearer uses the definite article ' the' , he aims to specify a particular NP s/he wants to receive. Participants are also able to use indefinite articles *a* or *an* to specify the NP.

1.4.1 Definition of English Articles

English articles play an important role in conveying participants' messages. Long man Dictionary of Language Teaching and Applied Linguistics defines articles as (2010) " a word which is used with a noun, and which shows whether the noun refers to something definite or something indefinite"(p.32). For example, English has two articles: the definite article ' the' , and the indefinite article ' a' or ' an' .

Warriner and Graham (1977) define articles as a demonstrative adjectives that precede a particular NP. By contrast Leech and Svartvic (1975) argue that definite articles are considered as subclass of determiners.

1.4.2 The Usage of English Articles

Eckersley and Eckersley (1960, p.58-60) highlight the use of articles:

a. Definite articles are normally not used before:

- An abstract noun which is used in a general sense like freedom, love ,etc.
- Names of materials which are used in a general sense, for instance iron, milk, etc.
- Names of meals used in a general sense.
- Most of proper nouns.
- Names of lakes, capes and mountains.
- Names of languages.
- Buildings of schools, churches, prisons.
- Names of seasons and festivals.
- Professions such as doctor, teacher, etc.
- Predicative superlative.
- Various stock phrases.

b. Nouns sometimes take indefinite article a or an

‘ A ’ is used before nouns that begins with consonants, while ‘ an ’ is employed before nouns that starts with vowels.

‘ A ’ is sometimes used before quantifiers like little.

c. Nouns sometimes take ‘ the ’

Specific nouns

We may use ‘ the ’ either with specific singular and plural countable nouns or with uncountable noun.

E .g: I want the materials.

Generic nouns

The article ‘ the ’ is used when the noun is mentioned in the second time. E.g : I have a nice car. I bought the car last week.

d. No article before general uncountable nouns

In general uncountable nouns, we avoid using articles such as physics.

e. No article before general, countable and plural noun

If the noun is general and countable as well as plural ,we shouldn't put an article before it such as ' mobiles' .

f. The use of 'a' or 'an' to general, countable and singular nouns

When we have general countable singular nouns, we put ' a ' for words that start with consonants and ' an ' for nouns that start with vowels.

E.g: Susan sees a duck.

1.4.3 The Use of English Articles vs. The Use of Articles in Arabic

In Arabic language, the use of definite articles is different from English one. Definiteness is expressed through the use of ' ال ' .This use is limited to nouns or adjectives and even days of the week .Indefinite articles, by contrast do not exist in Arabic language. Conversely, English language includes definite and indefinite articles .English article system is a sum of two distinctive types which are the definite article 'the', the indefinite article 'a' or 'an', and the zero article 'ø'. According to Quirk et al. (1972), 'the' is used with specific nouns, while 'a' or 'an' is used with non-specific nouns in the singular, while 'ø' is used with non-specific nouns in the plural, proper nouns, mass nouns, abstract nouns, and non-count nouns, such as 'flour', 'juice', etc.

Conclusion

Finally, error analysis views to errors are different from that of CAH. It argues that errors are a sign of learning a particular language. This chapter discussed the major differences between errors and mistakes as well as error analysis procedures. It also tries to shed light on the differences between Arabic and English language.

Chapter Two

The Influence of

First Language

Interference on

Second Language

Learning

Chapter Two: The Influence of First Language Interference on Second Language

Learning	Pages
Introduction.....	21
2.1 Definition of First language.....	21
2.2 Definition of Second Language (L2).....	21
2.3 Similarities and Differences between First and Second Language.....	22
2.3.1 Similarities between L1 and L2.....	22
2.3.1.1 Developmental Sequences.....	22
2.3.1.1.2. Silent Period.....	22
2.3.1.2 Input Hypothesis.....	23
2.3.1.3 Zone of Proximal Development (ZPD).....	24
2.3.2. Differences between L1 and L2.....	25
2.3.2.1 Acquisition/Learning Hypothesis.....	25
2.3.2.2 Critical Period Hypothesis.....	25
2.4 Learner strategies.....	25
2.4.1 Avoidance.....	26
2.4.2 Over-Use.....	26
2.4.3 Fossilisation.....	26
2.4.4 Overgeneralization.....	26
2.4.5 Transfer.....	26
2.4.5.1 Positive transfer.....	27
2.4.5.2 Negative Transfer.....	28
2.5 Interlingual and Intralingual Transfer.....	28
2.5.1 Interlingual Transfer.....	29

2.5.2 Intralingual Transfer.....	29
2.5.2.1 Overgeneralization Errors	29
2.5.2.2 Ignorance of Rule Restrictions.....	29
2.5.2.3 Incomplete Application of Rules.....	29
2.5.2.3 False Hypothesis.....	30
2.6 Interlanguage Theory.....	30
2.6.1 Definition.....	30
2.6.2 Characteristics of Interlanguage.....	30
Conclusion.....	31

Chapter Two: The Influence of First Language Interference on Second Language Learning

Introduction

No doubt, native language plays an important role in conveying our messages at early stages of life. Although it helps children to express their needs, it affects negatively learning a second language. Researchers assume that learning is different from acquisition in terms of formality and consciousness. Acquisition tends to be less formal and occurs unconsciously, whereas learning is more formal and happens consciously. This chapter is designed to discuss definitions of terms such as first language, second language, interlanguage and other significant terms. It will also shed light on the difference between first and second language, types of transfer and learner strategies.

2.1 Definition of First language

First language generally refers to any language acquired at early life stages. Some linguists claim that it is similar to such notions like primary language, mother tongue native language, whereas others maintain the opposite. According to Troike (2006), first language is any language acquired during childhood subconsciously with little efforts.

2.2 Definition of Second Language (L2)

Second language clearly refers to any language acquired after the first language. It is defined by Sinhano et al.(2009) as following: “second language is typically an official or socially a dominant language needed for education, employment, and other basic purposes. It is often acquired by minority group members or immigrants who speak another language natively.” Second language is non-native language learnt and employed by population of a particular country required for some official purposes like education, industry, etc.

(Troike, 2006) defines Second language as “an additional language; it is commonly called a target language (TL) which refers to any language that is the aim and goal of learning.” (Troike, 2006). Troike aims to say that the notion second language is equal to TL in terms of the purpose they serve. Richards and Schmidt (2002) define the term second language (L2) as any language learned after one has learnt one's native language.

2.3 Similarities and Differences between First and Second Language

Both second language and first language play a vital role in conveying our needs. On one hand, Some linguists claim that first language is approximately like second language ,because both learners and children follow the same step in acquiring any language. On the other hand, others argue that there are some differences between them.

2.3.1 Similarities between L1and L2

Although there are differences between FL and SL at linguistic level, they are similar in some features. These features help learners to acquire the target language as well as their native language.

2.3.1.1 Developmental Sequences

2.3.1.1.2. Silent Period

Both children and adults go through the same stage in acquiring particular language. This stage is called the silent period. At early life stages, children start to acquire their native language depending on perception. This stage allows kids to acquire language unconsciously. Thus, children store a considerable number of language items in their minds before producing them. That is to say, perception precedes production. With the same line, second language learners go through this stage. Learners in this stage construct an internal knowledge of whole language system via listening.Krashen (1982) argues that it builds competence in learners via

perception. (Gibbons 1985, cited in Ellis, 1994) defines it as a stage of incomprehension in the life of children.

a. Formulaic Speech

Formulaic speech refers to particular parts of speech that is memorized by learners and used in particular context. Krashen (1982) claims that this expression takes a form of routines (whole utterances learned as memorized chunks e.g. I don't know.) or gets a form of patterns (partially analyzed utterances with one or more slots, e.g. ' can I have a '). Children store some every day expressions and use them frequently like: can I have a cup of tea.

b. Structural and Semantic Simplifications

Learners apply structural and semantic simplifications during learning either first or second language. Structural simplifications relates to the omission of some grammatical elements like articles, auxiliary verbs, etc. By contrast, semantic simplification associated with the omission of the content words like nouns, verbs, etc. This simplification is a result of two basic reasons. Firstly, learners are still unable to acquire the necessary linguistic elements of that language. Secondly, they have difficulties in using language elements during their production.

