



**TRANSFER OF KEY LANGUAGE FEATURES FROM L2 ENGLISH  
ACADEMIC PERSUASIVE ESSAY TO L1 ARABIC ACADEMIC  
PERSUASIVE ESSAYS BY ARABIC EFL LEARNERS**

**A Thesis Submitted by**

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## **Abstract**

Transfer between languages is generally accepted as being predominantly a positive phenomenon. Less is known, however, of the effects of transfer on the quality of writing in English and in Arabic and the reverse transfer in writing from English to Arabic for bilingual higher education students. This study reports a contrastive analysis of Arabic scripts and English scripts on nine features of writing proficiency, of an unrehearsed persuasive essay writing task undertaken by 40 bilingual Arabic L1/English L2 fourth-year undergraduate students aged 20-24. This genre was selected because of its relevance to academic writing skills that the students were seeking to acquire. The marking criteria were adopted from the Australian National Assessment Program - Literacy and Numeracy (NAPLAN) test. The findings of a positive cognitive impact on students' persuasive writing after receiving English-medium higher education in an Arabic university, were supported by reflective survey responses. A stimulated-recall methodology by interview prompted participants to deconstruct the purpose of specified features of writing. The results were revealed in a detailed analysis of the individual scripts, by additional comparison with monolingual Arabic writers. Positive transfer of key language features from English L2 to Arabic L1 writing was evident for audience, ideas, persuasion, devices, cohesion and paragraphing.

## **CERTIFICATION OF THESIS**

I certify that the ideas, experimental work, results, analyses, software and conclusions reported in this thesis are entirely my own effort, except where otherwise acknowledged. I also certify that the work is original and has not been previously submitted for any other award, except where otherwise acknowledged. Student and supervisors signatures of endorsement are held at the University.

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## List of Abbreviations

L2	English as the second language of use
L1	The social and academic Arabic language
EFL	English as a Foreign Language
CR	Contrastive Rhetoric
IH	Interdependence Hypothesis
TH	Threshold Hypothesis
CUP	Common Underlying Proficiency
BICS	Basic Interpersonal Communicative Skills
CALP	Cognitive Academic Language Proficiency
PT1	participant number 1
PT2	participant number 2
PT3	participant number 3
PT4	participant number 4
G1AdvEL2/AL1	Advanced English as a second language/Arabic as first language
G2IntermEL2/AL1	Intermediate English as a second language/Arabic as first language
G3ArabicMonoL1	Arabic as first language monolingual

## **Chapter 1: Introduction**

### **An Overview**

This chapter introduces the background of the study, research problem, the research questions, the purpose of the study, the significance of the study and the organization of the thesis.

### **1.1 Background**

A main concern in the study of bilingualism has been the impact of bilingualism on the bilingual person (Bialystok, Craik, Green, & Gollan, 2009). For a long time, scholars concentrated on the negative impacts of bilingualism. For example (Seidl, 1937) indicated that bilingual learners are disadvantaged because they think more accurately in their first language than they do in their adopted language; However, in recent decades, some researchers have highlighted the advantages of linguistic and cognitive bilingualism (Bialystok, Craik, Klein, & Viswanathan, 2004; Lee, 1996). Others have provided a more balanced account, showing that bilingualism can have negative as well as positive influences, and that there are areas of cognition where bilingualism seems to have no noticeable effect on cognitive function (Bialystok, 2009; Diaz, 1983).

In recent times, studies of the effects of bilingualism have also examined how the regular use of two languages affects bilinguals' perception of self (Kramsch, 2004; Pavlenko, 2006). Study on language transfer has been revisited to consider the influences that the use of two languages has on the linguistic structure of both languages. Study on language transfer has been reviewed by Cummins (2013) to consider the influences that knowledge and employment of additive language(s) have on the linguistic structure of both. Research on language transfer has therefore moved to consider the implications of the different formulations of the language and thought argument for bilingualism (Pavlenko, 2011). Transfer between language(s) is therefore no longer seen solely as a negative phenomenon to be coped with; rather, it is seen as one with positive impacts; for instance, in the language acquisition process (Agheshteh, 2015; Cook, 2003; Hussien, 2014a, 2014b; Kecskes & Papp, 2000; Y. Liu & Carney, 2012; Pavlenko, 2008). One more improvement in this line of investigation is the research into the bidirectional nature of language transference, which asserts that

the native language not only has impacts on the second language, but that the second language can influence the mother tongue as well. Language transfer has likewise increasingly been explored through multilingual experiences, with research particularly concentrating on third-language acquisition (Cenoz, 2013). These language transfer studies have extended the traditional fields of linguistic features, for example morphology, phonology, syntax and semantics, to investigations on the impacts of the experiences of bilinguals and multilinguals in sociolinguistics and levels of discourse (Jarvis & Pavlenko, 2008).

The field of transfer studies has also been enriched by multicompetence and cross-linguistic interdependence theories. These theories suggest that bilinguals' communicative competence should not be evaluated only by using monolingual standards, because bilinguals may process their two or more languages differently from monolinguals. Their literacy knowledge received through each of their languages, conceptually interacts with each other in their minds (Cummins, 2000). Therefore, according to these theories, it is possible for bilingual learners to transfer their language competence and knowledge either from L1 to L2 or in reverse, from L2 to L1. This is because there is common underlying proficiency, which enables the transfer of academic knowledge across a student's two languages (Cummins, 2000). Moreover, these studies reveal that under specific conditions bidirectional transfer of writing strategies is possible. According to Cummins (1981) theory of interdependence, three conditions should be fulfilled for the bidirectional transfer to happen: (1) effective second language instruction, (2) appropriate exposure to the second language, and (3) high motivation to learn the second language.

In addition, investigations that have supported the viability of the Cummins' Interdependence Hypothesis in terms of L2 to L1 skill transfer, include Kecskes and Papp (2000), Kobayashi and Rinnert (2007), Chen, Xu, Nguyen, Hong, and Wang (2010) and Agheshteh (2015). Kecskes and Papp (2000) discovered positive transfer of writing strategies from L2 to L1 academic writing after the learners in their research program had been trained intensively in the second language. This is in line with the findings of Chen et al. (2010) who examined the role of English instruction in improving Grades 1 and 3 Chinese children's phonological consciousness and literacy aptitudes in the L1. They affirmed that at least one year of additional English

instruction was needed before any positive influences could be revealed on their learnings in Chinese.

Kobayashi and Rinnert (2007) also supported Cummins' interdependence hypothesis. They revealed evidence that the training and practice in writing experienced by EFL (English Foreign Language) Japanese students in overseas educational settings had effects on opinion writing in their native language (Japanese). They further disclosed that the transfer of English L2 to Japanese L1 did not occur automatically; rather, there were factors operating for the transfer to happen, namely language proficiency and disciplinary knowledge.

Similarly, Agheshteh (2015) revealed the long-term influence of intensive study of an L2 on L1 composing skills with Iranian learners learning a foreign language for seven years. The Iranian learners studied English in the intermediate and secondary school and then at the university revealed the positive impacts learning English had on their L1 writing skill, were all the Iranian learners bilingual better performance than their monolingual counterparts in their L1 essay writing. Wang (2014) research added to this in emphasising that a certain proficiency level is needed to successfully transfer composing skills from L2 to L1.

Unfortunately, only a few studies (Agheshteh, 2015; Akyel & Kamisli, 1996; Kecskes & Papp, 2000; Kobayashi & Rinnert, 2007; Y. Liu & Carney, 2012) have investigated the reverse transfer of writing skills from L2 to L1 among adult learners in settings where L2 is a foreign language. Furthermore, most of these studies were limited because they employed only one instrument for data collection and were less relevant to the present research into AFL L2 and Arabic L1, since they were conducted in European and American contexts. Thus, there is a problem about the cognateness of the languages being investigated. The study of transfer between two cognate languages is less likely to be able to reveal backward transfer since the languages generally have more matches than dissimilarities in terms of linguistic and rhetorical notions contrasted to transfer between non-cognate languages (Peukert, 2015). Thus, in the present research context of EFL and L2 Arabic, an empirical study with a comprehensive methodology is needed to explore reverse transfer between these two non-cognate languages. Palfreyman and Karaki (2017) stated that "English and Arabic are genetically unrelated and very different at various linguistic levels, including their

script”. Alshammari (2016) agreed with Palfreyman and Karaki, that the Arabic language has a very different rhetorical style from the English style, especially in persuasive writing. Moreover, Rass (2015) and Abbadi (2014) also claimed that English and Arabic are dissimilar not only in the textual structure of argumentation, but also in the linguistic strategies employed.

Having reviewed available literature and research studies, it seems that few investigations have been carried out in an Arabic context, yet Arabic speaking countries choose to teach EFL and it is well established that students find learning EFL difficult both in schooling (Al-Mahrooqi & Denman, 2014; Al-Nasser, 2015) and in higher education (Alrashidi & Phan, 2015; Bailey & Damerow, 2014). Therefore, research is needed to investigate in depth how English (L2) affects Arabic (L1) (Aldosari & Alsultan, 2017; Aljohani, 2016; Hussien, 2014a, 2014b; Van De Wege, 2013). Taking this research gap into consideration, an empirical study is needed to contribute to the knowledge of Arabic speaking background EFL learners’ cross-language transfer of key language features from L2 to L1, particularly in the academic writing context. Ortega (2014) stated that further research is needed on bidirectional transfer in order to draw conclusions about cross-linguistic effects.

In the present study, the term ‘transfer’ will be defined similarly to the way Kecskes and Papp (2003) conceptualized it, that is “any kind of movement and/or influence of concepts, knowledge, skills or linguistic elements (structures, forms), in either direction, between the L1 and the subsequent language(s)” (p. 251). In the context of this current investigation, the term ‘transfer’ particularly refers to the utilization in participants’ L1 of language features (e.g., as audience, text structure, ideas, persuasive devices) as a result of their exposure to English as the language of learning at university level.

## **1.2 Research problem**

There is a lack of empirical studies investigating how the key language features of writing cognitively transfer from second language to first language. Previous studies have to a large extent concentrated on the influences of first language writing skills on second language learning, ignoring the effects that second language could have on bilinguals’ native language. For L1 speakers of Arabic, it is often highly advantageous to acquire competence and proficiency in L2 English, particularly in writing skills. The



acquisition of such L2 English skills is not only advantageous for academic purposes, as the research in this thesis will show, but also meets needs concerning communication and reasoning that can be deployed in English as the lingua franca of business and organisations in a globalising world. English is the language of much information available online, and is also often used for intercultural communication in a variety of global contexts outside its applications in normatively L1 workplaces or domains. Therefore, there are very pragmatic reasons for research into this problem – not restricted to particular situations or domains. The concatenation of fields in which L2 English can be advantageous is cumulative – that is, while travel and the employment market may be motivations, the acquisition of L2 English as a global language or as a lingua franca opens up a multitude of horizons. Here the importance of writing and persuasive writing skills in particular, is key, and they are shaped by language transfer from L1 Arabic. It is in this space that this thesis frames its research problem.

Investigators have long been interested in the ways languages can impact on each other within the bilingual's mind. Generally, however, this interest has been unidirectionally concentrated in that the question has focused on the extent to which a learner's mother tongue influences the second language; negative transfer is dominant in terms of lexical and/or grammatical mistakes (Al-Zoubi & Abu-Eid, 2014; Murad & Khalil, 2015). In exploratory studies by L2 English, French and Russian researchers into L1 Hungarian (Kecskes & Papp, 2000), L2 English into L1 French (Cook, 2003), L2 English into L1 Chinese (Y. Liu & Carney, 2012), and L2 English into L1 Iranian (Agheshteh, 2015) generally positive effects are expected. Gonca (2016) argued that an intensive L2 English teaching program allowed L2 students not only to progress their L2 knowledge, but also to enhance their L1 strategies. In addition Liu & Carney (2012) found that the intensive L2 English teaching program at university improved the Chinese college L2 users' abilities in their L2 and L1 academic persuasive essays. The students employed a direct approach smoothly in both their L2 and L1 essays and seemed more flexible and willing to utilize transitions to indicate the movement of the ideas between the paragraphs in both their L2 and L1 academic persuasive essays. The combination of their L1 and L2 knowledge produced improvements in their skills in both languages (Enama, 2015). Improving students' achievements in one language can bring about similar improvements in other languages (Abu-Rabia & Shakkour, 2014).

L2 language users can do things that no monolingual student can, and the knowledge of the L2 not only affects L2 user's knowledge of the L1, but also improves other perceptions and abilities too (Choong, 2006). To be able to bring about changes in the monolingual system, the language learning process must be intensive enough, rich in content, and have a high level of learner motivation (Kecskes, 2008).

Since the effect of the L2 on L1 has been largely overlooked, especially between totally different language backgrounds, the present study, therefore, is an attempt to investigate in depth how bilingual Arabic L1-English L2 students transfer the key language features they apply in their English scripts to their subsequent persuasive writing in Arabic.

### **1.3 Research Questions**

This study was designed to respond to the following questions:

- (1) To what extent do bilingual Arabic L1/English L2 students transfer key language features from L2 English to L1 Arabic?
- (2) How do the bilingual Arabic L1/ English L2 students perceive the effect of key L2 language features on their Arabic essay writing, following extensive academic writing in English at university?
- (3) To what extent do bilingual Arabic L1/ English L2 students perceive the effective language instruction, exposure to language, motivation for L2 learning and appropriate L2 proficiency as influencing the transfer of key language features from L2 English to L1 Arabic?

### **1.4 Purpose of the Study**

This study aims to find if bilingual Arabic L1/ English L2 students transferred the key language features they applied in their English scripts to their subsequent persuasive writing in Arabic. It is claimed that approaching the development of L2 language learning through an interdependent bilingual system will give a better understanding of L2 writing than the approach adopted by traditional contrastive rhetoric studies, as the latter still depend on the notion of cultural dissimilarity and its negative influences on L2 writers (R. Kubota & A. Lehner, 2005). Within the Arabic EFL context, the possibility of positive reverse transfer of writing knowledge was first identified by Doushaq (1986) who compared students' Arabic L1 writing to their English L2 writing. He discovered that in both languages, student writing needed text

organization, text cohesion, text development, paragraph unity, correct employment of language functions and appropriate expressions (1986, p.37). Although student writing in both languages needed coherence, the scripts written by the English major learners were more coherent than were those of the Arabic major learners. Bearing in mind that the former received formal instruction on the improvement of writing skills in their ESL sessions, Doushaq proposed that there might have been a reverse positive transfer in the process for learning language skills (1986, p. 35) from ESL to the Arabic native language, confirming that impairment in the writing skills in the L2 is because of some original impairment in the mastery of L1 Arabic writing skills (1986, p. 37).

In general, there are many models regarding the relationships between the two languages. However, the current study uses Cummins' (1981, 1996, 2000) Interdependence hypothesis (IH) and his Threshold hypothesis (TH) as theoretical foundations for the probability of reverse transfer of key language features from L2 English to L1 Arabic. According to Villacañas de Castro (2016), there is a correlation between the IH and the TH, but this correlation is not present as such in Cummins' work. The present study will attempt to confirm the IH/TH within the adult EFL context in Arabic, dissimilar from the studies by Cummins' in that he built his theory on studies carried out on children. According to Jeon and Yamashita (2014), the effect of cross linguistic transfer may be strongest among adult L2 learners. Singhal (2001) concluded that the cognitive processes which take place through adult L2 learners are dissimilar from those of children. Adults have improved higher-level thinking skills, and have had more personal and academic experiences in first language. However, children's cognitive and academic improvement, and the extent of their social and emotional experiences (equally in first language and second language) are still being established.

### **1.5 Significance of the Study**

The most recent works point to positive and facilitative effects of the academic strategic transfer. For example in the language acquisition process, Kecskes and Papp (2000) found that extensive and effective foreign or second language instruction triggered passive knowledge of the native language (L1). Ransdell, Barbier, and Niit (2006) found that bilingual university students at the average age of 30 are better than monolinguals in metalinguistic awareness and divergent thinking. Y. Liu and Carney (2012) found that after three years of studying English at university, bilingual chances

students employed direct approach smoothly in both their L2 and L1 essays and seemed more flexible and willing to utilize transitions to indicate the movement of the ideas between the paragraphs in both their L2 and L1 persuasive essays. Agheshteh (2015) revealed that Iranian bilinguals performed better than Iranian monolinguals on an L1 essay-writing test.

This study is timely and beneficial for the following reasons. The results of this study might lend support to or criticism of the viability of the interdependence hypothesis offered by Cummins. The current investigation builds on a comprehensive methodology to test the transfer of key language features within adult EFL, in contrast or agreement with Cummins' theory in relation to transfer of writing skills between children's L1 and L2. The majority of children are not developmentally ready to understand the complexities of the effective presentation of an argument and tend to present only basic knowledge of argumentation, like stating their opinion and giving reasons in support of this opinion, in both oral and written work (Ferretti, MacArthur, & Dowdy, 2000).

To the best of this researcher's knowledge, there is no comprehensive study in the Arabic educational context that focuses exclusively on the transfer of key language features from L2 English to L1 Arabic. There is a dearth of study published about Arabic persuasion strategies (Suchan, 2014). The results of the present study will contribute to a better understanding of how adult bilingual Arabic L1/English L2 students transfer the key language features they applied in their English scripts to their subsequent persuasive writing in Arabic. Further, the findings will give valued information to Arabic speaking teachers and EFL teachers by showing how English composing instructions should be approached and assessed by L2 Arabic speakers. Additionally, the outcomes may give feedback to writing instructors in terms of presenting the strengths and problems for Arabic EFL students in their L1 and L2 writing.

### **1.6 The Organization of the Thesis**

This thesis has seven chapters. The first chapter, the present one, introduces the study, states key terms used in the investigation, the problem of the research, introduces the research questions, provides the aim of the study, presents its significance, and then offers a summary of the forthcoming chapters. The second chapter includes reviews of the theoretical concepts and relevant empirical studies associated with the issue of cross-linguistic influence in writing. The aim of the literature review is to show the

research gaps that indicate the significance and the purpose of this study. Chapter 3 provides detailed information on the research methodology. More specifically, in this section, the researcher provides information on the context of the study, the participants, data collection and processes, and the data analysis and justification of the research design. Chapter 4 provides the analysis and results of the participants' Arabic and English essays. Chapter 5 offers analysis and results of the stimulated recall interviews conducted with the participants to explore their preferences for using a particular key language feature in their L1 and L2 essays. In addition, through the interviews, the researcher can extract information from the long or short-term memory of a particular writer, and ascertain why he or she structured the texts in certain ways. Chapter 6 presents the analysis and results of the survey to identify aspects of essay writing learning that the writers themselves had been exposed to in their teacher-training courses in both languages, to identify factors that might affect the reverse transfer of key language features from English L2 to Arabic L1. Finally, Chapter 7 provides the results of mind mapping, discussion of findings in relation to the research questions, the limitations of the study, the study's conclusions, implications of the research and recommendations, and the study's contribution to knowledge.

## **Chapter 2: Literature Review**

### **An Overview**

This chapter discusses the theory of traditional contrastive rhetoric and the close correlation between culture and L2 writing and the criticism against the theory of traditional contrastive rhetoric. The chapter assesses cross-linguistic transfer based on cognitive theories of bilingualism and multicompetence, and the interdependence hypothesis and threshold hypothesis. Although the cognitive theories guide the overall rationale of the present study, the research conceptual framework was built on Interdependence Hypothesis and Threshold Hypothesis as being especially relevant to the main purpose of this study in seeking evidence of bilingual Arabic L1/English L2 transfer of the key language features they applied in their English scripts to their subsequent persuasive writing in Arabic. This chapter also discusses the differences between writing in Arabic and writing in English, Arabic persuasive writing, and studies on the transfer of writing skills from L2 to L1.

### **2.1 Concept of Traditional Contrastive Rhetoric**

The theory of Contrastive Rhetoric originated in 1966 when Kaplan (1966) wrote the ground-breaking article, "Cultural thought patterns in intercultural education". With a focus on the extra-sentential level, in this article, Kaplan designed a new theoretical instrument to study written texts for problem-solving in the area of second language writing. According to Kaplan, language and writing bind together culturally, making each language's rhetorical nature peculiar to it. Moreover, writing in English as an L2 is subject to interference from the rhetorical and linguistic conventions of the learners' L1 (Connor, 1996). Ferris, Hedgcock, and Hedgcock (2013) claimed that in the context of learning to write in an L1, cultural aspects lead people to have various expectations with regard to the organization of texts; consequently, L2 learners' schemata vary from those of L1 learners, causing challenges in communication. For them, Contrastive Rhetoric aims at determining such anticipations and their effects on L2 literacy development that involve L2 writing skills.

Contrastive Rhetoric inquiries have two imperative constructs. The first construct deals with multilingual writing, whereas the second deals with persuasion and the influence of argumentation on the audience (Connor, 2008). In fact, the descriptions of argumentative discourse undertaken by contrastive rhetoricians are often engage in valuable communication. Depicting the comprehensive picture in which Contrastive Rhetoric appeared the way in which it was resourceful. Yet, Contrastive Rhetoric can place too much emphasis on writing, a feature that the audio-lingual method ignores (Connor, 1996). Moreover, Contrastive Rhetoric has a way of overarching sentence boundaries for argumentative discourse, and it emerged in the US when the instruction of composition and rhetoric was new.

The main point of Contrastive Rhetoric is to delve into rhetorical organization, which refers to textual arrangement. Kaplan (1988) asserted, “The logic expressed through the organization of written text is culture-specific; that is, it posits that speakers of two different languages will organize the same reality in different ways” (p. 18). Many theoretical and pedagogical findings have related to the interconnectedness between culture, logic, and organization of texts in Contrastive Rhetoric.

In his first study, Kaplan (1966) looked closely at patterns of development in paragraphs found in English expository essays created by 600 non-native English speaking students who had different first languages. Kaplan (1966) found five culture types in the paragraph progressions in the students’ essays. Then, he constructed graphical representations of those culture types by showing each pattern as a line of progression for each language group, as shown in Figure 2.1.

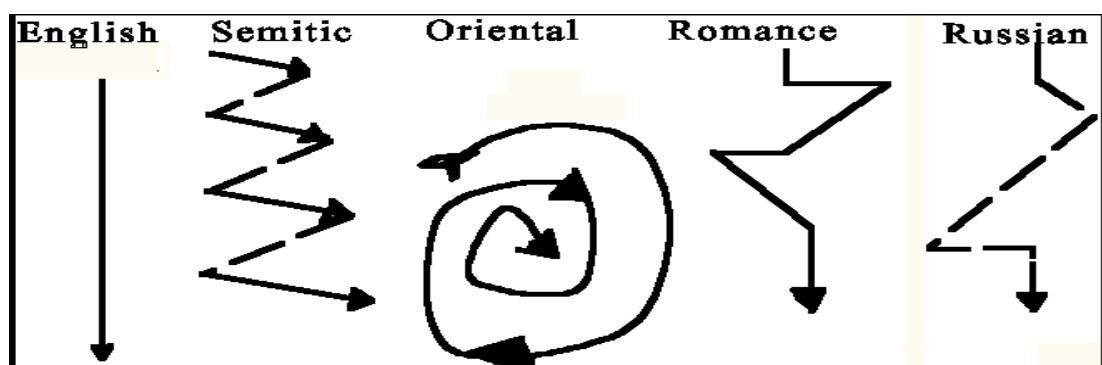


Figure 2.1 cultural thought patterns in intercultural education (Kaplan, 1966: p.21)  
 Called “the doodle” diagrams, these diagrams showed that linear development is preferable for English expository essays (Kaplan, 1987).The ideas in those essays illustrated straightforward linearly direct sequence. Kaplan (1966) noticed, “Paragraph

developments other than those normally regarded as desirable in English do exist” (p. 10). In Semitic languages such as Arabic, the ideas were conveyed in a zigzag line, indicating frequent uses of parallel coordinate clauses. In Oriental languages, the ideas were presented circularly in order to get to the main points. The Romance and Russian patterns also presented dissimilar modes of idea presentation. In these linguistic systems, there is freedom to digress and to present additional materials (Kaplan, 1966). Contrastive Rhetoric grew into one of the most discussed ways to study cultural differences in written communication, and, as a result, language researchers sought to make Contrastive Rhetoric a central topic of argument in different areas, such as seminars, academic theses, conferences, colloquiums, and research reports (Connor, 2003). Hence, Contrastive Rhetoric became an established cornerstone in the study of applied linguistics. In both ESL and EFL, Contrastive Rhetoric has had a major impact that has elevated standards of writing instruction (Connor, 2008).

### **2.1.1 Criticism of Traditional Contrastive Rhetoric**

Many research studies that followed Kaplan’s (1966) study provided empirical evidence which did not support his findings. Mohan and Lo (1985) asserted that Kaplan’s Oriental writing style (e.g., indirect and inductive style) did not have an effect on Chinese writing students who were producing English essays. Instead, the students were perplexed by too much emphasis on English instruction. Unlike Canadian teachers who emphasized essay organization, the English writing teachers in Hong Kong focused on sentence correctness. Development of skills in rhetorical organization in native English writers occurred later and changed according to learning experiences of the past (Mohan & Lo, 1985). By 1997, Contrastive Rhetoric was criticized because of unnecessary emphasis on cultural differences (Scollon, Scollon, & Jones, 2011; Spack, 1997; Zamel, 1997). Scollon et al. (2011) claimed that Contrastive Rhetoric advocates were enamoured of language structure as opposed to text content, including persuasion skills and audience effects. They insisted that this difference was necessary to connect structural studies (contrastive poetics) and rhetoric studies (contrastive rhetoric). It is clear that Scollon et al. (2011) stressed a view that researchers and teachers must comprehend readers’ interactions and interpretive processes, as well as the structure of the text. Spack (1997) claimed that teachers and researchers must consider students as individuals, not members of cultural communities. This consideration led to better comprehension of distinctive learning



processes for writing. Further, the act of generalizing the writing skills of learners based on their cultural identities was denounced. Even Zamel (1997) declared that teachers and researchers who see “L2 learners as bound by their cultures could be trapped by their own cultural tendency to reduce, categorize, and generalize” (p. 342). As a result, the L2 teachers became restricted as they were less able to understand their students as L2 writers (Zamel, 1997). To concentrate on the complexity, variability, and unpredictability of cultures became a major necessity for teachers and researchers.

