



People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
Larbi Tébessi University -Tébessa  
Faculty of Letters and Languages  
Department of Letters and English Language

**Native Language's Cultural and Linguistic Interferences on  
EFL Learners' Writing Performance**  
The Case of Second Year Students of English at Larbi Tébessi  
University

A Dissertation Submitted to the Department of Letters and English Language in Partial  
Fulfillment of the Requirements for the Degree of Master in Language Sciences

**Candidates:**

Sarra ABADA

Chahinez MOSTEFAOUI

**Supervisor:**

Ms. Messaouda BOUCHOUCHA

**Board of Examiners:**

**President:** Mrs. Nadia BENKHEDIR M.A.A - Larbi Tébessi University

**Supervisor:** Ms. Messaouda BOUCHOUCHA M.A.B-Larbi Tébessi University

**Examiner:** Mrs. Zahra BOUREZG M.A.B -Larbi Tébessi University

2019/2020



## **Abstract**

The ability to understand and use a foreign/second language nowadays has become a privilege. English for instance is one of the most used languages in the world, and its mastery requires the mastery of its four basic skills; reading, listening, speaking, and writing. However, the process to learn these skills involves some difficulties and interferences, and writing seems to be the most complex one. Accordingly, this study aims to identify the native language cultural and linguistic interferences on second year EFL students' writing performance at Larbi Tebessi University, Tebessa. It attempts to extract the varied range of errors that appear in the students' writings by reason of their L1 interferences, moreover, to investigate the students and teachers' perspectives towards the integration of culture in the learning/teaching process of English. The research hypothesizes that second year EFL students are facing many difficulties that prevent them to write appropriately, and getting the students exposed to the target culture will help them to improve their writing skill and language learning. In this regards, the study utilized a quantitative descriptive method to realize the research purpose, thus, two questionnaires were administrated to 25 second year EFL students and to 4 teachers at the department of English, Tebessa, in order to test and confirm our hypotheses. Consequently, the results obtained from the questionnaires have evidenced the impact of L1 on students' process of learning to write, in addition, the data also demonstrate that both EFL teachers and students have positive attitudes towards culture learning in EFL classes. On the ground of the questionnaires' findings, the incorporation of the target cultural aspects in EFL learning is highly recommended by both students and teachers.

**Key words:** EFL Learning, L1 interferences, writing skill, culture integration

## **Acknowledgement**

First and foremost, we would like to express our deep recognition to God, The Almighty, for giving us strength, health, guidance, and protection.

We wish to express our gratitude to Ms. BOUCHOUCHA, our supervisor, for her precious efforts and valuable guidance.

We are highly indebted to the members of the jury, Mrs. BENKHDHIR and Mrs. BOUREZG, for devoting their time to read and evaluate our work.

We extend our gratitude to all the teachers at the department of English, Laarbi Tbessi University, for sharing knowledge with us over the years of instruction.

Finally, we would like to acknowledge the help of teachers and students who were part of this study for their cooperation to answer the questionnaires.

## **Dedication**

This work is wholeheartedly dedicated to Asma SOUANE, my dear friend. May Allah reward her heaven. I will always remember your heartwarming smile and that warm embrace you always gave me; you were always a shining star. You always meant so much to me and will always do; your absence will always cause me pain until we meet again my angel. I had the privilege to know you for 17 years.

Rest in peace my friend.

To my beloved parents, who have always been supportive and caring!

To my sisters Mouna, Imen, and my brother Abderrahmen for their encouragement in moments of stress!

To all my relatives!

To my long distance friend, Ferial!

To my best friends Roumaissa, Ameni, Safa, Ikram, Anissa, Chaima, Missa, Sarah, and Nahla with whom I shared my journey; you are so special to me!

Finally, I dedicate my work to a very special person “Abdou”. Thank you simply for being you!

**Sarra ABADA**

## **Dedication**

I dedicate this work to my dear parents for their love and support.

To my beloved sisters for their encouragement!

To all who supported and helped me during my education!

To the soul of my dear friend Asma Souane May her soul rest in peace.

**Chahinez MOUSTEFAOUI**

## **List of Abbreviations**

**EFL:** English as a Foreign Language

**NL:** Native Language

**TL:** Target Language

**TEFL:** Teaching English as a foreign language

**LA:** Language Acquisition

**L1:** First language

**L2:** Second language

**Etc:** Etcetera

**FRE:** Frequency

**%:** Percentage

## List of Figures

|  |   |
|--|---|
| <b>Figure 1:</b> Jakobson's model of communication.....    | 6 |
| <b>Figure 2:</b> Jakobson's six functions of language..... | 6 |



## List of Tables

|   |    |
|---|----|
| <b>Table 1:</b> Language learning Vs language acquisition.....                        | 15 |
| <b>Table2:</b> Students' Gender.....  | 33 |
| <b>Table 3:</b> Students' choice to study English.....                                | 33 |
| <b>Table 4:</b> Students' reasons behind studying English.....                        | 34 |
| <b>Table 5:</b> Students' reading skill.....  | 35 |
| <b>Table 6:</b> Students' level in English.....                                       | 35 |
| <b>Table 7:</b> The students' most difficult skill.....                               | 36 |
| <b>Table 8:</b> Students' level in the writing skill.....                             | 37 |
| <b>Table 9:</b> students' problems in the writing skill.....                          | 38 |
| <b>Table 10:</b> Native language translation.....                                     | 39 |
| <b>Table 11:</b> The frequency of native language translation.....                    | 40 |
| <b>Table 12:</b> Impact of Arabic culture on learning English.....                    | 41 |
| <b>Table 13:</b> Factors that affect the use of English.....                          | 41 |
| <b>Table 14:</b> Students' attitudes to learn the English culture.....                | 42 |
| <b>Table 15:</b> The integration of culture in EFL classes.....                       | 43 |
| <b>Table 16:</b> The improvement of language use via learning the target culture..... | 44 |
| <b>Table17:</b> Sample of errors detected in students' paragraphs.....                | 45 |
| <b>Table 18:</b> Teachers' qualifications.....  | 48 |

|  |    |
|--|----|
| <b>Table 19:</b> Teachers' years of experience.....  | 48 |
| <b>Table 20:</b> Teachers' evaluation.....   | 49 |
| <b>Table21:</b> Teachers' attitudes about the students' main weaknesses.....                   | 50 |
| <b>Table 22:</b> Teachers attitudes towards mother culture and language impact.....            | 51 |
| <b>Table23:</b> Students' awareness about their native language and culture interferences..... | 52 |
| <b>Table 24:</b> Students' correction of errors.....   | 52 |
| <b>Table 25:</b> The importance of culture in language learning.....                           | 53 |
| <b>Table26:</b> Teachers' attitudes towards teaching culture and language simultaneously.....  | 53 |

## Table of Contents

|   |                                    |
|---|------------------------------------|
| <b>Abstract</b> .....                             | I                                  |
| <b>Acknowledgement</b> .....                      | II                                 |
| <b>Dedication</b> .....                           | III                                |
| <b>Dedication</b> .....                           | IV                                 |
| <b>List of Abbreviations</b> .....                | V                                  |
| <b>List of Figures</b> .....                      | VI                                 |
| <b>List of Tables</b> .....                       | VII                                |
| <b>Table of Contents</b> .....                    | IX                                 |
| <b>General introduction</b> .....                 | 1                                  |
| 1. Background of the Study.....                   | 1                                  |
| 2. Statement of the problem .....                 | 1                                  |
| 3. Aims of the Study.....                         | 2                                  |
| 4. Research Questions and Hypotheses.....         | 2                                  |
| 5. Population and Sampling .....                  | 3                                  |
| 6. Methodology and Research tools .....           | 3                                  |
| 7. Structure of the Study.....                    | 3                                  |
| <b>CHAPTER ONE: LITERATURE REVIEW</b> .....       | <b>4</b>                           |
| <b>Introduction</b> .....                         | <b>Erreur ! Signet non défini.</b> |
| <b>1.1Section One: Language and Culture</b> ..... | <b>4</b>                           |
| 1.1.1. Language .....                             | 5                                  |
| 1.1.1.1. Definition .....                         | 5                                  |
| 1.1.1.2. Functions of Language .....              | 5                                  |
| 1.1.2. Linguistics .....                          | 7                                  |

|   |    |
|---|----|
| 1.1.2.1. An Overview .....                                  | 7  |
| 1.1.2.2. Sub-Branched of Linguistics .....                  | 7  |
| 1.1.2.2.1. Sociolinguistics .....                           | 7  |
| 1.1.2.2.2 Anthropological Linguistics .....                 | 8  |
| 1.1.3. Culture .....  | 9  |
| 1.1.3.1. Definition of Culture .....                        | 9  |
| 1.1.3.2 Characteristics of Culture .....                    | 10 |
| 1.1.3.2.1 Culture is learned and transmitted .....          | 10 |
| 1.1.3.2.2 Culture is shared .....                           | 10 |
| 1.1.3.2.3 Culture is dynamic .....                          | 11 |
| 1.1.3.2.4 Culture is symbolic .....                         | 11 |
| 1.1.3.2.5 Culture is integrated .....                       | 11 |
| 1.1.4 Linguistics and cultural connections. ....            | 12 |
| 1.1.4.1 How does language influence culture? .....          | 12 |
| 1.1.4.2 How does culture influence language? .....          | 13 |
| 1.1.5 Language acquisition VS learning .....                | 14 |
| 1.1.5.1 Language acquisition .....                          | 14 |
| 1.1.5.2 Language learning .....                             | 14 |
| 1.1.6 Foreign language learning .....                       | 16 |
| 1.1.6.1 Status of English in Algeria .....                  | 17 |
| <b>1.2 Section Two: Interferences in EFL learning</b> ..... | 18 |
| 1.2.1 Linguistic and Cultural interferences .....           | 18 |
| 1.2.2. Language Transfer .....                              | 20 |
| 1.2.3. Writing as a productive skill .....                  | 20 |
| 1.2.3.1. Errors in Writing .....                            | 21 |

|   |           |
|---|-----------|
| 1.2.3.2. Source of errors .....                                   | 22        |
| 1.2.3.2.1. Interlingual errors:.....                              | 22        |
| 1.2.3.2.2. Intralingual errors:.....                              | 23        |
| 1.2.4 Types of errors .....                                       | 23        |
| 1.2.4.1. Grammatical errors:.....                                 | 24        |
| 1.2.4.2. Discourse errors: .....                                  | 24        |
| 1.2.4.3. Lexical errors: .....                                    | 24        |
| 1.2.4.4. Phonological-induced errors: .....                       | 24        |
| 1.2.5 Communicative Competence .....                              | 24        |
| 1.2.6. Developing Intercultural Competence in EFL Classrooms..... | 26        |
| <b>Conclusion.....</b>  | <b>26</b> |
| <b>Chapter Two: Research Design and Data Analysis .....</b>       | <b>28</b> |
| <b>Introduction .....</b>   | <b>28</b> |
| <b>2.1. Section one: Research Design and Methodology .....</b>    | <b>28</b> |
| 2.1.1. Research Design .....                                      | 288       |
| 2.1.2. Research Method.....                                       | 29        |
| 2.1.3. Population and Sample.....                                 | 29        |
| 2.1.4. Data Collection Tool .....                                 | 30        |
| 2.1.5. The Description of the Questionnaires .....                | 30        |
| 2.1.5.1 Students' questionnaire .....                             | 30        |
| 2.1.5.2. Teachers' questionnaire.....                             | 31        |
| 2.1.6. Description of the Procedure.....                          | 31        |
| <b>2.2. Section Two: Data Analysis and Interpretation .....</b>   | <b>32</b> |
| 2.2.1 Students' Questionnaire Analysis .....                      | 32        |
| 2.2.2 Teachers' questionnaire analysis.....                       | 47        |

|                                     |    |
|-------------------------------------|----|
| 2.2.3. Summary and Discussion ..... | 54 |
| <b>Conclusion</b> .....             | 57 |
| Limitations of the study.....       | 57 |
| Recommendations .....               | 59 |
| <b>General Conclusion</b> .....     | 60 |
| <b>List of References</b> .....     |    |
| <b>List of Appendices</b> .....     |    |
| <b>Resumé</b> .....                 |    |
| الملخص .....                        |    |



## **General introduction**

### **1. Background of the Study**

More than a quarter of the population on earth can now communicate in English, Crystal (2003), which has become widespread due to the advanced technology and the human's need to communicate with the global world. Over the years, media have a big impact on spreading English throughout the world. Hence, it is worth mentioning that Arabic countries have been heavily influenced by the English language in the last few years. Particularly in Algeria; the current educational system in Algeria aims to develop the learners with different abilities as English language is concerned. Commonly, learning a foreign language, specifically English, necessitates learning its theoretical and linguistic requirements included in the academic syllabus. However, for an effective learning and an appropriate language use, one should accompany his/her linguistic knowledge about the language with its cultural knowledge. Doing so, will raise learners' consciousness about the mismatches and discrepancies that appear when they produce the target language (Henceforth TL); thus, they would be more aware that their culture and native language may interfere in their learning process of English.

### **2. Statement of the problem**

Lately, English as a foreign language (Henceforth EFL) learning gains a great status and importance in Algeria. Too much attention is directed to the linguistic competency in EFL classes, which is no longer sufficient, rather than developing learners' cultural competence. In fact, students encounter many difficulties and obstacles when they use the language. Most of second year EFL learners, despite their advanced level, tend to use the language out of its cultural context by cause of the wide gap between the native and the target culture. Therefore, it is highly important to investigate the interferences of EFL learners' native language and culture toward the target language; especially the erroneous forms that appear in students' academic writing which seems to be the most complex skill to master.