2.3.1.2 Input Hypothesis

Input hypothesis is defined as the language that learners perceive from which they can learn and express their needs (Richards et al, 1989).The idea is that learning or acquiring a particular language focuses on perceiving the surrounded outside world. Krashen (1982) believes that the acquisition of particular language based on comprehensible input. Input hypothesis is based on the assumption that learners should be exposed to a particular input in order to learn the target language. Comprehensible input is always appreciated by (i+1):

"i": refers to learners' present competence or level.

"+1" refers to context scaffolding and extra –linguistic information.

Ellis (1994) claims that "input hypothesis explains how learners subconsciously acquire language from input they comprehend." (p.27). Children may receive a considerable number of input from their surrounded language community. This input is variable at level of quantity and quality. Halliday (1986) assumes that children can acquire language culture subconsciously in terms of the language they learn. Children in addition, can acquire language culture as well as its linguistic system.

2.3.1.3 Zone of Proximal Development (ZPD)

Zone of Proximal Development is based on the assumption that children as well as learners need scaffolding from outside world like parents, teachers, peers, etc. They, therefore, will not be able to achieve their ultimate goal independently without guidance and help from their assistants. With the same line, Vygostky (1978) defines the zone of proximal development as "a symbolic distance between a learner's actual developmental level as determined by independent problem solving, and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p.50).

Vygostky (1982) explains language education from a social angle. Vygostky (1982) explains ZPD as follows: The child is able to copy a series of actions which surpass his or her own capacities, but only within limits. By means of copying, the child is able to perform much better when he is guided by adult than when s/he left alone. The difference between the level of solved tasks that can be performed with adult guidance and help and the level of independently solved tasks is the zone of proximal development.

2.3.2. Differences between L1 and L2

Although there are some researchers argue that FL is similar to SL, others claim that they are different in some cases. This difference between first language and second one leads researchers to propose some theories.

2.3.2.1 Acquisition/Learning Hypothesis

Krashen (1982) distinguishes between learning and acquisition. He claims that there are two ways for an adult to approach a second language:

Adults can (1) 'acquire,' which is the way children 'get' their first language, subconsciously, through informal, implicit Learning. Once you have acquired something you're not always aware you have done it. It just feels natural; it feels as if it has always been there. Quite distinct from acquisition is (2) conscious learning. This is knowing about language, explicit, formal linguistic knowledge of the language. (p.17)

According to him, learning occurs in formal contexts such as schools where learners learn language consciously. By contrast, learners may acquire language unconsciously in informal settings technically known as acquisition.

2.3.2.2 Critical Period Hypothesis

The Critical Period Hypothesis holds that there is "a biologically determined period of life when language can be acquired more easily and beyond which time language is increasingly difficult to acquire" (Brown 1994, p. 52). This hypothesis is based on the assumption that there is a particular period of life in which learning a foreign language is possible and easy to acquire.

2.4 Learner strategies

Learning a foreign language is a complex process. This complexity leads learners to apply some strategies that help them in facilitating learning the second language. According to

Ellis(1997) ,second language learners use a set of strategies such as overgeneralization, avoidance, etc. Oxford (1989) defines them as a set of behaviors and behaviors that are used by learners in order to facilitate learning process as well as make it enjoyable.

2.4.1 Avoidance

In learning a second language, learners avoid using some structures due to the complexity of target language. Richards (1988) defines avoidance as a strategy used by learners to avoid using some difficult language items or structure. Sometimes, students avoid using plural "s" in some cases in order to facilitate the pronunciation because they have difficulty in producing these forms.

2.4.2 Over-Use

This strategy reflects the extensive use of certain linguistic items. According to Temmine (2009), over-use means the use of preferable grammatical items in L2; it is a result of avoiding difficult structures.

2.4.3 Fossilisation

Rutherford (1989) defines fossilisation as incapability to master a particular language system.

2.4.4 Overgeneralization

Ziahosseiny (1999) states that overgeneralization is a strategy employed by learners when they grasp rule about some features of the language and don't recognize its exceptions. Learners may apply a particular rule to another patterns of language which seem to him/her similar to particular pattern.

2.4.5 Transfer

Language transfer is primary source of learner's errors. Some linguists attributed this phenomenon to first language. Lado (1957) is a contrastive analyst who defines it as:

Individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture –both productively when attempting to speak the language and to act in the culture, and receptively when attempting to grasp and understand the language and the culture as predicted by the natives. (p. 2)

From this definition, transfer is clearly related to learners mother tongue in which learner's transmit some structures or patterns from their first language in learning the second one in order to comprehend language and culture.

Whereas, others argue that it is not necessarily related to the first language. Odlin (1989) stated that the influence is not necessarily attributed to the first language ,it may be related to second language. In Algeria for instance, students are affect by French language in producing the word ' linguistics ' , they pronounce it in French form.

Generally, transfer refers to applying particular language rules, forms or structures in learning target language.

Richards (1988) defines language transfer as the effect of one language on the learning of another.

2.4.5. 1 Positive transfer

Positive transfer facilitates learning the target language. This facilitation emerges from the similarities between the first languages and the target one. Wolfram (2007) defines positive transfer as “the incorporation of language features into a non-native language based on the

occurrence of similar features in the native language”(p.8). This transfer occurs due to the similar linguistic features of first language and TL.

Yule (2006) argues that positive transfer is beneficial since there are some similar features between L1 and L2. According to him this type of transfer helps learners to avoid some types of error in acquiring particular language.

Allen and Corder (1975) maintain that positive transfer helps in learning a new language. It can help them in the pronunciation of some words. Arab learners acquire some vocabulary items because of some similarities between Arabic and English language like the word ‘sofa’ its equivalent in Arabic is ‘sofia’.

2.4.5.2 Negative Transfer

Unlike positive transfer, negative transfer occurs due to the absence of similarities between first and second language linguistic system. It is also called interference. Weinreich (1953) views that negative transfer affects negatively on the acquisition of the second language. According to him, this phenomenon occurs because of the existence of linguistic differences between first language and second one.

2.5 Interlingual and Intralingual Transfer

Researchers distinguish two types of transfer, interlingual and intralingual transfer. Learners transfer their first language background to learning SL linguistically known as interlingual or they confuse target language rules and they do not know how to use them correctly.

2.5.1 Interlingual Transfer

Interlingual refers to the influence of first language on learning a second language. According to Kavalia uskiene (2009), transfer of errors may occur because of the learners'

gaps in knowledge in second language and that is why they apply some first language rules in learning the target language.

2.5.2 Intralingual Transfer

This type of errors is caused by the target language itself. Learners attempt to simplify learning process. This sort of transfer shares some features with overgeneralization phenomenon. Erdogan (2005) claims that "intralingual errors occur as a result of learners' attempt to build up concepts and hypotheses about the target language from their limited experience with it" (p.266). Learners construct their own system of language by applying some rules in an incorrect way. As an example, learners extend regular past suffix 'ed' to all verbs even irregular verbs.

Keshavarz (1999) maintains that this type of transfer is caused by interference of the linguistic patterns of the target language. That is to say, one language item effects on other item in the TL. According to Richards (1971), intralingual errors are also subdivided to the following categories:

2.5.2.1 Overgeneralization Errors

Learners extend rules to another similar pattern like he 'bayed' instead of 'bought'. They use this strategy in order to facilitate the learning process as well as acquire the target language rules quickly.

2.5.2.2 Ignorance of Rule Restrictions

Sometimes, learners apply rules in wrong situations. This phenomenon occurs almost at morphological level.

2.5.2.3 Incomplete Application of Rules

In some cases, learners are unable to produce a complete structure in a particular context.

2.5.2.3 False Hypothesis

Learners do incorrect assumptions on particular form of language. Sometimes, learners construct some rules on the basis of other examples they have seen.

2.6 Interlanguage Theory

Interlanguage theory is approach in SLA research. This theory is developed by Larry Selinker in 1972 and studied by others later .