Around the same time, (Kubota, 1997) also presented a critical view of the cultural dichotomy between East and West by contributing empirical studies on English and Japanese writing. She showed that the Japanese writing organization (ki-shoo-tenketsu) was shunned in Japanese writing, because of linguistic and educational impacts from the West since the mid-nineteenth century. In another investigation, Kubota (1998) explored why Japanese university students chose to use the same rhetorical patterns in English and Japanese persuasive essays and how those patterns affected their writings. The outcomes of this exploration revealed that the writers were not implementing the same patterns in all their L1 and L2 writings. Furthermore, there was a tendency for L1-L2 transfer of writing strategies rather than negative transfer from L1-specific rhetoric.

For an explicit critique of Contrastive Rhetoric, one can turn to the work of Kubota and Lehner (2004). They observed critical Contrastive Rhetoric studies that “incorporate key concepts drawn from postmodernism, poststructuralism, postcolonialism, and critical pedagogy which are already being integrated in the larger field of applied linguistics”(p. 9) This view challenged the idea that English is the superior language and that writing stresses cultural thought rather than social concerns. As Kubota and Lehner (2004) alleged: “Contrastive Rhetoric has a —reductionist, deterministic, prescriptive and essentialist orientation” (p. 10). They also suggested that researchers and teachers implement plurality, complexity, hybridity, and unpredictability in study and practice. Connor (2005), on the other hand, noted that Kubota and Lehner had underestimated Contrastive Rhetoric, while failing to see how much it has given L2 writers in terms of rhetorical approaches and writing style substitutions of L1 and culture. Kubota and Lehner (2005) noticed patterns of growing diversity in Traditional Contrastive Rhetoric as discussed by Connor. They sensed that it, nevertheless, depended on cultural dissimilarity, which negatively affects L2

writers. When considering discourses in both traditional and critical Contrastive Rhetoric, there is a much debate.

Contrastive Rhetoric research puts focus on L1 to L2 transfer following cultural dissimilarities, but it does not cover from L2 to L1 transfer in the same way (Mohamed & Omer, 2000). Because traditional Contrastive Rhetoric research studies examine relations between the L1 and L2 of bilinguals in a fragmented way, they are not considered to be comprehensive, not facilitating the two languages' interactions.

Raimes (1991) also refused Kaplan's robust hypothesis that language controls thoughts and rhetoric by adopting a low version, declaring that cultural background influences cognitive processes which, in turn, control rhetorical preferences. Therefore, rhetorical preferences are shown by L2 users, but writing in L2 may not essentially be the consequence of direct transfer of rhetorical patterns of rhetorical patterns from the L1 "but can be due to other cultural dimensions such as L1 literacy practices, writing functions, writing conventions, the frequency and distribution of different writing genres" (Ismail, 2010).

### 2.1.2 Summary

Some researchers stereotype L2 learners who exhibit cultural dissimilarities in their patterns of academic switching between their L1 and L2. These investigators find it palpable that L2 English writing students are incapable of critical thought. Hence, culture becomes equated to interference when it is an aid to L2 learners. Concerning perspectives on theory, critical and traditional Contrastive Rhetoric investigators have different views on cross-linguistic transfer of L1 and L2 writing features due to their belief in the inadequacy of cultural dissimilarities. In contrast, bilingualism studies concentrate on the interrelationship of L1 and L2 writing knowledge, and consider it as an interdependent system. This multicompetence theory declares that students' linguistic knowledge commingles in an ordinary language system since it is developed through L1 or L2. There, linguistic knowledge transfer could be bidirectional, changing both ways from L1 to L2 or vice versa (Jarvis & Pavlenko, 2008; Y. Liu & Carney, 2012).

## 2.2 Cognitive Theories

Theories of bilingualism, multicompetence, interdependence and threshold will be discussed in this section.

### **2.2.1 Theory of Bilingualism**

Grosjean (2008) declared that bilingualism is “the regular use of two or more languages (or dialects)” and bilinguals are “those people who use two or more languages (or dialects) in their everyday lives” (p. 10). Grosjean (2008) offered two different views of bilingualism—a monolingual fractional view and a bilingual holistic view. The function of the former is to classify and assess bilingual users’ abilities in conjunction with two or more language proficiencies. In this way, bilinguals have distinctive but balanced proficiencies in their languages. Thus, bilinguals show keen abilities in two or more languages even when they use their language skills for different purposes and contexts. Behaving as monolinguals, these bilinguals have the power to adjust the activation of a language system as they deem appropriate.

On the other hand, the bilingual wholistic approach does not necessarily see language users as proficient in two or more languages. Hence, due to their interlocution, these bilinguals may vary their language choice based on the appropriate purpose and context. A holistic and dynamic relationship exists among bilinguals who vary their languages while engaging with other speakers, regardless of dissimilar contexts and purposes. The proficiency of bilinguals to speak two or more languages has a connection with the purpose of language use in different contexts. Grosjean (2008), therefore, contended that these bilinguals can exhibit imbalances in their language proficiencies when the context for and purpose of using the languages changes. In Malaysia where English is a second language native-like accent may not be the aim since people employ English to facilitate communication with those who are not mainly from native English speaking backgrounds.

People who do not have native-like accent and pronunciation can be considered bilingual and use English well. Content and purpose make up the appropriateness of language usage. Since bilinguals are not a combination of two monolinguals, it is difficult to determine the communicative competence of bilinguals. Together with social factors, there is a language repertoire that is whole based with regard to language skills. Moreover, wholistic bilinguals often use cross-linguistic transfer in either forward or reverse style as they process languages. Bilinguals’ language proficiencies can differ greatly from monolinguals’ due to context and purpose.

Nowadays, the view of bilingualism has a monolingual notion despite the benefits of the holistic view, which offers a more efficient perspective on language usage. In the areas of teaching, assessment and L2 instruction around the world, the monolingual approach to bilingualism emanates strongly. With respect to L2 learners' proximity to their second language and to the native speakers' language proficiency in their L1, the teaching and learning of language is easily delivered for assessment. Too little attention is given to context, purpose, social factors, and first and second language interaction among bilinguals when these elements have effects on L2.

Grosjean (2008) noted many challenges pertaining to traditional monolingualism with respect to bilingualism. Yet, the traditional monolingualism ignores the concept that most people employing two or more languages lack balanced proficiency. Instead, based on everyday lifestyle, these individuals use languages in different ways. According to the place and time of language use, a balanced proficiency in two languages or more might not be needed.

Because bilingualism uses monolingual standards to assess achievement, the process via which bilinguals focus on language diminishes. The monolingual notion of bilingualism does not give adequate information of how bilinguals' two or more languages possibly act together when they process one of their languages. Within this traditional perception, bilinguals are observed as having different systems for each of their languages and these different systems should be on standby without considering how the systems might interact and effect each other. As a result, there is an accidental and irregular cross-linguistic transfer between the two languages

Some bilinguals feel as if their L2 learning is inadequate due to the notion of monolingual bilingualism. Because they compare their L2 to a native speaker's language competence, bilinguals often consider it to be non-native in nature. This causes them to lose confidence in themselves. Therefore, bilinguals tend to constrain their language abilities, instead of placing value on what they can accomplish with the language. It is not wise to evaluate bilinguals against their monolingual counterparts (Grosjean, 2008). For this reason, bilinguals must be considered as whole and unique individuals.

### **2.2.2 Theory of Multicompetence**

Like Grosjean (2008), Cook (2008) advocated that language teachers and researchers consider bilingual learners' uniqueness despite the monolingual standard, which has important implications about bilingual L2 learners who are assessed on what they can achieve. Bilinguals often demonstrate the competence levels of the L2 native speakers. Yet, they do not imitate native speakers in that they process the language differently, employing it in dissimilar contexts.

Cook (2008) proposed a multi-competence standard for bilingualism, defining it as "knowledge of two languages in one mind." (p. 17). According to this notion, bilinguals use an interlanguage that results from the student's L2 learning experience. Further, the notion is different from the language of native speakers as it is comprised of mental processes associated with the interlanguage. Cook (2008) defined these three parts as bilinguals' internal language processing mechanisms, which are called multicompetence. Outside of bilinguals' internal language process, the L2 is joined to the system as it is an acquired language, not their native language. The L2 of bilinguals differs from the language of the native speaker. Just as Grosjean (2008) purported, Cook (2008) declared that bilinguals cannot process two languages systematically. Knowledge gained by employing two languages creates a complex processing system that promotes conceptual interactions in one's mind. Hence, bilinguals cannot deactivate one language and activate the other simultaneously. Code-switch and code-mixing occur when two or more languages interact. There are many language modes, contexts, and purposes that affect these aspects of linguistics (Grosjean, 2010). Because bilinguals do not fully deactivate one language while speaking another, they do use L1 and L2 with respect to monolinguals (Cook, 2008). As L1 and L2 interact in the mind of a bilingual, a complex interaction ensues that affects the efficiency of language in both L1 and L2. Due to the processing having an interactive form, bilinguals cross-transfer knowledge linguistically from L1 to L2, as well as from L2 to L1. Many research studies have confirmed the cross-linguistic transfer in the field of L2 writing e.g. (Agheshteh, 2015; Garcia, 2005; Gonca, 2016; Kecskes & Papp, 2000; Y. Liu & Carney, 2012). Gonca (2016), for example, found that students who took English (L2) writing courses are more successful in essay writing in Turkish (L1) than the students who didn't take English (L2) writing courses. Bidirectional writing skills transfer can take place under certain conditions, such as L2 writing instruction.

The monolingual concept of bilingualism tends to characterize bilinguals as deficient monolinguals, while multicompetence gives bilinguals credit for mastery of two or more languages. Metalinguistic awareness entails one's ability to practise two or more languages according to Bialystok (1991); it was defined by Richards and Schmidt (2013) as the act of reflection and analysis of two or more languages to acquire linguistic knowledge. In other words, bilinguals are not imitating native speakers; however, they use their languages through reflections and perspectives.

### **2.2.3 The Interdependence Hypothesis**

The Interdependence Hypothesis states that bilinguals develop Common Underlying Proficiency (CUP) instead of having separate proficiency systems for their two languages (Cummins, 1981, 1996, 2001, and 2000). This common underlying proficiency makes possible the transfer of cognitive/academic or literacy-related proficiency from one language to another (Cummins, 2005). Cummins stated that although there may be differences in terms of surface features such as phonological and orthographic aspects, there are deep conceptual features shared by the two languages. These features involve abstract reasoning, reading/writing strategies, and prior knowledge usage. A bilingual's CUP helps to achieve literacy skills transfer of languages. J. Cummins (1980) originally identified two different areas of common underlying proficiency (CUP), which he called Interdependence Hypothesis (IH): Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency Skills (CALP). From Cummins' perception, Basic Interpersonal Communicative Skills involve cognitively undemanding manifestations of language proficiency in interpersonal situations. In contrast, Cognitive Academic Language Proficiency refers to the dimension of language proficiency that is related to literacy skills. This type of communication is mainly related to literacy based activities such as reading and writing (Cummins, 2000). Since CALP deals with higher order thinking processes, it is considered part of CUP, and consequently as transferable between languages. Meanwhile, BICS refers to surface features of language skills such as vocabulary and orthography in either L1 or L2, which are language specific and should be learned in the particular language as they are not transferable across languages. However, the level of achievement in these surface linguistic features (BICS) may facilitate the transfer of CALP across languages. In Cummins (2005) the Basic Interpersonal Communicative Skills and Cognitive Academic Language Proficiency

Skills distinction was broken into five more specific types: transfer of conceptual elements, transfer of metacognitive and metalinguistic strategies, transfer of pragmatic aspects of language use, transfer of specific linguistic elements, and transfer of phonological awareness. Conceptual aspects of writing such as audience, ideas, persuasive devices, cohesion and paragraphing require further research in an Arabic-English context (Al-Shekaili, 2011).

The interdependence hypothesis was formally expressed as follows by Cummins (1981):

To the extent that instruction in L<sub>x</sub> is effective in promoting proficiency in L<sub>x</sub>, transfer of this proficiency to L<sub>y</sub> will occur provided there is adequate exposure to L<sub>y</sub> (either in school environment) and adequate motivation to learn L<sub>y</sub>. (p.29).

Cummins (1981, 1996, and 2000) revealed that transfer of writing strategies is unlikely to happen automatically. Three conditions must be fulfilled for transfer: (i) there must be effective language instruction to advance L1 and L2 conceptual knowledge; (ii) learners need adequate exposure to language in both society and the classroom; and (iii) there must be a high motivation for language learning.

Accordingly, the Interdependence Hypothesis stipulates that language instruction shapes the cross-linguistic transfer of literacy skills since CALP can be developed as a result of this transfer (Cummins, 1981, 1996, 2000). Students who receive effective L1 literacy instruction often strive to acquire higher L2 literacy skills. Thus, extensive L2 instruction in the light of the Interdependence Hypothesis facilitates learners' skills and knowledge in L1 and L2. This was reinforced by Ahmadi, Khoii, and Taghadosian (2015) investigation into the impact of teaching L1 and L2 to first graders in a bilingual classroom separately to gauge their L1 literacy learning. This study, which took place in Iran, intended to compare the fluency and accuracy of the language of first grade Persian L1 and English L2 in a bilingual school with the fluency and accuracy of the language of first grade Persian L1 in a monolingual school during a timeframe of 32 weeks. The results showed that there were statistically significant differences between the bilingual and monolingual groups. The students in the bilingual school outperformed the students in the monolingual school in reading fluency. However, studies on bilingual students in higher education may offer different results and perspectives from those studies conducted with first graders. Bilingual students in

higher education already have well-formed literacy in L1 and have included themselves in more dissimilar social environments than first graders have. Further research is needed on bilingual students to better understand the possible influence of language writing features among bilingual students.

Of additional importance is Cummins (2000) concept of additive bilingualism. He argued that to be successful, the learner must have adequate exposure to two languages where literacy is promoted such that the learners' literacy skills can be transferred across languages. Cummins (2000, p. 37) defined additive bilingualism as, "the form of bilingualism that results when students add a second language to their intellectual tool-kit while continuing to develop conceptually and academically in their first language." Thus, this contributes a second condition. (Sierens & Van Avermaet, 2014) similarly stated that additive bilingualism is "the acquisition of a second language without losing the skills acquired in the first language, because society appreciates and acknowledges both languages as being equal. Bilingual learners are empowered to enrich L1 literacy skills while they acquire L2 literacy knowledge through instruction and vice versa (Cummins, 2000). The wealth of research over past decades has clearly shown "Positive links between additive bilingualism and students' linguistic, cognitive, or academic growth" (Cummins, 2000, p. 37). Moreover, EFL students have been found both to succeed in learning English language skills, and be more likely to maintain their mother tongue through additive bilingualism. According to Kecskés and Papp (2000, 2003), metalinguistic awareness develops as bilingual learners mentally compare and analyse their two languages' literacy skills and/or knowledge in their minds, thus developing their literacy in both languages.

However, important for the present study and L2 learning in general, is the difficulty for language learners to gain sufficient exposure to L2 language use. This is certainly applicable to EFL students in Arabic speaking countries, thus it is likely to be problematic for them to receive enough English exposure. This aspect needs further investigation for the impact of L2 on L1 writing. Nevertheless, for students in an English major at a university learning environment, where learning English is high stakes, their exposure to formal, key English language features may be supported in the learning environment in a variety of ways. Cummins (2000) argued that in a context where there is enough promotion of literacy in the two languages either in the classroom or in another social environment, there is no reason for language skills not



to transfer between languages. Therefore, it may be argued that since students have a strong connection to their L1, the language environment may be conducive to additive bilingualism so long as the L2 English does not threaten the development of their L1 Arabic and vice versa. Ideally, the learning environment will enable such students to enrich their L1 and L2 concurrently.

For Cummins' third condition, it is important that learners have a great deal of motivation for L2 learning so that cross-literacy skill transfer can take place. Cummins (1996, 2000) contended that when bilingual learners limit their use of L1, negative effects on their motivation to learn L2 can occur. Using L1 constitutes a useful tool for L2 learning and teaching (Cummins 2007). Cummins (2007, p. 238) also asserted that L1 can "function as a stepping stone to scaffold more accomplished performance in the L2." Thus, as the teacher nurtures learners' L1, greater gains in L2 proficiency can be made. (Berlin & Hammarström, 2016; Hall & Cook, 2012) showed that when learners use L1, a domino-effect produces a "less threatening atmosphere," which leads to the learners feeling relaxed and better able to use the L2. They also emphasise that as a result, L2 learners become more motivated.

Also from a pedagogical perspective, the use of L1 in the L2 classroom is an issue in effective L2 learning (Bartlett, 2017; Berlin & Hammarström, 2016; Enama, 2015; Ma, 2019). Hussein (2013) investigated the use of Arabic L1 during English L2 instruction with regard to reasons, attitudes, and purposes. He focused on Arab students in Jordanian private and government-aided universities. He found that the participants preferred to use Arabic in their English classes because it assisted them in understanding the meaning of new or difficult words, explaining syntax, and saving time. It was also found that not allowing students to use their first language would prevent them from having some opportunities to learn English better. Improving students' L1 (Arabic) writing skills would be a useful strategy to improve their writing skills in the L2 (English) (Ghwaileh, 2014).

Cross-linguistic studies in the field of L2 writing have confirmed the viability of the three propositions above, although most of them are more about forward transfer of writing skills from L1 to L2 (Javadi-Safa, Vahdany, & Sabet, 2013; Watkins-Mace, 2006; Wolfersberger, 2003). Only a few studies have investigated the relevance of the reverse transfer of writing skills from L2 to L1 (Akyel & Kamisli, 1996; Garcia, 2005;

Kecskes & Papp, 2000). These researchers found that adult bilingual students tend to develop their L2 writing skills on the basis of their increasing English L2 proficiency. These L2 writing skills have been found to include linear idea development, sentence construction, and use of different writing genres. However, the research designs utilised small participant groups (Garcia, 2005; Kobayashi & Rinnert, 2007) or avoided focusing on reverse transfer of writing skills as the main focus (Akyel & Kamisli, 1996; Cahyono, 2000) so findings were inconclusive. Thus, an empirical study with a comprehensive methodology is needed to confirm the practicability of the Interdependence Hypothesis in order to address the issue of L2 to L1 writing skill transfer.

#### **2.2.4 Threshold Hypothesis**

This study will also use Cummins' (2000) threshold hypothesis as the theoretical foundation for examining the reverse transfer of writing strategies. The threshold hypothesis is one of the most significant theory on the relation between bilingualism and cognition (Daller & Ongun, 2018). This hypothesis suggest that bilingualism has negative cognitive influences lower a certain threshold of proficiency in both languages. Above this level, there is no negative effect, and if the proficiency increases above the second threshold level positive influences can be obtained.

Kecskes and Papp (2003) asserted L2's effect on L1 creates potential, not necessity on a conceptual level. This L2 effect changes the use of the L1; furthermore, the effect happens only when a particular threshold is reached. (Athanasopoulos & Kasai, 2008) concur with this hypothesis because L2 only begins to affect L1 once an advanced proficiency level is shown in L2. On the contrary, Brown's (2008) findings show that L1 gesturing is affected by L2 for low levels of proficiency. These different findings demonstrate the importance of factors of interplay in the L2 and L1 relationship. Kecskes and Papp (2003) pointed out two factors that shape L1 performance when affected by another linguistic system (L2) in an FL setting. In this environment, L2 instruction should to be adequate for the learners to improve their L2 proficiency, which results in sufficient information in writing to process knowledge between the two languages. The proficiency level and Common Underlying Conceptual Base development are the two factors. These findings stimulated the present study to investigate whether students at different levels of L2 proficiency use different strategies once they write in their L1.

Many research studies support the plausibility of Cummins' Threshold Hypothesis (e.g., Chen et al., 2010; Kecskés & Papp, 2000 and Kobayashi & Rinnert, 2007a). Chen et al. (2010) investigated how L2 (English) instruction helped to develop the phonological awareness of L1 in Chinese students (Grades 1 and 3). They discovered that positive transfer during L2 instruction was not automatic. This positive transfer occurred after the students had been taught L2 for two years. This period was helpful for the Chinese students who required enough time to achieve the threshold and transfer L2 phonological awareness to their L1 capabilities. Also, supporting the Cummins' Threshold Hypothesis, a comparative study by Kecskés and Papp (2000) placed Hungarian high school learners into three classes where they were involved in different approaches to learning a foreign language for two years. They organized an *Immersion class* in which students learned French as a foreign language, which was the language of instruction in several subjects. They also held an *Intensive class*, involving seven to eight classes a week in English (L2) and Russian (L2), but these languages were not used to instruct in other school subjects. The third class was included as a *Control group* where the students were taught a foreign language (French) for only 2 or 3 hours per week. It was found that students in the Immersion and Intensive classes demonstrated stronger writing abilities in their L1 compared to the Control group. It was also concluded that rigorous FL/L2 instruction during a two-year period allowed learners to gain conceptual knowledge in the FL/L2 and L2 proficiency for cross-linguistic transfer to L1.

Cummins' Interdependence Hypothesis and Threshold hypothesis are particularly related to the main aim of the present study, which attempts to find if bilingual Arabic L1/ English L2 students transferred the key language features they applied in their English scripts to their subsequent persuasive writing in Arabic.

The following diagram shows the conceptual framework for the research. The conceptual framework was built on the concepts of the Interdependent Hypothesis and Threshold Hypothesis, which are considered in detail above.

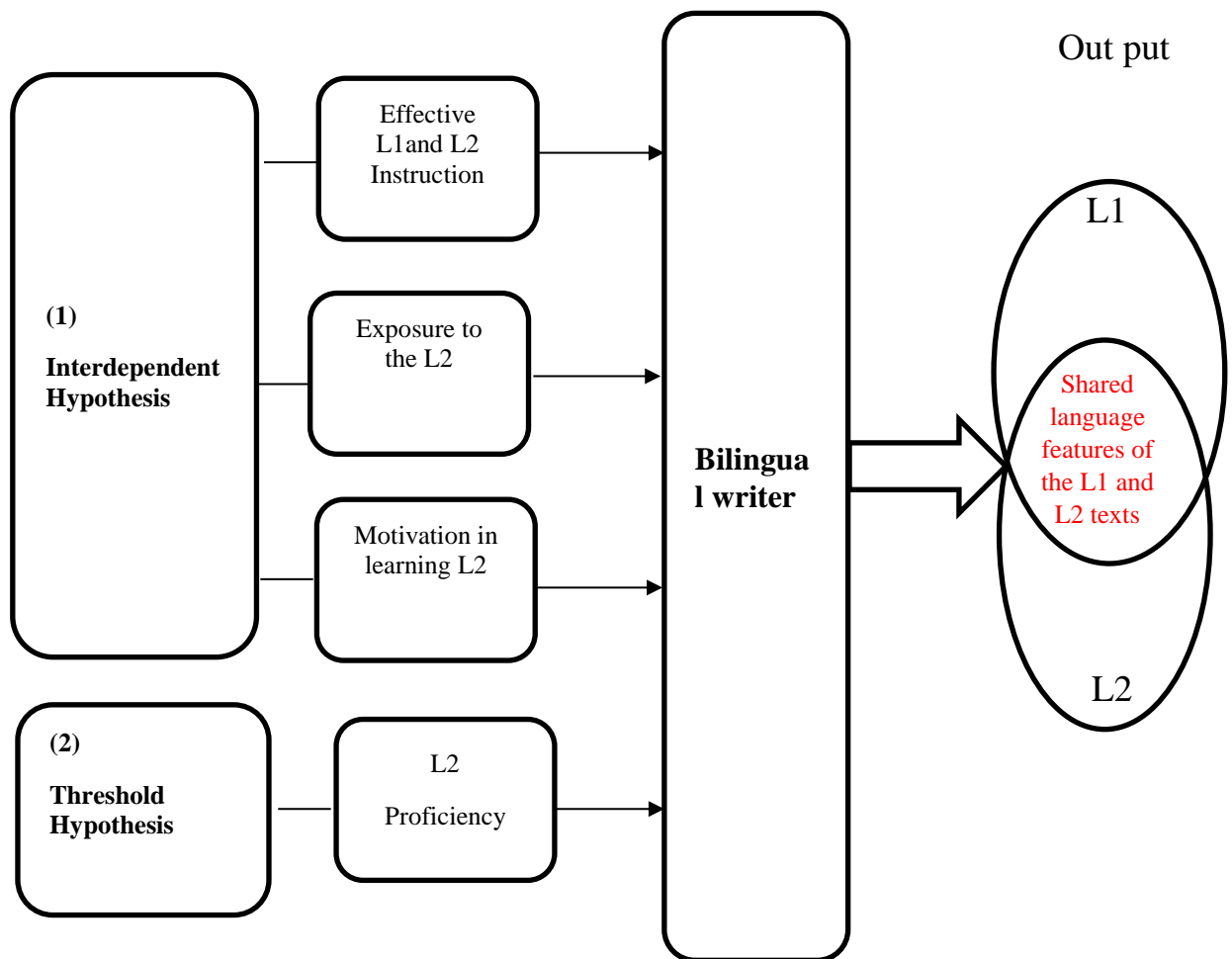


Figure 2.2 an overview of the research conceptual framework of the study

### 2.2.5 Summary

The purpose of this section has been to discuss cross-linguistic transfer according to the theories of Grosjean (1996, 2008); Cook (1992, 1999); and Cummins' (1996, 2000). Based on these three theories, it is pertinent to note that the communicative competence of bilingual learners must be evaluated by different standards than those used for monolinguals, who process only one language. The linguistic knowledge of bilinguals is generated by their conceptualization of their languages. Thus, bilinguals' L1 and L2 knowledge has the potential to influence both languages. It is possible for bilingual learners to exhibit patterns of transfer (i.e., L1 to L2 or L2 to L1) due to language competence/knowledge. Since L1 and L2 linguistic competencies are

interdependent, the development of one language may indirectly or directly promote the other.

The aforementioned theories guided the rationale of this study, particularly the Interdependent Hypothesis (IH) and Threshold Hypothesis (TH) presented by Cummins (1981, 1996, and 2000). Cummins' (2001) research is especially relevant to this study's main purpose, which seeks evidence of reverse transfer (i.e., L2 English to L1 Arabic) for key language features during prolonged L2 instruction. The current study is needed for a better understanding of how learners' L2 language features, developed through their L2 writing instruction, affect and develop their L1 language features. It also needed to give support or feedback concerning the viability of Cummins' (1981, 1996, 2000) interdependence hypothesis and threshold hypothesis.