### **3. Aims of the Study**

The overall goal of the present study is to highlight the obstructions that prevent EFL learners at the University of Laarbi Tbessi, Tébessa, from developing their performance. On one hand, it aims to explore how language and culture are highly related in learning a foreign language, on the other hand, to identify the interferences that EFL learners may face during the learning process of the writing skill; due to the lack of differentiation between the mother and target culture. In the light of this, the ongoing study attempts to emphasize the importance of integrating cultural aspects in EFL classes in order to develop students' intercultural competence towards the English language.

### **4. Research Questions and Hypotheses**

Arising from the above problem statement, the current study sought to address the primary research questions:

- To what extent do the learners' native language and culture interfere in their learning process of English?
- How do these interferences impact learners' performance in their academic writings?
- Do EFL students and teachers agree on integrating cultural aspect within the learning/teaching process?

In the pursuit of the above research questions, it is hypothesized that:

- Students may encounter many difficulties that prevent them to produce the TL and would commit errors when they write.
- The authentic exposure to the target culture would help EFL learners to accomplish the effective language learning.

## **5. Population and Sampling**

The target population of this study is composed of second year EFL students and teachers in Laarbi Tebessi University, Tébessa. The sample entailed 25 students, who have been chosen randomly, in addition to four teachers in order to confirm the research validity and ensure the reliability of the research findings. It is highly important to mention that the sample was reduced due to the spread of Covid-19 virus all over the world, which led to the closure of the university.

## **6. Methodology and Research tools**

To test the previous hypotheses and to realize the already stated goals, the current study will be in the form of a survey that will be set to find answers for the main and sub-questions of this research. Therefore, two questionnaires have been submitted to second year EFL students and teachers from the department of English in Laarbi Tebessi University, Tébessa.

## **7. Structure of the Study**

The present work is an attempt to tackle the topic of the culture and native language interferences on EFL writing process. Hence, this research is divided into two main chapters. The first chapter is the theoretical part of the study; it provides a literature review about the main concepts relating language and culture and how they interfere in the EFL learning process. The second chapter is the practical part of the study; it is about analyzing and interpreting the obtained finding of the data collected.

# **CHAPTER ONE: LITERATURE REVIEW**

## **Introduction**

Engaging student in foreign language learning process is not only about acquiring basic knowledge about the language; in simple sense, the capacity of mastering the language basic skills is crucial, but developing social, cognitive, and thinking skills is also essential to learn the foreign language properly, as English is concerned. Different theories attempted to explain the EFL learning process in many countries all over the world, specifically, in Algeria, some results yielded reveal that learner's main difficulties are related to the writing skill. Hence, Most of EFL student's fossilizations in writing are clearly noticed in their choice of vocabulary, grammar, style, coherence, and the way they construct their ideas. In addition to this, the major cause for this frailer is usually due to the native language and cultural interferences, which has become a paramount concern for both of EFL teachers and learners. Moreover, writing as a productive skill is a hard process and it is not a facile thing for learners to be competent in; this is why some students rely on their native language to transfer ideas and lexica so as to understand or produce the target language. For this reason, meticulous efforts should be employed in the educational system in Algeria in order to aid the EFL learning procedure. This chapter aims to review and explore the embedded relationship between language and culture, the interferences that EFL student face during the learning process, and finally the importance of integrating cultural aspects within EFL classrooms.

### **1.1Section One: Language and Culture**

Language and culture are interrelated; no one gets its sense without the other. Accordingly, language only cannot be sufficient for learners to comprehend and cover its different concepts, not only that, but getting exposed to another culture without knowing its language is also inaccessible.

### **1.1.1. Language**

#### **1.1.1.1. Definition**

The concept of language has been defined differently by many scholars and linguists. According to the linguist Edward Sapir (1921, p.7) language is “purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols”. In broader sense, language is considered as man’s possession and quality, this complex system is a combination of both written and vocal symbols that facilitate the process of communication and interaction in any social set up.

Language specifies the human essence, therefore, it is an identification of who we are and a reshape for our thoughts and ideas, human beings practice an effective communication and make a good connection with each other through language (Julie. S et al., n.d). Following the same opinion, Chomsky (1972, p.88) said that “when we study human language, we are approaching what some might call the "human essence," the distinctive qualities of mind that are, so far as we know, unique to man”. So, the system of language enables human to have various and unique traits.

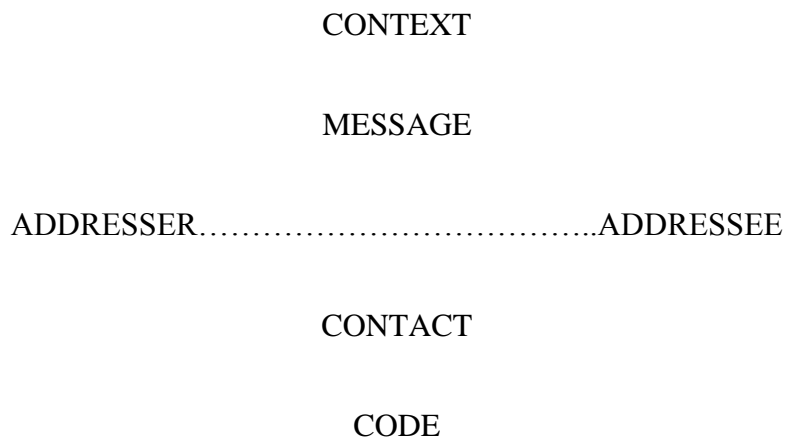
#### **1.1.1.2. Functions of Language**

Language helps the communicative process to be effective in different ways; to understand and be understood. It also allows people to express their thoughts. The Russian-American linguist, Roman Jakobson (1960), introduced the communicative model that consists of six elements, which he defined as following:

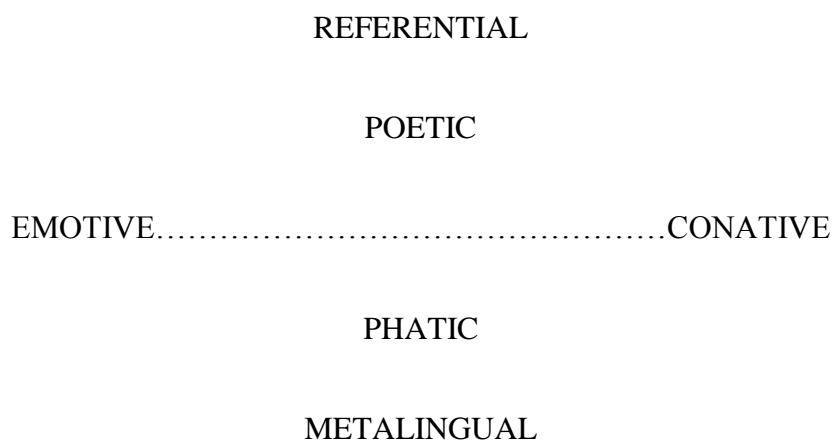
“The *addresser* sends the *message* to the *addressee*. To be operative the message requires a *context* referred to, sizable by the *addressee*, and either verbal or capable of being verbalized, a *code* fully, or at least partially, common to the *addresser* and *addressee* (or in other words, to the encoder and decoder of the *message*); and finally,

a *contact*, a physical channel and psychological connection between the addresser and the addressee, enabling both of them to stay in communication.” (As cited in Chandler, 2007, p. 181).

The following figures provide a visual representation of the six factors of Jakobson communicative model and their functions in language, Jakobson (1960, p. 353).



**Figure1.** Jakobson’s model of communication. Reprinted from *Semiotics: The Basics*, by D. Chandler, 2007, p. 181 Routledge.



**Figure 2.** Jakobson’s six functions of language. Adapted from *Semiotics: The Basics*, by D. Chandler, 2007, p. 184. Routledge.

## **1.1.2. Linguistics**

### **1.1.2.1. An Overview**

Several interpretations and explanations have been done by many scholars to explain what linguistics is. According to Rowe et al (2015) linguistics is a science that studies language, analyzes how humans structure and use language in context, moreover, it investigates the different aspects and features of language including its history, form, meaning, and function.

Following the same way of thoughts, linguistics explains how one knowledge system of a language differs from another. As Nasr (1984) acknowledged, “linguistics is concerned with human language as a universal and recognizable part of human behavior and the human abilities” (as cited in The Definition and Branches of Linguistics, 2013). Through these words the author wanted to clarify that linguistics studies mankind language and all its features from different angles; it aims to determine the different factors that affect the language such as: social, cultural, historical, and political ones by which linguistic and language-based context is often determined.

Linguistics is a very broad field with many sub-fields and branches that focus on different areas of study counting psychology, anthropology, sociology, and archaeology. Among the studies that linguistics offers, the study of human societies and cultures and their development is what linguistics can see through, with the works in both “sociolinguistics” and “anthropological linguistics”.

### **1.1.2.2. Sub-Branched of Linguistics**

#### **1.1.2.2.1. Sociolinguistics**

Sociolinguistics is defined in Oxford dictionary as the study of the way language is affected by differences in social class, region, sex... (Sociolinguistics, 2020).

Coulmas (2003) reported that sociolinguistics is concerned with how language affects and be affected by individuals within a social relationship, as well as, it examines the different language varieties within one social group including accents, dialects, register, and style. Furthermore, it debates how language is shaped in details through the social interaction, and studies the contact of language attitudes in a particular society. Because, each society is unique by its linguistics codes used within the interaction process, again, to show how societies are categorized and separated due to the different social variables (Hudson, 1996).

Sociolinguistics is closely related to sociology. Both of sociolinguistics and sociology fundamental concern is to investigate the relationship between language and society. Yet, the main difference arises in the focus of sociolinguistics on the effect of society on language, however, sociology of language main concern is on the impact of language on society (Bell, 1976).

Talking about sociolinguistics introduces us to another related and close sub-field, which is Anthropological linguistics:

#### **1.1.2.2 Anthropological Linguistics**

Foley (1997) defined anthropological linguistics as:

“Anthropological linguistics is that sub-field of linguistics which is concerned with the place of language in its wide social and cultural context, its role in forging and sustaining cultural practice and social structures...its views language through the prism of the core anthropological concept, culture, and, as such, seeks to uncover the meaning behind the use, misuse or non-use of languages, its different forms, register and styles...” (p. 3).

From the above definition, the author wanted to clarify that the main concern of anthropological linguistics is to examine language in its cultural context. Equally important, how particular language structure is determined within its appropriate cultural framework.

Most of people confuse between anthropological linguistics and linguistics anthropology, despite the fact that they are different fields. To clarify things, the scope of Anthropological linguistics is about the relationship between language and culture, besides, the relation between language, biology, and cognition. Diversely, linguistic anthropology is less broad and studies how language affects social life by studying how social factors cause language change. In this context, Duranti (2009, p. 5) claimed that “Linguistic anthropologists have ventured into the study of everyday encounters, language socialization, ritual and political events, scientific discourse, verbal art, language contact and language shift, literacy events, and media”.

### **1.1.3. Culture**

#### **1.1.3.1. Definition of Culture**

The concept of culture may be defined differently from one person to another. Many scholars from different fields defined culture including Edward Brunett Tylor (1871), who gave a classical and basic interpretation for the term culture. That is to say that Tylor (1871, p 1) claimed that “culture... is that complex whole which knowledge, belie, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society”. This statement explains culture as a way of life encompassing the language, religion, cuisine, customs, and all the other social habits of group of people. Additionally, culture is about the same attitudes of life that each individual of the same group have as social specification, which distinguish one group from another. In like manner, culture classifies all people into multifarious categories, taking into consideration all of the activities and tasks that they practice in everyday life. Otherwise, Sapir (1921, p. 100) has directly defined culture as “what



a society does and thinks”, this shows how the core of culture includes everything related to the embodiment of human production, system, and way of life within one social group.

Goodenough (1957) stated that culture guides the members of any social group to behave appropriately. Moreover, it interprets the different views of individuals toward the outside world. He also refers to culture as a mind and a social product that is shared by a particular group of people.

### **1.1.3.2 Characteristics of Culture**

In order to clarify the different views about culture, one should review its different features. Nideffer (n.d) believe that culture can be characterized as follow:

#### **1.1.3.2.1 Culture is learned and transmitted**

Culture is acquired through the process of socialization; people learn culture via their social environment, i.e. from the interaction with people within the same community. Thus, it cannot be innate which means that the cultural knowledge is learned and not inherited in genes (Hofstede et al, 2010, p. 6). Likewise, cultural aspects can be transmitted from one generation to the next including some changes. George and Louise Spindler (1990) pointed out that “culture is a transactional process. It is during the cultural transmission from one generation to another that culture is being recreated, redefined, and restructured by those involved.” (as cited in Kim, 2003, p. 2).

#### **1.1.3.2.2 Culture is shared**

Hofsted et al (2010) believed that culture is a collection of what members in one group shares, and the beliefs, behaviors, and the values which are unique and common for one group rather than the other. Trueba(1993), indeed, argued that culture is “still composed of socially shared elements, socially shared norms, codes of behavior, values, and assumptions about the

world that clearly distinguish one sociocultural group from another” (as cited in Kim, 2003, p. 2). In this sense, culture helps individuals act appropriately.

#### **1.1.3.2.3 Culture is dynamic**

Culture is dynamic rather than static; it can adapt other cultures or simply interact with. The fact that culture system may change over time is due to its reflection on people’s life experiences, the different situations that they are in, and its contact with other cultures. Simply, these changes appear at various levels; in particular, the way people dress, speak, eat, and behave (Keirns et al., 2015).

#### **1.1.3.2.4 Culture is symbolic**

According to Henslin (2010) “a symbol is something to which people attach meaning and they then use to communicate with one another” (p. 42), that is to emphasize that culture has another important element which is a set of symbols that incorporate several meanings, these meanings can be only recognized by members of the same social group; because what one symbol represents in a culture may be used to represent something else in another culture.

#### **1.1.3.2.5 Culture is integrated**

Hofsted et al (2010) discuss the interconnection between all the aspects of culture, which enables people in one group to function appropriately in all the situations in order to guarantee the development of culture, and its preservation. For this reason, people should know about all the parts of culture and not to ignore any.