2.6.1 Definition

The term interlanguage was firstly coined by the American linguist Larry Selinker in 1972. It is a system between first and second language created by the learner. This system is neither learner native nor target language. Corder (1971) defines IL as an idiosyncratic dialect or language learner language. Nesmer (1971) defines it as an approximate system used by learners in order to use the target language. Ellis (1985,p.229), described interlanguage as “the series of interlocking Systems which characterized acquisition.” Thus, it is a large stock of knowledge about TL mixed with first language linguistic system.

2.6.2 Characteristics of Interlanguage

Troike (2006, p. 40) claims that an interlanguage has the following characteristics:

a. Systematic: It is guided by rules which constitute the internal learners grammar .From a particular kind of rule or point learner creates a whole system. After this process learners discover new rules.

b. Dynamic: Language system is always modified along the time which appears in the succession of internal grammar .Selinker (1992) sees that this change is a discontinuous progression “from stable plateau to stable plateau”.

c. Variable: Even though IL is systematic, variations in contexts lead learners to modify their internal grammar rules.

d. Reduced system: Learner's internal grammar is simple and predictable differs from that of TL which is complex and highly structured in terms of form and function.

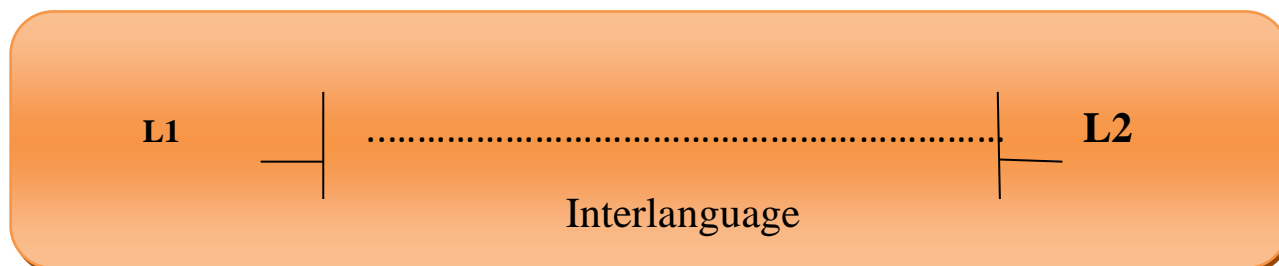


Figure.1: The Scope of Interlanguage (cited in Temmimi, 2009).

Conclusion

Learning a second language becomes a more important area in second language acquisition research (SLA)It is a complex process which demands patience and flexibility from learners. It provides a full description about the way learners process the language as well as the strategies used by them. In this chapter, we have seen a list of strategies applied by learners in learning L2 like overgeneralization, avoidance, etc. This chapter also, provided insights on the negative influence of mother tongue in learning a second language which refers to L1 interference at level of language four skills.

Chapter Three
Controversial
Issues in Teaching
Writing Skill

Chapter Three: Controversial Issues in Writing Skill

	Pages
Introduction.....	34
3.1 Definition.....	34
3.2 Approaches to Teaching Writing Skills.....	35
3.2.1 The Controlled-to-Free Approach.....	35
3.2.2 The Free Writing Approach.....	36
3.2.3 Product- Oriented Approach.....	36
3.2.4 Process –Oriented Approach.....	37
3.2.5 Genre Approach.....	38
3.3 Types of Writing	39
3.3.1 Personal Writing.....	39
3.3.2 Study Writing.....	39
3.3.3 Public Writing.....	39
3.3.4 Social Writing	39
3.3.5 Creative Writing.....	39
3.3.6 Institutional Writing.....	40
3.4 Definition of Essay.....	40
3.5 Definition of Argumentative Essay.....	40
Conclusion.....	40

Chapter Three: Controversial Issues in Teaching Writing Skill

Introduction

Writing is a difficult productive skill even in first language. Learners of English language attempt to master this skill by using some distinctive strategies in order to improve their writing. Moreover, learners when they are asked to write a full text about specific topic, they find themselves unable to express their ideas in well-structured paragraphs. This chapter is directed to discuss some key terms related to writing including definition of writing ,approaches of teaching writing, definition of essay and kind of writing as well.

3.1 Definition

Writing is a complex skill. Richards (1988) defines writing as “the result of complex and processes of planning, drafting, reviewing, and revising and some approaches to the teaching of first and second language writing teach students to use these processes.” From this quotation, writing follows a serie of interrelated and systematic processes that lead to a final product in a written form.

Harmer (2007) claims that writing is complex process that goes through ordered stages which are planning, drafting, editing and final draft in order to arrive to a final written composition or paragraph. According to him, this skill is generally affected by content, purpose and the medium it is written in.

Some scholars argue that writing is basically related to the act of speaking. Cristal (1999) writing is primarily an act of discovering new vocabulary in a form of letters. It is also shows our creativity in expressing our ideas.

Moreover, writing is a means of transforming our ideas as well as a tool of communication. Miller (2001) states that writing is an act of expressing our feelings and views based on piece of writing produced by a particular person.

According to Lado (2000), Writing in the target language means that learners should be able to use TL structure correctly and know how this structure conveys meaning. Hayes (1996) claims that writing is a social phenomenon that reflects social relationships among people. Moreover, White and Arndt (1991) writing is a complex process that demands considerable efforts from learners.

3.2 Approaches to Teaching Writing Skills

Like teaching, writing skill is also has its approach .There are different approaches to teach writing skill:

3.2.1 The Controlled-to-Free Approach

In 1950's and 1960's, speaking skill was seen as the first skill needed to be developed because of the dominance of Aural-Oral method. Writing at that time was considered as a vital tool that improves speaking skills. In controlled-to-free approach, teachers start teaching writing from a sentence to a paragraph and then to a composition. Students, first learn how to construct a sentence, next they are required to write down a paragraph by modifying its structure even its verb tenses. If learners succeed in this stage, they are allowed to write a whole composition in which they express their own ideas.

Ghaith (2002) states that this approach focuses on accuracy over fluency. Accuracy refers the grammatical appropriateness of the text itself. It neglects the communicative dimension of writing skills, while it gives a great emphasis to the structural aspect of the language. Raime (1983) claims that “this approach stresses three features: grammar, syntax and mechanics”(p.76).

3.2.2 The Free Writing Approach

Raims (1983) claims that writing skills is developed through the regular practice and free writing was the assumption that free- writing approach based on . Writing in this approach is

purely students' task. The role of the teacher here is limited to reading learners productions and providing some comments on their writing .It therefore emphasizes quantity rather than quality. Unlike controlled-to-free approach which emphasize fluency, free writing approach focuses on accuracy Ghaith (2002).

3.2.3 Product- Oriented Approach

From its name, product oriented approach focuses on the final product written by learners. In this approach, learners are required to imitate a model of text in order to attend t a final product. White (1998) highlights model product-oriented approach as the following:



```
graph LR; A[Study the model] --> B[Manipulate elements]; B --> C[Produce a parallel text]
```

Figure.2: Model Based Approach (White 1998, p. 46)

Nemouchi (2008) states that the text is studied and analyzed at levels of grammar, structure, syntax and text organisation as a starting points. After skimming these features, learners are required to produce a new topic equivalent to the previous text in terms of features that are discovered before. This approach goes through four basic stages depending on imitating model text:

a-Stage One

Students make a deep reading of the text and they analyze it in terms of grammar, structure and sequencing of ideas. Students, for example, studied an argumentative text at the level of type, vocabulary items, verb tenses and how its ideas are organised. This stage helps learners to highlight the basic steps they go through.

b-Stage Two

In the second stage, students apply what they have gathered before making separated activities on previous features of given text. Students are provided by activities concerning lexis, like writing paragraphs.

c-Stage Three

It is the important step, students are required to organise a paragraph to arrive to a final composition. Teachers are supposed to give more emphasis on sequencing of ideas more than ideas themselves.

d-Stage Four

In this stage, students are obliged to write a complete essay based on the model they have seen before.

3.2.4 Process –Oriented Approach

Dissimilar to product –oriented approach, process-oriented approach focuses on the process that leads to an ultimate product. Students should know that what they have wrote is not the final product ,it is just the beginning. According to Nemouchi (2008), the primary concern of this approach is to enable learners to know how to gather ideas, organizing them draft and redraft in order to bring a final successful written product.