### **2.3 Differences between Writing in Arabic and English**

When comparing written texts in different languages, it is important to take into account the different styles of writing. In the case of Arabic and English languages, they belong to two dissimilar language families. Arabic is a Semitic language, while English is Indo-European. The method of Arabic writing originated from the Holy Quran, (Besston, 1970; as cited in Alnofel, 2003). Also, the Qur'anic Arabic influences the written form of the Arabic language (Ostler, 1987). Koch (1983) admitted that Arabic written language represents argumentative writing. Arabic argumentation is dependent upon notions described in a few words; whereas in the western style, writing focuses on logical structures. To distinguish Arabic from English, Feghali (1997) classified four features of writing. First, Arabic writing contains much repetition (Drid, 2014). At different levels of language, such as phonological, morphological and lexical, syntactic, and semantic, repetition occurs (Koch, 1983). According to Johnstone (1991, p. 117), "An arguer presents truths by making them present in discourse: by repeating them, paraphrasing them, doubling them, and calling attention to them." Instead of using counterarguments, which are found in English persuasive writing, Arab writers choose to use repetition in order to make an argument (Kamel, 2000). Similarly, in discourse, many Arabic writers have been found to hide their goals because they take an indirect approach, which contrasts directly with the contemporary western focus on explicitness in the genre-based approach (Nagao, 2018). In Arabic, to comprehend the message, a receiver relies on the physical context which is internalized during interactions (Hall, 1966). Also, typically, Arab speakers use more

words to describe their thoughts compared with English speakers (Feghali, 1997). Arab speakers utilize two patterns of elaboration, which are exaggeration and assertion. The goal of these two functions is to confirm and reinforce interactions as credible.

This perspective of argumentation comes from the Qur'anic style, which reveals that the arguer proves his truth through repeating claims, doubling them and paraphrasing them (Koch, 1983). English as Foreign Language (EFL) teachers often complain when Arab students get low scores on argumentative essays. This occurrence is probably due to the different style of argumentation of Arab students compared to their English counterparts (Al-Haq & Ahmed, 1994). For instance, Arabic persuasive texts place the claim at the end of the text and do not give refutations of counter arguments, which are standard in English writing (Al Jubouri, 1995 as cited in Bacha, 2010). Instead of the counter-argument, in Arabic is through- argumentation, (Hatim & Mason, 2005). Through-argumentation in Arabic is the kind of writing in which there is no particular consideration of the opponent's persuasion or opinion regarding a specific point of view. Its text structure begins with a thesis (i.e. a statement of a standpoint) heavily argued through, followed by a large substantiation and a conclusion (Hatim & Mason, 2005). Hatim and Mason (2005) pointed out that this type of argumentation is most preferred in Arabic; yet, counter-argumentation cannot be considered alien in Arabic rhetoric. Hatim and Mason (2005) added that through-arguments elicit solidarity, politeness, and face-saving. In the Arabic paragraph, there is no mention of a topic sentence, which is important to the structure of an English paragraph. Topic shifts, therefore, tend to confuse Arab students who study English (Drid, 2014). There is only an implied topic sentence in the Arabic writing style. Many Arab English L2 students find these differences in Arabic and English argumentative writing styles confusing. The structure of argumentative texts is represented schematically in Figure 2.3

THROUGH-ARGUMENTATION	COUNTER-ARGUMENTATION
↓Thesis to be argued through	↓Thesis cited to be opposed
↓Substantiation	↓Opposition
↓Conclusion	↓Substantiation
	↓Conclusion

Figure 2.3 the structure of argumentative texts. *Adapted from Hatim (1991, p. 193)*

Arab English L2 learners have difficulty mastering their L1 Arabic writing. Although in the last century the English language was taught in Arabic schools, strategies of writing in the Arabic language less applied than strategies of writing in the English language. By looking at Saudi students' use of native language (L1), Arabic, and L2 English, Alnofal (2003) confirmed there are both similarities and differences in writing strategies. He noted that participants demonstrated stronger L2 writing strategies than L1. After being involved in pre-writing and post-writing exercises, the participants improved their English writing skills. These findings are in line with Muhammad's (2001) study that examined how Saudi students tended to employ strategies when writing in their L1. Al-Hmouz (2013) posited that in Arabic schools writing instruction in the Arabic language focuses more on orthography, grammar, and organization. In conclusion, Arabic writing instruction puts big emphasis on the quantity of writing, not the quality. The Qur'anic style is still the prevailing way of Arabic writing. Kaplan (1966) analysed that English L2 learners, with L1 Arabic, transfer their rhetoric strategies from L1. As a result, they fail to use appropriate strategies for the target culture when writing in English. Expanding his theory and connecting logic with structure, he noted that as ESLs acquire their first language, they gain reasoning and expressions of rhetoric (Kaplan, 1966). Since every culture has reasoning and rhetorical patterns, a vast variability of rhetoric styles ensues, which affect the target rhetorical style of English. He insists that ESLs not be taught Western rhetoric expressions in addition to logical patterns. Barry (2014) sought to determine the influence of L1 Arabic on L2 English writing. She found that L1 Arabic does effect ESL learners' English writing in the areas of punctuation, conjunctions, capitalization, and articles. She further revealed that L2 Arab learners often write "strong descriptive narrative writing, which is often influenced by the colourful and poetic narrative tradition of the Arabian Peninsula" (Barry, 2014). Because narrative writing requires a knowledge of syntax and lexical meaning, L2 learners struggle in these areas. Moreover, Hashim (1996), who also investigated the common errors made by Arabic-speaking students, asserted that native language is the main source of errors in L2. He also reported that while processing English syntactic structures, Arabic speakers tend to behave like L1 learners and use techniques such as simplification and over-generalization.

Conversely, some researchers believe that L2 learners make errors because of their limited knowledge of the target language (Fakhri, 1994 as cited in Barry, 2014). Ismail (2010) sought an answer to the problem of negative L1 transfer among Arab learners who showed problems with ESL writing, in reference to Kaplan's (1966) argument, stating L2 students used rhetorical strategies from L1 to L2. Examining the same persuasive task, Ismail (2010) studied thirty ESL and Arabic speakers' writing samples and thirty samples of writing from native English speakers. Learners' L1 and L2 samples did not exhibit any significant relationship in terms of errors. Also, there was no significant difference in the rhetorical performance of native Arabic and native English speakers. Hence, the study points to discrepancies in Kaplan's (1966) L1 negative transfer concept.

In summary, compared to English, the style of Arabic in terms of rhetoric is quite dissimilar, particularly for persuasive writing samples. The occurrence of negative transfer from L1 to L2 is, therefore, probable (Kaplan, 1966). Due to this difference in English and Arabic rhetoric writing, Arab students of English often have difficulty mastering the English rhetorical style. If instructors ignore the differences, there is a heightened chance that the Arab learners will show increased failure rates in their English study.

#### **2.4 Arabic Persuasive Writing**

Persuasive writing is a skill that convinces the reader about any idea or opinion that the writer presents in writing. Many writers have the skill to influence readers by using different ways of persuasion. Persuasive writers implement different techniques and methods to support their claim and also improve their arguments. Normally in the advertising sector, such writing skills are utilized to gain the attention of customers.

For Arabic persuasive writing, a different type of style can be used to present arguments and is normally used at the international level to handle governance issues. These styles include presentational and analogical styles. They also utilize the quasi logical style that makes the arguments stronger and more understandable for the listeners or readers. For Arabic as a foreign language, the importance of writing as a learning task is very complicated because it includes different skills and processes that explain how to develop a plan for writing, writing behaviour, and composition review. The writing process needs a high ability to recognize different stages and parts. Arabic



is the second language so the second language writer has to face different unique challenges in writing. There are also different factors related to writing complexity within the context of EFL (Bakry & Alsamadani, 2015).

Many social and cognitive factors are also included in Arabic writing. In the experience of writing many different emotions and intellectual aspects are also part of the writing. In addressing AFL for writing purposes, the instructions are individualized to meet the requirements for learning the different aspects of the language.

Arabic persuasive writing is also essential for all those who deal with the Arabs through their organizations and who use different communication formats to deliver their information. Normally all the information is delivered in the English language but Arabic is also utilized according to state requirements. Arabic persuasive writing skills are helpful for the students to develop a strong writing model while using a different model and also utilize different sorts of information according to requirements. Arabic persuasive writing provides complete proofs and processes that support the arguments with strong evidence and also helps to explain the information in a proper format (Ismail, 2010).

The Arabic language is also utilized at different state-levels according to country requirements and in international dealing, the Arabic language has its importance. Therefore, it is very important to learn the writing techniques according to Arabic persuasive writing because such writing skills are essential at different levels and stages of life according to working requirements. At the professional level, such a writing format is also helpful to develop a strong way to communicate at the international level. Arabic persuasive writing is a very important part of international studies and with the English language, Arabic language understanding is utilized in different formats according to the different requirements of people (Khalil, 1989; panelAzizKhalil, 2015).

## **2.5 Research Studies on Transfer of Writing Skills from L2 to L1**

For L2 acquisition to take place, language transfer must occur. In SLA research, teaching, and classroom areas, the importance of language transfer has often been neglected. Despite the history of the notion, the language transfer process has been re-evaluated many times in recent decades. During the 1940s and 1950s, language transfer was researched by those in the linguistics field who noted the influence of

behaviourism on the process of habit formation. Accordingly, L1 habits easily influence L2 learning as a result of native language transfer. One main problem is that L1 interference can hinder those learning a second language (Fries, 1945). Fries (1945), a renowned behaviourist, also posited that a student's native language should be carefully compared to his or her target language in order to meet L2 theory and pedagogy standards. Yet, some feel that a learner's native language can cause failure in the learning of L2 (Lado, 1957). Lado (1957) went on to propose the Contrastive Analysis Hypothesis (CAH), which offered an explanation for the role of L1 in L2 learning. CAH denotes that L2 learners' L1 patterns promote the development of productive and receptive skills. Further, one can predict the ease of L2 learning by observing similarities and differences between L1 and L2. This kind of theory suggests that L1 creates problems for students of new languages, and it contends that transfer is a unidirectional (from L1 to L2) process, rather than a bidirectional (from L2 to L1) one (Gass, 2013).

CAH has a great deal of influence on early research studies concerned about contrastive rhetoric. In Kaplan's (1966) study, students found it cumbersome to write in a direct, rhetorical fashion, and this difficulty was linked to the students' native languages as well as their academics. This shows that cross-linguistic transfer of writing skills must be unidirectional since one must focus on the students' L2 written rhetorical structures and why they deviate from monolinguals' writing norms in English. Moreover, this does not emphasize how the students' knowledge of general writing skills (L1 and L2) must interact.

Recently, several studies have not supported the notion of unidirectionality in language transfer; instead, they have concentrated on L2 to L1 from the perspective of bidirectional transfer of language skills (Ko, 2017; Schjerve & Vetter, 2012). For example, Pavlenko and Jarvis (2002) contended that L2 can affect L1 while L1 influences L2. After assessing the oral narratives of a group of 22 Russians who had lived in America for three to eight years, Pavlenko and Jarvis (2002) observed the emergence of a cross-linguistic effect from L1 and L2 and L2 and L1. Talebi (2013) investigated the reading of learners in three languages and found that developments in the processes of reading in one language caused developments in another. In addition, Y. Liu and Carney (2012) examined persuasive essays written in both English and Chinese by high school and university students in China learning English. They

revealed that the university students' writing favoured deductive organization of discourse both in Chinese and English more than did the high school students' writing. Therefore, Y. Liu and Carney (2012) concluded that the multicompetence of bilingual learners at the conceptual level becomes stronger as their foreign language proficiency improves.

Multicompetence and bilingualism are two concepts which have encouraged many research studies (Cook, 1999, 2003, 2008) or Cummins' (1979, 1980, 1990, 1996, 2000, 2001). Next, the Interdependence Hypothesis postulates that when L1 and L2 interact due to a common proficiency, integration and interdependence occur. Yet, there is limited evidence to prove L2 to L1 writing skill transfer. This is because of dominant L1 settings where L2 users are unbalanced due to lack of cultural exposure to L2. These research studies held that L2 to L1 transfer of writing strategies was positive (Agheshteh, 2015; Akyel & Kamisli, 1996; Cao, 2016; Gonca, 2016; Javadi-Safa et al., 2013; KAYA, 2013; Kecskes & Papp, 2000; Khodabandeh, 2014; Kobayashi & Rinnert, 2007; P. Liu & Ni, 2016; Maxwell-Reid, 2010; Mazloomi, 2011; Sevgi, 2016; Wang, 2014), negative (Bulbul, 2009; Mahmoud, 2013), and neither positive nor negative (Aljohani, 2016; Cook, Iarossi, Stellakis, & Tokumaru, 2003; Fung & Murphy, 2016; Oostendorp, 2012).

There are still limitations regarding contexts and methods used by all the aforementioned researchers. Most of the studies (Akyel & Kamisli, 1996; Cook et al., 2003; Fung & Murphy, 2016; Gonca, 2016; KAYA, 2013; Kecskes & Papp, 2000; Maxwell-Reid, 2010; Sevgi, 2016) took place in Europe and focused on linguistically similar cognate languages. Identifying transfer occurring between cognate languages is cumbersome in that the languages have many similarities in rhetorical and linguistic properties. Kobayashi and Rinnert (2007) and KAYA (2013) had low reliability in their results because they used small participant groups. In addition, Bulbul (2009); Mazloomi (2011); Javadi-Safa et al. (2013); Khodabandeh (2014); Mahmoud (2013); Agheshteh (2015); Cao (2016); P. Liu and Ni (2016) and Aljohani (2016) designed research studies using just one instrument, and this could have reduced reliability and validity of the data triangulation.

Kobayashi and Rinnert (2007) studied three groups of Japanese students who were learning English. The first group participated in Japanese university level instruction.

The second group went to an English-speaking country and studied two semesters of university instruction. The third group also studied in an English-speaking country, but they were postgraduates, having three or more years of instruction. The researchers examined whether diverse L2 experiences affected these students' rhetorical structure as they wrote in L1 and L2. The researchers discovered similarity in general, rhetorical structure between the students' L1 and L2 compositions among the three groups (G1, G2 and G3). On the other hand, observing the counterargument or refutation section, the researchers found differences among all participants' essays, specifically those written in their native language. It was discovered that students who had greater experience in L2 compositions could create stronger introductions in L1 and L2. If students had less or no knowledge of writing in L2, while staying in an English-speaking country, they infrequently utilized writing strategies in their essays. Moreover, those strategies, occasionally applied in essay construction, allowed students to acquire knowledge in English-speaking countries. The researchers even found that reverse transfer of composing strategies (L2 to L1) depends on mediating variables. These variables involve the experience of writing in an English-speaking country where students' L2 proficiency, foreign language development, motivation, and discipline in L1 and L2 are key factors.

A longitudinal study was carried out to determine if foreign language users showed L2 learning effects on L1 while they used native language and studied L2 in a classroom (Kecskes & Papp, 2000). The researchers found that Hungarians in high school who were studying English, French, and Russian, outperformed control classes in writing abilities. The high school L2 students wrote complex sentences, while developing clear arguments. This reveals bilinguals' constant interaction as they mutually affect each other. By combining L1 and L2 conceptual knowledge, these high school students have the potential to enhance their communication skills.

Kecskes and Papp (2000) declared that the exchange of writing strategies from L2 to L1 depends on variables such as age, L2 proficiency and foreign language setting.

More research has probed into Greek students of English and their adolescent argumentative writing, focusing on rhetorical aspects of argument formulation. Xargia (2016) found that reverse transfer of language skills occurred, while older students made stronger arguments than younger counterparts in L1 Greek. Golder and Coirer

(1994) have shown that as student's age, their higher level cognitive skills allows them to formulate stronger arguments. This represents the higher order thinking in terms of cognitive skills, metalinguistic awareness, and concept knowledge (Kecskés & Papp, 2000).

When students receive effective L2 instruction, their L2 proficiency improvement indicates learning gains, which is factor one. This L2 proficiency mediates how well these learners transfer language skills from L1 to L2 (or L2 to L1). Research studies by Javadi-Safa et al. (2013), Xargia (2016) and Gonca (2016) corroborated the claim that L2 English writing success causes high abilities in students of L1 Persian, Greek, and Turkish writing. On the contrary, Wang (2014) and Cao (2016) found that Chinese EFL learners with advanced English proficiency are less likely to demonstrate reverse transfer of L2 English to L1 Chinese.

Next, the foreign language environment represents factor two. Kecskés and Papp (2000) argued that when the instructional atmosphere is formal, then it is highly likely that foreign language transfer to students' native language will occur. This is due to the focused attention given by the foreign language classroom to writing features, such as sentence structure and vocabulary. P. Liu and Ni (2016), Wang (2014), and Cao (2016) supported this idea and attempted to determine the transfer of writing skills from L2 English to L1 Chinese. In their studies, these researchers observed semantic, syntax, and discourse level in the L1 setting in conjunction with L2 users who formally studied English. The results revealed that exposure to an L2 cultural setting helps to influence the language system of L2 users, and an intensive L2 education in a dominant L2 setting can have an effect on L1. Wang (2014) and Cao (2016) offered the information that EFL students with intermediate English proficiency demonstrate reverse transfer (L2 English to L1 Chinese) in L1 settings, while L2 users are less exposed to L2 culture.

By examining the writing of a Spanish L1 group, Maxwell-Reid (2010) studied argumentative Spanish texts composed by two groups of secondary students in an English Content and Language Integrated Learning program in an EFL environment. He then contrasted these texts with Spanish texts composed by learners of a Spanish curriculum. The groups had 24 students each. For data collection purposes, the participants' written texts were used for methodological processing. As the Content

and Language Integrated Learning student texts had a great amount of English rhetorical aspects, many differences were found. These differences of text organization and clauses were predominant. Maxwell-Reid (2010) further asserted that L2 students' writing skills, such as discourse and composition, develop in L2 and transfer to L1 writing effectively. Agheshteh (2015) noted the prominence of positive transfer of writing skills from L2 to L1. He investigated the effects of L2 English on Iranian bilinguals' L1 writing skills by observing 61 participants—30 bilinguals and 31 monolinguals. For data collection purposes, he utilized an essay writing test taken in the participants' L1. The findings of the test illuminated that Iranian bilinguals had stronger L1 essay writing abilities on the test than their counterparts, Iranian monolinguals.

Agheshteh's (2015) study is different from the present study in that it investigated the influences of L2 English on Iranian Bilinguals' L1 writing ability, while the present study has examined the writing of Arab-speaking writers in an Arabic context. However, it is relevant to this study in that it framed this study mainly through the perspective of multi-competence and it also shares, in part, similar methodology with the present study in the use of text analysis. However, it differs in that the present study uses key language features such as audience, text structure, ideas, persuasive devices, vocabulary, cohesion, paragraphing, sentence structure, and punctuation, thus findings can be compared only to a limited extent.

Akyel and Kamisli (1996) explored the Turkish and English writing skills of eight Turkish EFL students. They analysed the influences of EFL writing instruction for Turkish and English skill building and the learners' attitudes about English and Turkish compositions. For data collection purposes, they utilized think-aloud protocols, student compositions, semi-structured interviews, and surveys. The study reflected that L1 and L2 writing had more similarities than differences. Moreover, L2 writing instruction had positive effects on the L1 and L2 strategies of these EFL students' L1 and L2 writing strategies and attitudes. In a similar study, KAYA (2013) looked closely at the transfer from L2 English to L1 Turkish. He explored the factors of writing rhetoric, introduction, body, conclusion and refutation, punctuation and coherence, unity scores of a pre-test in Turkish, an English test, a post-test in Turkish, and a delayed post-test in Turkish. All these factors were compared to find any significant differences between each pair's scores. Accordingly, results revealed that

after intensive essay writing instructions in English, students' writing improved in terms of coherence and unity as they wrote in Turkish in post and delayed post-tests. The participants began to use topic sentences and controlling ideas more effectively as they used connectives, which helped them go from one idea to the next. This raises a question of whether learners from different language families such as Arabic and English transfer writing strategies from L2 English to their L1 Arabic after they have practised intensive essay writing in L2 English.

In preparation for the present study, it was difficult to find studies investigating the writing strategies used in English and Arabic persuasive essays written by tertiary Arabic learners of EFL.

Sevgi (2016) wanted to study advanced-level language learners who employed similar cognitive strategies (Planning and Content Generation) for paragraph development in L2 (English) and L1 (Turkish). His study uncovered strong evidence of reverse transfer of writing skills. His study participants planned and wrote their paragraphs in L1 similar to the way they composed paragraphs in L2. Further, Uysal (2008) studied rhetorical patterns in Turkish and English essays, covering different subjects. The participants organized their Turkish essays in similar ways to how they organized their English essays. The main way they chose to organize these essays was to follow this pattern—thesis statement, explanation, and evidence for the argument.

Focusing on Persian and English writing, Mazloomi (2011) examined how genre-awareness in the EFL essay writing classes influenced EFL learners' L1 essay writing. Raising awareness of the structure of a five-paragraph English essay, 40 undergraduate junior students in two EFL classes went to eight sessions of treatment. The EFL learners' essay writing improved greatly, with respect to the genre structure of five-paragraph essay compositions. Mazloomi (2011) concluded that genre-awareness of the English essay writing process significantly influenced the writing of EFL learners' Persian essays. On the other hand, Mirzaee and Marzban (2016) did not observe any correlation between L1 (Persian) writing and L2 (English) writing.

Similarly, Khodabandeh (2014), who observed Iranian students, focused on how bidirectional transfer takes place in English and Persian writings. He chose 104 sophomore students for participants. The participants were placed in three groups. First, some participants were randomly placed in an experimental group, receiving the

explicit, genre-based approach. Secondly, some participants were placed in a control group which received implicit instruction; and, third, some participants went in a self-study group, having no-instruction treatment. The self-study group did not attend practice sessions, whereas the participants in the experimental and control groups did attend a total of eight sessions. Plus, every group took a pre- and post-test. As a result, the participants used the basic structure of English argumentative papers in both Persian and English pre-essays. However, they could not use oppositional structures effectively. Using the argument structure, the members of the experimental group were found to outperform the other two groups in writing ability according to the quantitative analysis of the post-argumentative essays. Khodabandeh (2014) found EFL learners gain positive and significant improvements in their native language as they compose rhetorical structures in English essay writing.

Bulbul (2009) ascertained that L2-L1 influence can lead to a negative effect. He chose to determine whether learning L2 English affects L1 Arabic. To do this, he compared Arab bilingual students from English-speaking environments to Arab monolingual counterparts with little or no English language experience. Then, he compared the bilinguals' Arabic texts to the monolinguals'. Also, the bilinguals' English and Arabic texts were compared. The results shed light on the fact that bilingual learners could not express their ideas in Arabic and demonstrated poor academic writing skills. On the other hand, the bilinguals did well in second language literacy and yielded fewer errors. Since the bilinguals exhibited greater confidence in using the second language, they wrote a larger number of English words. For instance, the bilinguals could write more than 8500 words in L2, but they could only write 3050 words in their native language. Consequently, the bilinguals made a total percentage of Arabic errors that was more than four times the monolinguals' number of errors. Thus, the study pointed out that, with excessive use, the second language can diminish L1.

Mahmoud (2013) investigated the effect of L2 English instruction on writing skills in Arabic. In the study, he gathered data from books, articles, manuals, reports and recommendations. Consequently, he found that many negative effects of reverse, cross-linguistic EFL transfer to standard Arabic could occur, including: linguistic invasion, 'foreignness', audience alienation, speaker alienation, incomprehensibility, misunderstanding, and exposure of the audience to poor, modern standard Arabic.



Conversely, Aljohani (2016) found that no indication of positive or negative effect of these Arabic, L2-L1 writing strategies was ascertained. This conclusion aligns with that of Oostendorp (2012). His perceptions of L2-L1 point to the notion that it is difficult for researchers to base their conclusions on positive or negative effects. Accordingly, with fervent argument, he declared that no concrete evidence was found to substantiate the premise that L2 has either a significant positive or significant negative effect on L1.

Like Oostendorp (2012) and Aljohani (2016), Cook, Iarossi, Stellakis, & Tokumaru (2003) uncovered no evidence of L2 to L1 effects in their research study of Japanese, Spanish, and Greek university students who were learning English. These students read 81 sentences that focused on word order, animacy, case, and number agreement in L1, and they had to judge where the subject was located in two noun phrases in any sentence. Despite general differences between bilinguals and monolinguals attributed to bilingualism, Cook, Iarossi, Stellakis, & Tokumaru (2003) contended that since there were no sentence word order differences between the bilinguals and their monolingual peers, no cross-linguistic influence from English to the participants' L1 was observed.

King Tat Daniel Fung (2016) explored whether learning French as L2 in an English setting influences adult multilinguals' use of L1 English, present perfect and/or past simple in a Grammaticality Judgement Task and/or proofreading task. In this study, King Tat Daniel Fung (2016) employed a timed Grammaticality Judgement Task and a proofreading task. These tasks measured implicit (Grammaticality Judgement Task) and explicit (proofreading) performance in language. He recruited 21 English speakers to study L2 French while a control group consisted of 17 native English speakers, having minimal knowledge of French. The results of the Grammaticality Judgement Task showed the L2 French group to have similar abilities as the control group in terms of ungrammatical, present perfect sentences. This pointed to minimal cross-linguistic effects on present perfect in implicit knowledge. Yet, considering the past simple and the proofreading task, which typified explicit knowledge, there were no significant differences between L2 French and control groups.

## **2.6 Summary**

There are controversial research findings in the studies reviewed above. L2 to L1 transfer of writing strategies has a positive, negative, natural or no positive and negative effect on L1 writing. However, there are mediating factors such as L2 proficiency, motivation, discipline in L1 and L2, age, foreign language environment, and effective L2 instruction affecting the transfer of L2 to L1 writing strategies. This finding also supports the main theoretical perspective of the current study that knowledge of writing is transferable between languages as long as efficient language instruction, adequate exposure to the L1 and L2, and an appropriate level of motivation to learn the language are achieved in the language learning context (Cummins 1996, 2000).

## **CHAPTER 3: Methodology**

### **Overview**

This chapter describes the research methodology of the study. It is divided into seven sections. The first section shows an overview of the chapter. The second describes the design of the study. Section three address the research method adopted for the current study. Section four gives details of the study's participants. Section five provides an explanation of methodological triangulation. Section six describes data collection instruments. The last section discusses the ethical considerations.

### **3.1 General Design of the Study**

To conduct research effectively, one must properly develop a research design (Collis & Hussey, 2013), as the researcher needs to have a constant picture in mind with regard to the study; a research design must be visualized before it occurs. Thus, for this study, it was necessary to think about the purpose of the research, which was to examine the influence of L2 learning on L1. Specifically, this study's aim, in terms of research design, was to discover if bilingual Arabic L1/ English L2 students transferred the key language features they applied in their English scripts to their subsequent persuasive writing in Arabic.