On the whole, Damen (1978) clearly determined the cultural characteristics in his definition where he stated “culture: learned and shared human patterns or models for living; day-today living patterns. These patterns and models pervade all aspects of human social interaction. Culture is mankind’s primary adaptive mechanism”(as cited in Denby et al., 1893, p. 8).

#### **1.1.4 Linguistics and cultural connections.**

The previous definitions of language and culture signify that, both of these two concepts are interrelated.

Language and culture are inseparable; the interrelatedness between language and culture occurs when people use language in order to express and represent their cultures. In the second place, these inseparable entities explain this connection in many different ways (Kramsh, 1998, p. 3). Along with, people use language as a medium to express and communicate their beliefs, thoughts, and feelings. In this perspective, language mirrors human's way of life. As reported by Kramsh (1993), "culture is often seen as a mere information conveyed by the language, not as a feature of language itself" (p. 8).

Similarly, Moran (2001) suggested that language and culture functions together; he believed that learning language requires learning its culture, which denotes that they should be learnt simultaneously as intertwined entities in order to transmit culture which would be impossible without language. Therefore, to appreciate the language it is equally important to understand culture, in order to avoid the misinterpretation while using any given language. Mitchell and Myles (2004) mentioned that, "culture and language are not separate, but are acquired together, with each providing support for the development of the other" (p. 235). They opined, that the rapport between language and culture exist in the mediatory role of language, in constructing culture.

This is why both of language and culture have to be acquired together so that, they complete and affect one another appropriately.

##### **1.1.4.1 How does language influence culture?**

Language is the tool whereby people express their identity; they transmit their beliefs, thoughts, desires, and their social life through their different cultural aspects Touil (2015).

Gosgrove (2002) commented saying that “Language skills and cultural sensitivity will be the new currency of this world order” (as cited in Fernandez, 2008, p. 1). The author here wanted to hint that language shapes all the needs of the cultural aspects of any given society, as it changes over time. As well as, the relationship between language and culture proved to be vital and indispensable.

With that in mind, culture cannot be preserved and maintained only through monuments and museums; it is also preserved through language and specially the printed form and literature (Kramsch, 1998). For example, the language in Algeria which contains many dialects, such as: Arabic, Chaouia, Tamazight...etc. Allison & Vining (1999) argued that these dialects differ from one place to another due to the existence of various cultures in the country, which results difference in language use. Because each individual uses different dialect, the language dialects in Algeria will be enriched with a lot of new vocabulary used in daily conversations and dialogues, hence, the entire glossary became part of the Algerian Dialects. These adoptions of the new concepts turn to be part of the local culture and get integrated into individuals’ speech; they adapt them (as cited in Touil, 2015).

#### **1.1.4.2 How does culture influence language?**

Culture rules the society; human’s speech differs from one social set up to another. Every society has a unique manner in communication. Moreover, some words and expressions that refer to specific elements in a community may represent something totally different in another. Specifically to say that culture influences language in various areas. Gao (2006) confirmed that “the interdependence of language learning and cultural learning is so evident that one can conclude that language learning is culture learning and consequently, language teaching is culture teaching” (as cited in Abdulqawi, 2018, p. 6). For this reason, learning any additional language involves knowing all its cultural forms; in order to be fully mastered.

Accordingly, it is worthy to say that language and culture are fluid and flexible, they both shift to reflect one another and accept any changes.

### **1.1.5 Language acquisition VS learning**

Scholars and researches are in a continuous debate about the notions of language acquisition and language learning; some consider them the same while others agreed about the important distinctions between the two concepts.

#### **1.1.5.1 Language acquisition**

Language acquisition (Henceforth, LA) points out to the process by which humans learn, pursue, understand, and finally produce a language. It is a subconscious and spontaneous process carried out where children learn their mother tongue in an effortless manner and through the natural communication, transmitted from parents to children as the first stage; LA operation involves the human's capacities of perceiving and comprehending language. In other words, this learning relies on natural interaction from the environment and experience, i.e. through exposure and surroundings (Krashen, 1981).

#### **1.1.5.2 Language learning**

Language learning, on other hand, is concerned with the written form of any given language. In this conscious process learners dedicate much efforts and hard work. They are required to understand the language rules, structures, functions, and to focus more on accuracy rather than fluency, because focusing and emphasizing on the production of language only, may lead them to neglect and forget about comprehension and accuracy which will create boundaries and limit their comprehensibility of the input. In the second place, learners should raise awareness of their errors and mistakes and try to remedy and ameliorate all the weaknesses, in order to advance and to learn more input. At this level, learners develop

competence and proficiency through different challenging tasks and different strategies and styles which may be helpful to attain success in communication (Krashen, 1981).

Schutz (2011) proposes a table that highlights the main differences between the two notions:

| Language learning                          | Language acquisition                                    |
|--|---|
| Artificial                                 | Natural   |
| Technical                                  | Personal  |
| Priority on the written form               | Priority on spoken language                             |
| Formal teaching                            | Meaningful interaction                                  |
| Theory (language analysis)                 | Practice (language in use)                              |
| Deductive teaching (rule-driven; top-down) | Inductive coaching (rule-discovery; bottom-up)          |
| Conscious                                  | Subconscious  |
| Preset syllabus                            | Learner-centered activities with room for improvisation |
| Translation and use of L1 included         | No translation; no L1                                   |
| Activities ABOUT the language              | Activities IN the language                              |
| Focus on form                              | Focus on communication                                  |
| Produces knowledge                         | Produces an ability                                     |

**Table 1.** Language learning Vs language acquisition. Adapted from “*LANGUAGE ACQUISITION vs. LANGUAGE LEARNING*”, by R. Schutz, 2011, Curitiba.

### **1.1.6 Foreign language learning**

Nowadays, knowing foreign languages is very important, as bilingualism became one of the most useful real world skills; the task of learning foreign languages has become a requirement.

In this context, Rivers (1981) mentioned that foreign language learning may be defined as developing the power to communicate in another language; it can be a second or third language, rather than the mother tongue, learning an overseas language includes having knowledge about grammar rules, structures and functions, learners are required to develop accuracy and fluency. Within the same flow of thoughts, the language learnt does not have local speakers in this country and it is not widely spoken. To illustrate that, an Algerian person living in Japan can say that the Japanese language is a foreign language to him. During this light, foreign languages are taught in mostly all the schools around the world, all the scholar curricula need to involve teaching at least one foreign language.

As it was mentioned previously, culture and language have strong ties and cannot be separate; Rivers (1981, p. 09) stated that “the learning of a foreign language contributes to the education of the individual by giving him access to the culture of a group of people with whom he does not have daily contact”, This is to say that learning a foreign language means opening doors for contact with foreign cultures.

In other words, learning a foreign language and developing proficiency does not involve only mastering the linguistic aspects (grammar, vocabulary, and pronunciation), it is about learning its cultural aspects also, to avoid cultural clashes and embracement, consequently, culture should be taught as a fifth skill because “Knowledge of the grammatical system of a language has to be complemented by understanding of culture specific meanings” (Byram et al., 1994, p. 4). To sum up, foreign language learning includes learning four important

components which are grammatical competence, communicative competence, language proficiency and cultural competence.

#### **1.1.6.1 Status of English in Algeria**

It is widely recognized that English Language has become the most used language all over the world; it is the global language and the language of science. Buchanan (2017) stated that English language gained this important status due to different factors which are: the power of the British military system, its political power, and the raise of united state of America as an economic power, in addition to other factors like trade, migration... English is in a continuous development till nowadays. He also added that the process of teaching English as a foreign language (Henceforth, TEFL) has gained a vital role, and teaching this language became an integral part of almost all the educational systems in the world.

Miliani (2000) believed that in Algeria, English is taught as a second foreign language after French, the colonial language; Algerians started learning English in Middle school, till secondary school, unlike other countries. In universities 95% of under-graduate and post graduate courses in many domains like sciences and medicines are taught in French, because English language does not have that huge importance due to the dominance of French language in the Algerian societies. Statistics show that most Algerians cannot speak English properly. He assumed that Learning English as a subject in school is not enough to achieve proficiency in the language. To specify, English in the current educational system in Algeria is an obligatory course starting from the first year at middle school till the last year in the secondary school as to pass exams, i.e. for educational reasons and not for daily usage. Besides, the aim of teaching English does not stimulate learners to communicate or motivate them to get knowledge about the socio-cultural objectives of the language. This is to explain that despite the rapid diffusion of English in Algeria, it still has a gap within society. Thus, our government should pay more attention to the language and try to find other ways to



promote it through different means such as: editing news papers in English, Algerian T.V programs in English, start teaching English in primary schools... Relying only on the programmed sessions in middle and high schools will not aid to attend high levels of fluency in the language. According to Miliani, Algeria is far left behind in English speaking ability, in compare to the position of French; a lot of efforts should be done in this field to help Algerian people to be able to communicate easily in English.

This section was devoted to provide an overview about the different concepts relating culture and language; therefore, several aspects have been discussed in order to identify the relationship between language and culture and how one affects the other.

## **1.2 Section Two: Interferences in EFL learning**

This section presents different theories about L1 interferences in foreign/second language learning. It explores the linguistic and cultural interferences that EFL learners may encounter during the learning process, and particularly, while learning the writing skill.

### **1.2.1 Linguistic and Cultural interferences**

The concepts of native language and mother tongue have been used interchangeably due to the similar usage and meaning they have, however, this does not deny the slight difference between the terms. Properly, native language refers to the language of the region and place from where the person grows up in and which he/ she acquires at early stages. Conversely, mother tongue denotes the language learned from the family environment, i.e. home language or can be called arterial language (Nordquist, 2019).

The native language and mother tongue of individuals shape their social life. It is considered as the natural instrument by which they communicate and behave; during the process of learning any additional or foreign language, learners may face many difficulties and obstacles, these complications are related to the NL interferences. On the same issue, Lott

(1983) said that learners use their NL to back up and improve their learning of the new language. This is why mother tongue interferences are clearly present when they use the new language, by making errors at different levels traced back to the first language. In fact, interferences and making errors seem to be an ongoing process and part of learning; this is to say, that even when learners reach a level of proficiency, they will not overcome falling into errors and misunderstanding (as cited in Erarslan & Hol, 2014).

The issue of mother culture's impact while learning a new language is the main problem that foreign language learners face and suffer from. Particularly, EFL learners because they get used to associate and blend the elements of their mother tongue and target language together, either consciously or unconsciously. Thus, misunderstanding and miscommunication are due the lack of substantial knowledge about the TL elements and aspects. Again, the transference of the native language elements to the TL will certainly complicate its use. Moreover, the more the NL and the TL are different in features, the more interference is expected to be. That is to note that difficulties in learning the TL occur greatly if both of the languages are too distant in usage, hence, learners use their NL structures to aid the learning process (Selinker, 1972). Correspondingly, cultural transfer arises when non-native speaker use the new language with the application of their mother tongue knowledge or when they think in their NL and speak or write the TL which results meaningless utterances. Learners do not acknowledge yet that languages represent and express ideas differently; this is why Arabic learners are a target to make errors when using English. In this matter, EFL learners may use correct lexical items, semantically, but inappropriate in terms of communicative competence.

As an overall definition, all the linguistic and cultural interferences can be seen as an inevitable phenomenon in the EFL learning process.

### **1.2.2. Language Transfer**

Important discussions have been done on defining the mechanism of language transfer. Language transfer points out to the effect of one language system to another (Ellis, 1997). Second language learners are highly exposed to many interferences of their NL during the learning process of any additional language. In the same issue, EFL learners rely on their NL linguistic knowledge as a reference and apply it on the TL system whenever they attempt to use or understand it. Indeed, peculiar structures appear in the EFL learners' production of language which are not identical to the TL norms such as wrong word choice, word order, and odd structures. Odlin (1989) hypothesized that the degree of the impact depends on how the NL and the TL are distinct. This is to say that the familiarity with two or more languages is the main cause that leads to confusion between both systems of NL and TL; not only that, but it is also due to the lack of social use of the TL in a daily and a natural contexts, and again, because they lack the authentic exposure of the TL sources.

In short, language transfer is the case of two languages in contact with each other and the replication of the linguistics components and features of the first language including grammar, semantics, pronunciation, vocabulary, spelling, and even culture on the TL or second language which causes a linguistic interference and impedes learning.

### **1.2.3. Writing as a productive skill**

There is no single definition for writing; it has various definitions by different scholars and researchers. Along with this, Zimmerman and Reisinger (1997) defined writing as “a goal-directed and self-sustained activity requiring the skillful management of the writing environment; the constraints imposed by the writing topic; the intentions of the writer(s), and the processes, knowledge, and skills involved in composing” (as cited in McGill-Franzen & Allington, 2011, p. 232). To put it differently, writing is an activity that involves different sub-skills to fulfill the target purpose and a crucial productive skill in any foreign language

learning. In fact, it is the most complicated skill to master because writing demands cognitive analysis and linguistic synthesis.

Writing in English seems to be a very challenging task for EFL learners. Because, constructing non-native linguistic form is a difficult process to do, besides, it is essential to highlight that there are learners who are competent to speak the language but they are still unable to write in academic style and prefer to be evaluated orally. According to Wachs (1993), although students memorize a high number of vocabulary and a lot of grammar rules, they do not use this knowledge in their writings (as cited in Lu, 2010). In the same vein, even some native speakers of English or any other language may face difficulties while writing. This is to say that a good writing piece demands a high knowledge of language structures, good grammar, a text with complexity of syntax and morphology, in addition to a variety of strong vocabulary, not only that, but also requires a great effort from both of learners and teachers to adopt the appropriate strategies for language learning and to recognize via the set up strategies and errors made by learners, whether they achieved their goals to avoid making such errors or not.