This approach embraces four main stages, prewriting, drafting, revising and editing. Harmer (2004) claims that in process approach, writing should go through organized steps which helps learners to be an effective writers. In process –oriented approach correction of essays are provided by teachers even learners.

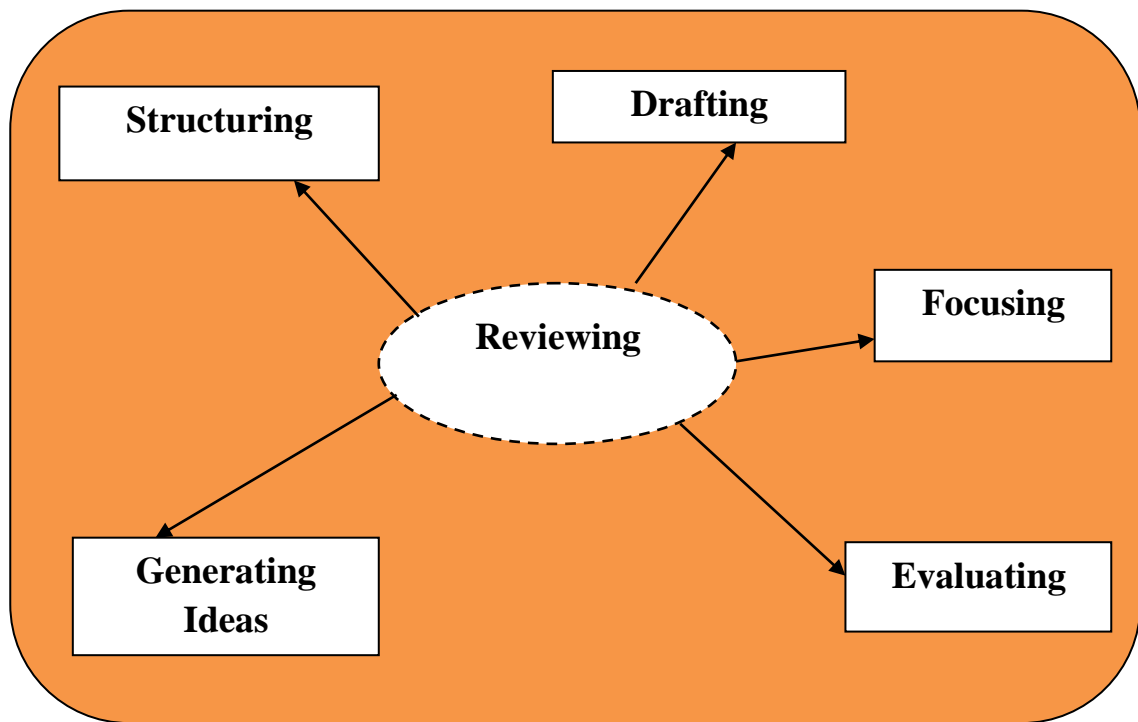


Figure 3: White's and Arndt's Process Writing Model (cited in Harmer, 2001, p. 25)

3.2.5 Genre Approach

Richards (2003) states the following “ the central belief here is that we do not just write ,we write something to achieve some purposes: it is a way of getting something done.” (p.18). The ultimate goal from writing is to communicate with others through a group of letters. Furthermore, the writer should consider structure, content, style, etc to be used in a paragraph or essay that helps in conveying social messages successfully.

Richards (2003) states that “these abstract, socially recognized ways of using language for particular purposes are called genre” (p.18).From his claim, the word genre means the kind of language that should be used depending on the purpose it serves.

Genre approach has a sum of characteristics that distinguishes it from other approaches. These features are communicative purposes, associated themes, conventions (rhetorical structure and textual features), the channel of communication, degree of formality, mode of argumentation, textual structures and audience sort. It emphasizes the social constraints rather than the text. This

approach is associated with the functional view of language which regards language as a combination of discourse and context in which language is used.

3.3 Types of Writing

Writing can be classified into some typed based on the purpose it serves and the meaning it conveys. Hedge (2005, p.86-87) classifies writing into different types as the following:

3.3.1 Personal Writing: This kind of writing consists of person's dairies and journals .It is almost associated with person first language, but it can be a step to improve writing skills.

3.3.2 Study Writing: It is commonly used in formal academic contexts like schools, universities and so on. It appears in form of essays, interviews and taking notes .It is called ' Academic writing' . Oshima and Hogue (2007) states that “academic writing is the kind of writing used in high school and college classes” (p.3). According to them this type of writing is different from other types of writing in terms of its formality.

Myles (2002) explains that “Academic writing requires conscious effort and practice in composing, developing, and analyzing ideas.”(p.1). It demands linguistic knowledge as well as practice since it is a complex type of writing.

3.3.3 Public Writing: It is commonly used in institutions and organizations such as complainment application letters.

3.3.4 Creative Writing: It refers to poems, stories and novels written by persons .It is rarely conducted in second language.

3.3.5 Social Writing: It is generally associated with social relationships among members of society like e-mails, letters, etc.

3.3.6 Institutional Writing: It is used for a professional purposes like writing reports, agendas, etc .Each profession has its own language.

3.4. Definition of Essay

Dictionary of Language Teaching and Applied Linguistics (2010) defines essay as “a longer piece of writing, particularly one that is written by a student as part of a course of study or by a writer writing for publication which expresses the writer’s viewpoint on a topic” (203). An essay is a longer piece of writing produced by a writer in which he/she expresses his /her opinions.

3.5 Definition of Argumentative Essay

Argumentative essay is considered as one of the most difficult types of essays, because it requires logical and critical thinking. “The purpose of this type of essay is to convince your reader to agree with your point of view.” (McLean, 2011, p. 33). According to Mc Lean, argumentative essay aims to convince the reader about a particular issue you want to discuss.

Conclusion

To sum up, writing in a second language becomes more important for learners, especially if they are in exams or writing a research paper. Moreover, teachers should provide their learners with the necessary guide lines to write a well structured piece of text. This chapter discussed the approaches of teaching writing due to its complexity. Learners in addition, are obliged to write frequently in order to avoid committing errors in their essays or paragraphs.

Chapter Four
Research
Methodology and
Findings

Chapter Four: Research Methodology and Findings

	Pages
Introduction.....	43
4.1.Method.....	43
4.2 Research Design.....	43
4.3 Study Population and Sampling.....	43
4.4 Data Collection Procedure.....	43
4.5 Techniques of Collecting Data.....	44
4.6 Technique of Analyzing Data.....	44
4.7 Findings.....	45
4.7.1 Collection of Errors.....	45
4.7.1 Identification of Errors.....	45
4.7.3 Description and Evaluation of errors.....	46
4.8 Summary of findings	54
Conclusion.....	54
Pedagogical Implications.....	55
General Conclusion.....	56
Limitations of the study.....	57

Chapter Four: Research Methodology and Findings

Introduction

The ultimate aim of the present study is to discover the influence of first language on the use of articles in EFL students essays. Therefore, the researcher adopted documentation technique to test her research hypothesis first and answering to its questions .The researcher has involved thirty second year who are required to write an argumentative essay about one of the suggested topics using different kinds of articles. This chapter is devoted to discuss research participants, method and procedures.

4.1. Method

The current study aims to investigate the influence of first language on the use of articles. In order to answer to the research questions and confirm the hypothesis, descriptive analytical method will be followed in this study. This method is adopted, because the researcher aims to describe and analyze learners' errors.

4.2 Research Design

To achieve the aim of the present study, the researcher used the descriptive quantitative method. The quantitative data were gathered from the students test in order to quantify errors that are stated in their essays. Moreover, descriptive data were gathered from the essays of students to classify, describe and analyze students' errors.

4.3 Study Population and Sampling

According to Burn and Grove (1993) population refers to all elements that serve the criteria of the study .The present study is directed to second year LMD students at the Department of Letters and English language, KMUO during the academic year 2017/2018.