By preparing a study, setting up the investigation, and accomplishing other tasks, research design is a crucial methodological process (Collis & Hussey, 2013). Collis and Hussey (2013) specified that effective research only takes place after a researcher has accurately chosen the research design. In the present study the researcher decided to combine both qualitative and quantitative methods to cross-validate the study findings. That is, the researcher analysed the results of each approach separately and then decided if the results from each method suggested the same conclusions. If they did, then the researcher's confidence in the results and conclusion is strengthened. The researcher of the present study utilized an academic persuasive essay as a first method of data collection. The academic persuasive essay was used because it often involves organizing discourse by imposing a stepwise argumentation structure to a sequence of ideas, often through the use of persuasive devices (e.g. however, nevertheless, on the one hand,) (Uccelli, Dobbs, & Scott, 2013). Likewise, an academic persuasive essay goes beyond expressing emotions or reactions to events and requires that writers mark their stance towards specific ideas (Berman & Nir-Sagiv, 2004). Stimulated Recall

Interview was a second method of data collection. The Stimulated Recall Interview was used in order to examine students' cognitive abilities or to identify the writing processes and key language features they employed while writing the persuasive essays in both languages. A self-administered data collection method, where surveys were personally handed to the participants one by one, was used as the third method of data collection. The self-administered data collection method was selected for four reasons. In the first place, the collection of self-administered data can facilitate a high response rate and leverage quality (Uma Sekaran & Bougie, 2016). Secondly, it is a fast and versatile process (Grossnickle, 2001). Finally, it is highly confidential as participants do not need to reveal their identities (Burns, 2002).

### 3.2 Research Method Adopted for the Current Study

To achieve the main aim of this study and answer the research questions, a mixed methods approach (qualitative and quantitative) study was performed. By adhering only to the qualitative method some important issues could possibly be overlooked. Thus, this study also employed the quantitative approach to strengthen the results. This was clearly advocated by Riazi & Candlin, 2014; Riazi, 2017.

Although many studies exist on the topic of writing skills transfer from L1 to L2, this research study focuses on a new direction—the transfer of persuasive writing features from L2 English to L1 Arabic. To make the results more comprehensive, the researcher used qualitative and quantitative methodologies for study refinement.

The process of mixing methods is known by several names, including blended research, triangulated studies, multi-method, and ethnographic residual analysis (Harrison & Reilly, 2011). Johnson, Onwuegbuzie, and Turner (2007) stated that the

combination of quantitative and qualitative methods in one study has gained positive scholarly recognition. Creswell and Clark (2007) specify:

Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many stages in the research process. As a method, it focuses on collecting, analysing, and mixing both quantitative and qualitative data in a single study or series of studies. Its

central premise is that the use of quantitative and qualitative approaches in combination, provides a better understanding of research problems than either approach alone.

The mixed methods approach elicits the facilitation of rich data that allows for an expansion of interpretation in findings (Collins, Onwuegbuzie, & Sutton, 2006; Johnson & Onwuegbuzie, 2004). Another benefit of the mixed methods approach is that it increases the researcher's flexibility and ability to ask complex research questions (Powell, Mihalas, Onwuegbuzie, Suldo, & Daley, 2008). Hence, this approach is well-known for its production of effective studies and its ability to offset any weaknesses occurring in qualitative and quantitative methods respectively. According to Freshwater (2007), no gaps in the methodology of research studies should arise using the mixed methods approach.

Conducting a qualitative study alone could cause problems because some issues would be better understood by employing a quantitative method; therefore, the inclusion of quantitative data was decided to help improve the breadth and depth of understanding and allow for the triangulation of the data. Thus, a mixed methods approach facilitates the minimizing of gaps in the methodology (Freshwater, 2007).

The following table, Table 3.1, provides an overview of the stages of data collection and how the collected data is aligned to answering the research questions. The researcher has marked X in each cell relevant to the research questions and research instrument.

Table 3.1: Overview of the stages of data collection and links to research questions

Stages	Stage 1	Stage 2	Stage 3
--------	---------	---------	---------

Data collection instruments	Collection of students' written scripts from administration of persuasive writing task: two groups: G1 – n=20 advanced ArabicL1/EnglishL2 bilingual students  G2 – n=20 intermediate ArabicL1/EnglishL2 bilingual students  G3 – n=40 monolingual Arabic L1 students.	Sub-sample of G1=2 G2=2 bilingual students Conduct of Stimulus Recall Interviews (n=4).	Survey of bilingual students G4- n=209: G4a- n= 102 advanced ArabicL1/English L2 bilingual students G4b – n=107 Intermediate ArabicL1/English L2 bilingual students.
Research questions↓			
Q1. To what extent do bilingual Arabic L1/English L2 students transfer key language features from L2 English to L1 Arabic?	X	X	
Q2. How do the bilingual Arabic L1/English L2 students perceive the effect of key language features on their Arabic essay writing following the extensive use of academic writing in English at university?		X	X
Q3. To what extent do bilingual Arabic L1/English L2 students perceive the effective language instruction, exposure to language, motivation for L2 learning and appropriate L2 proficiency as influencing the transfer of key language features from L2 English to L1 Arabic?			X

### **3.2 Participants in the Study**

The research design required the researcher to select three groups of students from the higher education sector where undergraduate students' first language was Arabic. The three groups of students involved were: Group1- G1AdvEL2/AL1 - Advanced English as a second language/Arabic as first language; Group2- G2IntermEL2/AL1 - Intermediate English as a second language/Arabic as first language; and Group3- G3ArabicMonoL1 - Arabic as first language monolingual. Participation in the study was on a voluntary basis. The first and second groups were fourth-year English majors and the third group was fourth-year Arabic language majors at an Egyptian university in Cairo.

It was expected that transfer of the key language features would be most visible for the first and second groups because the students had already completed three years of English L2 writing instruction at university level. The fourth-year students were expected to provide more persuasive appeals in their essays, because they should have taken most of their university writing courses, including being taught the persuasive type of discourse (Cahyono, 2004). Y. Liu and Carney (2012) also stated that L2 speakers master writing persuasive strategies at more advanced developing stages because of their higher L2 proficiency in writing.

Overall, 290 students participated in the study. There were 250 bilingual Arabic L1/English L2 fourth-year undergraduate students and 40 monolingual Arabic fourth-year undergraduate students. Of 290 students, 96 were the main participants in the first stage (English and Arabic writing tasks) of data collection. However, 16 students were excluded from the first stage of data collection since their essays had only about 5-6 sentences (35-45 words). These students' exclusion was based on the fact that their writing was not suitable for study purposes. In other words, the written texts of these students did not exhibit the words of meaningful discourse. However, these 16 students completed the surveys at the third stage of data collection. Therefore, of the 80 students who participated in Stage one of the study, 40 were English majors and 40 students were Arabic language majors. Based on the students' self-evaluation and their English language teachers' report of their English language proficiency to discover whether English proficiency impact the participants' essays overall quality., the 40 English students were divided into two proficiency groups to discover whether English proficiency affect the participants' essays overall quality.. Twenty participants were classified as G1AdvEL2/AL1, and 20 as G2IntermEL2/AL1. The evaluation was

conducted in the first meeting after the students signed the participation agreement form. Three groups of students involved: G1AdvEL2/AL1, G2IntermEL2/AL1 and G3ArabicMonoL1. An overview of student samples contributed in the first stage of data collection are presented in table 3.2.

Table 3.2: Overview of student samples, group nomenclature and distribution of written scripts in English and Arabic

Student Groups	Written text language	
	English L2	Arabic L1
Group1- G1AdvEL2/AL1	x	x
Group2- G2IntermEL2/AL1	x	x
Group3- G3ArabicMonoL1		x

In Stage 2, interviews were conducted with participants using saturation technique which opt for getting considerably diverse concepts from even a small sample (Guest et al., 2006, and Kvale, 1996). Following this technique, this study conducted interviews with four participants to get the perspective of the effect of the L2 on their L1, two from G1AdvEL2/AL1 and two from G2IntermEL2/AL1). In Stage 3, of the overall 290 students, 250 bilingual Arabic L1 / English L2 fourth-year undergraduate students, including the 40 English majors who participated in the first stage of the data collection, were the main participants. The researcher removed 41 surveys because of a great deal of missing data. Therefore, 209 valid surveys were left to be analysed.

#### 3.4 Methodological Triangulation

Neuman (2003) defined methodological triangulation as the combination of two or more research methods. The goal of methodological triangulation is to look closely at something from different angles (Neuman, 2003). For the production of rich results, the use of methodological triangulation makes research studies stronger (Greene & Caracelli, 1997). According to Spiggle (1994), four kinds of methodological triangulation exist. In the first model, the triangulation of measures utilizes more than one measure in the presence of the same phenomena. Next, in the second model, a triangulation of observation occurs as data is observed according to different fields. In the triangulation of theory, which is the third model, multiple theoretical perspectives take place. The fourth and final model is referred to as the triangulation of methods,



where the two methodologies are utilized equally; that is, each method works as part of a multimethod approach that tests a specific phenomenon at several levels.

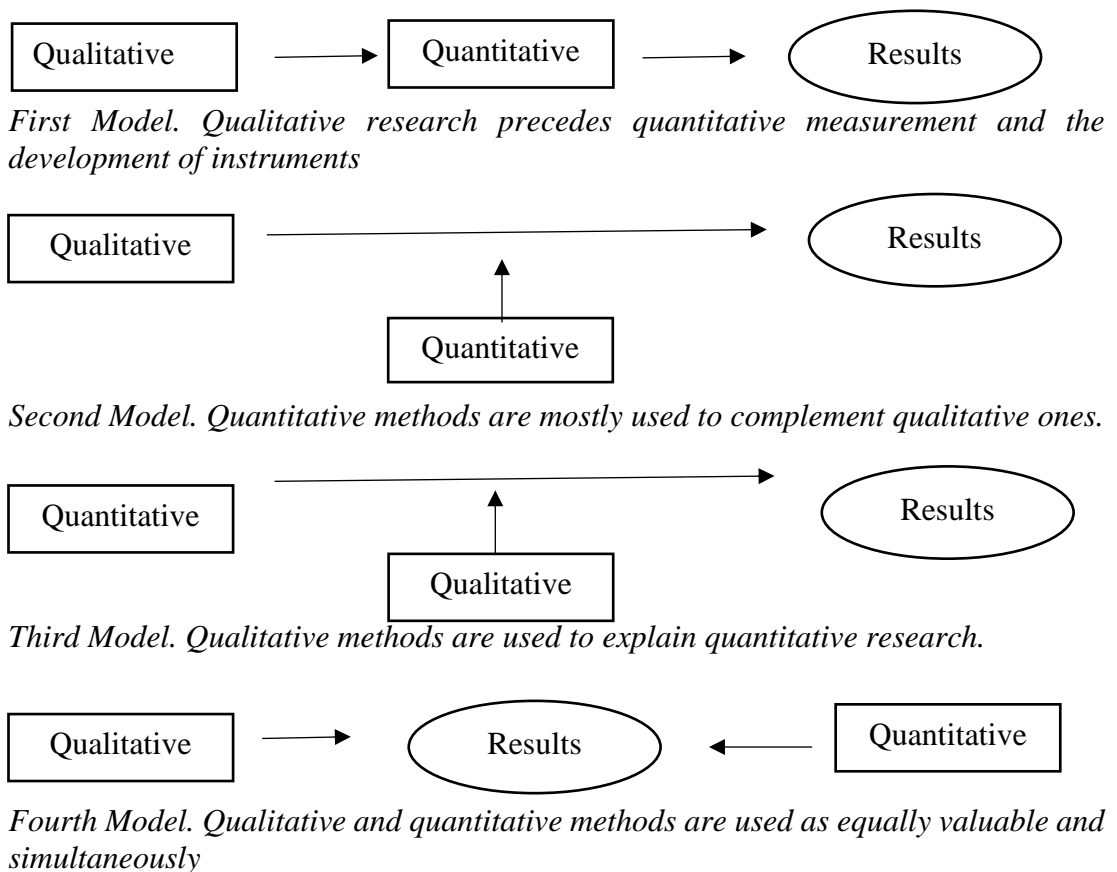


Figure 3.1 examples of the implementation of methodological triangulation in research

(Stickler et al., 1992, p. 5)

Tashakkori and Teddlie (2003) argued that the selection of triangulation models relies on the research method and research questions. As Figure 3.1 above indicates, data from a research study using both quantitative and qualitative methods uses mixed methods. The researcher of the present study decided to apply the fourth model of triangulation, when the two methodologies are used equally. The researcher has explicitly selected a multimethod approach, combining both qualitative and quantitative methods to involve as many aspects of the study purpose as possible.

### 3.5 Data Collection Instruments

The study was held in the interval of November 16, 2016 to January 8, 2017. Three data collection instruments were employed in this study: writing tasks in either Arabic or English; stimulated recall interviews; and survey. In gathering the data, the researcher worked closely with students' English and Arabic language teachers. Figure 3.2 describes the data collection process of the present study.

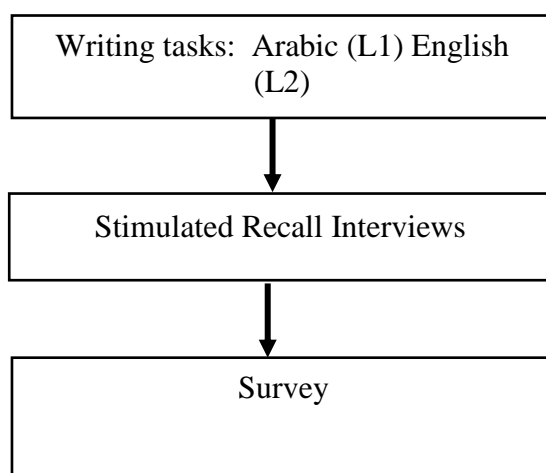


Figure 3.2 data collection process for the present study

#### 3.5.1 Phase 1: Writing Tasks

For the first data collection instrument of this study, the researcher gave a persuasive essay writing task. This task, which utilized skills of reasoning, involved organization of information, creation of knowledge claims, and formulation of an argument. This required the writer to state and defend an opinion about an issue being discussed, and to acknowledge and rebut an opposing position in advanced terms (De La Paz, Ferretti, Wissinger, Yee, & MacArthur, 2012; Newell, Beach, Smith, & VanDerHeide, 2011). Further, this task develops the writer-reader relationship, while persuading readers to consider the ideas of the writer.

##### 3.5.1.1 Sample Size and Data Collection Process Phase 1: Writing Tasks

Eighty students completed first stage of the study: 20 students of G1AdvEL2/AL1, 20 students of G2IntermEL2/AL1 and 40 students of G3ArabicMonoL1. After the students signed the participation consent form, they were asked to participate in the persuasive essay writing task. The task was “*learning a language is better than learning a sport*” based on the genre used in the Australian National Assessment Program - Literacy and Numeracy test (NAPLAN, 2011) persuasive writing task. The same topic title was translated into Arabic and given to the Arabic majors who wrote

their essays in Arabic. In all, the 40 students of G1AdvEL2/AL1 and G2IntermEL2/AL1 wrote one persuasive essay in English and another in Arabic. The researcher decided to have separate writing sessions for the L1 and L2 essays to allow the participants to take a break. The order of the writing sessions was the English first followed by Arabic. Each participant who was in group 3 (G3ArabicMonoL1) was an Arabic major and monolingual, so wrote only an Arabic essay because the main focus of the present study was to discover if bilingual Arabic L1/English L2 students transferred the key language features they applied in their English. Thus, it was important for the Arabic majors not to have writing experience in English in order to gain insights into the nature of Arabic writing for comparative purposes with the essays of the bilingual groups.

To avoid putting undue pressure on the participants and to allow them enough time to fully address the task, and taking into account the reported difficulty of writing persuasively (Applebee, Langer, Mullis, Latham, & Gentile, 1994), it was hypothesized that giving participants more time would provide them more opportunity to demonstrate their actual writing capability. Ismail (2010) claimed that persuasive tasks are cognitively demanding tasks that require plenty of time for researching, planning, drafting, and revising. An hour of writing might not have provided the participants with enough time to do all these. Therefore, each session lasted for one and half to two hours. However, the participants were not allowed to use dictionaries while writing the essays to ensure that the measures of their writing best reflected their proficiency at the time. Participants were not restricted to word length for their essays, but the results showed the English essays were approximately 500 words on average, while the L2 Arabic essays had an average of 600 words. The L1 Arabic writing time was generally 60 minutes, and the students' essay length averaged 600 words.

### **3.5.1.2 Data Analysis for the Phase 1: Writing Tasks**

This study used the same method as O'Neill's (2011) study of persuasive writing assessment that involved Taiwanese EFL students. Based on overall impression, the forty English scripts were divided into categories after reading and marking, from which emerged three levels of performance. Seven essays were categorized as Superior (17.5%), twenty-four Satisfactory (60%) and nine Developing (22.5%), as shown in Table 3.3. Also of note is that none of the scripts fully deviated from the main topic or genre.

Table 3.3: Proportion of script per category based on overall rating

Overall category rating	Number of scripts	%
Superior	7	17.5
Satisfactory	24	60.0
Developing	9	22.5
	40	100

As shown in Figure 3.3, the scoring ranges for each of the nine key language features identified in the marking guide (NAPLAN, 2011) were used to score the students' English and Arabic essays. For example, while the range of scores for 'audience' was between 0 and 6, that of 'paragraphing' where there is a lesser score, was between 0 and 3. According to Becker (2011) scoring rubrics "can be used to indicate how well a student has achieved mastery of aspects of L2 writing" (p. 114). However, for comparative purposes, each of the NAPLAN scores on the scale relevant to each category was converted to a scale of 1 to 10 (see Figure 3.4 for more details).

The 40 English essays which were produced by bilingual Arabic L1/ and English L2 students (G1AdvEL2/AL1 and G2IntermEL2/AL1) were scored by the researcher, who applied the NAPLAN marking criteria based on the NAPLAN marking guide that provides detailed descriptions of the various levels of performance of each language feature with accompanying samples of students' writing. The random sample of the English scripts were marked by the experts in the field.

The 80 Arabic essays which were produced by the 40 bilingual Arabic L1/ English L2 students (G1AdvEL2/AL1 and G2IntermEL2/AL1) and 40 fourth-year monolingual Arabic majors (G3ArabicMonoL1) were scored by two Arabic speaking markers. The first was the researcher (M1) of this study, who is bilingual Arabic (L1) and English (L2) and the second, a monolingual Arabic speaking teacher (M2). This teacher had a postgraduate degree in Arabic education and literature from an Arabic university. In addition, he had more than five years of teaching experience. Training for him on scoring the Arabic essays was conducted four times, using a discussion format before the Group 3 participants' essays were independently marked by M2.

*T*-test analysis was conducted to compare mean differences of the key language feature scores of the English and Arabic essays produced by the two groups (G1AdvEL2/AL1 and G2IntermEL2/AL1). The purpose of the comparison was to discover whether students who included the key language features (audience, text structure, ideas, persuasive devices, vocabulary, cohesion, paragraphing, sentence structure, and

punctuation) in the English texts were also those who employed these features in the Arabic essays. The *t*-test was also used to test whether the mean and standard deviation differences of the L1 Arabic essay produced by G1AdvEL2/AL1 and G2IntermEL2/AL1 versus G3ArabicMonoL1 in the nine key language features were statistically significant. The purpose was to find whether the L1 Arabic essays written by English majors (G1AdvEL2/AL1 and G2IntermEL2/AL1) were higher or lower than those produced by monolingual Arabic majors (G3ArabicMonoL1) in the nine key language features.

Audience	Text structure	Ideas	Persuasive devices	Vocabulary	Cohesion	Paragraphing	Sentence structure	Punctuation
0-6	0-4	0-5	0-4	0-5	0-4	0-3	0-6	0-5

Figure 3.3 NAPLAN persuasive writing scoring criteria and range of scores. *Source: (NAPLAN, 2011).*

0	1	2	3	4	5	6
0.0	1.7	3.3	5.0	6.7	8.3	10
Developing	Developing	Developing	Satisfactory	Superior	Superior	Superior

0	1	2	3	4	5
0.0	2.0	4.0	6.0	8.0	10.0
Developing	Developing	Developing	Satisfactory	Superior	Superior

0	1	2	3	4
0	2.5	5	7.5	10
Developing	Developing	Satisfactory	Superior	Superior

0	1	2	3
0.0	3.3	6.7	10.0
Developing	Satisfactory	Superior	Superior

Figure 3.4 scale conversion of the NAPLAN scores

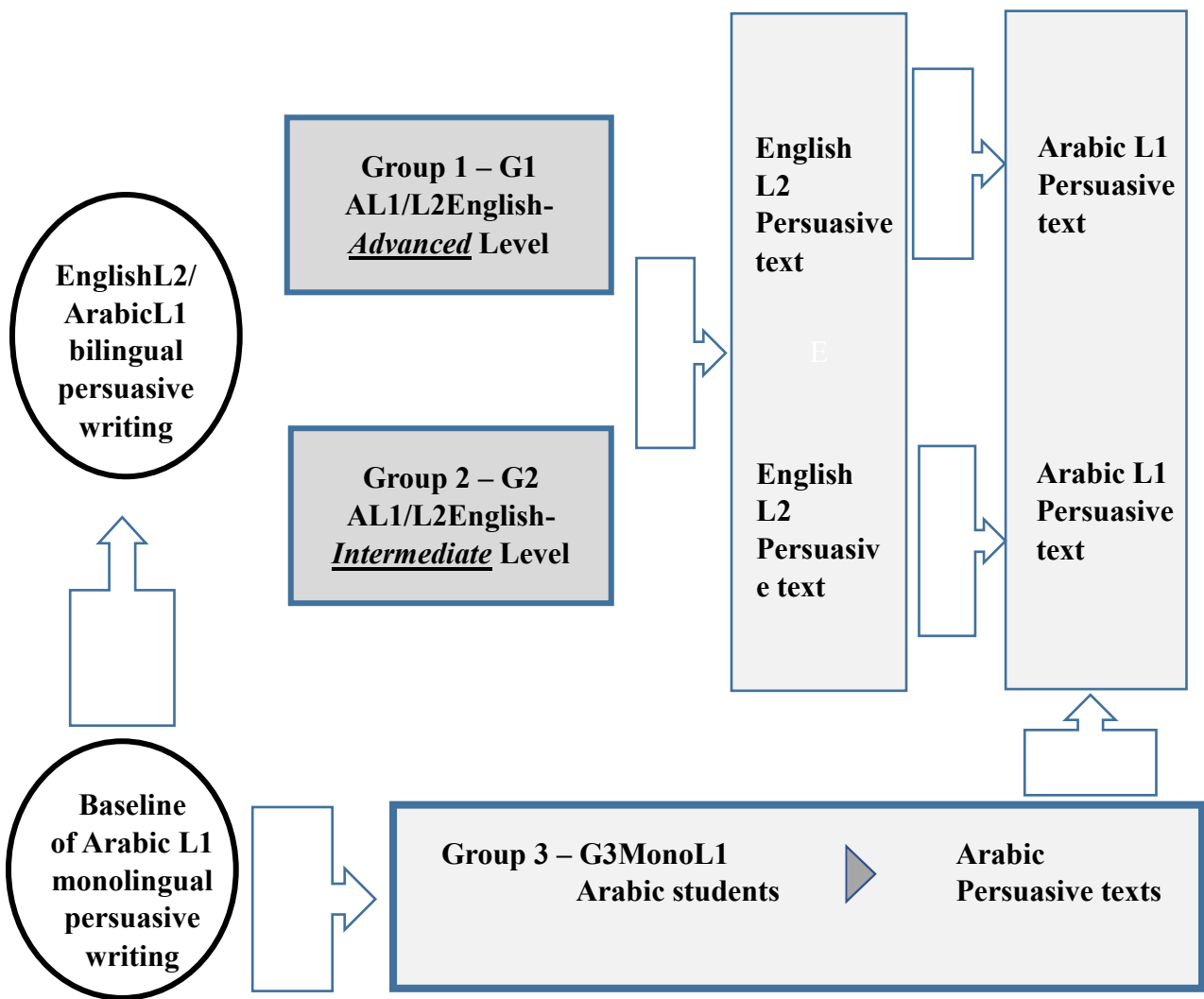


Figure 3.5: research design to analysis of the respective key language features across the various student groups' written persuasive texts

### 3.5.2 Phase 2: Stimulated Recall Interviews

Easterby-Smith, Thorpe, and Jackson (2012) claimed that personal interviews must “probe deeply, to uncover new clues, open up new dimensions of a problem and to secure vivid, accurate inclusive accounts that are based on personal experience” (p. 131). Interviews provide researchers with the advantage of being able to ask for details and to develop follow-up questions. To put focus on L2 to L1 key language features transfer, the researcher of the present study chose stimulated recall interviews as a data collection technique. To better understand writers' preferences for using a particular features in their L1 and L2 essays, a stimulated recall interview should be conducted as soon as possible after the task is finished (Fox-Turnbull, 2009). It is well-known

that when information becomes set in the long-term memory, it is no longer recall or a direct report of an experience. On the other hand, the information stored as long term memory elicits reflection or a combination of experience and other memories (Plaut, 2006; Sime, 2006; Stough, 2001). This is a crucial issue since the researcher can extract information from the long or short-term memory of a particular writer and ascertain why he or she structured the texts in certain ways. As a result, the researcher can confirm or verify preferred writing aspects demonstrated in writers' essays. In other words, if a researcher is interested in finding a way to triangulate data, then the use of stimulated recall interviews is very beneficial because, in this way, results are more comprehensive.

### **3.5.2.1 Sample Size and Data Collection Process Phase 2: Stimulated Recall Interviews**

For the qualitative approach, small sample sizes are the norm. According to McNaught (2016), qualitative research does not need a large number of participants. Yet, there is no agreement on the number of participants that is considered to be optimal (Guest, Bunce, & Johnson, 2006). Saturation is a technique used to find an appropriate sample size for qualitative research, and this technique involves collecting data until no new concepts occur (Guest et al., 2006). Morse (1994) stated "saturation is the key to excellent qualitative work" (p. 147). Saturation was achieved in this study following interviews with four participants (two from G1AdvEL2/AL1 and two from G2IntermEL2/AL1). Hence, for rich saturation in results, a small sample size can be sufficient (Kvale, 1996).