#### **1.2.3.1. Errors in Writing**

Before talking about any sort of error that EFL learners commit, it is highly important to note the difference between making errors and making mistakes. Simply put, Brown (1994, p. 205) said that mistakes refer to “a failure to utilize a known system correctly”, instead, errors are “a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner”. In effect, Brown believed that mistakes are sort of deviation that happens although the individual is aware about the knowledge system of the language including the rules and the correct forms. Here, the person is conscious that he/she is wrong and it can be self-corrected, whereas, error is a deviation that occurs because of the

lack of knowledge (ignorance of the rule/correct form) that is not recognized by the person, and it can be corrected by the teachers.

Most of EFL learners tend to commit errors in writing. Researchers have been interested in identifying and analyzing these errors; they try to help learners to overcome difficulties and facilitate the acquisition of foreign languages. Indeed, Writing can be seen as a bridge between the writer and the reader, and if a writer can express his/her idea correctly in a clear way this means that communication will be successful. Linguistically speaking, the purpose of writing is to use grammatical structures correctly, while at the communication level, the purpose is to deliver an idea to the reader in order to understand distinguish between literal and implied meaning (Brown, 1994). For EFL learners these two purposes may not be achieved well due to the misuse of a word or the wrong placement of another word. Even more, errors can be seen as a sign of development in language learning. According to Corder (1967), errors committed by EFL learners are significant because “they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language”(p. 167).

#### **1.2.3.2. Source of errors**

Error analysis is a sub-field in applied linguistics; it deals with identifying and analyzing errors committed by second language learners for the purpose of drawing back their sources, Corder (1975) stated: “error analysis is the study of erroneous utterances produced by groups of learners” (as cited in James, 1998, p. 3). Thus, Richards (1974) suggested two sources of errors namely interlingual errors, and intralingual errors:

##### **1.2.3.2.1. Interlingual errors:**

Interlingual errors are a result of the impact and interference of the mother language or first language (Henceforth, L1); they occur when a learner uses linguistic structure from L1

and apply it into the second language (Henceforth, L2) (Aleksanyan, 2010). In this context, Lado (1957) supported the idea of Richards by stating that this source of error is due to the negative impact of the mother tongue on the target language. That is to explain that interlingual errors have always gone hand in hand with the literal translation and the transfer errors which occur when the learner's mother tongue intervenes the TL's system and rules which leads the learners to hypothesize faulty forms that are not properly contextualized due to the disparity between both of the mother tongue and L2 knowledge system. In addition to this, foreign language learners encounter difficulties and confusions about false friends or false cognates in languages which refers to words that are identical or similar in spelling and pronunciation but differ in meaning. Proof of this, the word "magazine" in English and "magasin" (shop) in French, the lexical resemblance between both of the languages created some complications in the translation because learners rely on one language to create meaning in another (Chamizo-Domínguez, 2002).

#### **1.2.3.2.2. Intralingual errors:**

As stated by Richards (1974, p. 06) "Intralingual errors are items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language". By analogy, the source of these errors is the wrong generalization of target language rules; it is in fact the opposite of interlingual errors, because it considers the target language as the source of error.

#### **1.2.4 Types of errors**

Scholars provided different categorizations of errors committed by learners in writing, according to Lee (1990), errors fall into these four levels: grammatical errors, discourse errors, lexical errors, and phonological-induced errors.

#### **1.2.4.1. Grammatical errors:**

also called Morph syntactic errors, the most committed errors by learners, in this category we find errors of subject/verb disagreement, misuse of tenses, pronoun errors, errors in apostrophe usage, sentence fragments, errors in placing modifiers, plural markers, word order, and a lot of other errors.

#### **1.2.4.2. Discourse errors:**

It is a type of errors that occurs due to the lack of pragmatic and cultural knowledge of the language, it leads to misunderstandings, cultural shocks, and they may also results failure in communication.

#### **1.2.4.3. Lexical errors:**

Means the choice of inappropriate word in a context, the misuse of one single word may change the whole meaning and change what the writer intended to say, Ellis (1994) states that lexical errors are the most common in written English. It affects harshly the quality of the academic writing.

#### **1.2.4.4. Phonological-induced errors:**

As the term indicates phonological-induced errors are about errors in pronunciation and intonation, they include word stress, vowel length, voiced and voiceless sounds...etc

It is highly important to mention that there are other types of errors related to coherence, punctuation and style...

#### **1.2.5 Communicative Competence**

Getting engaged in learning any foreign language, one's native language skills can not be sufficient to satisfy the foreign language speaker's expectations. Therefore, communicative competence can be interpreted as the ability of a person to communicate and interact appropriately using the language within its cultural context in order to accomplish and

negotiate meaning effectively; it is the qualification and possibility to discern the language use in different context, so as to attain a linguistic competence and a communicative competence when speaking, because every language has its complex system that enables its users to achieve their goals (Tarvin, 2015).

Hymes (1972) was the first who coined the term “communicative competence” in 1966 opposed to Noam Chomsky’s perception of the concept “linguistic competence” where he argued in his theory that, interferences in language and misinterpretations between native language speakers and L2 speakers are by cause of socio-linguistics differences of two separate languages or dialects within one language. He believed that language speakers should be aware of how to use the language appropriately, communicate effectively, and not to learn solely the vocabulary and grammar of that language (as cited in Travin, 2015). In this sense Hymes commented:

“We have then to account for the fact that a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others. This competence, moreover, is integral with attitudes, values, and motivations concerning language, its features and uses, and integral with competence for, and attitudes toward, the interrelation of language with the other code of communicative conduct” (as cited in Nordquist, 2019).

Following this sense, Hymes emphasized that the focus on how the language is used correctly not only by its linguistic features but also to focus on its significance in communication.



### **1.2.6. Developing Intercultural Competence in EFL Classrooms**

Byram (2000) defined the concept of “intercultural competence” as the ability “to see relationships between different cultures- both internal and external to a society- and to a mediate; that is interpret each in terms of the other, either for themselves or for other people. It also encompasses the ability to critically or analytically understand that one’s own and other cultures, perspective is culturally determined rather than natural” ( as cited in Khenoune, 2013). Pushing further on this position, learning and teaching a foreign language should not be limited to develop the language basic skills only, i.e. reading, writing, speaking, and listening. Khenoune (2013), however, suggested that cultural elements and aspects of the TL should be incorporated with the learning process in order to build up learners’ awareness and perspicacity toward other cultures. Particularly, in Algeria the domain of EFL learning is restricted to the learning of grammatical competence rather than communicative and cultural competences which will lead students not to be ready for exchanges and being interculturally competent. That is to note that learning a language without knowing how it is used within its cultural context will create blocks once the learner is about to speak or write the TL. Thereafter, mastering a foreign language it is not only about the mastery of its grammar, vocabulary, and to be familiar with its different forms; but it is also about the cultural knowledge and understanding of that language, so that learners guarantee the consistency between language form and function. Here, the author insists that the overall aim is to avoid cultural shocks through the development of learners’ intercultural competence inside classrooms and within the learning programs.

### **Conclusion**

Insofar as EFL learning is essential, raising learners’ awareness about the different concepts of the language is also crucial. In this respect, student’s attention should be directed to spotlight on all the language levels rather than to focus only on the explicit rules of the

language. By the same token, as the writing skill is concerned, EFL learners would notice the gap between their mother tongue and the TL once they are aware about all the language features. Therefore, providing the learners with the appropriate approaches in the process of language learning would serve to reinforce them to develop and push on their performance toward the TL, not only that but also to cease their erroneous forms in the writing system, because writing is a crucial part of the students' academic life.

## **Chapter Two: Research Design and Data Analysis**

### **Introduction**

This chapter is mainly concerned with the practical phase of the study. In this regards, the research seeks to discover the various obstructions that second year EFL students may encounter while learning the writing skill, moreover, to investigate the cultural and linguistic interferences of native language on learners' writing performance . In order to appraise how effective it is to integrate the target culture within the learning/teaching process. Furthermore, two questionnaires were designed to collect the needed data from second year EFL students and teachers at Laarbi Tbessi University, Tébessa, to test the previous stated hypotheses. Hence, this chapter is devoted to present the research design, methodology, population, sample, and research tool; in addition to the description, analysis, interpretation, and discussion of the results obtained from the instrument used.

### **2.1. Section one: Research Design and Methodology**

The present section provides a description of the research methodology including the research approach, population, sample, tools, and procedure, in addition to the description of the questionnaires.

#### **2.1.1. Research Design**

In order to have a proper understanding of the research problem, a descriptive study was designed to describe and gather enough information about this phenomenon. In this research work, the study aims to investigate accurately the impact of the mother culture and language on second year EFL students' written production at the University of Tébessa, Algeria; hence, the descriptive study is concerned with reporting and analyzing the data without manipulation. Accordingly, Kumari (2008) said that “descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current state of the

subject of the study” (as cited in Jaiswal, 2015). Furthermore, the research examination takes place at Laarbi Tbessi University, specifically at the department of English; this study is conducted to show whether EFL students master the target cultural aspects besides language learning and to explore the linguistic and cultural interferences of their NL which block their process of learning to write.

### **2.1.2. Research Method**

To achieve the purpose of this work, we opted for a quantitative method in order to assemble quantifiable data to analyze the research problem through designing questionnaires, which will later provide us with mathematical models. The quantitative method permits us to explore and measure data about the predetermined questions and hypotheses, therefore, it allows us to prove or disprove our hypotheses via a small sample so as to draw conclusions about the research problem. As DeFranzo (2011) asserted “Quantitative Research is used to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. It is used to quantify attitudes, opinions, behaviors, and other defined variables – and generalize results from a larger sample population”. In other words, the quantitative research provides us with numbers, i.e. statistics.

### **2.1.3. Population and Sample**

For the current research, second year EFL students and teachers were chosen to serve the aim of our work. The reason behind choosing second year students, in particular, is because it is crucial that the participants of our study have to be familiar with the target language and its various components; which they certainly encountered at different levels over the years of English language instructions. And, they are still considered as beginners in EFL learning so they are expected to make mistakes; another major reason is because the students also study translation, so, they use both of their L1 and TL in the same class. As for teachers, who are in charge of teaching modules that require writing proficiency and who are in charge of teaching

second year students of the academic year 2019/2020, their participation will help to report the students' mastery of language in the writing skill.

30 students were supposed to answer the questionnaire from the total number of second year students at the department of English, Laarbi Tbessi University. However, due to an extraneous and unexpected factor, the spread of COVID -19 pandemic, only 25 students were available to participate. The participants in this study have completed 8 years of English language learning, i.e. (four years at the middle school, three years at the secondary school, and one year at the university). Besides, four teachers were requested to answer the questionnaire to confirm the validity of the study.

#### **2.1.4. Data Collection Tool**

In order to obtain valuable, clear, and precise data and to achieve the target objectives of the research, we used the most adaptable instrument with the research method. Indeed, we used a questionnaire as data collection tool. Therefore, two questionnaires that consist of close-ended and open-ended questions were designed and directed to both teachers and students to get more valid information about the research subject.

#### **2.1.5. The Description of the Questionnaires**

##### **2.1.5.1 Students' questionnaire (see appendix I)**

The questionnaire was designed to collect set of information so as to test our hypotheses. The students' questionnaire contains 15 questions, including close-ended and open-ended questions, divided into four sections; the first section aims to obtain general information about the participants as their gender, objective behind learning English, and their level of proficiency in English (Question 1 to Question 4). The second section (Question 5 to 8) is designed to investigate the students' attitudes toward the writing skill. In this section the students were asked about the difficulties they encounter while writing. Whereas, the third

section seeks to indentify the factors that affect the students' performance in language production in addition to their awareness about the importance of integrating culture in the learning process of English (Question 9 to 13). The last section, section four, involves two activities and it was devoted to test the students' ability to write in English (Question 14 and 15); in question 14 the students were asked to write a small paragraph about a specific topic, however, in question 15 they were requested to translate few idioms from Arabic to English.

#### **2.1.5.2. Teachers' questionnaire (see appendix II)**

The aim of the teachers' questionnaire is to provide an insight about their attitudes towards the students' performance in the writing skill and their point of view about including culture in the learning/teaching process. The questionnaire comprises 8 questions divided into three sections, counting close-ended and open-ended questions. The first section was designed to gather background information about the teachers' qualification degree and years of teaching experience (Question 1 and 2). In the second section (Question 3 to 6), the teachers were asked to rate their students' written production and to mention the main problems, weaknesses, and interferences that impact them while writing. The questionnaire's last section was devoted to know the teachers' perspectives about culture learning and its importance in EFL classes.

#### **2.1.6. Description of the Procedure**

The data collected by means of the questionnaires is reported and analyzed quantitatively using numerical statistics and qualitatively through explanation and discussion. Besides, both of the questionnaires' results are summarized then represented visually in tables which represent the frequency and percentage of the values. To make it clear, the researchers did not use any software in order to extract the research statistics, instead, due to recent world changes, using Google questionnaire came handy to provide us with a good way to reach the

teachers and students' responses and do all the statistical job for us. Furthermore, the researchers interpret and discuss the obtained results so as to draw up conclusions about our research problem.

### **\* Further considerations**

It is worthy to mention that due to several factors that bounded the research, our study was not piloted on a small sample, as an attempt to confirm the validity of the questionnaires, because the sample itself was reduced and the researchers found difficulties to collect the needed data from students. However, the questionnaires were sent via email without time limitation and the participants were informed about the confidentiality of the results, also, they were welcomed to ask about ambiguity in questions, if any, or to suggest any changes. But, the students took a long time to answer the questionnaire (approximately 15 days) and most of them ignored to answer the last two questions. Another thing to take into consideration is the absence of the researchers in order to observe the students while filling the questionnaire, which affect the responses; because nearly all the students used the internet to answer the last question which affects the validity of the results.

Throughout this section, a detailed description of the research methodology has been made.