The participants of study are selected randomly, because it is regarded as the most reliable method in collecting data.

4.4 Data Collection Procedure

All the thirty participants are required to write an argumentative essay by choosing one of the following topics: working women, social media and pollution. They are asked to write less than 250 words essay using all types of articles within a period of one hour.

4.5 Techniques of Collecting Data

For accomplishing this work, documentation technique is adopted in this research. Generally, documentation technique is to gather data in a form of notes, essays, books, transcripts, etc. In this research data are stated in students' argumentative essays.

All the research participants are required to write an argumentative essay about three main topics in which they are obliged to use different types of articles within a period of 1 hour. The topics are pollution, working women and social media.

4.6 Technique of Analyzing Data

In this research, the researcher follows Corder's (1967) method in analyzing learners' errors. It consists of five main steps: collection of a sample of learners' language, identification, description, explanation and evaluation of errors.

In the first step, the researcher starts to gather samples of essays written by students. In the second step which is identification, the researcher classifies learners' errors according to Dulay's Surface Structure Taxonomy. This taxonomy tackles different types of errors such as omission, addition, misinformation and misordering.

In the next step, the researcher explains those errors and attributes them to their source either interlingual or intralingual. The last step is evaluating learners errors. The researcher also provides correction to wrong sentences.

4.7 Findings

a. Collection of Errors

In this step, the researcher has collected the samples of essays that are written previously by students. The researcher has asked students to write an argumentative essay one of the suggested topics.

b. Identification of Errors

As stated above, the source of research data is students' argumentative essays which are produced by second year license students of English at university of Ouargla. In this step, the researcher has identified errors found in students' essays concerning articles. Then, she adds notes next to each error: omission, addition, misinformation and misordering.

3. Description and Evaluation of errors

In this step the researcher goes to give a full description of errors .She will describe them in a form of paragraph.

Table.1 Description of Errors in Articles

Students	Addition Error	Omission Error	Misinformation Error	Misordering Error
Student 1	-	-	-	-
Student 2	1	1	-	-
Student 3	1	-	1	-
Student 4	11	-	-	-

Student 5	-	-	-	-
Student 6	1	-	-	-
Student 7	-	-	1	-
Student 8	-	-	-	-
Student 9	1	-	1	-
Student 10	-	-	1	-
Student 11	-	-	1	-
Student 12	1	-	2	-
Student 13	-	-	-	-
Student 14	-	-	1	-
Student 15	1	-	1	-
Student 16	1	-	-	-
Student 17	-	-	-	-
Student 18	1	1	-	-
Student 19	-	-	-	-
Student 20	-	2	-	-
Student 21	3	-	-	-
Student 22	-	-	-	-
Students 23	-	-	-	-
Student 24	1	-	-	-
Student 25	3	1	-	-
Student 26	-	-	-	-
Student 27	1	-	-	-
Student 28	-	-	-	-
Student 29	-	-	1	-
Student 30	-	-	-	-

Total	27	05	10	-
Total number	42			

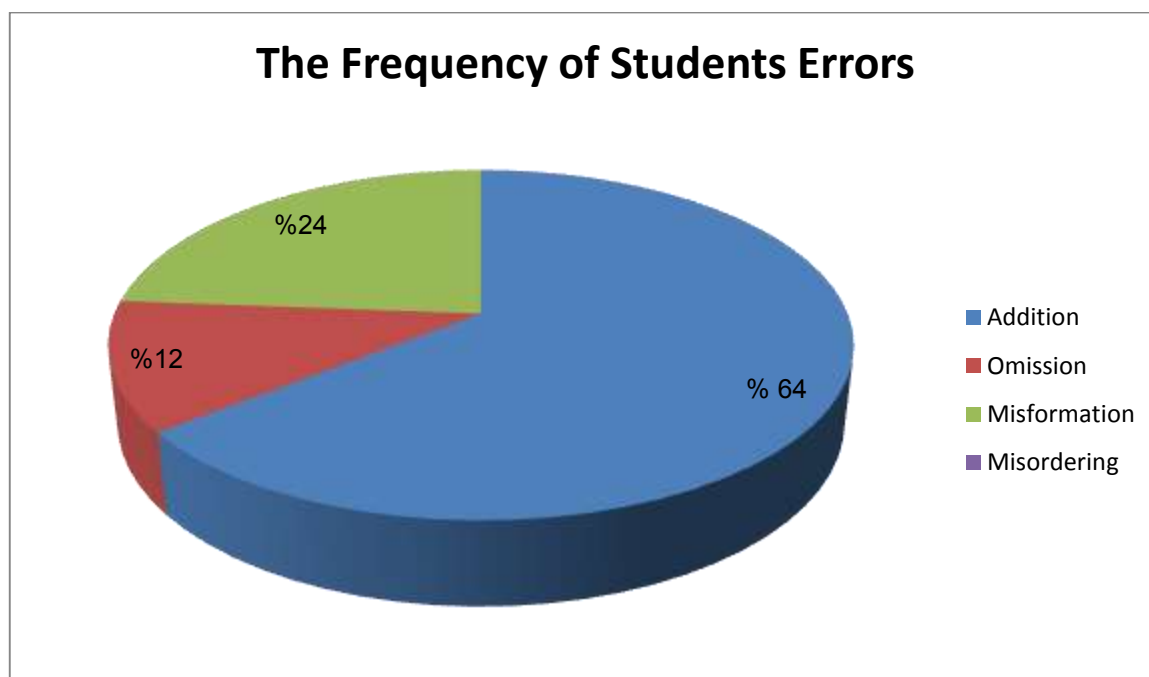


Figure.1 The Frequency of Students Errors

Figure .1 shows the frequency of students' errors in using English articles which are classified into four main types. The researcher has found that addition error is the most frequent error with 64 % errors in student's essays. The second is omission error with 24 % errors. Then misinformation error with 12 % errors.

Student 02

The second student omits the definite article the in *Air pollution occurs through the presence of factories in earth's atmosphere*. S/he omits the definite article ' the ' before the word ' earth ' , because he overgeneralises the use of zero article before unique nouns.

Correction

Air pollution occurs through the presence of factories in **the** earth's atmosphere.

Student 3

The third student made three types of errors. The first error is classified as an addition error, since the student adds the definite article ' the ' in *the work of women*. This error is a result of the first language interference .The second type of error is considered as a misinformation error. S/he uses ' a ' instead of ' an ' in *Working women becomes a interesting issue*.

Correction

working women.

Working women becomes **an** interesting issue.

Student 04

All most of error constructions in the fourth student's essay are classified into addition errors. S/he adds the definite article ' the ' in *The social media subscribe in the rising of the number of the crimes ,and the reasons are the sharing of the bad videos and photos to the children and It builds the economy of the country ;It sends the information Very easy and fast*. It is noticeable that the fourth student is affected by his/her first language which is known as interlingual error.

Correction

Social media subscribe in rising of the number of crimes ,and the reasons are sharing of the bad videos and photos to children.

It builds the economy of country ;It sends information Very easy and fast.

Student 06

The sixth student made error constructions which are classified as an addition error. S/he adds the definite article ' the ' in *Also, women who work will not find the time to take care*

about their houses. This sentence shows that this student applies his/her first language rules in acquiring English articles. This error is classified as an interlingual error.

Correction

Also, women who work will not find time to take care about their houses.

Student 07

Almost all of errors in this essay are addition errors. She/he adds the definite article *the* in *Nowadays, **the** woman are **the** ones whom **the** others depend on in a lot of issues*. It is interlingual error. S/he adds the definite article ' *the* ' before cardinal numbers.

Correction

Nowadays, the women are ones whom the others depend on in a lot of issues.

Student 09

There are two types of errors in the use of articles which are committed by the student. S/he adds the definite article ' *the* ' in *the pollution is like an effective disease*. It is noticeable that the student affected by the Arabic word ' *Al-talaouth* ' . It is an interlingual error. Moreover, s/he committed misinformation error in *this phenomenon affected also on the atmosphere which is **an** grave matter*. S/he uses ' *a* ' instead of ' *an* ' . It is an interlingual error.