The Stimulated Recall Interview session was held for one to one and a half hours, immediately after the writing of the task. As Bloom (1954) noted, if stimulated recall sessions were prompted up to 48 hours after the event, recall would be 95% reliable and accurate. The recommendations made by Gass and Mackey (2013) and De Silva and Graham (2015) were also taken into consideration for stimulated recall data collection. For instance, the stimulated recall session was held within one to one and a half hours following the writing session to minimise any 'forgetting', and to record where the written products were employed as prompts (to increase the strength of the stimulus). No particular training was provided to participants in order to not overly direct participants' recall. Sometimes it was necessary to ask the participants questions to assist them to recall the strategies they had employed in their writing tasks (De Silva

& Graham, 2015). Care was taken that these questions did not guide participants' answers, but instead, were designed to clarify, if the information they presented was incomplete. To suit the needs of the participants, both the time and the place for the interview were arranged according to students' preferences and convenience.

### **3.5.2.2 Data Analysis for Phase 2: Stimulated Recall Interviews**

The researcher conducted a thematic analysis of the interview data. Boyatzis (1998) described the thematic analysis as involving, “. . . a number of underlying abilities, or competencies. One competency can be called pattern recognition. It is the ability to see patterns in seemingly random information.” (p. 3). Thematic analysis, which is a tool to analyse texts that deal with deciphering large amounts of qualitative data for locating core consistencies and meanings, is also related to discovering patterns and themes (Patton, 2002). The researcher conducted interviews with the intent to subsequently identify themes in participants' responses. Each of their responses was analysed and categories identified according to emerging themes.

The participants were all over 18 years of age. Their answers were able to be considered reasonably reliable owing to their ability to give valid answers and the researcher having accurate records of the interview dialogue as a foundation for analysis. The researcher then used the N-vivo software, which added to the reliability of the data analysis through the consistent identification of codes and themes and compilation and analysis of the data.

### **3.5.3 Phase 3: Survey**

The students' background of writing instruction in Arabic and English was examined to understand whether they had received instruction in writing features and appropriate writing practice using the two languages. Their self-evaluation in regard to their mastery of writing was also obtained in order to understand the students' problems and confidence with respect to using the two languages in writing. Their perception of the effect of key language features on their Arabic essay writing following the extensive use of academic writing in English at university was sought in order to obtain more insights into the transfer of writing features.

Confidentiality was assured because there were no questions requesting students' personal identification information. In order to ensure accurate responses, survey instructions must be meticulously written, clear, and straightforward. For the pilot



study, EFL university students (more than 50 participants) responded to the survey. The researcher made no significant changes to the survey, with the exception of revising word choice for clarity's sake. The researcher of this study utilized a self-administered survey and collected the data from the English Education Department. The next sections detail the survey of the G2IntermEL2/AL1 and G1AdvEL2/AL1 groups.

### **3.5.3.1 The Students' Survey Structure**

A modified version of a survey developed by both Uysal (2008) and Rinnert, Kobayashi, and Katayama (2015) to elicit information about the participants' L1 and L2 writing backgrounds was adopted for the study. The survey given to students (presented in Appendix D) consisted of seven parts. Part One collected demographic information. Parts Two and Three asked participants about writing instruction in Arabic and English. Part Four sought to identify students' personal attitudes toward writing; Part Five asked students about exposure to writing, whether in the classroom or in society. Part Six was designed to allow the participants to self-report about their English proficiency. Part Seven was designed to find out if the participants believed English writing instruction had an effect on their Arabic writing.

### **3.5.3.2 Response Rate**

A total of 250 surveys were distributed to higher education male and female students who were majoring in English and had been invited to complete the survey over the seven week period between November 16, 2016 and January 8, 2017. The researcher utilized a self-administered method, which entailed distributing the surveys to the respondents and watching them as they completed the surveys. Because of problems such as inaccuracy and incompleteness, the researcher chose to eliminate 41, leaving 209 returns, which was an 83% response rate for the study, as shown in Table 3.4.

Table 3.4 Response rate in this study

Total surveys hand out	250	100%
Total respondents in this research	209	83.6%
Invalid surveys	41	16.4%
Valid surveys in this research	209	83.6%

### **3.5.3.3 Missing Data**

Missing data often occurs in research studies and can demonstrate statistical analysis errors (Duffy, 2006; Nguyen & Tsoy, 2017; Oketch, 2017). Having missing data is highly problematic even for small samples. Some examples of the repercussions of missing data include loss of sample representativeness, unbiased estimation, and exaggeration in variance and error in finding estimates of true values. When data is missing, the ability of the researcher can be reduced to the point where he or she cannot make accurate choices concerning the subject matter (Dong & Peng, 2013; Duffy, 2006; Oketch, 2017). Missing data typically occurs because of partially answered or completely unanswered questions. When surveys are missing, data is more likely to occur. For this reason, researchers in social science research have two alternatives: they can either omit data from their analyses, or use an estimation method to track missing data. Stevens (2012) advised the replacement of missing data by the use of mean scores on the variance. In addition, Norušis (2006) proposed that the problem of missing data can be solved when one removes a sample(s). Moreover, Hair, Black, Babin, Anderson, and Tatham (2006) contended that missing data can be classified in terms of ignorable data. As a research design method, ignorable data is characterized by data that is unanswered. For instance, in question number one, participants had to skip the next question if the answer was 'no'. For that reason, the skipped question (number two) must be ignorable missing data. Furthermore, if the missing data score is less than 5 percent, then missing data is not a substantial problem (Tabachnick and Fidell (2007). Taking all of these points into consideration, the researcher decided to omit surveys that had missing data.

### **3.5.3.4 Sample Size and Data Collection Process Phase 3: Survey**

Concerning the size of the research sample, details are shown below. Bryman and Bell (2003) asserted that the two main aspects to be considered in the selection of samples are time and cost. Thus, one must carefully adopt a timeframe that is applicable to the given methodology if quality research is to be produced. With a self-administered data collection method, the research can be argued to produce quality research and sufficient data. Further, 250 respondents, the target sample size, were allowed to ask questions. According to the literature, self-administered surveys achieve nearly 100% response rate (Uma. Sekaran, 2000). Making an estimate, the researcher found that a

response rate of 100% would result in a sample of  $n = 250$ . The 250 were bilingual Arabic L1/English L2 fourth-year undergraduate students aged 20-24. They had learned English for more than three years at university, and their English proficiency was at intermediate and advanced levels. Thirty-six of them completed the first and third stages (writing takes and survey) of data collection and four of them completed all stages (writing takes, interviews and survey) in the study. The rest (210 participants) were joining only the third stage (survey) during the data collection process.

The surveys were given at the end of the Arabic session to be completed at home and brought back in the next day, as time did not permit for completing the writing essay and survey in a one session. After collecting 250 surveys from 51 male and 158 female students, the researcher chose to remove 41 returns because of a great deal of missing data; therefore, 209 valid surveys were left to be analysed. The focus of the data for the main survey depended on Arabic and English writing instruction, personal attitudes about writing, general writing exposure, English language level, and learners' perception about how L2 English writing instruction affected L1. Each survey had twelve pages and a cover page. Consequently, the researcher selected 209 completed surveys from the total 250 distributed surveys.

Table 3.5: The profiles of the participants (N= 209)

	Frequency	Percent
Country:		
Egypt	209	100.0
Other Country	0	0.0
Gender:		
Female	158	75.6
Male	51	24.4
Current Education:		
Bachelor (B.A)	209	100.0
Master (M.A)	0	0.0
Doctor (Ph.D.)	0	0.0
Literary Strand in Secondary School:		
Male	34	
Female	127	16.3
Science Strand in Secondary School:		60.8
Male	17	
Female	31	8.1
		14.8
Major at university:		

English	209	100.0
Other	0	0.0

### 3.5.3.5 Data Analysis for the Phase 3: Surveys

The survey, concerning students' writing, facilitated access to important information. For instance, background of writing instruction, L1 and L2 proficiency, general writing experiences, and learners' perceptions regarding L2 English writing instruction effect on L1, were key examples of the information found. For closed questions, a tally was made of the frequency of responses. An analysis of open-format questions was qualitatively performed. From the responses given by the participants, coding was developed by way of classification and generalization. This was done in order to convert the responses (for open-ended questions) of the participants into frequency of occurrences.

### 3.6 Ethical Considerations

In most research studies, the importance of ethical issues is undeniable. If that research involves human concerns, then ethical issues are crucial to consider. A researcher protects human rights (privacy) as well as confidentiality as participants contribute to the research (Neuman, 2003). This research met ethical requirements through completion of the university ethics process (Reference No. H16REA215).

Prior to data collection, the researcher explained the research objective to the participants. Then, the researcher assured students that the collected data would only be used for academic purposes. The students were also asked if they would agree to the recording of their interviews. The participants were again reminded the interview was for academic/research purposes only. Further, the USQ Human Research Ethics Committee had to approve this study's survey. Not only could the students participate voluntarily in the study, but they were also allowed to withdraw at any time. The researcher reminded participants of several concerns, such as the survey had no right or wrong answers, the survey was anonymous, all survey information remained confidential, and the survey being analysed was in aggregate form.

This study had processes that were based on the USQ Human Research Ethics Form and thus adhered to the Ethics Committee' requirements. The details given by the USQ Human Research Ethics Form included research information, data collection process, several ethical and risk issues, and declarations. Due to the ethics process, a USQ Human Research Ethics Form must be signed by the researcher and the research

supervisor and this form, along with a consent form, the survey, writing topic and interview questions, was submitted to the USQ Ethics Committee.

## **CHAPTER 4: Results of marking of English and Arabic written scripts**

### **Introduction**

This chapter reports the results for the marking of the G2IntermEL2/AL1 and G1AdvEL2/AL1' written scripts in English (L2) and Arabic (L1) on the topic *Learning a language is better than learning a sport*, using the descriptive criteria provided in the NAPLAN (2011) marking guide. Scripts were marked for each of the nine key

language features of Audience, Text structure, Ideas, Persuasive devices, Vocabulary, Cohesion, Paragraphing, Sentence structure and Punctuation. The first section of this chapter presents an overview of the scores and percentage of use of key language features in the English scripts, comparing the results for G1AdvEL2/AL1 and G2IntermEL2/AL1. The second section reports the scores and percentages of use of the nine key language features in the Arabic scripts written by these two groups of students to discover to what extent those who had high scores in the application of key language features in their English essays were the same as those who received high scores in their Arabic essays, and those who scored low in their English essays were also those who scored low in their Arabic essays. Section three reports the research results in relation to the main goal of the thesis, that is, the investigation as to whether there is evidence for reverse transfer of key language features from written English to Arabic scripts for G1AdvEL2/AL1 and G2IntermEL2/AL1. The analysis includes scores for the use of key language features in Arabic scripts written by G1AdvEL2/AL1, G2IntermEL2/AL1 and G3ArabicMonoL1.

#### **4.1 Comparison of G1AdvEL2/AL1' Performance versus G2IntermEL2/AL1' Performance on Writing a Persuasive Genre in English**

This section used the same method as O'Neill's (2011) study of persuasive writing assessment. Based on overall impression, the forty English scripts were divided into three categories after reading and marking. Seven of these were Superior (17.5%), twenty-four Satisfactory (60%) and nine, developing (22.5%) (Table: 4.1). None of the scripts fully deviated from the main topic or genre.

Table 4.1: Proportion of script per category based on overall rating

Overall category rating	Number of scripts	%
Superior	7	17.5
Satisfactory	24	60.0
Developing	9	22.5
	40	100

Scoring for the nine categories adopted from NAPLAN (2011) were used to measure the overall quality scores of the students' English and Arabic essays. Since the marking of each key language feature according to the NAPLAN guide allocates the performance to different levels across the set of nine categories, for comparative purposes, ratings were converted to a scale of 1 to 10.

#### 4.1.1 The Use of Key Language Features in the English Essays – G1AdvEL2/AL1.

Table 4.2: percentages and scores for key language features which belong to G1AdvEL2/AL1, as identified in their English essays

	Number of scripts	Original Score	New Score	Overall rating	Percentage
<b>Audience</b>		<b>0 - 6</b>	<b>0 - 10</b>		
	7	3	5.0	Satisfactory	35
	9	4	6.7	Superior	45
	4	5	8.3	Superior	20
	20				100
<b>Text structure</b>		<b>0 - 4</b>	<b>0 - 10</b>		
	16	3	7.5	Superior	80
	4	4	10.0	Superior	20
	20				100
<b>Ideas</b>		<b>0 - 5</b>	<b>0 - 10</b>		
	4	3	6.0	Satisfactory	20
	16	4	8.0	Superior	80
	20				100
<b>Persuasive devices</b>		<b>0 - 4</b>	<b>0 - 10</b>		
	13	3	7.5	Superior	65
	7	4	10.0	Superior	35
	20				100

<b>Cohesion</b>		<b>0 - 4</b>	<b>0 - 10</b>		
	15	3	7.5	Superior	75
	5	4	10.0	Superior	25
	<u>20</u>				<u>100</u>
<b>Paragraphing</b>		<b>0 - 3</b>	<b>0 - 10</b>		
	7	2	6.7	Superior	35
	13	3	10.0	Superior	65
	<u>20</u>				<u>100</u>
<b>Vocabulary</b>		<b>0 - 5</b>	<b>0 - 10</b>		
	8	3	6.0	Satisfactory	40
	8	4	8.0	Superior	40
	4	5	10.0	Superior	20
	<u>20</u>				<u>100</u>
<b>Sentence structure</b>		<b>0 - 6</b>	<b>0 - 10</b>		
	7	4	6.7	Superior	35
	9	5	8.3	Superior	45
	4	6	10.0	Superior	20
	<u>20</u>				<u>100</u>
<b>Punctuation</b>		<b>0 - 5</b>	<b>0 - 10</b>		
	6	3	6.0	Satisfactory	30
	9	4	8.0	Superior	45
	5	5	10.0	Superior	25
	<u>20</u>				<u>100</u>

#### 4.1.1.1 Audience

According to NAPLAN (2011), the skill focus of ‘audience’ means to orient, engage, and persuade the reader. Writers with a score range of 6.7, 8.9 and 10 (Superior) may orient, engage and persuade readers successfully, whereas those scoring 3.3 (developing) may only orient and support the reader in understanding the script. Writers who score 0 and 1.7 (also developing) may only respond to the audience’s needs by conveying the message either in the form of simple text or symbols. The score of 5 was allocated to writers with a Satisfactory script. It was found that the majority (65%) of G1AdvEL2/AL1 were able to engage the reader by providing detailed information on a range of situations in which the benefits of learning a language outweigh playing sport, particularly by acknowledging a wider audience; and they were labelled Superior. In contrast, 35% of the participants could only orient the



reader so that they could follow the text fairly easily (NAPLAN, 2011, p. 8) and were marked satisfactory. The participants who scored 8.3 (20%) were also able to use persuasive techniques in addition: to support (or orient), engage, and persuade the readers. None of the G1AdvEL2/AL1 were able to score 10, which demands a writer/reader relationship in which the former takes the latter's values and expectations into account. Overall, 65% were rated Superior and 35% Satisfactory. The following examples are representative of the way students introduced their writing:

“When we deal with the term ‘learning’, opinions are widely divergent”; “helps him to understand other cultures and be able to deal with native speakers”. (Bilingual\_Adv\_P1)

“While languages have more advantages and its (sic) benefits return not only to the individual, but also the whole society”; “communicate with a friend . . . and honour his culture”. (Bilingual\_Adv\_P6).

“You will be indispensable to your place of work as you can easily bridge the culture gap”; “the world is a cauldron of rich and interesting cultures). (Bilingual\_Adv\_P7).

“Learning multiple languages will always serve to enhance your quality of life...you almost certainly will enjoy the time spent educating yourself”, “So people end up being segregated, staying in communities where their own language is spoken”. (Bilingual\_Adv\_P17)

“The supporters of learning a language believe in its usefulness to mental health”, “Moreover, being a language learner provides more flexibility in accepting other cultures . . .” (Bilingual\_Adv\_P19)

Language choices create respect for the reader and persuade the reader to the writer's position (NAPLAN, 2011)

#### **4.1.1.2 Text Structure**

The skill focus of text structure was about organizing the essay ideas into an appropriate text structure with the clear presence of three components i.e. introduction, body, conclusion. The scripts with a score of 0 and 2.5 were rated Developing; those with 5 as Satisfactory and those with 7.5 and 10, Superior. The developing scripts ranged from having none of the structural components of a persuasive text, to minimal

evidence of persuasive structure, such as having an introduction and body but no conclusion (NAPLAN, 2011). The Satisfactory scripts with a score of 5 had clearly identifiable structural components, but were weak in nature (NAPLAN, 2011). The Superior scripts rated 7.5 and 10, had either only one of the three components rated weak, or all components were well developed (NAPLAN, 2011). In the case of G1AdvEL2/AL1, the overall text structure was rated Superior with 80% scoring 7.5 and the remaining 20% achieving the maximum score of 10.

#### **4.1.1.3 Ideas**

The skill focus of ideas refers to the selection, relevance, and elaboration of ideas for a persuasive argument (NAPLAN, 2011). On a scale of 0 to 10, the ratings of 0, 2 and 4 were considered Developing, 2 Satisfactory, and 7.5 and 10 Superior. At the developing stage, the ideas may have no or insufficient evidence, or may range from one to few ideas that are either unrelated or not elaborated. At the Satisfactory stage, the ideas are somewhat elaborated and may contain many unrelated ideas or one idea with more developed elaboration. The ideas at Superior stage are effectively elaborated; or, at the highest level, the ideas are generated, selected and crafted to be highly persuasive (NAPLAN, 2011). The survey found that from the sample of 20 scripts, the ideas of G1AdvEL2/AL1 constituted 20%. Scripts with a score 6 achieved an overall rating of Satisfactory, while the remaining 80% were rated as Superior, having scores of 8 and 10. The following extracts are representative of the way G1AdvEL2/AL1 introduced their ideas: “for it makes him acquire a lot of information, skills and new words which in return, make him become more knowledgeable”; “This could be achieved through building a cultural bridge between the mother tongue and other languages” (Bilingual\_Adv\_P1)

“Speaking two or more languages is a great asset to the cognitive process”; “Learning languages is a tool for building relationships all over the world”). (Bilingual\_Adv\_P6)

“Leaning a language boosts brain power”, “. . . respected institutions today stipulate learning a certain language . . .”) (Bilingual\_Adv\_P15)

#### **4.1.1.4 Persuasive devices**

The skill focus of persuasive devices is about enhancing the writer’s position and persuading the reader (NAPLAN, 2011). The NAPLAN’s scale of 0 to 4 was converted to 1 to 10, bearing values 0 and 2.5 for Developing, 5 for Satisfactory, and 7.5 and 10

for Superior. The Developing stage of a writer's script ranges from no evidence, to one or two instances of persuasive devices that may also be of the same type. The opinion is either confused or satisfactory and persuasive devices used are very simple such as 'I think', 'I reckon', 'because' etc. The Satisfactory stage uses three or more instances of persuasive devices to support the writer's position; however, the types of devices used are generally ineffective. The use of persuasive devices at the Superior stage range from effective but not sustained, to effective and sustained, which can genuinely persuade the reader (NAPLAN, 2011). From a total of 20 scripts, 13 (or 65%) were rated 7.5, and 7 (35%) received the highest rating of 10. Therefore, overall, all the scripts were rated Superior. Extract numbers 1, 3, 6, 7, 17 and 19 below, show the more sustained effective use of persuasive devices.

Personal opinion (I share the view), conditional mood, (if you know the language of the intended country during touring, you will be able to overcome some communicative difficulties . . .), emphatic statements, authoritative statements, repetition (distant civilisations/different nationalities, learning language/bilingualism) and modality (you will be able to overcome). (Bilingual\_Adv\_P1)

Figurative language ("People are similar to engines and motors"), direct address of the reader (constant use of "we" and "you"), emphatic statements, authoritative statements, repetition (foreign language/different nationalities) and modality ("If we don't do sports we will be forced to rust"). (Bilingual\_Adv\_P3).

Statements of varying intensity are juxtaposed effectively to support position ("However its benefits, sports need much effort, need a lot of money . . . Not all people can do that", "We should learn new languages and seek knowledge if we want to be respected by others."). (Bilingual\_Adv\_P6).

Reference statements ("medical studies have shown"), authoritative statements ("companies who are looking to expand into overseas markets are constantly looking for . . ."), and repetition (sport/discipline/competition). (Bilingual\_Adv\_P7).

Conditional mood, authoritative statements ("Even those that say they don't care...will have noticed these problems"), emphatic statements ("Therefore it helps with career enhancement") and modality (" . . . but this is simply not the case anymore . . ."). (Bilingual\_Adv\_P17).

Personal opinion (“In my opinion”), emphatic statements (“Thus the benefits of sport could be replaced by other practices”), authoritative statements (“This can be achieved through challenging the brain’s power of thinking”), and reference statements (“Dr Ludwig Wittgenstein . . .”). (Bilingual\_Adv\_P19).

#### **4.1.1.5 Cohesion**

The skill focus of cohesion concerns the control of multiple threads and relationships across the text, achieved through the use of referring words, ellipsis, text connectives, substitutions and word associations (NAPLAN, 2011). On the scale of 0 to 10, the scores of 0 and 2.5 were allocated to Developing, 5 to Satisfactory, and 7.5 and 10 to Superior scripts. At the developing stage, writers may only use symbols or at most short script that is likely to confuse readers. However, satisfactory scripts may contain some correct links between sentences with accurate usage of referring words or longer sentences with partially controlled cohesion. On the other hand, Superior scripts use well controlled or a range of cohesive devices with clear meanings and continuity of ideas (NAPLAN, 2011). It was found that 75% scored 7.5 and 25% 10, making an overall rating of Superior for the 20 selected essay scripts. See extracts numbers 1, 4, 7 and 19.

Connectives (Moreover, however, as, secondly, which in return), substitution (it makes him acquire) and word associations (language/bilingualism, cultures/customs and traditions, foreign machines/communication technologies, travelling abroad/touring). (Bilingual\_Adv\_P1)

Connectives (“Furthermore”, “Therefore”, “Although”. and word associations immigration/integrate”. (Bilingual\_Adv\_P4).

Connectives (Furthermore, thirdly), substitution and word associations (travel/translation, culture/perspective, fate/competition/physical. (Bilingual\_Adv\_P7)

Connectives, “Moreover”, “However”, “Thus”. Word associations include “expert/philosopher”. (Bilingual\_Adv\_P19).

#### **4.1.1.6 Paragraphing**

The skill focus of paragraphing is about the segmenting of texts into paragraphs that assist the reader in following the line of argument. On the 0 to 10 scale, the score of 0 was labelled Developing, 3.3 as Satisfactory, and 6.7 and 10 as Superior. The three Developing essay scripts may have no correct use of paragraphing. At the Satisfactory level, the writing is organized into at least one correct paragraph with focus on one, or a set of ideas that assist the reader in understanding the text. At the Superior stage, paragraphs are logically constructed with topic sentences and details supporting the argument (NAPLAN, 2011). Based on such criteria, 35% scored 6.7, while 65% scored 10, thus achieving an overall rating of Superior.

#### **4.1.1.7 Vocabulary**

The skill focus of vocabulary is about the range and precision of contextually appropriate language choices. On the scale of 0 to 10, the scores of 0, 2, and 4 were assigned to Developing, 6 to Satisfactory, and 8 and 10 for Superior. The Developing essay script may use symbols or drawings, a very short script, and mostly simple words, including two or three precise words or word groups. Satisfactory scripts must have at least four precise words or word groups such as ‘citizen’ or ‘duty of care’ etc. Superior scripts demonstrate sustained and consistent use of precise words and word groups. Superior scripts which scored 10 did not contain any inappropriate or inaccurate word choices and the language style was well-matched to the style of argument (NAPLAN, 2011). Out of a total of 20 scripts, 40% (or 8 scripts) were rated Satisfactory, 20% scored 10 and 40% scored 8. Therefore, 60% scripts achieved an overall rating of Superior for G1AdvEL2/AL1. See extract numbers 7, 11, 17 and 19 below.

(“cauldron of rich . . .”, “brain-related disease . . . Alzheimers and dementia”).  
(Bilingual\_Adv\_P7).

(“Prosperity”, “refute”, “neglect”). (Bilingual\_Adv\_P11).

(“Specifying, refute, immigration, integration”). (Bilingual\_Adv\_P17).

(“multilingual/monolingual/polyglot”, “crucial”, “furtherance”).  
(Bilingual\_Adv\_P19).

#### **4.1.1.8 Sentence structure**

The skill focus of sentence structure involves the production of grammatically correct, structurally sound and meaningful sentences. On the scale of 0 to 10, the Developing scripts were assigned 0, 1.7, and 3.3, Satisfactory 5, and Superior 6.7, 8.3, and 10. The developing scripts may have no evidence of sentences, some sentences that may contain some meaning, or a combination of simple and compound sentences. The meaning in satisfactory scripts composed of simple and compound sentences is predominantly clear. The Superior script sentences may contain simple or compound sentences with varying degree of correctness ranging from occasional, to no errors and precise meaning (NAPLAN, 2011). However, Superior sentences rated at 10 do allow occasional slip ups, such as a missing word. In the actual study, all the scripts were rated Superior, out of which 35% and 45% were rated 6.7 and 8.3 respectively, and the remaining 20% scored 10.

#### **4.1.1.9 Punctuation**

The skill focus on punctuation is the use of correct and appropriate punctuation to aid reading of the text. On a 0 to 10 scale, Developing skills are rated as 0, 2 and 4, Satisfactory as 6, and Superior as 8 and 10. Developing scripts may have no evidence of, minimal or limited use of sentence level punctuation. Scripts rated 3.3 should have two accurately punctuated sentences. Of the first four or more sentences of satisfactory scripts, 80% should be punctuated accurately. Superior scripts must contain accurate use of all punctuation to provide markers smooth and efficient reading, and to develop pace and control in the reading of the text (NAPLAN, 2011). Of the scripts, 6 (or 30%) were rated Satisfactory; 9 (or 45%) were rated 8, and 5 (or 25%) were rated 10, thus categorized as Superior. Overall, 70% of the scripts were rated Superior.