## **2.2. Section Two: Data Analysis and Interpretation**

In this section, a detailed analysis of both the students' and teachers' questionnaire will be provided, in addition to the discussion and interpretation of the obtained results.

### **2.2.1 Students' Questionnaire Analysis**

#### **2.2.1.1 Section one: Background information**

**Question1.** Please indicate your gender.

- A. Male
- B. Female

| <b>Option</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|---------------|------------------|-----------------------|
| <b>A</b>      | <b>5</b>         | <b>20%</b>            |
| <b>B</b>      | <b>20</b>        | <b>80%</b>            |
| <b>Total</b>  | <b>25</b>        | <b>100%</b>           |

**Table 2: Students’ Gender**

Table 2 indicates the gender of our participants. The results of this table show that a large majority of the students are females representing (80%) of the whole sample. Whereas, (20%) of the respondents, who represent a minority, are males with the number of 5 students. Hence, we can clearly notice that the field of foreign language learning is more sought after by females than males.

**Question2.** Was it your personal choice to study English at university?

- A. Yes
- B. No

| <b>Option</b> | <b>FRE</b> | <b>PER%</b> |
|---------------|------------|-------------|
| <b>A</b>      | <b>24</b>  | <b>96%</b>  |
| <b>B</b>      | <b>1</b>   | <b>4%</b>   |
| <b>Total</b>  | <b>25</b>  | <b>100%</b> |

**Table 3: Students’ choice to study English**

As it is evident in table 03, a considerable number of respondents, 24 students representing (96%) from the sample, opted for “yes” and only 1 student (4%) out of 25 participants



answers “no”. Accordingly, most of second year students were motivated to study English as a foreign language which indicates that they are ready to develop all the language skills in order to reach full language proficiency.

**Justification in case of yes:**

- A. Because it offers jobs opportunities
- B. To learn about its culture
- C. To travel and communicate with people around the world
- D. For the sake of knowledge
- E. All the above

| <b>Option</b> | <b>FRE</b> | <b>PER%</b>  |
|---------------|------------|--------------|
| <b>A</b>      | <b>2</b>   | <b>8.3%</b>  |
| <b>B</b>      | <b>9</b>   | <b>37.5%</b> |
| <b>C</b>      | <b>4</b>   | <b>16.7%</b> |
| <b>D</b>      | <b>2</b>   | <b>8.3%</b>  |
| <b>E</b>      | <b>7</b>   | <b>29.2%</b> |
| <b>Total</b>  | <b>24</b>  | <b>100%</b>  |

**Table 4: Students’ reasons behind studying English**

According to table 04, the students who opted for “yes” in the previous question have different reasons behind studying English at the university. (37.5%), with a number of 9 participants, report that they are interested to learn more about the target culture. In addition, 4 students (16.7%) say that they study English in order to travel and communicate with people around the world. However, minorities of 2 students (8.3%) are learning for the sake of knowledge and another 2 students, representing (8.3%), believe that learning English can

provide them with more job opportunities. Finally, the remaining 7 students (29.2%) opted for the last option which demonstrates their ambition to reach all the previous objectives during the language learning process. All in all, we can say that the majority of the participants aim to have more knowledge about the culture of the language they seek to master.

**Question3.** Do you read books in English?

- A. Yes
- B. No

| <b>Option</b> | <b>FRE</b> | <b>PER%</b> |
|---------------|------------|-------------|
| <b>A</b>      | <b>12</b>  | <b>48%</b>  |
| <b>B</b>      | <b>13</b>  | <b>52%</b>  |
| <b>Total</b>  | <b>25</b>  | <b>100%</b> |

**Table 5: Students' reading skill**

The results of table 05 show that less than half of the participants (48%) stated that they read books in English. Meanwhile, 13 students, with a percentage of (52%), are not interested in reading books. Thus, we can note that a vast majority of the respondents are not aware that reading books in English is an opportunity to learn something new about its culture and that can help them to expand their vocabulary which will increase their academic performance in writing.

**Question4.** How would you appraise you level in English?

- A. Very good
- B. Good
- C. Average
- D. Bad
- E. Very bad

| <b>Option</b> | <b>FRE</b> | <b>PER%</b> |
|---------------|------------|-------------|
| <b>A</b>      | <b>2</b>   | <b>8%</b>   |
| <b>B</b>      | <b>13</b>  | <b>52%</b>  |
| <b>C</b>      | <b>9</b>   | <b>36%</b>  |
| <b>D</b>      | <b>1</b>   | <b>4%</b>   |
| <b>E</b>      | <b>0</b>   | <b>0%</b>   |
| <b>Total</b>  | <b>25</b>  | <b>100%</b> |

**Table 6: Students' level in English**

As we can observe, the table above reveals the students' level of proficiency in English, although the results remain subjective because some learners do not admit that they are low-performing. (52%) of the respondents mentioned that they are good at English, while 8% (2 students) believe that they have a very good level. Additionally, 9 participants forming (36%) stated that they have an average level and only 1 student (4%) acknowledges that his/her level is bad. However, none of the participants (0%) have a very bad level. From the results of the table above, it is clear that the majority of the sample consider their level of English to be good which indicates that they are improving and that they are able to practice their academic activities.

#### **2.2.1.2. Section Two: Students' attitudes toward the writing process.**

**Question5.** Which of the skills you find more difficult in English?

- A. Speaking
- B. Writing
- C. Reading
- D. Listening

| <b>Option</b> | <b>FRE</b> | <b>PER%</b> |
|---------------|------------|-------------|
| <b>A</b>      | <b>6</b>   | <b>24%</b>  |
| <b>B</b>      | <b>12</b>  | <b>48%</b>  |
| <b>C</b>      | <b>1</b>   | <b>4%</b>   |
| <b>D</b>      | <b>6</b>   | <b>24%</b>  |
| <b>Total</b>  | <b>25</b>  | <b>100%</b> |

**Table 7: The students' most difficult skill**

The findings from question n°05 expose the students' most difficult skill in English. The majority of students, (48%), believe that writing is more difficult than other skills whereas, 6 students (24%) opted for the speaking skill and 6 others for listening (24%). While only 1 student (4%) finds that reading is more complicated. Accordingly, most of the participants find that the ability to write is a complex process.

**Question6.** How can you rate your writing in academic English?

- A. Very good
- B. Good
- C. Fair
- D. Poor
- E. Very poor

| <b>Option</b> | <b>FRE</b> | <b>PER%</b> |
|---------------|------------|-------------|
| <b>A</b>      | <b>0</b>   | <b>0%</b>   |
| <b>B</b>      | <b>7</b>   | <b>28%</b>  |
| <b>C</b>      | <b>13</b>  | <b>52%</b>  |
| <b>D</b>      | <b>5</b>   | <b>20%</b>  |

|              |           |             |
|--------------|-----------|-------------|
| <b>E</b>     | <b>0</b>  | <b>0%</b>   |
| <b>Total</b> | <b>25</b> | <b>100%</b> |

**Table 8: Students' level in the writing skill**

Among all the respondents, (52%) of them stated that their performance in writing is fair. Besides, 7 students (28% of the sample) appraised their level in the writing skill as good while (20%) of them claimed that they have a poor level. However, none of the students rate their written production as very good (0%) or very bad (0%). From the results we can say that writing is not an easy task because it requires the mastery of a number of competencies and a skill that takes time to be fully mastered.

**Question7.** Which of the following problems you face when writing?

- A. Lack of vocabulary
- B. Grammar mistakes
- C. Coherence
- D. Style
- E. Translating ideas from my native language
- F. All the above

| <b>Option</b> | <b>FRE</b> | <b>PER%</b> |
|---------------|------------|-------------|
| <b>A</b>      | <b>6</b>   | <b>24%</b>  |
| <b>B</b>      | <b>3</b>   | <b>12%</b>  |
| <b>C</b>      | <b>3</b>   | <b>12%</b>  |
| <b>D</b>      | <b>5</b>   | <b>20%</b>  |
| <b>E</b>      | <b>8</b>   | <b>32%</b>  |
| <b>F</b>      | <b>0</b>   | <b>0%</b>   |

|              |           |             |
|--------------|-----------|-------------|
| <b>Total</b> | <b>25</b> | <b>100%</b> |
|--------------|-----------|-------------|

**Table 9: students' problems in the writing skill**

Table 09 shows that the students' responses concerning the difficulties they encounter while writing vary. The results point out that the majority of the participants, 8 students representing (32%) of the sample, said that translating ideas from their native language while writing is the main problem that prevents them to develop their written production. Whereas, (24%) of them opted for "lack of vocabulary" and (20%) for "style". Additionally, (12%) of the respondents face difficulties with grammar and others (12%) with coherence. Yet, no respondent (0%) has chosen all the above. Thus, it is clearly noticed in the students' answers that they are facing various complications and blocking factors that affect their performance in the writing skill, which is a crucial part in their academic career. In fact, most of the respondents' main problems arise when they translate ideas from their native language and culture, consequently, we can conclude saying that learners should gain certain linguistic and cognitive capabilities, in addition to a cross cultural understanding in order to reach their specific goals faster.

**Question8.** Do you translate ideas from your native language while writing?

- A. Yes
- B. No

| <b>Option</b> | <b>FRE</b> | <b>PER%</b> |
|---------------|------------|-------------|
| <b>A</b>      | <b>22</b>  | <b>88%</b>  |
| <b>B</b>      | <b>3</b>   | <b>12%</b>  |
| <b>Total</b>  | <b>25</b>  | <b>100%</b> |

**Table 10: Native language translation**

This question attempts to know whether the students’ native language and culture interfere in their writings or not. Indeed, a large sample of the participants opted for “yes”, with a percentage of (88%), while the remaining (12%) answered “no”.

**Justification in case of yes: how often?**

- A. Always
- B. Often
- C. Sometimes
- D. Rarely
- E. Never

| <b>Option</b> | <b>FRE</b> | <b>PER%</b> |
|---------------|------------|-------------|
| <b>A</b>      | <b>0</b>   | <b>0%</b>   |
| <b>B</b>      | <b>10</b>  | <b>40%</b>  |
| <b>C</b>      | <b>11</b>  | <b>44%</b>  |
| <b>D</b>      | <b>1</b>   | <b>4%</b>   |
| <b>E</b>      | <b>3</b>   | <b>12%</b>  |
| <b>Total</b>  | <b>25</b>  | <b>100%</b> |

**Table 11: The frequency of native language translation**

The table above presents the frequency of translating ideas from the native language according to the respondents. Accordingly, the findings of this table indicate that the majority of the students (44%) sometimes translate their native language ideas when they write and (40%) of them often do. Moreover, 3 students (12%) opted for “Never” while only 1 student (4%) has chosen “Rarely”, by contrast, none of the respondents (0%) opted for “Always”. So, it is obvious that the students’ native language has a negative impact on their writing

proficiency, which may be due to the lack of target cultural awareness so that they transfer their native language ideas to write in English.

### 2.2.1.3. Section Three: The role of culture in EFL learning.

**Question9.** Do you think that your Arabic culture impacts your English learning?

- A. Yes
- B. No

| <b>Option</b> | <b>FRE</b> | <b>PER%</b> |
|---------------|------------|-------------|
| <b>A</b>      | <b>20</b>  | <b>80%</b>  |
| <b>B</b>      | <b>5</b>   | <b>20%</b>  |
| <b>Total</b>  | <b>25</b>  | <b>100%</b> |

**Table 12: Impact of Arabic culture on learning English**

As table 12 shows, 20 students forming (80%) of the sample believe that their Arabic culture influences their language learning, while a minority of 5 students (20%) report that it does not. Hence, it is noticed that the students' culture impact their learning to a great extent.

**Question10.** Which of the following factors affect your language use?

- A. Lack of knowledge about the target culture
- B. Cultural and native language interferences
- C. Teaching strategies ( how the language is taught)
- D. Motivation
- E. All the above
- F. Others



| <b>Option</b> | <b>FRE</b> | <b>PER%</b> |
|---------------|------------|-------------|
| <b>A</b>      | <b>6</b>   | <b>24%</b>  |
| <b>B</b>      | <b>8</b>   | <b>32%</b>  |
| <b>C</b>      | <b>8</b>   | <b>32%</b>  |
| <b>D</b>      | <b>2</b>   | <b>8%</b>   |
| <b>E</b>      | <b>1</b>   | <b>4%</b>   |
| <b>F</b>      | <b>0</b>   | <b>0%</b>   |
| <b>Total</b>  | <b>25</b>  | <b>100%</b> |

**Table 13: Factors that affect the use of English**

Considering the respondents' answers, 24% of the students think that the lack of knowledge about the target culture is the main factor that prevents them to advance and not to use the target language appropriately. Additionally, 8 students (representing 32%) respond claiming that their native language and culture interferences are the reasons that impede them to use the language effectively. Again, 32% of them opted for "teaching strategies" and 8% for "motivation", however, only one student (4%) says that all the factors do. Yet, no respondent provides other suggestions. Those results indicate that all the students are facing various obstacles that obstruct their language learning considerably.

**Question11.** Do you think that learning English entails learning its culture?

- A.** Yes
- B.** No

| <b>Option</b> | <b>FRE</b> | <b>PER%</b> |
|---------------|------------|-------------|
| <b>A</b>      | <b>24</b>  | <b>96%</b>  |
| <b>B</b>      | <b>1</b>   | <b>4%</b>   |

|              |           |             |
|--------------|-----------|-------------|
| <b>Total</b> | <b>25</b> | <b>100%</b> |
|--------------|-----------|-------------|

**Table 14: Students' attitudes to learn the English culture**

From the obtained results, 24 participants, representing (96%) of the total number of students, asserted that learning English necessitates learning its culture. Whereas, the remaining student referring to (4%) think that it doesn't. We can conclude, based on the students' responses, saying that the majority of the participants believe that learning the language and its culture simultaneously will enhance their level of proficiency in the language and minimize the gap between cultures.