Correction

Pollution is like an effective disease.

this phenomenon affected also on the atmosphere which is **a** grave matter.

Student 10

The student made two types of error constructions which are classified as misinformation and addition errors. S/he uses the indefinite article ' a ' instead of zero article in *Some people think that a women should stay at home*, because s/he applies the rule in wrong context. It is classified as an intralingual error. The second type of error made by the student is an addition error. S/he adds the definite article ' the ' in *Also their children will grow up missing the love and the pity of the mother*. It is noticeable that the student is affected by his/her first language when using words like the pity and love. In English language there is no definite article before abstract nouns. This error is classified as interlingual error.

Correction

Some people think that women should stay at home.

Also their children will grow up missing love and pity of the mother.

Student 11

The most frequent error committed by the student is misinformation error. He uses ' an ' instead of ' the ' in *Of course, for some reasons you need an internet connection*. He may overgeneralize the use of the definite article ' the ' to all linguistic patterns. It is classified as an intralingual error.

Correction

Of course, for some reasons you need **the** internet connection.

Student 12

Three types of errors are found in the student essay. The student adds the definite article ' the ' in *working women is the one who has a lot of abilities*. In the student's sentence, the definite article the should not be used before cardinal numbers. Moreover, s/he uses ' a '

instead of ' the ' in *sometimes ,she is a father and a mother at the same time*. This error is typically by the target language itself.

Correction

Working women is **the** one who has a lot of abilities.

Sometimes, she is **the** father and **the** mother at the same time.

Student14

Deviations detected from the essay is misinformation error. The student uses ' a ' instead of zero article in *the perfect place to a women is in her house*. This error results from the target language itself, because the student applies the rule in wrong context.

Correction

The perfect place for women is in her house.

Student 15

The identification of errors in the use of articles reveals that the student adds the indefinite article ' a ' in *the best work for a woman is to take care of her children*. S/he has a false hypothesis on indefinite article ' a ' which can be considered as an intralingual error.

Correction

The best work for women is to take care of her children.

Student 16

The student committed an addition error in the essay. S/he adds the definite article ' the ' in *The water of rivers and seas is being constantly polluted*. This error resulted from the influence of Arabic language in using articles.

Correction

Water of rivers and seas is being constantly polluted.

Student 18

The student commits two types of errors in the use of articles which are classified as omission and addition errors. S/he omits the indefinite article ' a ' in *It also makes the world as small village*. The student may forget to add the indefinite article ' a ' in the sentence. The student also adds the definite article ' the ' to the abstract nouns in *They need **the** love*, when it is appropriate to put zero article. This error proved that the student is affected by his/her FL.

Correction

It also makes the world as **a** small village.

They need love.

Student 20

In the 20th essay, the student omits the indefinite article ' an ' in *To be active part in society and To be strong women*. The student may forget to put the article before the word. It is classified as an intralingual error.

Correction

To be **an** active part in society.

Student 21

In this essay, the student adds the definite article the in the following sentence: *It helps people to in many different works such as **the** teachers, **the** students and **the** parents*. It is noticeable that the student is highly affected by his/her first language.

Correction

It helps people to in many different works such as teachers, students and parents.

Student 24

After the identification and the classification of errors in use of articles, the researcher has noticed that the student added the definite article ' the ' in *Most of us think of **the** face book*. The sentence shows that the student is affected by his first language background when s/he used ' the ' . This type of errors is classified as interlingual error.

Correction

Most of us think of **facebook** .

Student 25

Two types of errors in use of articles committed by the student . S/he omits the definite article the in *So, what are advantages of working women*. The student omits the indefinite article ' the ' before a noun. This error is classified as an intralingual error.

The researcher has noticed that misinformation error occurs three times in the same essay. The student uses ' a ' instead of zero article in the following sentence: *It is not like **a** centuries ago, **a** women has **a** right of working*. S/he uses ' a ' in a right, because he thought that the right is singular, for that he put ' a . This error is resulted from target language itself.

Correction

What are **the** advantages of working women.

It is not like centuries ago, **the** women has **the** right of working.

Student 27

The researcher has noticed that this student commits few errors than other essays. S/he adds the definite article ' the ' in *Nowadays all people using a different sites , Social media leads **the** people to be more knowledgeable*. The student adds unnecessary article in the sentence due to the influence of his/her first language.

Correction

Nowadays, all people using different sites, Social media leads people to be more knowledgeable.

Student 29

Two types of error constructions are found in the essay of the student. S/he uses ' the ' instead of ' a ' in *Working women is **the** debated topic*, which reflects misinformation error. This error shows that the student is affected by his first language. The second type is an omission error. S/he omits the indefinite article ' an ' in *working women is interesting topic*. The student may overgeneralize the use of zero article. In brief, it is an intralingual error.

Correction

Working women is a debated topic.

Working women is **an** interesting topic .

4.8 Summary of Findings

The analyzed argumentative essay revealed that most of second year license students commit different types of errors in their attempt to use English articles in their essays. The research data show that addition errors are the highest level in which is repeated 27 times in their essays. Omission error comes after addition errors which occurred 05 times and misinformation errors repeated 10 times in the essays of students.

Moreover, the researcher noticed that the addition of definite article ' the ' is the most frequent types of articles' errors among other articles because learners apply their mother tongue (Arabic) system in acquiring English articles. Omission of some necessary articles either definite or indefinite is less than the other types. Students may omit articles because they do not know how to use them or they forget them. Furthermore, misinformation errors represent the lowest number of errors in comparison with other types since students ignore rules of using articles.

Student's errors occur due to some reasons. The researcher classified them into interlingual and intralingual. The research results shows that most of students' errors are a result of their first language (Arabic) influence in which students apply first language background in acquiring English articles, while intralingual errors is less than interlingual errors.

In brief, it is obvious that first language interference is the first reason of second year license students' errors concerning articles.

Conclusion

The analysis of students' essays confirms that second year license students have difficulties in using English articles. They committed different types of errors in using articles. According to the study results, it has been proved that most of students errors are mostly caused by first language interference, because students rely on their first language Arabic background in learning a foreign language.

Pedagogical Implications

After having a full picture of the use of English articles by second year LMD students of English language at KMUO, the researcher would like to suggest some actions and suggestions that can contribute in improving learning process.

Firstly, English articles should be taught through context. Teachers have to engage learners in real life situations in which asked learners to use different types of articles. This strategy helps learners to acquire articles fastly in funny way.

Secondly, English articles have to be taught in a systematic way. For that reason, it is appropriate to provide learners with series of exercises that improve learners proficiency. It has been noticed that this problem is firstly originated from their primary school.

Thirdly, teachers should consider error analysis as a useful method to diagnose learners errors. It also, helps the teachers to provide suitable remediation to each error.

Finally, students have to practise more exercises on writing. This skill forms obstacles to learners when they intend to express their ideas.

General Conclusion

Undoubtedly, the acquisition of English articles is a difficult process because it demands more attention from learners. This problem becomes more difficult when learners apply their first language rules in acquiring the second language. The influence of mother tongue leads learners to commit different types of errors. As a results, we can say that students are still unable to use English articles appropriately since they are affected by their first language system.

Moreover, we cannot ignore that first language sometimes affects positively in acquiring English articles due to the existence of definite article ' the ' in Arabic language. But, first language in other cases causes problems in learning second language and using English articles correctly. Teachers therefore, should pay attention to this phenomenon and do the best to reduce it.

In this research paper, the concept of first language interference and its influence on the use of articles for Algerian university students KMUO, Department of Letters and English language was the main core stone in this research. Thus, teachers should think of first language interference and its effect positively as well as negatively.

Generally, the use of English articles is considered as a problematic issue in second language acquisition research. This complexity leads students to commit distinctive types of deviations. Moreover, it is noticeable that most of second year license students are unable to use articles correctly, for that further pedagogical implications should be taken into account in order to reduce errors.

Firstly, teachers should pay attention to the way learners acquire the language, because it helps them to identify the sources of errors easily. Secondly, teachers should teach students where they use articles correctly . The use of the definite article ' the ' is a trouble for

students, because it exists in their mother tongue Arabic language. Thus, teachers should provide students with handouts that contain rules of using articles. Thirdly, students are required to do more exercises on writing. They have to write a piece of text frequently in order to improve their writing skills.