#### **4.1.2 The Use of Key Language Features in the English Essays – G2IntermEL2/AL1**

Table 4.3: percentage and scores of the respective key language features which belong to G2IntermEL2/AL1 used in the English essays

	<b>Number of scripts</b>	<b>Original Score</b>	<b>New Score</b>	<b>Overall rating</b>	<b>Percentage</b>
Audience	15	<b>0 - 6</b> 3	<b>0 - 10</b> 5.0	Satisfactory	75

	<u>5</u>	4	6.7	Superior1	<u>25</u>
	20				100
		<b>0 - 4</b>	<b>0 - 10</b>		
	8	2	5.0	Satisfactory	40
Text structure	<u>12</u>	3	7.5	Superior	<u>60</u>
	20				100
		<b>0 - 5</b>	<b>0 - 10</b>		
Ideas	14	3	6.0	Satisfactory	70
	<u>6</u>	4	8.0	Superior	<u>30</u>
	20				100
		<b>0 - 4</b>	<b>0 - 10</b>		
Persuasive devices	13	2	5.0	Satisfactory	65
	<u>7</u>	3	7.5	Superior	<u>35</u>
	20				100
		<b>0 - 4</b>	<b>0 - 10</b>		
Cohesion	12	2	5.0	Satisfactory	60
	<u>8</u>	3	7.5	Superior	<u>40</u>
	20				100
		<b>0 - 3</b>	<b>0 - 10</b>		
Paragraphing	2	1	3.3	Developing	10
	<u>18</u>	2	6.7	Superior	<u>90</u>
	20				100
		<b>0 - 5</b>	<b>0 - 10</b>		
Vocabulary	1	1	2.0	Developing	5
	1	2	4.0	Developing	5
	<u>18</u>	3	6.0	Satisfactory	<u>90</u>
	20				100
		<b>0 - 6</b>	<b>0 - 10</b>		
Sentence structure	1	1	1.7	Developing	5
	2	2	3.3	Developing	10
	16	3	5.0	Satisfactory	80
	<u>1</u>	4	6.7	Superior	<u>5</u>
	20				100

## Punctuation

	<b>0 - 5</b>	<b>0 - 10</b>		
2	2	4.0	Developing	10
16	3	6.0	Satisfactory	80
<u>2</u>	4	8.0	Superior	<u>10</u>
20				100

### 4.1.2.1 Audience

The G2IntermEL2/AL1 scored 5.0 and 6.7 for Audience on a 0 to 10 scale and were given an overall rating of Satisfactory and Superior respectively. Out of a total of 20 participants, 75% achieved Satisfactory and 25% Superior script writing skills. Therefore, the majority of the G2IntermEL2/AL1 were shown to have Satisfactory skills, meaning that these writers could orient the reader with evidence of persuasive text. The readers were able to follow the text fairly easily. In comparison, Superior writers with Superior skills could support reader understanding and begin to engage and persuade the reader through language choices (NAPLAN, 2011). The extracts below are representative of how the majority of participants (75% satisfactory scripts) introduced their writing. They could orient the reader; however gaps existed in the information due to poor sentence structure. There is an attempt to support the reader, however not enough consistent elaboration. Better examples include:

“But as language learners, there are some important things we can learn from top athletes”; “a foreign language is more than just a boost to your CV”. (Bilingual\_IntM\_P21)

“The number of people that visit France annually . . .”, “It is also important for making real connections” (Bilingual\_IntM\_P22)

“We can recognise and be aware of other cultures . . .” “. . . thinking that people who learn a language imprison themselves in their room.” (Bilingual\_IntM\_P26)

### 4.1.2.2 Text structure

On the scale of 0 to 10, 40% of G2IntermEL2/AL1 scored 5.0 and the remaining 60% scored 7.5. Therefore, the overall rating of Superior was given to the majority and Satisfactory to the remaining writers, meaning that the majority of writers were able to produce introduction, body, and conclusion in the text structure. They were also



able to detail longer texts that may have contained one weaker component. The writers were able to develop the body with reasons and supporting evidence (NAPLAN, 2011). In contrast, satisfactory writers either missed one of the components of introduction, body and conclusion or all were presented in a weak manner and needed further development (NAPLAN, 2011).

#### **4.1.2.3 Ideas**

On the scale of 0 to 10, 70% of participants cored six and were identified as Satisfactory; only 30% scored 8.0, obtaining an overall rating of Superior. Therefore, mostly scripts written by the G2IntermEL2/AL1 were Satisfactory. These writers supported their ideas, showing at least one idea with more developed elaboration. On the other hand, the Superior scripts not only elaborated on ideas but also stated issues that were for and against the stated position (NAPLAN, 2011). The following extracts are representative of the way G2IntermEL2/AL1 students introduced their ideas. Ideas are sometimes elaborated, mostly contributing effectively to the writer's position and occasionally reflecting on wider world issues, such as: "Some people have more aptitude for learning languages including children . . .", "Learning a language helps in raising a good citizen" or "If you have to be in the class, you may as well learn the language", "If you understand the language and culture then . . .", ". . . We'll be aware of other countries' culture and tradition" or "They think that practising a sport may enable the person to be a champion or a famous man". These ideas are not strong enough for a score of 8 (or Superior level) due to some ineffective/unelaborated/confusing arguments. Indeed, Bilingual\_IntM\_P21 argued that "Require high fitness to continue to exercise as well as respect for learning language", "as is the language of science and technology and scientific research".

#### **4.1.2.4 Persuasive devices**

Most scripts of G2IntermEL2/AL1 were scored 5 for their use of persuasive devices. On the scale of 0 to 10, 85% scored 5.0 and were rated Satisfactory; 15% scored 7.5 and were rated Superior. The Satisfactory scripts had three or more instances of persuasive devices that supported the writer's position; additional devices were found ineffective. In contrast, Superior writers used devices to persuade but did not sustain the effectiveness as they were not able to address the reader's reason, values or emotions (NAPLAN, 2011).The following extracts are representative of how the

majority of G2IntermEL2/AL1 participants (those rated Satisfactory) introduced the persuasive devices in their English essays.

Bilingual\_IntM\_P21 scored 5. He used various persuasive devices but these devices were not effective for a score 7.5. He used personal opinion (“we”), modality “shouldn’t let it discourage us from continuing to improve” and a value statement “Acquiring a second language enables us to develop various mental abilities at all ages”.

Bilingual\_IntM\_P21 scored 5. She presented ideas in her writing but with not enough elaboration consistently. e.g. “France has been the number one tourist destination . . .”. The reader then has to make a supposition as to why learning a language is important. She also used personal opinion “you”, modality: “other languages will help when. . .”, and a value statement: “If you understand the language and culture then you will be prepared . . .”.

Bilingual\_IntM\_P26 scored five. She used personal opinion such as “we”, modality: “If you are a student, it’ll improve your mental abilities . . .”, and a value statement, “. . . if you walk thirty minutes a day, that is enough”.

#### 4.1.2.5 Cohesion

On the scale of 0 to 10, 60% of G2IntermEL2/AL1 scored 5 and were rated Satisfactory, whereas 40% scored 7.5 and were rated Superior. Therefore, the majority of G2IntermEL2/AL1 were rated Satisfactory. These scripts had some correct links between sentences, with mostly accurate wording. However, such scripts contained simple connectives and needed correction after re-reading. The Superior scripts showed controlled use of cohesive devices and sustained evidence of text flow within a piece of writing. Connectives such as ‘however’, ‘even though’, ‘finally’ and others were also used appropriately. The following extracts are representative of how the majority of participants (those rated Satisfactory) introduced their writing: The participants showed sound control of the use of simple connectives as shown by the following examples:

“if”, “there are” (Bilingual\_IntM\_P22)

“If” “and”. ” (Bilingual\_IntM\_P24)

“If”, “It also” (Bilingual\_IntM\_P25)

#### 4.1.2.6 Vocabulary

On the scale of 0 to 10, two participants, or 10%, scored 2.0 and 4.0 and were rated Developing; the remaining 90% (18 participants) scored 6 (Satisfactory). Therefore, the scripts were given an overall rating of Satisfactory. These participants were able to write four or more precise words or word groups such as ‘duty of care’, ‘a positive impact on society’ etc. The Developing scripts were either too short or may have included two or three precise words or word groups (NAPLAN, 2011). The following extracts are representative of how the majority of participants (90%, or Satisfactory) utilised precise words / word groups in their writing:

“Aptitude”, “depth”, “renaissance of nation. (Bilingual\_IntM\_P21)

“International trade”, “requirement”. (Bilingual\_IntM\_P22)

“Attract international client”, “native speaker”, “linguistic”.  
(Bilingual\_IntM\_P24).

“Cultural enrichment”, “nuances”. (Bilingual\_IntM\_P25)

#### 4.1.2.7 Paragraphing

On a scale of 0 to 10, 10% (or 2 participants) scored 3.3 (or Satisfactory) and 90% (or 18) scored 6.7 (Superior), meaning the majority of G2IntermEL2/AL1 writers showed knowledge of almost all the elements of paragraphing. Those who scored Satisfactory did separate the paragraphs into introduction, body, and conclusion, but with unrelated ideas. The Superior scripts were all focused on one idea (NAPLAN, 2011).

#### 4.1.2.8 Sentence structure

On the scale of 0 to 10, a total of 3 participants (or 15 %) were rated Developing; 16 participants (or 80 %) scored Satisfactory, and only one participant (or 5%) scored Superior. The Developing scripts that scored 1.7 contained only one correctly formed sentence, with limited control and overuse of a few words such as ‘and’, ‘then’ etc. The Developing script with a score of 3.3, contained two or more correct compound sentences with clear meaning. The Satisfactory scripts with a score of 5.0, contained a mix of four or more correct simple and compound sentences. The Superior scripts scoring 6.7 contained simple and compound sentences with minor errors, but overall showed a sustained piece of comprehensible writing (NAPLAN, 2011). The following

extracts are representative of how the majority of participants (80 % or Satisfactory) organized sentences in their writing:

“In addition to the international language becomes the international one by it’s popularity”, “ The language makes us on a highly rank” (Bilingual\_IntM\_P21)

“..to at least two language credits...”, “when that person is asked to fly across seas”.(Bilingual\_IntM\_P22).

“Learning language is better you can travel to new places it’s perfect way to meet new people” ‘It’s helps to gain independence”. (Bilingual\_IntM\_P24).

“Even it is related to our study...”, “... there are two more important thing that is related to future”, “...gaining fame is a desire that not thought by all people” (Bilingual\_IntM\_P26)

#### **4.1.2.9 Punctuation**

Punctuation includes capital letters, full stops, exclamation marks, commas, colons and semi-colons, hyphens or dashes, apostrophes for contractions and possessions, brackets and quotation marks as well as noun capitalisation. (NAPLAN, 2011). On the scale of 1 to 10, 2 participants (or 10 %) were rated Developing, 16 (or 80 %), Satisfactory, and 2 participants (or 10%) Superior. Those Developing scripts that scored 2.0 showed correct use of capital letters and full stops. However, the overall usage of punctuation was minimal. The same scripts contained at least two accurately punctuated sentences. The Satisfactory scripts with a score of 6.0 had a minimum of 80% correct use of punctuation. The Superior scripts that were scored 8.0 correctly used all sentence punctuation as well as other punctuation such as noun capitalisation, with controlled and well-developed sentences that express precise meaning and are consistently effective.

#### **4.1.3 Overall Quality of the G1AdvEL2/AL1 and G2IntermEL2/AL1 English Essays**

As shown in Table 4.4 below, there were substantial mean differences in the nine category scores for the G1AdvEL2/AL1 and G2IntermEL2/AL1: the mean scores of scripts written by the G1AdvEL2/AL1 were higher than those produced by G2IntermEL2/AL1 in the nine categories. Nine independent *t*- tests were carried out

to measure the mean difference of the nine quality features of essays between the two groups. The P-value test of the nine elements needed to be less than .05 to be statistically different.

Table 4.4: The mean comparison of quality scores for G1AdvEL2/AL1 and G2IntermEL2/AL1 English essays

Category	G1AdvEL2/AL1 (N=20)			G2IntermEL2/AL1 (N=20)			P-value (2 tailed)
	M	SD	SE	M	SD	SE	
Paragraphing	8.8450	1.61489	.36110	6.3600	1.04650	.23400	<b>.000</b>
Persuasive devices	8.3750	1.22340	.27356	6.8750	1.11065	.24835	<b>.000</b>
Cohesion	8.1250	1.11065	.24835	6.0000	1.25656	.28098	<b>.000</b>
Sentence structure	8.0800	1.22500	.27392	4.8300	.76026	.17000	<b>.000</b>
Text structure	8.0000	1.02598	.22942	6.5000	1.25656	.28098	<b>.000</b>
Punctuation	7.9000	1.51831	.33950	6.0000	.91766	.20520	<b>.000</b>
Ideas	7.6600	.69767	.15600	6.6000	.94032	.21026	<b>.000</b>
Vocabulary	7.6000	1.53554	.34336	5.6000	1.23117	.27530	<b>.000</b>
Audience	6.4250	1.23454	.27605	5.4250	.75524	.16888	<b>.004</b>

As shown in Table 4.4, all the mean differences were statistically significant, with the G1AdvEL2/AL1 students outperforming the G2IntermEL2/AL1 students. The P-value produced low and relatively high statistical significance. For the Audience feature, low statistical significance was found as shown by its P value (P = .004 for the Audience). There were relatively high statistical significance for text structure, ideas, persuasive devices, cohesion, vocabulary, paragraphing, sentence structure, and punctuation. In summary, the G1AdvEL2/AL1 students scored higher in all key language features.

#### 4.1.4 Summary

The English proficiency levels were related to the application of key language features in the English scripts. G1AdvEL2/AL1 was rated as Superior in applying the key language features (Audience, Text structure, Ideas, Persuasive devices, Vocabulary, Cohesion, Paragraphing, Sentence structure and Punctuation) in their English scripts and G2IntermEL2/AL1 received low essay scores in using the same key language

features in their scripts. In the next section, the main goal of the thesis is to ascertain whether there is evidence for reverse transfer in the Arabic essays produced by the G1AdvEL2/AL1 and G2IntermEL2/AL1 students.

#### 4.2 Scores of Arabic Scripts

In the previous section, it was shown that English proficiency affected the use of key language features in the English persuasive scripts. This section examines the Arabic scripts written by Arabic and English majors for evidence of reverse transfer. This section is based on five tables of survey data. The data from Tables 4.5, 4.6 and 4.7 show the percentage and scores of Arabic scripts in terms of the nine key language features adapted from (NAPLAN, 2011). In the three tables, each of the NAPLAN scores relevant to each category is converted to a scale of 1 to 10. Table 4.8 shows a comparison of English and Arabic scripts by the G1AdvEL2/AL1 and G2IntermEL2/AL1 students on key language features. Table 4.9 shows the mean comparison of quality score of Arabic scripts written by English and Arabic majors.

##### 4.2.1 The Use of Key Language Features in the Arabic Essays – the G1AdvEL2/AL1 Group.

Table 4.5: G1AdvEL2/AL1 Key language feature percentages and scores for the Arabic essays

	<b>Number of scripts</b>	<b>Original Score 0 - 6</b>	<b>New Score 0 - 10</b>	<b>Overall rating</b>	<b>Percentage</b>
Audience	7	3	5.0	Satisfactory	35
	13	4	6.7	Superior	65
	20				100
Text structure		<b>0 - 4</b>	<b>0 - 10</b>		
	15	3	7.5	Superior	75
	5	4	10.0	Superior	25
	20				100
Ideas		<b>0 - 5</b>	<b>0 - 10</b>		
	6	3	6.0	Satisfactory	30
	14	4	8.0	Superior	70
	20				100
Persuasive devices		<b>0 - 4</b>	<b>0 - 10</b>		
	15	3	7.5	Superior	75

	<u>5</u>	4	10.0	Superior	<u>25</u>
	20				100
		<b>0 - 4</b>	<b>0 - 10</b>		
Cohesion	4	2	5	Satisfactory	30
	<u>16</u>	3	7.5	Superior	<u>70</u>
	20				100
		<b>0 - 3</b>	<b>0 - 10</b>		
Paragraphing	8	3.3	8.0	Superior	40
	<u>12</u>	3	10.0	Superior	<u>60</u>
	20				100
		<b>0 - 5</b>	<b>0 - 10</b>		
Vocabulary	13	3	6.0	satisfactory	65
	5	4	8.0	Superior	25
	<u>2</u>	5	10.0	Superior	<u>10</u>
	20				100
		<b>0 - 6</b>	<b>0 - 10</b>		
Sentence structure	14	9	8.3	Superior	70
	<u>6</u>	6	10.0	Superior	<u>30</u>
	20				100
		<b>0 - 5</b>	<b>0 - 10</b>		
Vocabulary	13	4	8.0	Superior	65
	<u>7</u>	5	10.0	Superior	<u>35</u>
	20				100
		<b>0 - 6</b>	<b>0 - 10</b>		
Sentence structure	14	9	8.3	Superior	70
	<u>6</u>	6	10.0	Superior	<u>30</u>
	20				100
		<b>0 - 5</b>	<b>0 - 10</b>		
Punctuation	8	3	6.0	Satisfactory	40
	<u>12</u>	4	8.0	Superior	<u>60</u>
	20				100

#### 4.2.1.1 Audience

Overall, the ability of seven of the G1AdvEL2/AL1 participants to orient, engage and persuade the reader through their written scripts was rated as Satisfactory, with a 5/10 rating. The remaining thirteen participants' essays were rated as Superior at 6.7/10.

The thirteen participants who were rated as Superior under the ‘audience’ feature, were not only able to support reader understanding, but also to engage and persuade the reader through deliberate language choices and persuasive techniques (NAPLAN, 2011). This involvement is shown below in a section of one of their scripts. The following extracts are representative of how the majority of G1AdvEL2/AL1 students (Superior) introduced their writing in Arabic:

The writers support reader understanding to a degree and begin to engage and persuade. “تعلم لغة أيضا يوسع ذكائك”

“Learning a language broadens your mind too”,

“وبعض الناس يفضلون تعلم رياضة ويرجعونها أهم”

“Some people prefer learning a sport and see it more important”. (Bilingual\_Adv\_P1).

وكبر هناك أولادنا تذهبوا للرياضة، فصرصرنا في ان المواطنين  
يهمون بمباراة الرياضة في الصغر ولكن عندما يتقدمون السنوية كل حالتهم خارجهم  
يلعبوا الرياضة وتجنب اهتمامهم من تعليم اللغات

“In Egypt, the citizens are interested in playing sports when they are young, but when they get older, they neglected their sport and become more interested in learning a new language”,

... “منها تجد حلمك وتعلموه من ألمانيا”

“Perhaps you find your dream job in Germany . . .” (Bilingual\_Adv\_P6).

The writer begins to engage and persuade with a reasoned argument.

تعليمنا يزداد الناس بالثقافة والاعرفنا. فالأشخاص  
المثقفون هم الذين يكونوا دائما على دراية ويرجعونها أهم

“People who have culture are people who are knowledgeable...”





“More people prefer learning language . . .” (Bilingual\_Adv\_P19).

#### 4.2.1.2 Text Structure

The evaluation of text structure considered evidence for the clear presence of three components i.e. introduction, body, conclusion. The three components needed to be present to score 7.50 or 10/, although one component might be weaker. A score of 2.50/10 was allocated to those scripts that were weaker in full development of the three parts, even though they were obviously differentiated as three components, or they contained two well developed components e.g. introduction and body. On the basis of the NAPLAN marking criteria, those that scored 2.50/10 were representative of the “Developing” scripts and those that scored 5/10 were representative of the “Satisfactory” scripts, while those rated as “Superior” scored 7.50 or 10/10. Overall, the scripts showed that G1AdvEL2/AL1 students were marked as Superior, at 7.5/10 scale. However, only five students out of 20 were rated as 10/10 in terms of maintaining effective text structure.

#### 4.2.1.3 Ideas

Six participants’ scripts were categorised as Satisfactory in this aspect because they included many ideas that were not adequately elaborated. Therefore, the reader is unable to relate plausibly to the arguments given. The other participants categorised as Superior as they had given more emphasis only on only one idea in the whole script and elaborated only on that particular idea. Overall, these participants tended to include ineffective or unrelated ideas in their scripts, and this varied to different degrees in each of these scripts. The remaining fourteen participants out of twenty were rated 8/10 for the selection, relevance and elaboration of ideas that are essential for making a persuasive argument. However, the main reason that prohibited them from achieving the highest rating in this category was that the ideas sometimes reflected on wider world issues (NAPLAN, 2011). The following extracts are representative of how the majority of G1AdvEL2/AL1 students (Superior) introduced their ideas in Arabic:

"فهم يحصلون على فوائد اجتماعية واقتصادية ، فضلاً عن الفوائد العقلية لتعلم لغة جديدة"

“They get to enjoy social and economic benefits, as well as the mental benefits of learning a new language”;

فهم تقوى ألقها صحت القراءة والنهضة وحسن الشاكل

“It sharpens skills on reading, negotiating and problem solving”). (Bilingual\_Adv\_P6)

إننا نجعلنا على إطلاع دائم على الأحداث الجديدة والعصرية ، كما إننا تعلمنا كيفية التعامل مع التكنولوجيا الحديثة ، فكل سبل المثال ، فنحن نأخذ خبر نقوم بعمله عن طريق الفيديو

“It makes us keeping up the latest news and it shows us how to deal with the modern technology”,

نستكشف لغة بلون التي كانت جعل الإفتتاح الإبتدائية مع ذلك نبدأ تعلم لغة جديدة  
تأخذنا على تعلم ثقافات جديدة عادات وتقاليد جديدة ؟ فكل سبل المثال في الأفعال

“Learning a new language helps us to learn about new cultures, customs and traditions”). (Bilingual\_Adv\_P15)

#### 4.2.1.4 Persuasive devices

All twenty participants’ scripts were rated as Superior under the category of using persuasive devices that are used to enhance the writer’s position and also persuade the reader (NAPLAN, 2011). However, in terms of allocating specific ratings there was a difference as only five participants were rated 10/10, while the others were rated at 7.5/10. The main reason for this specific distinction was based on the effectiveness and relevance of the persuasive devices that they included in their scripts. The following extracts are representative of how the majority of G1AdvEL2/AL1 students (Superior) introduced their writing in Arabic:


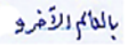

Personal opinion  (“I would prefer”),

Direct address of the reader (constant use of (“نحن” “we”, “ك” “your”),


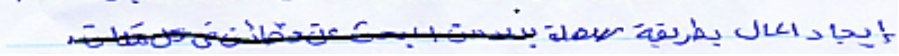
Personal stories

تحتل هنا في مصر لدينا  
لعبات ليس موجودة في الدول الأخرى كلعبة البستقراطية فالذي  
يتعلم اللغة العربية ويتأكد في حضارة وعادات المصريين يستطيع  
عليها .

“For instance, here in Egypt, we have special games that other countries do not know them as “Alstgmaih” but people who learn Arabic and read about Egyptian’s culture and habits would know it.”

Repetition   / 

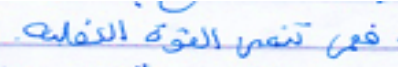
(Knowledgeable with other worlds/gate to other worlds).

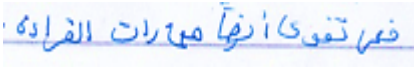
Modality  

“They believe that they could get money in an easy way”.  
(Bilingual\_Adv\_P1).

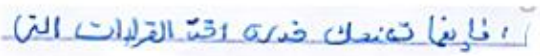

Several instances of direct address of reader (“نحن” “we”, “ك” “your”),

Reference statements “ “University of Chicago”,

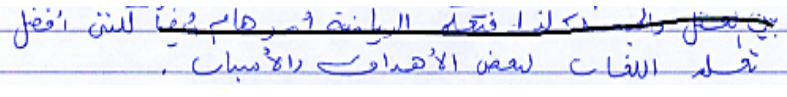
Emphatic statements  “It boosts the brain power.”

 “It sharpens skills on reading...”

Value statements

“It can help us to make choices that could profit us further down the road”.  
(Bilingual\_Adv\_P6)

Personal opinion, 

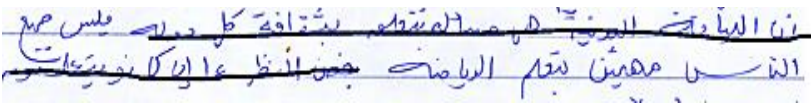
“I like learning new languages for some reasons and aims”

Conditional mood 

“If a worldwide university offers a scholarship....”

Authoritative statements 

“It is exactly what many want and desire”,

Value statements, 

“Some people are not interested in sport...”

Modality 

(“It is more exciting....”). (Bilingual\_Adv\_P3)

#### 4.2.1.5 Cohesion

Through the findings, it was identified that cohesion is a major factor that needs more emphasis when writing persuasive essays. Even though all participants’ scripts were ranked Superior in this context, sixteen of them were able to get a 7.5, mainly due to the fact that these sixteen used other connectives such as *however*, *although*, *therefore* and *additionally* within their essay (NAPLAN, 2011) making the content of these essays tightly linked and enhancing readability. Unlike the remaining four, they were able to control multiple threads and relationships across the text. The following extracts are representative of how the majority of G1AdvEL2/AL1 students introduced cohesive devices in Arabic:

(“Thus, In addition, also, in conclusion”). (وهكذا ، بالإضافة إلى ذلك ، أيضا ، في الختام). (Bilingual\_Adv\_P4).

“Moreover”, “Furthermore”. Word associations "الغزو / مستعمر" "علاوة على ذلك" “invasion/colonist”. (Bilingual\_Adv\_P7).

#### 4.2.1.6 Vocabulary

On the basis of the feature ‘vocabulary’, thirteen essays were ranked at Satisfactory level, while the remainder of the scripts were rated as Superior. However, there were only two participants who managed to score the highest (10/10) as they had considered the range and precision of contextually appropriate language choices more when addressing the given topic, unlike the others. There were only four or more precise words or word groups included in the scripts that were marked as Satisfactory on the basis of effective use of vocabulary. The majority of the Superior level scripts included sustained and consistent use of precise words and word groups. The following extracts are representative of how the majority of G1AdvEL2/AL1 students (Satisfactory) introduced their writing in Arabic:

المثابرة والغزو والتعبير

“Persistence, invasion, expression” (Bilingual\_Adv\_P7)

دمج, الأدب, خاصة

“Integrate, literature, particular” (Bilingual\_Adv\_P11)

#### 4.2.1.7 Paragraphing

Overall, paragraphing is another linguistic feature that these participants were able to align with. The majority of the participants were able to segment text effectively into paragraphs. Even though all these participants’ scripts were rated Superior mainly because they were able to follow the line of argument to varying degrees, eight of them were rated at 8/10. This was mainly because of their failure to maintain the same standard of writing across all paragraphs. Some of these participants ranked as ‘lower’ Superior, did not have successful topic sentences in all their paragraphs. One participant did not have an adequate number of paragraphs in the script, which affected the content as well.

#### 4.2.1.8 Sentence structure

Overall, G1AdvEL2/AL1 students were rated as Superior in their L1 Arabic and demonstrated their ability to structure sentences effectively, albeit to varying degrees. Fourteen participants’ scripts were rated as 8.3/10 and six of these as 10/10, being grammatically correct, structurally sound and containing meaningful sentences throughout. They also demonstrated a variety of clause types and patterns while the

others had only a limited number of these. Those rated as 8.3/10 mostly included simple sentences, rather than showing a balance of compound and complex sentences when expressing ideas.