**Question12.** Do you agree on integrating cultural aspects in EFL classes?

- A. Yes
- B. No

| <b>Option</b> | <b>FRE</b> | <b>PER%</b> |
|---------------|------------|-------------|
| <b>A</b>      | <b>23</b>  | <b>92%</b>  |
| <b>B</b>      | <b>2</b>   | <b>8%</b>   |
| <b>Total</b>  | <b>25</b>  | <b>100%</b> |

**Table 15: The integration of culture in EFL classes**

According to table 15, (92%) of the participants showed an interest to learn the target culture and agree to incorporate the English cultural aspects inside the classroom. But, few of the respondents (8%) neglect its importance. Thus, most of the students see that integrating culture in the learning process of English may prevent misinterpretations and the confusion caused by the differences between both cultures.

**Question13.** Do you believe that learning about the target culture will improve your language use?

A. Yes

B. No

| <b>Option</b> | <b>FRE</b> | <b>PER%</b> |
|---------------|------------|-------------|
| <b>A</b>      | <b>24</b>  | <b>96%</b>  |
| <b>B</b>      | <b>1</b>   | <b>4%</b>   |
| <b>Total</b>  | <b>25</b>  | <b>100%</b> |

**Table 16: The improvement of language use via learning the target culture**

As shown in table 16, 24 students, with a percentage of (96%), confirmed that learning about the culture of the language they seek to master is very important and will certainly improve their language use. While, only one students, representing (4%) of the whole sample, sees the opposite. The students' responses convey to some extent that a large majority of students are aware of the importance of culture in language learning and emphasize that language and culture are inseparable.

#### **2.2.1.4. Section Four: Students' intercultural communicative competence.**

in order to confirm any cultural or linguistic interferences of the students' native language on their improvement in the writing skill, we decided to devote this section to test the students ability to write; this section is composed of 2 questions were the students are asked to write a small paragraph in English (Question 14) and to translate five idioms from Arabic to English (Question 15).

**Question14.** In few words, talk about the difference between Ramadan 2019 and Ramadan 2020 and how did you spend this holly month at home during the lockdown.

In question 14, we aim to extract the errors, if any, that appear in the students writings. In this sense, the students were asked to write about their experiences during the lockdown and

how did they spend the month of Ramadan this year. Among 25 participants, 13 students only, representing (52%) of the sample, answered this question, while, the remaining students, with a percentage of (48%) did not.

The analysis of the students' paragraphs revealed the excessive errors made by the students. The following table summarizes few types of errors that have occurred frequently in most of the respondents' writings.

| Types of errors             | Examples from the students' analyzed paragraphs  |
|-----------------------------|--|
| Verb tense                  | <i>*.for kitchen and <b>walking go</b> to my...</i><br><i>* because <b>we was</b> studying</i><br><i>*<b>we was</b> juste cooking</i>  |
| Verb form                   | <i>* the previous year I <b>doung</b> activities</i><br><i>*the corona virus <b>attaked</b> us</i>   |
| Spelling                    | <i>* <b>freinds</b>                      *<b>juste</b></i><br><i>*<b>diffrent</b>                      *<b>litle</b></i><br><i>*<b>stresful</b>                      *<b>attaked</b></i>   |
| Unnecessary use of articles | <i>*prayers were done at <b>the</b> home</i>   |
| Choice of words             | <i>*<b>housework</b> instead of house chores</i>   |
| Punctuation                 | <i>*the essentials in Ramadan, were cancelled (additional punctuation)</i><br><i>*Actually it differs a lot the previous year I doung activities outside go to buy some stuff for kitchen and walking go to my freinds at home but in this year since the Corona virus attaked us we stay at</i> |

|   |  |
|---|--|
|   | <p><i>home all the day and we are allowed from hanging outside so it's boring a little bit but nchallah together all people we can fight this virus and get back our normal life. (no punctuation)</i></p> <p><i>* <b>while</b> in this <b>ramadan</b> we fasted alone... (no capitalization )</i></p> |
| Non-English structures (odd structures) | <p><i>*walking go to my freinds</i></p> <p><i>* we come together with our relatives in communication</i></p>   |
| Literal translation                     | <p><i>*I prefer sit with family.....</i></p> <p><i>*I don't feel good and me at home.....</i></p> <p><i>*which make me think I am older than my age.....</i></p>   |
| Coherence                               | <p><i>*Ramadan 2019 was a little bit hard and difficult because we was studying, when we came back home we started helping our mothers. otherwise this ramdhn i think is the best one because we was juste cooking</i></p>   |

**Table17: Sample of errors detected in students' paragraphs**

The results obtained from table 17 display that the students' difficulties when writing in English vary. Again, the errors in the students' paragraphs were easily identified; most of the respondents have committed considerable errors when writing in English. These errors comprise grammatical mistakes, coherence, spelling, punctuation, word choice, and sentence fluency. It is very important to mention that most of the students did not use the English language sentence patterns and structures when they write; instead, they rely on the Arabic rules and structures by constructing their ideas in Arabic then to write them in English. From which we can clearly notice that a great majority of students do not use the TL appropriately which may be due to the incomplete knowledge about the target language and because they are heavily influenced by their native culture and language.

It is worth mentioning that the researchers did not provide as much examples as possible about the students' errors because most of the participants answered this question writing incomplete sentences and paragraphs.

**Question15.** Translate the following into English:

الطيور على أشكالها تقع.

.....

انك لا تجني من الشوك العنب.

.....

هذا الشيل من ذاك الأسد.

.....

من شب على شيء شاب عليه

.....

دع الفتنة نائمة

.....

This activity was an attempt to explore the interferences of culture and native language on the students' written production. It was an opportunity for the students to translate five Arabic idioms into English in order to analyze the errors they made. However, out of the whole sample 11 students only, representing (44%), provided answers while the remaining (56%) did not. The students were not observed while doing this activity; this is why all the received answers were correct because the participants used the internet to translate correctly. In the light of this factor, we decided to eliminate this part of the questionnaire.

## **2.2.2 Teachers' questionnaire analysis**

### **2.2.2.1 Section One: Background Information**

**Question1.** What is your qualification?

- A. Master
- B. Magister
- C. PHD

| <b>Option</b> | <b>FRE</b> | <b>PER%</b> |
|---------------|------------|-------------|
| <b>A</b>      | <b>1</b>   | <b>25%</b>  |
| <b>B</b>      | <b>3</b>   | <b>75%</b>  |
| <b>C</b>      | <b>0</b>   | <b>0%</b>   |
| <b>Total</b>  | <b>4</b>   | <b>100%</b> |

**Table 18: Teachers' qualifications**

Responding to question (1) participants had to specify their qualifications. The results of this question displayed that (75%) of the teachers have magister degree, and only one teacher, (25%), has a master degree. Yet, none of the respondents is a doctor.

**Question2.** How long have you been teaching English at the university?

- A. [ 2-5 ]
- B. [5-10]
- C. [10-15]

| <b>Option</b> | <b>FRE</b> | <b>PER%</b> |
|---------------|------------|-------------|
| <b>A</b>      | <b>3</b>   | <b>75%</b>  |
| <b>B</b>      | <b>1</b>   | <b>25%</b>  |
| <b>C</b>      | <b>0</b>   | <b>0%</b>   |
| <b>Total</b>  | <b>4</b>   | <b>100%</b> |

**Table 19: Teachers' years of experience**

The results of item (2) show that a great majority of teachers are novice as (75%) of them have been teaching English at the university for 2 years only. Whereas, only one of the participants, representing (25%) of the sample, has five years of teaching experience; thus, we can say that the number of teaching years for all the teachers does not exceed 5 years. the main objective behind asking this question was to know the variation among teachers' experiences at the university and whether it affects their attitudes.

### 2.2.2.2 Section Two: Teachers' attitudes toward EFL students' performance in the writing skill

**Question3.** How can you evaluate your students' written production?

- A. Good
- B. Average
- C. Bad
- D. Very bad

| <b>Option</b> | <b>FRE</b> | <b>PER%</b> |
|---------------|------------|-------------|
| <b>A</b>      | <b>0</b>   | <b>0%</b>   |
| <b>B</b>      | <b>4</b>   | <b>100%</b> |
| <b>C</b>      | <b>0</b>   | <b>0%</b>   |
| <b>D</b>      | <b>0</b>   | <b>0%</b>   |
| <b>Total</b>  | <b>4</b>   | <b>100%</b> |

**Table 20: Teachers' evaluation**

The table above demonstrates the teachers' evaluation of their students' writing performance. As it is shown, all the teachers, referring to (100%), agree that the students'



level in writing is average. This indicates that second year EFL students still do not perform well in their writing tasks which can be related to several factors.

**Question4.** In your opinion, what are the main weaknesses of students that you have observed in their writings?

- A. Lack of vocabulary
- B. Grammar mistakes
- C. Literal Translation
- D. Style
- E. Fear of production
- F. All the above
- G. Others

| <b>Option</b> | <b>FRE</b> | <b>PER%</b> |
|---------------|------------|-------------|
| <b>A</b>      | <b>0</b>   | <b>0%</b>   |
| <b>B</b>      | <b>0</b>   | <b>0%</b>   |
| <b>C</b>      | <b>0</b>   | <b>0%</b>   |
| <b>D</b>      | <b>0</b>   | <b>0%</b>   |
| <b>E</b>      | <b>0</b>   | <b>0%</b>   |
| <b>F</b>      | <b>4</b>   | <b>100%</b> |
| <b>G</b>      | <b>0</b>   | <b>0</b>    |
| <b>Total</b>  | <b>4</b>   | <b>100%</b> |

**Table21: Teachers' attitudes about the students' main weaknesses**

Question (4) seeks to determine the main weaknesses of students' writings observed by the teachers. The analysis of the results reveals that all the teachers, representing (100%) of the sample, opted for "all the above" claiming that the students are facing all the previous

mentioned weaknesses when they write. However, none of the teachers provide other suggestions. We can conclude, based on the teachers' answers, saying that the students are facing several blocking factors that prevent them to attain proficiency in the writing skill.

**Question5.** According to you, to what extent does the mother culture and language impact learners' performance in the writing skill?

- A. No impact
- B. A little impact
- C. A big impact

| <b>Option</b> | <b>FRE</b> | <b>PER%</b> |
|---------------|------------|-------------|
| <b>A</b>      | <b>0</b>   | <b>0%</b>   |
| <b>B</b>      | <b>1</b>   | <b>25%</b>  |
| <b>C</b>      | <b>3</b>   | <b>75%</b>  |
| <b>Total</b>  | <b>4</b>   | <b>100%</b> |

**Table 22: Teachers attitudes towards mother culture and language impact**

The findings obtained from table 22 indicate that a great majority of teachers, (75%), agree on the fact that the students' mother culture and language have a big impact on their production in the writing skill. While, only one teacher with the percentage of (25%) believes that it has a little impact. Yet, none of the participants said that it does not; which confirms its great influence on the performance of students.

**Question6.** Do you think that students are aware that the erroneous forms which appear in their writings are by cause of the interferences of their own mother culture and language?

- A. Yes
- B. No

| <b>Option</b> | <b>FRE</b> | <b>PER%</b> |
|---------------|------------|-------------|
| <b>A</b>      | <b>3</b>   | <b>75%</b>  |
| <b>B</b>      | <b>1</b>   | <b>25%</b>  |
| <b>Total</b>  | <b>4</b>   | <b>100%</b> |

**Table23: Students' awareness about their native language and culture interferences**

According to table 23, most of the teachers, (75%), said that the students are aware about the interferences of their own culture and language on their performance in the writing skill, which make them commit errors. while only one teacher forming (25%) believe that they are not.

\*If yes they?

A. Correct it

B. Neglect it

| <b>Option</b> | <b>FRE</b> | <b>PER%</b>  |
|---------------|------------|--------------|
| <b>A</b>      | <b>1</b>   | <b>33.3%</b> |
| <b>B</b>      | <b>2</b>   | <b>66.7%</b> |
| <b>Total</b>  | <b>3</b>   | <b>100%</b>  |

**Table 24: Students' correction of errors**

The objective of this question is to know whether the students correct the errors they are conscious about or not. (66.7%) of the teachers who opted for “yes” report that the students neglect to correct their errors even if they know about them. While, the remaining (33.3%) say that they correct them. Based on these results, it would be extremely difficult for students to reach full proficiency in the writing skill if they keep neglecting their errors.

### 2.2.2.3 Section Three: The importance of culture in language learning

**Question7.** In your opinion, do you think that the lack of the authentic exposure of the target culture is one main reason which hinders the students to develop their language learning?

- A. Yes
- B. No

| <b>Option</b> | <b>FRE</b> | <b>PER%</b> |
|---------------|------------|-------------|
| <b>A</b>      | <b>4</b>   | <b>100%</b> |
| <b>B</b>      | <b>0</b>   | <b>0%</b>   |
| <b>Total</b>  | <b>4</b>   | <b>100%</b> |

**Table 25: The importance of culture in language learning**

As it is shown in table 25, all the teachers, forming (100%) of the sample, opted for “yes”. In this sense, all of our participants agree that students should be exposed to the target culture in order to learn the TL appropriately.

**Question8.** According to your experience, do you believe that language and culture should be taught simultaneously in EFL classes?

- A. Yes
- B. No

| <b>Option</b> | <b>FRE</b> | <b>PER%</b> |
|---------------|------------|-------------|
| <b>A</b>      | <b>4</b>   | <b>100%</b> |
| <b>B</b>      | <b>0</b>   | <b>0%</b>   |
| <b>Total</b>  | <b>4</b>   | <b>100%</b> |

**Table26: Teachers’ attitudes towards teaching culture and language simultaneously**

This question aims to know the teachers' attitudes towards learning culture in EFL classes. The table above shows that all the teachers, representing (100%), see that learning a foreign language entails learning its culture simultaneously.