Limitations of the Study

However this study is very interesting, it has some limitations like other previous studies. Firstly, the researcher has noticed that some students answered to essay questions in form of paragraph while they are asked to answer in form of an essay. Secondly, not all students are interested to participate in the test because they have weak level in writing.

Bibliography

- Bataineh, R. F. (2005). *Jordanian undergraduate EFL students' errors in the use of the indefinite article*. *Asian EFL Journal*, 7(55-66).
- Brown, H, D.(1994). *Principles of Language Learning and Teaching* (4th ed).
USA : Prentice Hall Regent.
- Burns, N and Grove, S. (1993). *The practice of nursing research: Conduct, critique &utilization, Sanders*. Philadelphia
- Burt, Marina, Heidi Dulay, and Stephen Krashen. (1982). *Language Two*. Oxford:
Oxford University Press.
- Corder, S .P.(1967). "The significance of Learners' Errors". (p.169-171).
- Corder, S.P. (1973). *Introducing Applied Linguistics*. London: Penguin Books.
- Corder, S.P. (1981). *Error Analysis and interlanguage*. London: Oxford University Press.
- Crompton, P. (2011). *Article Errors in the English Writing of Advanced L1 Arabic Learners: The Role of Transfer*. *Asian EFL Journal*
- Crystal, D. (1992). *Introducing linguistics. An A- Z guide*. London: The Penguin Group.
- Eckersley,C.E.,1 & Eckersley, J.M.(1960).*A Comprehensive English Grammar for Foreign Students*. Essex: Longman.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.(p.17)
- Ellis, R. (1997). *Second language Acquisition*. Oxford: Oxford University Press.
- Ellis, R. (2008). *The Study of Second Language Acquisition* (2nd edition). Oxford: Oxford University Press.
- Erdogan, V.(2005). *Contribution of Error Analysis to Foreign Language Teaching*. *Journal of Faculty of Education*,1,,261-270.. Retrieved October 1,2009,from

:[http://www.turkofoni.org/ Files/ contribution-of error-analysis-to-foreign-language-teaching-vac-de-erdo-an-mers-n-un-200.pdf](http://www.turkofoni.org/Files/contribution-of-error-analysis-to-foreign-language-teaching-vac-de-erdo-an-mers-n-un-200.pdf)(p.

Ghaith, G. (Feb. 2002). *Approaches to Teaching Writing*. Retrieved Apr, 20, 2010,

from www.nadabs.tripod.com/writing.

Gass, S. and Selinker, L. (1994). *Second Language Acquisition: An Introductory Course*.

Hilsdale, NJ: Lawrence Erlbaum.

Gass, S. and Selinker, L. (2001). *Second language Acquisition: an Introductory Course*

Interlanguage . (2nd ed). London: Lawrence Earlbaum Associated.

Gass, S. & Selinker, L. (2008). *Second language Acquisition: An introductory course*. New York: Routledge.

Hasyim, S.(2002). *Error analysis in teaching of English universities Kristen Petra*.

Harmer, J.(2004). *How to Teach Writing*. Longman: Pearson Education Limited.

Harmer, J.(2007). *The Practice of English Language Teaching*. England: Pearson Longman.

Hedge, T. (2005). *Writing*. Oxford: Oxford University Press.

James. C (1998). *Errors in Language Learning and use*. London: Longman.(p.83)

Keshavarz, M. (2003). Error Analysis and Contrastive Analysis .Error Analysis in Translation and Learner Translation Corpora. In Mitchell, R. and Myles, M. (2004). *Second language learning theories*. New York: Hodder Arnold.

Kharma, N. (1981). *Analysis of the errors committed by Arab university students in the use of English definite-indefinite articles*. International Review of Applied Linguistics 19.(p.331-345).

krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press.

Lado, R. (1957). *Linguistic across Culture*. Annrbor: University of Michigan Press.

- Leech and, G. and Svartvik, J.(1975). *A communication grammar of English*. London: Longman.
- Lemsera, N (2015). *The Influence of First Language on EFL Students' Writing*.A case of first year students at English Department in Biskra. Biskra: Biskra University.
- Mourtaga, K. (2004). *Investigating Writing Problems among Palestinia students*.USA: Author House.
- Myles, T. (2002). *Second Language Writing and Research: The Writing Process and Error Analysis in Student Texts*. Teaching English as a Second or Foreign Language (TESL -EJ). Retrieved from: <http://tesl-ej.org/ej22/a1.html.pdf>.
- Nemouchi, A. (2008). *Writing Connection with Grammar and Literature in the Study Organization of the LMD System*. Unpublished Doctorate Thesis.
- Nemser, W. (1971). *Approximate Systems of Foreign Language Learners*. International Review of Applied Linguistics.
- Norrish, J. (1983).*Language learners and their errors*. London: The Macmillan Press.
- Oshima, A., & Hogue, A. (2007). *Introduction to Academic writing*. London: Pearson Education.
- Odisho, E. Y. (2005). *Techniques of Teaching Comparative Pronunciation in Arabic and English*. United States of America: Georgia press.
- Odlin, T. (1989). *Language Transfer: Cross-Linguistics Influence in Language Learning*. Cambridge: Cambridge University Press.
- Quirk, R. (1972). *A Grammar of Contemporary English*. New York: Seminar Press.
- Raimes, A. (198)3. *Technique in Teaching Writing*. London: Oxford University Press.
- Richard, J. et al.(1992). *Dictionnary of Language Teaching and Applied Linguistics*.

- (2nd ed). Essex: Longman Group LTD.
- Richards J. C. and Renandya W. A. (2002). *Methodology in Language Teaching An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Richards, J.C & Schmidt, R. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics (3 rd ed.)*. London: Pearson Education Limited.
- Richards, J.C & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics (4th ed)*. London: Pearson Education Limited.
- Rutherford, W.E. (1989). *Preemption and the learning L2 grammars Studies in Second Language Acquisition*. London: Longman.
- Selinker, L. (1972). *Interlanguage* . In J. Richards (Ed.), 1984/1997. *Error analysis : Perspectives on second language acquisition*. (pp. 31-54). London: Longman.
- Selinker, L (1972). *Rediscovering Interlanguage*. England: Longman.
- Smith, B. (2001). *Arabic speakers*. In Swan, M. & Smith, B. (eds.). *Learner English: A teacher's guide to interference and other problems*. (2nd ed), (pp. 195-213). Cambridge: Cambridge University Press.
- Temmime, A. (2009). *Transfer of Simple Preposition from Standard Arabic into English*.
Master Dissertation. Constantine: University of Constantine.
- Troike, M.S.(2006). *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press.
- Vygotsky Ml.(1978). *Interaction between learning and development. From mind to society*.
Cambridge, Ma: Harverd University.
- Walfram, W.(2007). *Ethnic varieties*. In Lamas, C; Land Stock well, p. (Eds). The Routledge composition to sociolinguistics.(p.77-83).
- Warriner, E.J., and Graham, L.S.(1977). *Warriner' English grammar and composition*.

New York: Hacourt Brace Javanovich.

Weinreich, U. (1953). *Languages in Contact: Findings and Problems* .New York: Linguistics
Circle of New York .

White, R.& Ardnt, V. (1991).*Process Writing*. England: Longman.

Yule, G. (2006). *The study of language* (3rd ed) . Cambridge: Cambridge University Press.

Ziahosseiny SM.1999. *Contrastive Analysis of Persian and English & Error Analysis*.
Tehran: Nashr-e Vira.