#### 4.2.1.9 Punctuation

The participants were rated as either Satisfactory or Superior on the basis of the use of correct and appropriate punctuation. Eight participants' scripts were rated satisfactory, at 6/10, on the basis of the 'punctuation' feature, mainly because inclusion of sentence level punctuation such as full stops was as required. However, twelve of the participants' scripts were rated at 10/10 as these contained accurate use of applicable punctuation, including precise markers that control the pace of reading the text.

#### 4.2.2 The Use of Key Language Features in the Arabic Essays – G2IntermEL2/AL1

Table 4.6: Percentage and scores of the respective key language features exemplified by G2IntermEL2/AL1 used in the Arabic essays

	Number of scripts	Original Score <b>0 - 6</b>	New Score <b>0 - 10</b>	Overall rating	Percentage
Audience	6	3	5.0	Satisfactory	30
	14	4	6.7	Superior	70
	<hr/> 20				<hr/> 100
Text structure	5	2	5.0	Satisfactory	25
	15	4	10	Superior	75
	<hr/> 20				<hr/> 100
Ideas	3	1	2.0	Developing	30
	12	3	6.0	Satisfactory	65
	5	4	8.0	Superior	5
	<hr/> 20				<hr/> 100
Persuasive devices		<b>0 - 4</b>	<b>0 - 10</b>		
	16	2	5.0	Satisfactory	70
	4	3	7.5	Superior	30
	<hr/> 20				<hr/> 100

		<b>0 - 4</b>	<b>0 - 10</b>		
Cohesion	17	2	5.0	Satisfactory	85
	3	3	10	Superior	15
	<hr/> 20				<hr/> 100
		<b>0 - 3</b>	<b>0 - 10</b>		
Paragraphing	3	1	3.3	Developing	15
	17	2	6.7	Superior	85
	<hr/> 20				<hr/> 100
		<b>0 - 5</b>	<b>0 - 10</b>		
Vocabulary	15	3	6.0	Satisfactory	75
	5	4	8.0	Superior	25
	<hr/> 20				<hr/> 100
		<b>0 - 6</b>	<b>0 - 10</b>		
Sentence structure	7	2	3.3	Developing	35
	10	3	5.0	Satisfactory	50
	3	4	6.7	Superior	15
	<hr/> 20				<hr/> 100
		<b>0 - 5</b>	<b>0 - 10</b>		
Punctuation	4	2	4.0	Developing	20
	9	3	6.0	Satisfactory	45
	7	4	8.0	Superior	35
	<hr/> 20				<hr/> 100

#### 4.2.2.1 Audience

Among all twenty, six of the G2IntermEL2/AL1 scripts were scored ‘Satisfactory’ and allocated 5/10 for their capacity to orient, engage and persuade the reader. These participants were able to orient the reader through their essays; however, their ability to engage and persuade the reader needed improvement through effective use of language and persuasive techniques. The fourteen remaining participants of this cohort were ranked 6.7/10 in terms of their ability in orientation, and engaging and persuading the reader through language choices. However, none of these G2IntermEL2/AL1 students was able to score 8.3 or 10/10. The main reason for this was their inability to establish a strong credible voice within the chosen context and stance. Their scripts also demonstrated a lack of sustainability in language choices and in the use of persuasive techniques (NAPLAN, 2011). Better examples include:

“Everyone wants to put his family in [a] high position”,

“Man can’t depend on sport to build his future or to improve his position in the society to be a decent citizen”. (Bilingual\_IntM\_P21).

“Learning sport is a complement to learning language”,

“Essential for life continuous”. (Bilingual\_IntM\_P22).

“Countries in the world have become more and more interdependent and new technologies have erased many existing borders”. (Bilingual\_IntM\_P26).

#### 4.2.2.2 Text Structure

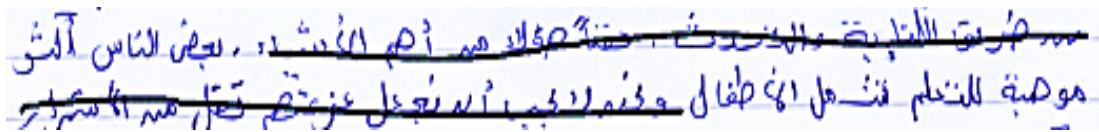
As the skill focus of this section denotes, the participants were meant to show explicitly an introduction, body and conclusion in their Arabic essays. This text structure was clearly visible in fifteen scripts and they were allocated 10/10 and categorised as ‘Superior’. The remaining five scripts were categorised as ‘Satisfactory’ and scored 5/10. They were tested not only for having the separate sections, that is, introduction, body and conclusion merely for the sake of having these sections, but they also needed to include specific content in a coherent, controlled manner.



#### 4.2.2.3 Ideas

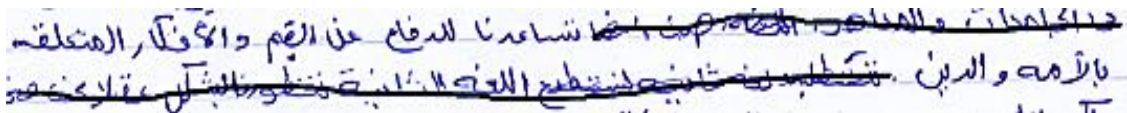
Five of the twenty participants, were rated 8/10 for the selection, relevance and elaboration of ideas that are essential for making a persuasive argument. However, the main reason that stopped them from achieving the highest rating in this category was due to their inability to include a more balanced perspective on the given topic by including a refutation of other positions or opinions. Twelve participants' scripts were categorised as Satisfactory in this aspect because they had all included many ideas that were not adequately elaborated. Three of the participants (or 30%) scored 2/10 and were rated Developing. At this stage, the ideas may have no or insufficient evidence, or may range from one to few ideas that are either unrelated or not elaborated, thus preventing the reader from making a reasoned connection between ideas and argument. The following extracts are representative of how the majority of G2IntermEL2/AL1 introduced their ideas in Arabic:

Ideas are sometimes elaborated, mostly they contribute effectively to the writer's position, and occasionally reflect on wider world issues.



بعض الناس أكثر موهبة للتعلم من الأطفال  
بعضهم لا يحب أن يتعلموا لغات أخرى

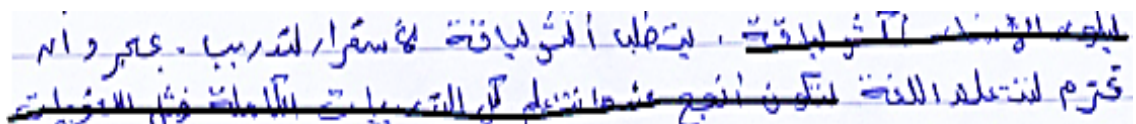
“Some people have more aptitude for learning languages including children...”,



تساعدنا الدفاع عن القيم والأفكار المتعلقة بالدين والدين

“Learning a language helps us to defend values and ideas related to religion and faith”

Not strong enough for a score 8, due to some ineffective/unelaborated/confusing arguments.



يتطلب التمرين المستمر للتدريب  
تكون اللغة لتكون النجح

“Require high fitness to continue to exercise as well as respect for learning language”,



اللغة العلوم والتكنولوجيا والبحوث العلمية

“As is the language of science and technology and scientific research”

(Bilingual\_IntM\_P21).

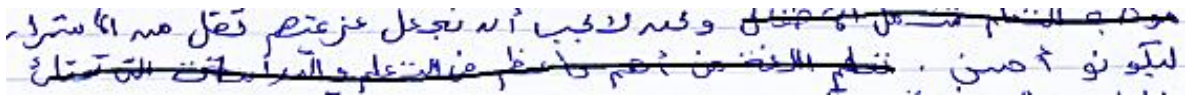
#### 4.2.2.4 Persuasive devices

30% of participants' scripts were rated as Superior under the category of using persuasive devices that are used to enhance the writer's position and also persuade the reader. In terms of allocating specific ratings, they were rated at 7.5/10. The main reason for this specific distinction was based on the effectiveness and relevance of the persuasive devices that they included in their essays. Of the participants, 70 % were rated Satisfactory. At this level, persuasive devices are very simple, such as 'I think', 'I believe', 'because' etc. The participants used three or more instances of persuasive devices to support their position; however, the types of devices used were generally ineffective (NAPLAN, 2011). The following extracts are representative of how the majority of G2IntermEL2/AL1 used persuasive devices in Arabic:

Direct address of reader (نحن we),

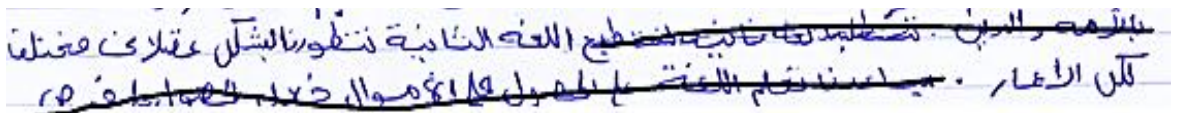
Personal opinion (  But I think...),

Modality



“shouldn't let it discourage us from continuing to improve”

Value statements



“Acquiring a second language enables us to develop various mental abilities at all ages”. (Bilingual\_IntM\_P21)

Overall, devices are not effective for a score 7.5. Ideas are presented, however no elaboration included e.g.



“France is one of the world's tourist countries ...”

Reader then has to fill in the gap back to why learning a language is important.

Direct address of reader (“أنت you”),

Modality

يجب ان يكون متقن لغتين على الأقل

“He should be master the two languages at least. ...”

Value statements

عندما يكون متعلم اللغة سيكون سهلا عليه التواصل مع هذا المجتمع

“When you learn the language of the country then it will be easy for you to communicate with the community....” (Bilingual\_IntM\_P22).

#### 4.2.2.5 Vocabulary

Based on the ‘vocabulary’ feature, only five essays (or 25%) were ranked at Superior level, while the remainder of the scripts (or 75%) were rated Satisfactory. Therefore, the scripts were given an overall rating of Satisfactory. These participants included four or more precise words or word groups, whereas the Superior scripts showed use of sustained and consistent words or word groups such as ‘duty of care’, ‘a positive impact on society’ etc. (NAPLAN, 2011).

The following extracts are representative of how the majority of G2IntermEL2/AL1 employed appropriate vocabulary in Arabic:

Some use of precise words and word groups: “نهضة الأمة”, “عمق depth”, “موهبة aptitude”, “renaissance of nation” but this is not consistent enough for a score of 8. Some inaccurate use includes simple word choices such as “مثل like”, “الشيء thing”. (Bilingual\_IntM\_P21).

Some use of precise words and word groups: “المرونة”, “الوعي الثقافي Cultural awareness”, “flexibility” but this is not consistent enough for a score of 8. (Bilingual\_IntM\_P25).

#### 4.2.2.6 Cohesion

Through the findings, it was identified that cohesion is a major factor that needed more emphasis when writing persuasive essays. The majority of participants’ scripts were ranked as Satisfactory in this regard; only three of them were able to score a 10/10

(Superior) for their ability to control multiple threads and relationships across the text. This was mainly due to the fact that these three participants, unlike the remaining 17, used a range of cohesive devices correctly and deliberately within their scripts which made the content of these essays tightly linked, enhancing readability. The following extracts are representative of how the majority of G2IntermEL2/AL1 employed cohesive devices in Arabic persuasive written text:

Use of simple connectives “إذا if” “أيضا also” “لكن but” “هناك there are” however meaning of text as a whole is not clear on first reading. (Bilingual\_IntM\_P22)

Use of simple connectives “إذا if” “و and” “لكن but” “أخيرا finally”. (Bilingual\_IntM\_P24).

Simple use of connectives, “إذا if”, “أيضا also” “من ناحية أخرى on the other hand” and simple word associations “مستمع listener/ تفسر interpret”, “اتصال connected/ تواصل communicate”. (Bilingual\_IntM\_P25).

#### **4.2.2.7 Paragraphing**

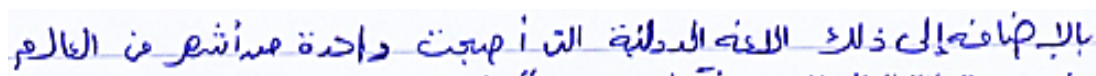
Of the total participants, 85% were able to segment text effectively into paragraphs. Even though these participants’ scripts were rated Superior mainly because they were able to follow the line of argument in to varying degrees, they were rated at 6.7/10 due mainly to participants’ lack of ability to maintain the same standard across all paragraphs. Three (or 15%) of the participants were ranked as Developing and had organized information into paragraphs, but at times these contained more than one idea which can make it difficult to process accurately. The lack of clarity about the information presented and the fact that at times it is purely opinion and not justified by accurate facts, detracts from the writing substantially.

#### **4.2.2.8 Sentence structure**

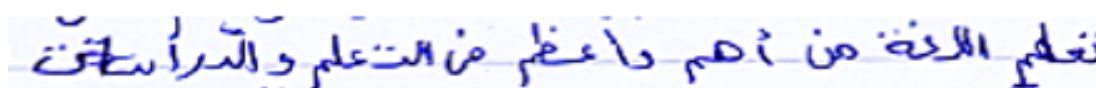
Of G2IntermEL2/AL1, twenty participants 50% were categorised as Satisfactory users of Arabic, and demonstrated their ability to control most simple, compound and complex sentences. However, as the text progressed, the structure was not maintained. Seven participants’ scripts were rated as Developing (or 3.3/10) and only three were marked as Superior (or 6.7/10). The seven scripts which were rated 3.3 included few correct sentences, with many poorly constructed. The inability to follow correct sentence structure makes the texts very difficult to follow. Those rated as 6.7/10 mostly included simple sentences, rather than having a balance of compound and complex

sentences when expressing ideas. The following extracts are representative of how the majority of G2IntermEL2/AL1 demonstrated sentence structure in Arabic:

There are far too many errors to keep this from a higher score.



(“Additionally the international language becomes one of known in the world”, “



Learn language of the most important and greatest in learning and studies.  
(Bilingual\_IntM\_P21)

#### 4.2.2.9 Punctuation

The participants were rated as either Developing, Satisfactory or Superior based on the use of correct and appropriate punctuation. While rating them on this linguistic feature, their ability to use correct capitalisation was not taken into consideration, as there is no capitalisation in Arabic. Four of the participants’ scripts were rated Developing on the basis of their ‘punctuation’ feature at 4/10, as these contained the most frequent inaccurate punctuation. Nine participants’ scripts were rated Satisfactory at 6/10, mainly because inclusion of sentence level punctuation such as full stops was done properly. Unfortunately, a few inaccurate sentence structures impacted their ability to use accurate punctuation, which hindered them from upgrading to Superior level. Seven participants’ essays were rated at 8/10 as they had the above issues to a lesser extent.

#### 4.2.3 The Use of Key Language Features in the Arabic Essays – G3ArabicMonoL1 Students

Table 4.7: Percentage and scores of Arabic major participants’ Arabic essays containing key language features

	Number of scripts	Original Score	converted Score	Overall rating	Percentage
		0 - 6	0 - 10		
Audience	3	1	1.7	Developing	7.5
	1	2	3.3	Developing	2.5
	36	3	5	Satisfactory	90

	40				100
		<b>0 - 4</b>	<b>0 - 10</b>		
Text structure	14	1	2.5	Developing	35
	26	2	5	Satisfactory	65
	40				100
		<b>0 - 5</b>	<b>0 - 10</b>		
Ideas	5	2	4	Developing	12.5
	14	3	6	Satisfactory	35
	21	4	8	Superior	52.5
	40				100
		<b>0 - 4</b>	<b>0 - 10</b>		
Persuasive devices	33	1	2.5	Developing	82.5
	7	2	5	Satisfactory	17.5
	40				100
		<b>0 - 4</b>	<b>0 - 10</b>		
Cohesion	34	1	2.5	Developing	85
	6	2	5	Satisfactory	15
	40				100
		<b>0 - 3</b>	<b>0 - 10</b>		
Paragraphing	35	1	3.3	Satisfactory	87.5
	5	2	6.7	Superior	12.5
	40				100
		<b>0 - 5</b>	<b>0 - 10</b>		
Vocabulary	17	3	6	Satisfactory	42.5
	23	4	8	Superior	57.5
	40				100
		<b>0 - 6</b>	<b>0 - 10</b>		
Sentence structure	34	3	5	Satisfactory	85
	6	5	8.3	Superior	15
	40				100
		<b>0 - 5</b>	<b>0 - 10</b>		
Punctuation	18	3	6	Satisfactory	40
	22	4	8	Superior	60
	40				100

#### 4.2.3.1 Audience

On the scale of 0 to 10, 10% of G3ArabicMonoL1 students scored Developing (or 1.7/10 and 3.3/10), and 90% Satisfactory (or 5/10). Therefore, the overall rating for the Audience category was Satisfactory, showing that only four Arabic major participants were not able to support, engage and persuade the reader; features such as establishing strong, credible voice and taking readers' expectations and values into account are missing. The four students could not develop an appropriate relationship with the reader. In contrast, the 36 students with Satisfactory rating were able to orient readers through shared understanding of context that allowed them to follow the text fairly easily (NAPLAN, 2011). The following extracts are representative of how the satisfactory group of Arabic majors introduced their writing in Arabic:

ولست اقصد بذلك لايتكلم الا البلغاء الفصحاء، ولكنها دعوة الي تعلم اللغة و اساليبها

"I don't mean, don't speak only eloquent speakers, but call to learn the language and its methods". (Monolingual\_Arabic\_P3)

اللغة اخطر الظواهر الاجتماعية الانسانية علي الاطلاق، وكل تقدم اجتماعي كتب له الكمال انما تم لوجود اللغة  
"Language is the most serious humanitarian and social phenomena at all, and every social progress has been written for perfection but for the existence of language".  
(Monolingual\_Arabic\_P7)

#### 4.2.3.2 Text structure

On the scale of 0 to 10, 35% scripts were rated Developing with a score of 2.5/10 and 65% were rated Satisfactory with a score of 5/10. Writing rated as Satisfactory contained text with a clear introduction, body and conclusion, and evidenced detailed longer text with one developed and two weaker components (NAPLAN, 2011). The writers were able to develop structural components as well as support the text body with reasons. In comparison, those with a score of 2.5/10 (or Developing) were unable to present all components with coherent, controlled and complete argument. Further, conclusions did not reflect on issues raised or recommend actions.

#### 4.2.3.3 Ideas

On the scale of 0 to 10, 12.5% (or 5 participants) were rated Developing, 35% (or 14 participants) were rated Satisfactory whereas 52.5% (or 21 participants) were rated Superior. The Developing scripts scoring 4/10, presented ideas without clear elaboration and failed to contribute effectively to the writer's position. On the other

hand, the Satisfactory scripts with a score of 6/10 could only support ideas with some elaboration; many ideas were left unelaborated. Such scripts also contained ineffective or unrelated ideas (NAPLAN, 2011). However, the Superior scripts with a score of 8/10 showed ideas with clear elaboration and effectively contributed to the writer's position (NAPLAN, 2011).

The following extract is representative of how the Superior group (52.5%) of Arabic majors expressed their ideas in Arabic.

كانت الرياضة تمارس في القديم بهدف تدريب المحاربين، وتمارس حاليا لعدة اهداف مثل التسلية ، والتنافس، والمتعة، والتميز، وتطوير المهارات، وزيادة الثقة بالنفس، وتقوية الجسد. كما انها تزيد من جمال الجسم، وتحافظ على الرشاقة و الوزن المثالي، وتحسن مستوى الذاكرة، وتمنح القدرة علي النوم بشكل افضل، وتحمي المفاصل، وتتحكم في الضغط النفسى و التوتر، وتتحكم في نسبة السكر في الدم، وتقي من الاصابة بمرض السكري، وتزيد عدد الحيوانات المنوية، وتحرق الدهون، وتزيد من ضخ القلب للدم، وترفع جودة الحياة بشكل عام.

“The sport was practiced in the old to train the warriors, and is currently practiced for several goals such as entertainment, competition, fun, excellence, skills development, increased self-confidence, and strengthening of the body. It also increases the beauty of the body, maintains fitness and ideal weight, improves memory level, gives sleep ability better, protects bones, controls stress and tension, controls blood sugar, protects against diabetes, and increases the number of sperm, burn fat, increase heart pumping of blood, and raise overall quality of life”. (Monolingual\_Arabic\_P3)

#### 4.2.3.4 Persuasive devices

All Monolingual\_Arabic\_P3 scripts contained evidence of the writer's ability to use simple persuasive devices. Apart from seven Developing scripts being scored 2.5/10 thirty-three scripts were scored 5/10 with a rating of satisfactory. To score 5/10, scripts needed to show evidence of use of at least three simple persuasive devices such as “I think . . .” or adjectives to persuade, such as “very, very . . .”, the use of modal verbs such as “might, may be, must, should” and “because”. At this level, while they may support the writer's position, the scripts may not be effective in persuading the reader (see extracts from scripts no. 32 and no. 40).



تحتل اللغة العربية المرتبة الحادية عشرت وحيثت مع اندسه اللغات السامية  
مذلك بسبب انه السك العربية المعقدة في الشرق الأوسط  
مخال تارة انزيا تقدم اللغة العربية للغة رسمية جرائ  
٤٤ دولة

لذلك أتفق مع وجهة نظري ان تعلم اللغات يتعلم للانسان درجة  
مع الفرد والمجتمع ولذا أهمية كبيرة في تكوين حياة الفرد  
لذلك أشير الى كل فرد من المجتمع ان يرى ان يتعلم اللغات الأجنبية  
بتصنيفات متعاقبة ليتمكن من زيادة سعة ذكارة الفرد.

Translation: because . . . , so . . . , from my point of view . . . , so I am refer to . . . ,  
because it . . .

(Monolingual\_Arabic\_P32)

لذلك أنا أرى ان تعلم اللغة من وجهة نظرنا ان تعلم اللغات  
تدريجياً ليس من التطور مع مراحل نمو الفرد  
تجانب تعلم اللغات في أمد الفرد من القاية من مرفه الزهايمر وتقرن التمسك المشي  
وتجمل الفرد ليس من صليح كثيرة من المعلومات من جميع لغات العالم  
لذلك أرى ان هذا ان تعلم اللغة أفضل من تعلم الرياضيات

Translation: So I claim . . . , very important . . . , because it . . . , also . . . , so I see . . .

(Monolingual\_Arabic\_P40)

#### 4.2.3.5 Cohesion

On the scale of 0 to 10, 85% (or 34 scripts) were rated Developing with scores of 2.5 and 15% (or 6 scripts) were rated Satisfactory with scores of five. The Developing writing scripts showed a lack of cohesiveness throughout their writing. The Satisfactory scripts with the score of 5 used a small selection of simple connectives and conjunctions to enhance reading and support underlying relationships.

”after”; أول “first”; ثانياً “second” ( Monolingual\_Arabic\_P3)

”but”. (Monolingual\_Arabic\_P6). لان “Because”, كما “as”, ايضاً “also”, بينما “while”, لكن “but”.

#### 4.2.3.6 Paragraphing

On the scale of 0 to 10, 87.5% (or 35 participants) scored Satisfactory (or 3.3) and 12.5% (or 5) scored Superior (or 6.7), which means the majority of Arabic major writers knew almost all the elements of paragraphing. Those who scored Satisfactory did separate the paragraphs into introduction, body, and conclusion, but with unrelated ideas. The Superior scripts with the score of 6.7 were either focused on one idea or on a set of like ideas. At least one paragraph had a topic sentence and supporting details. However, not all topic sentences were written accurately.

#### 4.2.3.7 Vocabulary

On the scale of 0 to 10, 42.5% (or 17 scripts) were Satisfactory and 57.5% (or 23 scripts) were Superior. The Satisfactory scripts with a score of 6.0 had four or more precise words or word groups such as 'solution', 'supportive', 'research' etc. The Superior scripts with a score of 8.0 demonstrated a sustained and consistent use of precise words and word groups to enhance the meaning.

The following extracts are representative of how the majority of Arabic major participants (57.5% or Superior) utilized vocabulary in Arabic:

كما انها تزيد من . التسلية ، والتناسف، والمتعة، والتميز، وتطوير المهارات، وزيادة الثقة با النفس، وتقوية الجسد جمال الجسم، وتحافظ على الرشاقة و الوزن المثالي، وتحسن مستوى الذاكرة، وتمنح القدرة علي النوم بشكل افضل، وتحمي المفاصل، وتتحكم في الضغط النفسى و التوتر، وتتحكم في نسبة السكر في الدم، وتقي من الاصابة بمرض السكري، وتزيد عدد الحيوانات المنوية، وتحرق الدهون، وتزيد من ضخ القلب للدم، وترفع جودة الحياة بشكل عام

Entertainment, competition, fun, excellence, skills development, increased self-confidence, and strengthening of the body. It also increases the beauty of the body, maintains fitness and ideal weight, improves memory level, gives sleep ability better, protects bones, controls stress and tension, controls blood sugar, protects against diabetes, and increases the number of Sperm, burn fat, increase heart pumping of blood, and raise overall quality of life. (Monolingual\_Arabic\_P3)

#### 4.2.3.8 Sentence structure

On the scale of 0 to 10, 15% (or 6 scripts) scored 5, and 85% (or 34 scripts) scored 8.3. The majority of the scripts were rated Superior; thus, the sentence structure category got an overall rating of Satisfactory. The scripts that scored 5 mostly contained simple and compound sentences but without any evidence of complex sentences, and/ or clear

meaning throughout. The 8.3 scored scripts showed control over the range of different sentence structures with only occasional errors in more sophisticated structures.

The following extracts are representative of how the majority of Arabic major participants (8.3% or Superior) demonstrated sentence structure in Arabic:

إنه أحد أهم عناصر حياتنا وكياننا ، وهو الناقل لثقافتنا ومهمتنا والعلاقة بيننا وبين عنصر فهمنا ، والعلاقة بين أجيالنا ، والعلاقة بيننا وبين الكثيرين الأمم.

It is one of the most important elements of our life and our entity, which is the carrier of our culture and mission and the link between us and the component of our understanding, and the link between our generations, and the link between us and many nations. (Monolingual\_Arabic\_P3)

#### **4.2.3.9 Punctuation**

On the scale of 0 to 10, 40% (or 18 scripts) scored 6 (or Satisfactory), and 60% (or 22 scripts) scored 8 (Superior). The Satisfactory scripts used correct sentence level punctuation and provided precise markers to pace and control the reading of the text. On the other hand, 60% of the time, the Superior scripts used correct sentence level punctuation and provided precise markers to enable smooth and efficient reading (NAPLAN, 2011).