\*In case of yes,

They further justify their answers:

- "Because it is through culture one could easily think in another language, and provide the correct interpretation for each single word, phrase, sentence, and even expression".
- "Because language scholars agree on the importance of culture in language classrooms, and it has become one of the main research areas in foreign language study and teaching. This is justified by political and societal conditions. Contact between cultures increases via direct and indirect exchange, the transfer of products, and social networks. Different cultures live together, work together, and go to school together. In brief, globalization has found its way into schools and one of teaching the tasks of education, including language education".
- "They should be together because they part and parcel and their isolation will negatively affect the learner's writing and speaking performances".

### **2.2.3. Summary and Discussion**

Our study is an attempt to determine the influence of students' native language and culture on their performance in the writing skill. The results will be discussed in the pursuit to answer our research questions, test our hypotheses, moreover, to reach the objectives of the study. More specifically, the current research has focused on three main areas; the extent to which native language and culture interfere in students' learning process of English, the problems that prevent the students to perform well in the writing skill, finally yet importantly, the

students and teachers' attitudes towards the integration of the target culture in the learning/teaching process.

The analysis of the students' questionnaire unveiled the fact that a great majority of second year students of English at Larbi Tbessi University commit errors when they write in English as a result to the interferences of their L1, Arabic, and to the insufficient knowledge about the TL and culture. The questionnaire findings clearly demonstrate that (52%) of the target sample believe that their level of proficiency in the TL is good (Table 06), yet, it also shows that a great number of students have impediments that prevent them to use it appropriately. Furthermore, the students' answers to question (05) confirm that a significant number of participants have difficulty in the writing skill (Table 07). Hence, the data show that (52%) of the learners evaluate their performance when they write using the TL as fair (Table 08); their difficulties and problems in the writing skill occur at different levels (Table 09) as grammar, lack of vocabulary, coherence...etc which hinder their written production to proceed in a positive manner.

The results also yielded that (88%) of our participants are aware about the negative transfer caused by the interferences of their L1, and claim that they do transfer ideas from the NL to the TL when they write (Table 10), with (80%) of them saying that their own culture is another major causative factor that interferes their learning process of English (Table 12). Again, the results related to students' attitudes about the integration of culture in EFL classes were positive and reveal that (92%) of participants agree with the incorporation of cultural aspect in EFL learning, while a minority of them have a negative attitude towards learning culture (Table 15). It is then reported that a considerable number of students, (Table.16), believe that learning about the target culture will certainly improve their language use.

The previously stated results and observations go down in line with Odlin's (1989) claim who strongly believed that the wide gap between the NL and TL is what lead the learners to back up their learning of the new rules with their NL's structures; in this case, negative transfer will be clearly noticed. Likewise, filtering out the students' errors confirms the constant appearance of faulty structures in the students' production of the TL while attempting to express meaning; which goes in accordance with Selinker (1972) theory where he explained that this mechanism of transferring one language norms to another is what prevents learners to achieve native-like level while acquiring a second or a foreign language.

Additionally, the teachers' questionnaire was also established in order to analyze their attitudes towards the students' writing performance and the importance of culture in learning so as to help the researchers reach their specific goals. Although the sample was very small and limited; it provided the necessary data to answer the research questions. In this respect, the findings obtained from the teachers' questionnaire demonstrate that the majority of the participants have a magister degree and (75%) of them have been working only for two years as teachers of English at the university. Moreover, all the teachers agree about the fact that second year EFL students have average level in the writing skill; they confirm that the students' writing performance is affected by several factors that prevent them to use the TL appropriately. Besides, the results show that a large majority of teachers, (75%), believe that the students' mother culture and language is one main reason that influences their use of the TL negatively, hence, all the teachers back their answers affirming that culture is a very important element in foreign language learning and it should be taught simultaneously with language to guarantee an effective language use.

In short, it is of interest to say that having analyzing the students and teachers' questionnaire have answered our research questions and confirmed our hypotheses. It was obvious through the analysis that the students are facing many difficulties that block their

process to write due to the interferences of their L1. Consequently, it seems that both of the teachers and students have positive attitudes towards the integration of culture in the teaching/learning process to avoid such impediments.

### **Conclusion**

Overall, this chapter was devoted to describe the methodology used in order to provide a profound analysis of the students and teachers' questionnaires. The latter investigated all the possible interferences of L1 on the students' writing performance. Running upon the questionnaires' findings, we can clearly deduce that the majority of EFL students and teachers appreciated the integration of culture in EFL classes, with the belief that it would aid the students to perform better in the TL; which, again, confirms the hypotheses of this research.



## **Limitations of the study**

The current study has been through several limitations that manifest in different aspects.

The following are the main restrictions:

- The researchers had difficulties to access the entire sample; not all the students were available to take part of our study.
- Piloting the study could not be possible at that time; because the university was closed a week before the spring holidays.
- The students were not observed while doing the activities of the questionnaire, which affects the reliability of the results.

## **Recommendations**

In the light of the research findings, the researchers draw some recommendations and suggestions:

- The study urges EFL students not to focus only on developing linguistic competence of the TL, but, to raise their consciousness about its culture as well in order to develop all the language skills appropriately. In this respect, they should be exposed to the target culture during the learning process.
- Teachers on their side are recommended to raise the students' awareness about the gap between their NL and the target one by introducing them to different aspects related to the target culture, and, to encourage them processing their ideas in English while practicing the writing skill, so as to fill this cultural gap.
- Both teachers and students have to develop more interest to learn about the target culture. They should try to associate linguistic structures with cultural contexts.
- Learning cultural content should be implied in EFL curriculum.

## **General Conclusion**

It is well known that language and culture are interrelated; therefore, our study investigated the native language's cultural and linguistic interferences on EFL learners' writing performance at Larbi Tbessi University. It aims to explore the obstructions that second year students of English may encounter when they write using the TL due to their L1 interferences, and mainly, to investigate teachers and students' attitudes towards integrating cultural aspect in EFL program. Thus, it is hypothesized that second year EFL students are facing difficulties while using the TL which make them commit several errors that prevent them to perform better in the writing skill. Another hypothesis suggests that the authentic exposure to the target culture would help learners to accomplish the effective language learning. To achieve our aim, a descriptive survey has been adopted in order to gather both quantitative and qualitative data so as to answer our research questions and test our hypotheses. The data then were carefully analyzed and interpreted.

This exploratory study includes two chapters. The first chapter was devoted for the theoretical part of the research; it comprises two sections, the first section provides an extensive literature review about different concepts relating language and culture. The second section reviewed the notion of interferences and the importance of culture in language learning. However, the second chapter represents the practical part; it includes also two sections. The first section outlines the research design, methodology, tools of investigation, and procedure, whereas, the second section serves to provide detailed analysis and discussion of the results obtained from the used instrument.

Accordingly, the results obtained from this study highlighted the interferences of students' L1 and proved that they face problems with the use of the TL, particularly while writing. In addition, it reveals that both second year EFL teachers and students hold positive attitudes

towards the incorporation of culture within the teaching/learning process. This is to say that the research findings answers our questions and confirms the pre-stated hypotheses.

Finally, it is important to mention that this work did not tackle all the aspects related to our topic, hence, it opens doors for further investigations in order to treat the subject from different angles.

## List of References

- Abdulqawi, M. (2018). *the Impact of English Language Learning in Arab World*. Retrieved August 14, 2020, from <https://www.researchgate.net/publication/332427296> The impact of culture on English language learning in Arab world
- Aleksanyan, R. (2010). *Analysis of the Errors in Armenian Speakers' English Writings: the Role of the Negative LI Transfer* Thesis Reader Rubina Gasparyan. Retrieved August 07, 2020, from <https://dspace.aua.am/xmlui/bitstream/handle/123456789/1219/Rima%20Aleksanyan.pdf?sequence=1&isAllowed=y>
- Bell, R. T. (1976). *Sociolinguistics: Goals, Approaches, and Problems*. London: Batsford.
- Brown, H. D. (1994). *Principles of Language Learning and Teaching*. Englewood Cliffs: Prentice Hall Regents.
- Brown, H. D. (2000). *Teaching by Principles: an interactive approach to language pedagogy* (2<sup>nd</sup> ed.). White Plains, N. Y.: Longman.
- Buchanan, A. (2019, December 6). 5 Reasons why is English the "Global Language" of Today. Retrieved February 20, 2020, from <https://www.speakenglishcenter.com/2017/11/30/english-5-reasons-why-is-english-the-global-language-of-today/?lang=en>
- Byram, M., & Morgan, C. (1994). *Teaching-and-Learning language-and-culture*. Clevedon: Multilingual Matters.
- Chamizo-Domínguez, P.J. (2002). False Friends: their origin and semantics in some selected languages. Retrieved April 24, 2020, from

<https://www.researchgate.net/publication/263577407> False friends Their origin and semantics in some selected languages

Chandler, D. (2007). *Semiotics: the basics* (2<sup>nd</sup> ed). London: Routledge.

Chomsky, N. (1972). *Language and mind* (3<sup>rd</sup> ed). Cambridge: Cambridge University Press.

Coulmas, F. (2013). *Sociolinguistics: the Study of Speaker's Choices* (2<sup>nd</sup> ed). Cambridge: Cambridge University Press.

Corder, S. P. (1997). *The significance of learner's errors: International Review of Applied Linguistics in Language Teaching*. Retrieved March, 24, 2020 from [file:///C:/Users/hp/Downloads/Documents/Corder%201968\\_2.pdf](file:///C:/Users/hp/Downloads/Documents/Corder%201968_2.pdf)

Crystal, D. (2003). *English as a global language* (2<sup>nd</sup> ed). Cambridge: Cambridge University Press.

DeFranzo, S. E. (2011). What is the difference between qualitative and quantitative research?. Retrieved June 17, 2020, from <https://www.snapsurveys.com/blog/qualitative-vs-quantitative-research/>

Denby, R., & Curtis, C. M. (1893). *African American Children and Families in Child Welfare: Cultural Adaptation of Services*. New York: Columbia University Press.

“Definition and Branches of Linguistics”. (2013, September 1). Retrieved March 3, 2020, from : <http://nurkhofifahbahru.blogspot.com/2013/09/thedefinition-and-branches-of.html>

Duranti, A. (2009). *Linguistic Anthropology: a Reader* (2<sup>nd</sup> ed). Chichester: Wiley-Blackwell.

Ellis, R. (1997). *Second language acquisition*. Oxford: Oxford University press.

- Erarslan, A., & Hol, D. (2014). *Language Interference on English: Transfer on the Vocabulary, Tense and Preposition Use of Freshmen Turkish EFL Learners*. ELTA JOURNAL, 02. Retrieved April 26, 2020 from file:///C:/Users/hp/Downloads/Documents/IV-Language-interference-on-English-transfer-on-the-vocabulary-tense-and-preposition-use-of-freshmen-Turkish-EFL-learners-by-Ali-Erarslan-and-Devrim-Hol\_2.pdf
- Farnia, M., & Rozina, R. (2009). Contrastive Pragmatic Study and Teaching Culture in English Language classroom-a case study. Research Gate. Retrieved June, 02, 2020 from [https://www.researchgate.net/publication/213917404\\_Contrastive\\_pragmatic\\_study\\_and\\_teaching\\_culture\\_in\\_English\\_language\\_classroom-\\_a\\_case\\_study](https://www.researchgate.net/publication/213917404_Contrastive_pragmatic_study_and_teaching_culture_in_English_language_classroom-_a_case_study)
- Fernandez, S. (2008). *Teaching and Learning Languages other than English (LOTE) in Victorian Schools*. Melbourne: State of Victoria.
- Foley, W. (1997). *Anthropological Linguistics: an Introduction*. Massachusettes, USA: Blackwell Publishing.
- Goodenough, W. H. (1957). *Cultural anthropology and linguistics*. In P. L. Garvin (Ed).
- Henslin, J. M. (2010). *Sociology: a down-to-earth Approach* (10<sup>th</sup> ed). Boston, MA: Pearson.
- Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Culture and organization: software of the mind: intercultural cooperation and its importance for survival* (3<sup>rd</sup> ed). New York: McGraw-Hill
- Hudson, R. A. (1996). *Sociolinguistics* (2<sup>nd</sup> ed). Cambridge: Cambridge University Press.

- Jaiswal, V. N. (2015). Impact of Television Advertisement on Purchases Made for the Children. Retrieved June 2, 2020, from <https://books.google.dz/books?>
- James, C. (1998). *Errors in Language Learning and Use: Exploring Error Analysis*. London: Routledge.
- Julie, S., Amberg, J., & Deborah, J. (n.d.). *American English: History, Structure, and Usage*. Retrieved February 17, 2020, from <file:///C:/Users/hp/Downloads/Documents/bfe3273a5f5cd609fc31bb6490a5aec9b617.pdf>
- Keirns, N., Griffiths, H., Strayer, E., Cody-Rydzewski, S., Scaramuzzo, G., Vyain, S., Jones, F. (2015). *Introduction to Sociology* (2<sup>nd</sup> ed). Texas, USA: Opentax.
- Khenoune, L. G. (2013). On Building FL learners' Intercultural Competence: Why and How? . ResearchGate, 24–26. Retrieved June, 12, 2020 from [https://www.researchgate.net/publication/270450649\\_on\\_Building\\_FL\\_Learners'\\_Intercultural\\_Competence](https://www.researchgate.net/publication/270450649_on_Building_FL_Learners'_Intercultural_Competence)
- Kim, L. S. (2003). *Exploring the Relationship between Language, Culture and Identity*. GEMA Online journal of Language Studies. 3(2). 1675-8021. Retrieved March, 16, 2020 from <https://core.ac.uk/download/pdf/11491396.pdf>
- Kramsh, C. (1998). *Language and Culture*. New York: Oxford University Press.
- Kramsh, C. (1993). *Context and Culture in Language Teaching*. New York: Oxford University Press.
- Krashen, S. D. (1981). *Second Language Acquisition and Second Language Learning*. California: University of Southern California.