Appendices

	pages
Appendix A.....	64
Appendix B.....	67
Appendix C.....	68
Appendix D.....	69
Appendix E.....	70
Appendix F.....	71

Appendix A

Errors	Correction of Errors	Description of Errors	Causes of Errors
Air pollution occurs through the presence of factories in earth's atmosphere.	Air pollution occurs through the presence of factories in the earth's atmosphere.	Omission	Intralingual
the work of women.	working women.	Addition	Interlingual
Working women becomes a interesting issue.	Working women becomes an interesting issue.	Misinformation	Intralingual
the sharing of the bad videos and photos to the children	social media subscribed in rising of the number of crimes ,and the reasons are sharing of the bad videos and photos to children	Addition	Interlingual
not find the time to take care about their houses.	Will not find time to take care about their houses.	Addition	Interlingual
the woman are the ones	the woman are ones	Misinformation	Intralingual
the pollution	Pollution	Addition	Interlingual
an grave matter	a grave matter	Misinformation	Intralingual
that a women should stay at home.	that women should stay at home.	Addition	Interlingual
Also their children will grow up missing	love and pity of the	Addition	Interlingual

love and the pity of the mother.	mother.		
an internet	the internet	Misinformation	Intralingual
the one	One	Misinformation	Intralingual
a father and a mother	the father and the mother	Misinformation	Intralingual
For a women	for women	Addition	Interlingual
The water	Water	Addition	Interlingual
as small village.	as a small village.	Omission	Interlingual
They need the love.	They need love.	Addition	Interlingual
To be active part in society	To be an active part in society	Omission	Intralingual
Most of us think of the face book.	Most of us think of face book.	Addition	Interlingual
advantages of working women	the advantages of working women	Omission	Intralingual
It is not like a centuries ago, a women has a right of working.	It is not like centuries ago, the women has the right of working.	Misinformation	Intralingual
Nowadays all people using a different sites.	Nowadays all people using different sites.	Addition	Interlingual
Social media leads the people to be more knowledgeable.	Social media leads people to be more knowledgeable.	Addition	Interlingual

Working women is the debated topic.	Working women is a debated topic.	Misformation	Intralingual
Working women is interesting topic .	Working women is an interesting topic .	Omission	Intralingual

Appendix C

Student 01

In no more than 250 words write an essay about one of the suggested topic such as working women, pollution or social media using different kinds of articles like the, a, an and o.

In almost every country in the world, men are likely to be the workers in work. A working woman today has come to the face to the term chiefly implies a woman who is independent economically for other things. When we consider working women in our society, her domestic life is a modern working woman.

The women who work for financial reasons has to face they have to work in an office or organization full time often she is subjected at people make jokes at her and criticizing her work just because she is a woman.

Her domestic life is also not smooth, she does not get any respite from household work because of her office job.

In that century, a woman actively participates in work place. Now woman desire a career and a life in this world, even today women are not treated the same as men.

The concept of working woman, leading a blissful domestic life has not yet been accepted by our society.

(1)

Appendix D

Student 13

In no more than 250 words write an essay about one of the suggested topic such as working women, pollution or social media using different kinds of articles like **the**, **a**, **an** and **o**.

Working women become something normal in our life. Specially in this century, women find themselves obliged to work. There are a lot of reasons that lead her to work and finish her study to improve her level of knowledge. And for some people, working women is something as a right in life. In my point of view, working women is normal, but the conscious mind of society towards women must be observed.

Many reasons lead women to work, one of the reasons is diverse. In other days, a lot of companies separated because of various reasons such as poor income and little salary. Women find herself in a difficult situation which lead her to work to care about their children and do her daily necessities. For other reasons, there are some women study and show their skills in life and trying to get some experience by work and studying to improve level of knowledge.

Working women something necessary in this life for her in the first stage and for her society is second one by some conditions that give women their rights.

omit the

13

Appendix E

Student 06

In no more than 250 words write an essay about one of the suggested topic such as working women, pollution or social media using different kinds of articles like **the**, **a**, **an** and **o**.

Working women nowadays have an important role in the society. The majority of women like to be workers as they have high ambitions to be on high positions that receive their rights as a working women. Thus, to what extent working women ~~are~~ achieve their ambitions, and to what extent society's view to these women is positive?

First, the first group who see and claim that women need to work because they need to be equal to men, and also women find themselves on works. Then, the working women will be more appreciated as they will have certain features that allow them building the new generation. Some husbands like their women to be workers, because they will help them on making life conditions. Working women will rely on themselves and don't need any one.

Secondly, other people's view is that women should not work, because the field of work is concerned to men and women have to stay at home educating their children and look after their families. Also, women who work ~~are~~ will not find the time to take care about their houses.

Therefore, it is appropriate to say that women have to work because it reinforce the women's confidence of themselves. As well as, they will be dependent on their life.

6

Appendix F

Student 17

In no more than 250 words write an essay about one of the suggested topic such as working women, pollution or social media using different kinds of articles like **the**, **a**, **an** and **o**.

~~in daily life~~
Do you agree with working women or not?
I daily face this problem which about
working women. Some people consider that
work women just waste time. But, in
other hand, some people disagree with this
per me. I find that working women ^{is} very important
because of I see her as have a role in the
society. ~~each~~ ^{she} bear responsibility.
we can not deny that women part of the society
she is playing a big role. we find her as ^a mother
and teacher ^{and} doctor. For those who said that
working women waste time. why don't see for the
women in positive way.
However, we in our society ⁱⁿ we can work, but
women can not, because of ^{the} men he can bear
more responsibility than ^{the} women. this idea
make us think that ^{the} women just don't
have right to express about her rights. In
me, women does not want to be at home
she can bear responsibility through such as
man, work ^{and} feel that she ^{is} part
of society.
At the end, I hope that ^{from} who ^{is} disagree
with ~~that~~ working women, to see working women in a
positive way.

17

Abstract

The present study aims at investigating the impact of first language interference on the use of articles among EFL second year students at the Department of Letters and English language, Kasdi Merbah University of Ouargla . The main concern in this study, is the influence of first language (Arabic) as a primary source of learners errors in using articles in their essays. To attend to the success of the study, the researcher has asked 30 participants to write an argumentative essay about three suggested topics using different types of articles. After the analysis of the research data that are gathered from students' essays, it is revealed that most of second year university students of English do not yet know how to use articles correctly. As a result, they commit a considerable number of errors, specially when they use the definite article ' the ' . These errors are simply related to their first language interference.

المخلص

أصبح استعمال أدوات التعريف والتنكير محور اهتمام بحوث اكتساب اللغة الثانية وذلك بسبب تأثيرها على تعلم اللغة الثانية. علاوة على ذلك يتكون نظام أدوات التعريف والتنكير في اللغة الانجليزية من أربعة أنواع. تهدف الدراسة الحالية إلى معرفة مدى تأثير اللغة الاولى على أدوات التعريف والتنكير في مقالات طلبة سنة ثانية لغة انجليزية في معهد الآداب واللغة الانجليزية جامعة قاصدي مرباح ورقلة وذلك من اجل إثبات صحة الفرضية. وسعى من الباحث لإنجاح هذه الدراسة, فقد طلب من طلبة سنة ثانية ليسانس أن يكتبوا مقالة جدلية حول احد المواضيع الثلاثة المقترحة وهي التلوث ووسائل التواصل الاجتماعي و المرأة العاملة وذلك باستخدام أدوات التعريف والتنكير المختلفة. وبعد تحليل معطيات البحث فقد تبين أن معظم طلبة سنة ثانية ليسانس لا يزالون غير قادرين على الاستعمال الأمثل لأدوات التعريف والتنكير عند توظيفها في مقالاتهم بل ويرتكبون العديد من الأخطاء. فهذه الأخطاء ببساطة كانت نتيجة تأثير اللغة الأم العربية على أداء بعض الطلبة

الكلمات المفتاحية: تدخل اللغة الام , ادوات التعريف , الكتابة, المقال, الاخطاء.

Résumé

La présente étude vise la connaissance d'influence de la langue maternelle sur l'acquisition de l'utilisation des déterminants dans les dissertations des étudiants. Pour réaliser les butes d'études, la recherche a demandé aux étudiants se rédiger une dissertation argumentative en trois thèmes quelle sont : le travaille de la femme, pollution, les réseaux sociaux en utilisant les déterminent. Après l'analyse des dissertations, la recherche a trouvé que les étudiants de deuxième année on fait beaucoup des erreurs lors de l'utilisation des déterminent dans ces dissertations.

Mots clés: interférence, déterminants, écriture, dissertation, erreurs.