Lado, R. (1957). *Linguistics across Culture: applied linguistics for language teachers*. Ann Arbor: Michigan U.P.

Lee, N. (1990). *Notions of "Error" and Appropriate Corrective Treatment*. Washington, D.C.: Distributed by ERIC Clearinghouse.

Lu, T. (2010). *Correcting the Errors in the Writing of University Students' in the Comfortable Atmosphere 3(3)*. China: English Department, XianYang Normal University.

Retrieved April, 10, 2020 from

<file:///C:/Users/hp/Downloads/Documents/f9df74ca7cc0fd525da44a7cfad5114c3b07.pdf>

McGill-Franzen, A., & Allington, R. L. (2011). *Handbook of reading disability research*.

Retrieved May, 13, 2020 from <https://books.google.dz/books>

Mitchell, R., Myles, F. (2004). *Second Language Learning Theories* (2<sup>nd</sup> ed). London: Hodder Arnold.

Miliani, M. (2000). *Teaching English in a Multilingual Context: The Algerian*

*Case*. Mediterranean Journal of Educational Studies, 06(01), 13–29. Retrieved April,

19, 2020 from [file:///C:/Users/hp/Downloads/Documents/Teaching English in a](file:///C:/Users/hp/Downloads/Documents/Teaching English in a multilingual context- the Algerian case.pdf)

[multilingual context- the Algerian case.pdf](file:///C:/Users/hp/Downloads/Documents/Teaching English in a multilingual context- the Algerian case.pdf)

Moran, P. (2001). *Language-and-Culture, in Teaching Culture: Perspectives in Practice*.

Boston, MA: Heinle & Heinle.

Nideffer, R. F. (n.d). Chapter 8: the Characteristics of Culture. Retrieved August 08, 2020, from

[http://nideffer.net/classes/GCT\\_RPI\\_S14/readings/Chap8CharacteristicsofCulture.htm#:~:text=Culture%20has%20five%20basic%20characteristics,Culture%20is%20learned.](http://nideffer.net/classes/GCT_RPI_S14/readings/Chap8CharacteristicsofCulture.htm#:~:text=Culture%20has%20five%20basic%20characteristics,Culture%20is%20learned.)

Nordquist, R. (2019, November 4). What is a Native Language?. Retrieved March 10, 2020, from <https://www.thoughtco.com/native-language-11-term-1691336>

Nordquist, R. (2019, May 26). Communicative Competence Definitions, Examples and Glossary. Retrieved February 15, 2020, from <https://www.thoughtco.com/what-is-communicative-competence-1689768>

Odlin, T. (1989). *Language transfer: Cross-linguistic influence in language learning*. Cambridge University press.

Richards, J. C. (1974). *Error analysis: perspectives on second language acquisition*. Longman.

Rivers, W. M. (1981). *Teaching Foreign-Language Skills* (2<sup>nd</sup> ed). Chicago: University of Chicago Press.

Rowe, B. M., Levine, D. P. (2015). *A Concise Introduction to Linguistics* (4<sup>th</sup> ed). Routledge: Tylor & Francis group.

Sapir, E. (1921). *Language: An Introduction to the Study of Speech*. New York: Harcourt, Brace & World.

Schutz, R. E. (2011). *Language Acquisition vs. Language Learning*. Curitiba: Phil Young's English School. Retrieved February 24, 2020 from <file:///C:/Users/hp/Downloads/Documents/laxll.pdf>.

Selinker, L. (1972). *Interlanguage*. *IRAL - International Review of Applied Linguistics in Language Teaching*, 10(1-4). doi: 10.1515/iral.1972.10.1-4.209

Sociolinguistics. (2020). In Oxford Advanced Learner's online Dictionary. Oxford University Press. Retrieved February 10, 2020 from <https://www.oxfordlearnersdictionaries.com/>

Tarvin, L. D. (2015). *Communicative Competence: its Definition, Connection to Teaching, and Relationship with Interactional Competence*. Retrieved April 22, 2020 from [https://www.researchgate.net/publication/283711223\\_Communicative\\_Competence\\_Its\\_Definition\\_Connection\\_to\\_Teaching\\_and\\_Relationship\\_with\\_Interactional\\_CompentencePdf](https://www.researchgate.net/publication/283711223_Communicative_Competence_Its_Definition_Connection_to_Teaching_and_Relationship_with_Interactional_CompentencePdf)

Touil, I. (2015). *The impact of the cultural norms on EFL students' learning*. Abou Bekr Belkaid University of Tlemcen: Department of English.

Tylor, E. B. (1871). *Primitive culture* (vol.1). London : John Murray, Albemarle Street.

## **List of Appendices**

### **Appendix One:**

**Faculty of letters and languages**

**Department of English**

**Laarbi Tbessi University**

### **Students' Questionnaire**

Dear students,

This survey attempts to explore the cultural and linguistic interferences of the native language on EFL writing process. Accordingly, we would be very grateful if you take time and answer the following questions, and we assure that your answers will remain completely anonymous. Your contribution would be very helpful to complete our research. Therefore, you are kindly requested to answer the questions by ticking (√) the appropriate answer and write full statements when necessary.

Thank you for your collaboration.

#### **Section One: Background information.**

1. Please indicate your gender

a- Male

b- Female

2. Was it your personal choice to study English at university?

a- Yes

b- No

If yes, specify your reason?

- a- Because it offers jobs opportunities
- b- To learn about its culture
- c- To travel and communicate with people around the world
- d- For the sake of knowledge
- e- All the above

**3. Do you read books in English**

- a- Yes
- b- No

**4. How would you appraise you level in English?**

- a- Very good
- b- Good
- c- Average
- d- Bad
- e- Very bad

**Section Two: Students' attitudes toward the writing process.**

**5. Which of the skills you find more difficult in English?**

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

**6. How can you rate your writing in academic English?**

- a- Very good
- b- Good
- c- Fair
- d- Poor
- e- Very poor

7. Which of the following problems you face when writing?

- a- Lack of vocabulary
- b- Grammar mistakes
- c- Coherence
- d- Style
- e- Translating ideas from my native language
- f- All the above
- g- Others.....

8. Do you translate ideas from your native language while writing?

- a- Yes
- b- No

If yes, please specify how often?

- a- Always
- b- Often
- c- Sometimes
- d- Rarely
- e- Never

**Section Three: The role of culture in EFL learning.**

9. Do you think that your Arabic culture impacts your English learning?

- a- Yes
- b- No

10. Which of the following factors affect your language use?

- a- Lack of knowledge about the target culture
- b- Cultural and native language interferences
- c- Teaching strategies ( how the language is taught)
- d- Motivation
- e- All the above

f- Others.....

11. Do you think that learning English entails learning its culture?

a- Yes

b- No

12. Do you agree on integrating cultural aspects in EFL classes?

a- Yes

b- No

13. Do you believe that learning about the target culture will improve your language use?

a- Yes

b- No

**Section Four: Students' intercultural communicative competence.**

14. In few words, talk about the difference between Ramadan 2019 and Ramadan 2020

and how did you spend this holly month at home during the lockdown.

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

15. Translate the following into English:

الطيور على أشكالها تقع.

.....

انك لا تجني من الشوك العنب.

.....

هذا الشبل من ذاك الأسد.

.....

من شب على شيء شاب عليه

.....

دع الفتنة نائمة

.....

## **Appendix Two:**

### **Teacher's questionnaire**

Dear teachers,

This survey seeks to investigate the interferences of mother culture and language on EFL learners' writing performance, in order to evaluate their awareness about the target culture and how effective it is to include target cultural aspect within the learning/teaching process. Correspondingly, your cooperation to fill this questionnaire would be very valuable for the research validity.

You are kindly requested to tick (√) the appropriate answer and write full statements when necessary.

Thank you for your collaboration.

**Abada SARA**

**Moustefaoui CHAHINEZ**

**Faculty of letters and languages**

**Department of English**

**Laarbi Tbessi University**



**Section One: Background information**

1. What is your qualification?

a- Master

b- Magister

c- PHD

2. How long have you been teaching English at the University?

.....years.

**Section Two: Teachers' attitudes toward EFL students' performance in the writing skill**

3. How can you evaluate your students' written production?

a- Good

b- Average

c- Bad

d- Very bad

4. In your opinion, what are the main weaknesses of students that you have observed in their writings?

a- Lack of vocabulary

b- Grammar mistakes

c- Literal translation

d- Style

e- Fear of production

f- All the above

g- Others.....

5. According to you, to what extent does the mother culture and language impact learners' performance in the writing skill?

a- No impact

b- A little impact

c- A big impact

6. Do you think that students are aware that the erroneous forms which appear in their writings are by cause of the interferences of their own mother culture and language?

a- Yes

b- No

If yes, they

a- Neglect it

b- Correct it

### Section Three: The importance of culture in language learning

7. In your opinion, do you think that the lack of the authentic exposure of the target culture is one main reason which hinders the students to develop their language learning?

a- Yes

b- No

8. According to your experience, do you believe that language and culture should be taught simultaneously in EFL classes?

a- Yes

b- No

If yes, why?

.....

## Resumé

La capacité de comprendre et d'utiliser une langue étrangère / seconde est devenue aujourd'hui un privilège. L'anglais, par exemple, est l'une des langues les plus utilisées au monde et sa maîtrise nécessite la maîtrise de ses quatre compétences de base; lire, écouter, parler et écrire. Cependant, le processus d'acquisition de ces compétences implique des difficultés et des interférences, et l'écriture semble être la plus complexe. En conséquence, cette étude vise à identifier les interférences culturelles et linguistiques de la langue maternelle sur les performances d'écriture des étudiants de deuxième année d'anglais langue étrangère à l'Université Larbi Tebessi, Tebessa. On tente d'extraire la gamme variée d'erreurs qui apparaissent dans les écrits des élèves en raison de leurs interférences en L1, en outre, pour enquêter sur les perspectives des élèves et des enseignants vers l'intégration de la culture dans le processus d'apprentissage / d'enseignement de l'anglais. La recherche émet l'hypothèse que les étudiants de deuxième année d'anglais sont confrontés à de nombreuses difficultés qui les empêchent d'écrire de manière appropriée, et proposer aux étudiants à la culture cible qui les aidera à améliorer leurs compétences en écriture et leur apprentissage des langues. À cet égard, on a utilisé une méthode d'analyse descriptive et quantitative pour atteindre le but de la recherche, ainsi, deux questionnaires ont été envoyés à 25 étudiants de deuxième année d'anglais et à 4 enseignants du département d'anglais, Tebessa, afin de tester et démettre un avis sur nos hypothèses. Par conséquent, les résultats obtenus à partir des questionnaires ont mis en évidence l'impact de la L1 sur le processus d'apprentissage de l'écriture par les étudiants. De plus, les données démontrent également que les enseignants et les étudiants d'anglais ont une attitude positive à l'égard de l'apprentissage culturel dans les classes d'anglais. Sur la base de ces résultats, il est apparu que l'incorporation des aspects culturels cibles dans l'apprentissage d'anglais est fortement recommandée par les étudiants et les enseignants.

**Mots clés:** apprendre l'anglais come une language étrangère, interférences L1, compétence en écriture, intégration culturelle

## المخلص

أصبحت إمكانية إتقان لغة أجنبية أو ثانية امتيازاً في عصرنا اليوم. و كمثل لذلك نأخذ اللغة لإنجليزية التي أصبحت لغة عالمية مستعملة على نطاق واسع في العالم و التمكن منها مرتبط بإتقان مهاراتها الأربع الأساسية: القراءة، الإصغاء، التحدث و الكتابة. لكن عملية تعلم هذه المهارات تتضمن صعوبات و عقبات قد تعقدها و تعرقل تعلمها و المحتمل أن تكون مهارة الكتابة الأكثر تعقيداً. بناء على ذلك، تهدف هذه الدراسة إلى توضيح تأثير التداخلات الثقافية و اللغوية للغة الأم على أداء الكتابة لطلاب السنة الثانية لغة إنجليزية في جامعة العربي التبسي، تبسه. تعمل هذه الدراسة على استخراج الأخطاء الإملائية الشائعة في كتابة الطالب بسبب تأثير اللغة الأم، إضافة إلى ذلك لاستقصاء وجهة نظر الأساتذة و الطلاب حول إدماج الثقافة في عملية التعلم و تدريس اللغة الإنجليزية. تفترض هذه الدراسة أن طلاب السنة الثانية للغة الإنجليزية كلغة أجنبية يواجهون صعوبات تعيق كتابتهم بشكل مناسب، لذا فإدراك لثقافة اللغة الهدف يمثل عاملاً مساعد على تحسين الكتابة و تعلمهم للغة بشكل صحيح. وفي هذا السياق، انتهجت الدراسة أسلوباً تحليلياً كمياً و وصفياً لتحقيق الهدف من البحث، وبالتالي، تم إرسال استبيانين لـ 25 طالب سنة ثانية لغة إنجليزية كلغة أجنبية وأربعة أساتذة في قسم اللغة الانجليزية، تبسه. لاختبار وتأكيد فرضيتنا. وفي النتيجة، أظهرت النتائج المتحصل عليها من خلال الاستبيانين تأثير اللغة الأم على عملية تعلم الطلاب للكتابة، إضافة إلى ذلك أظهرت البيانات أن لكل من مدرسي وطلاب اللغة الانجليزية كلغة أجنبية مواقف ايجابية من تعلم الثقافة في دروس اللغة الانجليزية كلغة أجنبية. بناء على نتائج الاستبيانين فينصح كل المدرسين وطلاب اللغة الانجليزية كلغة أجنبية بدمج الأبعاد الثقافية في التعلم.

**كلمات مفتاحيه:** تعلم اللغة الانجليزية كلغة أجنبية، تداخلات اللغة الأولى أو الأم، مهارة الكتابة، الإدماج الثقافي.