#### **4.2.4 A Comparison of the Use of Key Language Features in English and Arabic**

Essays by Students Majoring in English (G1AdvEL2/AL1 and G2IntermEL2/AL1)

The purpose of the comparison was to discover whether students who included the audience, text structure, ideas, persuasive devices, vocabulary, cohesion, paragraphing, sentence structure, and punctuation in the English texts were also those who employed these features in the Arabic essays. The strongest evidence for reverse transfer would be a similar pattern of use of key language features by G1AdvEL2/AL1 English and Arabic essays. The theoretical framework set out earlier suggests that advanced English proficiency is likely to demonstrate reverse transfer of L2 English to L1 Arabic (see Chapter 2 for further details).

In general, the mean scores of the G1AdvEL2/AL1 were higher than the intermediate group's mean scores in all categories. English proficiency seemed to affect the participants' Arabic and English writing quality.

Table 4.8: Means (M) and standard deviations (SDs) of English and Arabic essays by students majoring in English (G1AdvEL2/AL1 and G2IntermEL2/AL1) on the use of key language features

Category	English Essays (N=40)				Arabic essays (N=40)			
	G1AdvEL2/AL1 (N=20)		G2IntermEL2/A1 (N=20)		G1AdvEL2/A L1 (N=20)		G2IntermEL2/A1 (N=20)	
	M	SD	M	SD	M	SD	M	SD
Vocabulary	8.8450	1.61489	6.3600	1.04650	6.7000	.97872	6.5000	.88852
persuasive devices	8.3750	1.22340	6.8750	1.11065	8.1250	1.11065	5.5000	1.02598
cohesion	8.1250	1.11065	6.0000	1.25656	7.0000	1.02598	5.7500	1.83174
sentence structure	8.0800	1.22500	4.8300	.76026	8.8100	.79928	4.6600	1.18295
text structure	8.0000	1.02598	6.5000	1.25656	8.1250	1.11065	8.7500	2.22131
punctuation	7.9000	1.51831	6.0000	.91766	7.2000	1.00525	6.3000	1.49032
ideas	7.6600	.69767	6.6000	.94032	7.4000	.94032	5.9000	1.88903
paragraphing	7.6000	1.53554	5.6000	1.23117	9.2000	1.00525	6.1900	1.24558
audience	6.4250	1.23454	5.4250	.75524	6.1050	.83191	6.1900	.79928

Generally, the mean scores of the G1AdvEL2/AL1 were higher than the G2IntermEL2/A1 mean scores in all categories. English proficiency seemed to affect the participants' Arabic and English writing quality

#### **4.2.5 Overall Quality of the L1 Arabic Essays Produced by Students Majoring in English (G1AdvEL2/AL1 and G2IntermEL2/AL1) and Students Majoring in Arabic (G3ArabicMonoL1)**

As with the English essays, nine categories were used to measure the overall quality of the students' Arabic essays (audience, text structure, ideas, persuasive, devices, cohesion, vocabulary, paragraphing, sentence structure, and punctuation). The scores in each category were assigned by the researcher of this study as a bilingual Arabic and English speaker and an Arabic native marker, and based on the NAPLAN (2011) marking criteria.

As shown in Table 4.9 below, there were differences in the mean scores for quality between the L1 Arabic essays by English major students (G1AdvEL2/AL1 and G2IntermEL2/AL1) and Arabic major students (G3ArabicMonoL1) for only seven of the nine features: audience, text structure, persuasive devices, cohesion, paragraphing, sentence structure and punctuation. The means and SDs of the essays written by

G1AdvEL2/AL1 and G1AdvEL2/AL1 were higher than those produced by G3ArabicMonoL1 in the seven key language features. However, the Arabic essay scores did not differ in two key language features (punctuation and paragraphing) across the groups. The results suggest that in the seven key language features audience, text structure, persuasive devices, cohesion, paragraphing, and sentence structure the Arabic writing skill of the English majors is affected by their academic focus on English.

Table 4.9: The mean comparison of quality score of L1 Arabic essays written by students majoring in English (G1AdvEL2/AL1 and G2IntermEL2/AL1) and students majoring in Arabic (G3ArabicMonoL1

Category	G1AdvEL2/AL1 and G2IntermEL2/AL1 (N=40)			G3ArabicMonoL1 (N=40)			P value (2 tailed)
	M	SD	SE	M	SD	SE	
vocabulary	7.6950	1.88978	.29880	3.7250	1.13877	.18006	<b>.000</b>
persuasive devices	6.8125	1.69724	.26836	2.9375	.96202	.15211	<b>.000</b>
ideas	6.7500	1.33493	.21107	3.5500	.50383	.07966	<b>.000</b>
sentence structure	6.7350	2.32573	.36773	3.3000	.72324	.11435	<b>.000</b>
punctuation	6.6500	1.65715	.26202	6.8000	1.41784	.22418	<b>.665</b>
paragraphing	6.6000	.92819	.14676	7.1500	1.00128	.15832	<b>.013</b>
cohesion	6.3750	1.59627	.25239	2.8750	.90405	.14294	<b>.000</b>
audience	6.1475	.80638	.12750	4.7100	.90859	.14366	<b>.000</b>
text structure	6.1475	.80638	.12750	4.7100	.90859	.14366	<b>.000</b>

#### 4.2.6 Summary

Statistically significant mean different scores were found between the students' Arabic and English essays for the G1AdvEL2/AL1 and G2IntermEL2/A1. Students who obtained high scores in English scripts were those who had high scores in the Arabic scripts, and students who obtained low scores in English scripts were those who had low scores in the Arabic scripts. A positive association was identified for the presence of key language features in this two groups. A large number of students supplied these features in both their English and Arabic essays. However, the opposite was found in regard to the presence of these features in the monolingual Arabic Majors' scripts. The

number of students who did not apply these features in the monolingual Arabic Major group was considerably higher than those who applied them in their Arabic scripts. It also should be noted that in the L1 Arabic scripts over 90% of Students Majoring in Arabic (G3ArabicMonoL1) appealed to Allah (God) by quoting the Qur'anic verses (religious obligations) as a strategy to persuade the reader to their point of view. However, the opposite was found in regard to the presence of Qur'anic verses in the Arabic scripts produced by students majoring in English (G1AdvEL2/AL1 and G2IntermEL2/AL1). They used effective persuasive devices such as personal opinion, conditional mood, direct address of the reader, emphatic statements, authoritative statements, repetition and modality which make the script more persuasive. This indicates a reverse transfer of persuasive devices from L2 English to L1 Arabic and thus answers the first research question of the present study; that is, English L2 to Arabic L1 transfer of key language features was evident in these learners. The following chapter will report the results of a survey conducted with the participants in order to help further identify factors affecting reverse transfer of written rhetorical features from English L2 to Arabic L1.

## **CHAPTER 5: Findings from the Stimulated Recall Interviews**

### **Introduction**

This chapter reports the results of the Stimulated Recall Interviews conducted with the students to gain in-depth information about their self-perceptions of the writing processes through the writers' long and short-term memories. These focused on the reasons why the students structured their texts in certain ways, and used the various key language features. Stimulated recall interviews with the bilingual students were used to gain their views to better understand the effect of their English language L2 learning on their ability to write persuasively in their native language of Arabic. The results of these interviews are discussed in relation to the research objectives. Firstly, the comparison of the students' use of the key language features in L2 English and L1 Arabic persuasive essay writing is considered with particular focus on several key language features highlighted in the persuasive essays in both languages, as per the participants' perceptions. Secondly, these participants' perceptions of English and Arabic native speakers' expectations in terms of persuasive writing are reported. Finally, the participants' views on how their L1 essay writing performance had been influenced by their ability to write in English following the extensive use of academic writing in English at university and to what degree, are elaborated.

### **5.1 Use of Key Language Features in L2 English and L1 Arabic Persuasive Essay Writing as Reported by the Interviewees**

Soon after the participants finished writing, their written samples were presented to them and they were asked to recall how they had gone about the writing task. The questions were: How would you describe the overall structure of your English essay? Why did you choose this organizational structure? There were many key language features used in L2 and L1 persuasive essay written texts as perceived by the participants. They identified alignment of the features in essay writing in both contexts: English and Arabic. All four participants used a similar overall structure in L2 (English) and L1 (Arabic) persuasive essays. This included three main sections: introduction, body and conclusion, in both languages. They considered this as one of the main similarities between their essays written in L2 and L1. The participants stated their views on the benefits of this overall structuring that mainly consists of an introduction, body and conclusion. They believed that when the structuring of L2 was

similar to L1, this helped them in many ways, particularly when they needed to express their opinion. PT1 stated that the structuring of essays with introduction, body and conclusion helped her a lot in building a logical and coherent argument. PT2 expressed that this specific structuring had allowed her to maintain clear organisation within the essay. PT2 and PT4 noted the structure of an essay as an introduction, body and conclusion would ensure the readers would not be confused in understanding ideas included in the essay. PT4 believed that this structure would help the readers to continue reading the essay, giving sequence without losing their interest.

PT3 explained that this way of structuring an essay gives a strong organisational pattern allowing her to articulate, analyse and express her thoughts clearly.

Even though this structure had been a written rule in both languages, they stated that they had been able to understand this particular structure more explicitly in Arabic essay writing once they had been exposed to English persuasive essay writing. This was revealed as the participants stated their views in relation to the overall structure of L1 essay writing. PT1 stated the structure of both essays was exactly the same.

“However, honestly, I didn’t know this when writing Arabic essays. In Arabic, I was writing without adhering to any particular structure until I learned it through English essay writing”. (PT1)

The other three participants also made similar comments on how they found out about a specific structure for an essay more explicitly, and they valued following the same structure in both languages as they believed it had many benefits, as discussed above. They believed that aligning with this type of overall essay structuring similar to L2 enabled them to organise their thoughts in a clearer manner in Arabic, which led to less confusion among readers in understanding the argument. PT3 mentioned that he had learned to adhere to this particular structure because he had learnt to do this when learning to write in L2 English lessons.

### **5.1.1 What Other Language Features did You Learn in L2 Essay Writing Lessons in Particular?**

The participants were asked to identify other key language features they had been taught, but only in L2 essay writing lessons in particular. These were audience, and organization of ideas. They stated that dealing with audience and organization of ideas



were not emphasized enough during their Arabic writing instruction. However, they also stated that the bilingual Arabic and English students at Arabic public universities had little information and understanding of audience, organization of ideas, cohesive and persuasive devices. They noted that the students who had the privilege of studying English at private colleges were more likely to learn these more explicitly. This was because of the quality of teachers. Teachers at private colleges are skilled and more experienced in professional teaching. The following excerpts taken from interviewees' essays are presented to illustrate the use of key language features in these students' essays

The first excerpt demonstrates audience in an English essay and the second in the Arabic essay. Both of the excerpts are taken from the same student's work (participant 4).

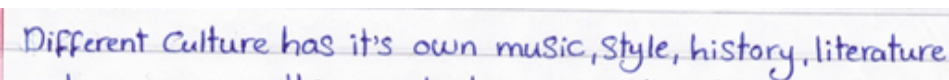

1- 

2- 

Translation: "Companies who plan to expand into overseas market are constantly looking for bilingual staff". (P4)

In L2 English and L1 Arabic, the student supports and engages the reader by provided detailed information on a range of situations where the benefits of learning a language outweigh playing sport.

The third excerpt shows the use of ideas in an English essay and the fourth in the Arabic essay. Both of the excerpts are taken from the same student's work (participant 2).

3-   


4-

يقمع لنا  
معنى لكلمة «الف» وهو «الثقافة»

Translation: “We can understand that the word language has another meaning, which is culture.” (P2)

In L2 English and L1 Arabic, the student’s ideas are elaborated, contribute effectively to writer’s position and reflect on wider world issues.

The participants valued having awareness of audience, and organisation of ideas in their L1 essays as they believed they would strengthen the argument they made.

#### 5.1.2 How do You Write to Communicate Your Opinion to the Reader?

These participants were then interviewed about the strategies that had enabled them to communicate their opinion clearly to the reader. The questions were: How do you write to communicate your opinion/position to the reader? Can you tell me about any special devices you use and why? All four participants believed that the language they used needed to be simple and should not be vague. They mentioned that they quite frequently used persuasive devices in English and Arabic essays. There were, for example, uses of modality in both essays (“...which will improve their everyday lives”), ( يستدلون على معرفتك You will be surprised when you know) (PT4)

The writers believed that these helped to persuade the readers. The participants noted they paid attention to avoiding irrelevant information in persuasive essay writing. They also insisted on the importance of maintaining grammatical accuracy and also accuracy in positioning punctuation. PT3 mentioned that these features enhance readability of a text in general. They also emphasised the importance of cohesive devices such as firstly, secondly, finally, in conclusion in persuasive essay writing. They believed that these would help to maintain the flow of the essay, which in turn would give clarity and organisation to ideas.

### 5.2 Bilingual Arabic L1 / English L2 Students’ Expectations in Persuasive Essay Writing

The same four participants were asked to look at their essays and consider native English and Arabic speakers’ essay writing expectations, because it might be that

Arabic has a different concept of persuasion from English. In response, PT1 described several aspects that she paid more attention to when writing L2 essays stating:

“I try to convince the reader to believe that learning a language is better than learning a sport. First, I showed the importance of the two languages and sports. Next, I presented reasons that could support each side. In conclusion, I reinforced my position. I made sure that I had an effective balance between both sides of the argument within my essay”.

PT2 also expressed the same approach. PT3 believed that he needed to focus on including a clear argument in a logical manner throughout the essay to align with English native speakers’ expectations. PT4 explained that she also considered English native speakers’ expectations when writing essays, which she understood to be linear progress with logical argumentation.

However, they noted a clear difference in the way Arabic native speakers’ approach writing persuasively. PT1 stated that she considered including an argument not counter-argument as well as writing only on the positive side for the subject when writing persuasive essays in Arabic. In particular, all participants agreed that they needed to include Qur'anic verses in their Arabic persuasive essays to align with Arabic native speakers’ expectations. The Qur'anic verses refer to what the Holy Book of Islam said. This included quotations or verses from the Holy Book and sayings of

Prophet Muhammad, for example, **اِخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ** “the variation of

your tongues and your colours” and **إِنْ شَاءَ اللَّهُ تَعَالَى** “if almighty God wants”.

However, PT2 stated once I use the Qur'anic verses, the audience of these essays could be limited to Arabic Muslims. Therefore, I needed to be more concerned about other effective strategies that may assist in persuading readers from a broader context. For example, in her essay she used devices including rhetorical questions

(“**مَا الَّذِي يَجْعَلُ لِقَمًا مِنَ اللُّغَةِ الْعَالَمِيَّةِ الْاُولَى ؟**” What makes a language

to be the international one?”), emphatic statements (“**تَمَامًا مِثْلَ اللُّغَةِ**”

Exactly like language”) and authoritative statements

“أول ما يقوم المستعمر به هو نشر لغته” [The] first thing a colonist was doing [was] to spread his language”).

### 5.3 The Influence of English Essay Writing Experience on Arabic Writing and Vice Versa

The four participants were also asked to recall and give examples from their essays of how L2 writing instructions influenced L1 writing and vice versa. All four believed that their L2 and L1 persuasive essay writing styles had been influenced by the techniques in both languages. Each claimed that his/her two exemplar essays used similar text structure, audience, persuasive and cohesive devices, ideas and paragraphing.

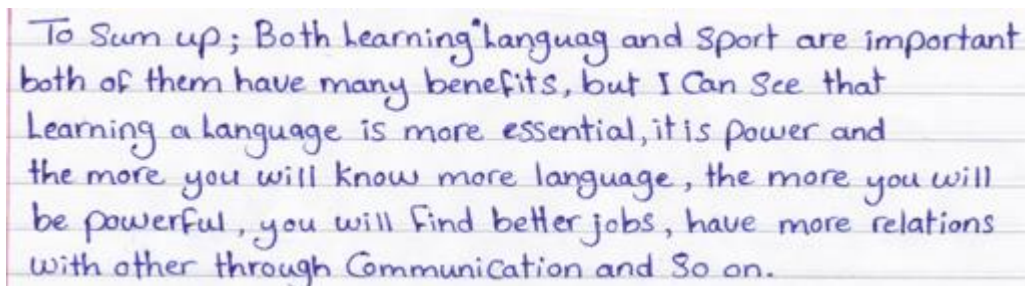
In terms of discussing the transfer of L2 language features to L1 essay writing, all participants emphasized the need to have an understanding of audience, organization of ideas, paragraphing, persuasive and cohesive devices as the most influential factors.

According to the interviewees, the reason for this was, they had learned higher conceptual levels of writing in English which required conceptual skills of writing such as audience, ideas, persuasive and cohesive devices. Another reason was excessive focus on mechanical and grammar teaching in their L1 writing instruction rather than on conceptual aspects of writing such as audience, persuasive and cohesive devices. They also mentioned that their overall style of L1 writing including formulating ideas had direct impact from L2. All participants believed that they were able to gain more understanding of paragraph development strategies when writing in L1 mainly due to L2 writing training sessions they had. They reported that they transferred internal paragraph structure once they wrote a paragraph in their first language (Arabic). The reason for this was the rules for paragraphing in Arabic are not clearly defined. An Arabic paragraph may, for example, involve a main idea and its development or it may involve more than one idea with/without development.

In addition, these interviewees revealed that the three features of (1) vocabulary in terms of practical religious words e.g. Allah almighty **الله سبحانه وتعالى**

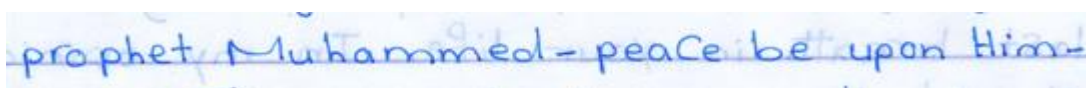
and **شهيد** martyr, (2) sentence structure, and (3) simple cohesive devices had been recognised as influential when transitioning from L1 to L2. PT1 and PT2 also

mentioned that their L2 writing was influenced by L1 vocabulary most often. For instance, they noted they had a tendency to directly translate L1 vocabulary to L2, which at times did not align with the L2 context. PT2 also stated when writing in L2 English, the length of the sentences was affected by L1 knowledge, which resulted in a tendency to write long sentences in English. For example,




To Sum up; Both learning language and sport are important both of them have many benefits, but I Can See that Learning a language is more essential, it is power and the more you will know more language, the more you will be powerful, you will Find better jobs, have more relations with other through Communication and So on.

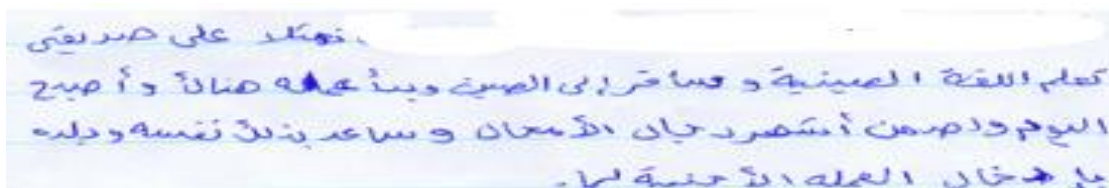
PT3 also stated that his L2 writing had been influenced by L1 up to a certain degree and occasionally. He identified that this was manifested in excessive use of simple cohesive devices such as 'and', 'or', and 'but', that were typically more prevalent in L1 writing, thus, this had affected his L2 writing with regard to choice of connectives and conjunctions. PT1 described her L2 writing as being affected by L1 especially when she wrote about religious topics. She explained this occurred when she needed to translate Arabic (L1) religious terms to English (L2), referring to the following example in her English essay:



prophet Muhammed - peace be upon Him

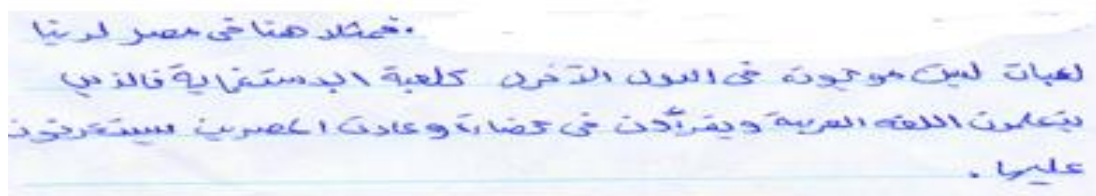
She also confirmed the existence of reverse transfer of persuasive devices from English (L2) to Arabic (L1), referring to the following examples in her Arabic essay:

Personal opinion ( , I would prefer), direct address of the reader (personal stories:



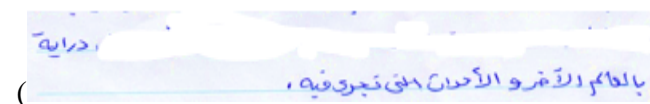
تؤكد على صدقني،  
كلام اللغة الصينية و مما قرأ في الصمت وبتأمله صاناً و أصبح  
اليوم و أصبح أنشكر رجاك الأيمان و ساعدتني نفسك و دله  
يا فخار الله الأجلية لها.

My friend Ali learned the Chinese language and travelled to China and started his work there, and today he is one of the most famous business men, and in that way he helped himself to enter the foreign currency to his country.



For example, here in Egypt, we have games that are not present in other countries as a colonial game, those who learn Arabic and read about the civilization of Egyptians, those who can learn it,

Authoritative statements:



( Knowledgeable with other worlds/ gate to other worlds),



and modality ( They believe that they could get money in an easy way”).



#### 5.4 Summary

Overall, the four interviewees identified their use of similar key language features in writing L1 (Arabic) and L2 (English) persuasive essays particularly with respect to text structure, audience, persuasive and cohesive devices, ideas and paragraphing. The way Arabic language affected their use of English was also raised, showing that, for instance, their frequent use of simple cohesive ties and translation of Arabic (L1) religious terms. This also shows how native speakers’ expectations in each context have influenced their L1 and L2 essays. All four participants also valued the influence they had from L2 essay writing instructions, on improving their ability in L1 essay writing.

## CHAPTER 6: Findings from the Surveys

### An Overview

This chapter reports the results of the student survey. The main aim of the survey was to find the factors that students believed might impact on the transfer of key language features from L2 English to L1 Arabic (Research Question Three). The focus was on the similarities and differences between the opinions of bilingual Arabic L1/ English L2 students who were proficient in English at the intermediate and advanced levels with regard to their writing instruction in L1 Arabic, their self-evaluation of their Arabic proficiency, their writing instruction in L2 English, their personal attitudes toward writing, their writing exposure in general, together with their self-evaluation of their English proficiency. The survey's purpose was also to gather information from the bilingual Arabic L1/ English L2 students regarding whether they believed they had improved their writing in Arabic as a result of learning to write in English following the extensive use of academic writing in English at university (Research Question Two).

### 6.1 Arabic (L1) Writing Background

Question one of the survey investigated students' views about their own writing in Arabic. Then, the researcher carefully compared the self-evaluations of the intermediate and advanced student groups to look at Arabic writing skills. Perusal of Table 6.2 shows that 61.7% of intermediate students rated their L1 writing ability as excellent, with the remainder believing their writing to be 'good'. No intermediate student rated their L1 writing as poor. However, by contrast, although the advanced L2 proficiency students did not rate their L1 writing as poor, the vast majority, 96%, rated it as good.

Table 6.2: Students' self-evaluation of Arabic writing proficiency

	Intermediate (N=107)		Advanced (N=102)	
	Frequency	Percent	Frequency	Percent
1-2= Poor	0	0.0	0	0.0
3-4= Good	41	38.8	98	96.1
5-6= Excellent	66	61.7	4	3.9

Question Two asked students about the practice of Arabic writing instruction per week. Most of the participants acknowledged that they had been instructed in formal Arabic writing while in secondary school and/or in university classes. According to the

Egyptian standardized curriculum for secondary schooling, there was an expectation that the participants had to receive an equal number of L1 writing hours. Owing to the students' different course choices in secondary school, they gave different responses. The two main courses available in secondary school are arts and science. Compared to their counterparts, the students who studied in the literary section spent a greater number of hours in Arabic instruction per week. It was also noted that students who were at the intermediate level of English proficiency contrasted with students who were at the advanced level regarding their responses to the amount of Arabic L1 writing instruction per week. Table 6.3 shows that 15% of those students in the intermediate group reported receiving 2-3 hours of L1 instruction on a weekly basis, whereas 96% of those students in the advanced group stated they had been instructed in L1 writing for 2-3 hours a week. While a majority of the intermediate students (84%) reported they had received four or more hours of Arabic writing instruction on a weekly basis, this contrasted with only 4% of the advanced proficiency group reporting they had received four hours of instruction for Arabic writing. These various answers were possibly caused by their misunderstanding of the question: instead of stating the number of hours of Arabic writing instruction per week, many of them provided the number of hours spent on Arabic essay structure per week.

Table 6.3: Amount of Arabic L1 writing instruction per week, as stated by students according to intermediate and advanced level of English proficiency  
Intermediate (N=107)      Advanced (N=102)

	Frequency	Percent	Frequency	Percent
Less than hour	0	0.0	0	0.0
1 hour	0	0.0	0	0.0
2 hour	5	4.7	30	29.4
3 hour	12	11.2	68	66.7
4 hour	38	35.5	4	3.9
More than 4 hours	52	48.6	0	0.0

The students reported the forms of L1 writing that they had been taught by selecting from a list of ten, as indicated in Table 6.4. The results show that they had been taught the genres of short answer for examinations, poem, and story (narrative) most frequently, and that the texts likely to require the writer to argue a stance and/or persuade the reader e.g. Discussion, Journal, Research report, Persuasive writing and Report, had received the least attention. Of note is that their teachers had spent time teaching how to write an essay, with 39% of intermediate students and 41% of



advanced students rating this genre. Thus, most students in the study had not been explicitly taught how to write persuasively during Arabic L1 writing exercises.

Table 6.4: Types of writing studied by the students in Arabic L1 writing instruction

Intermediate (N=107) Advanced (N=102)	Frequency	Percent	Frequency	Percent
Short answer for exam	79	73.8	61	59.8
Poems	76	71.0	76	74.5
Story	62	57.9	68	66.7
Essay	42	39.3	42	41.2
Summary	34	31.8	30	29.0
Discussion	12	11.2	4	3.9
Persuasive writing	5	4.7	9	8.8
Research report	3	2.8	4	3.9
Report	0	0.0	0	0.0
Journal	0	0.0	0	0.0
Other	0	0.0	0	0.0

Students rated whether or not their teachers in secondary school and university had used particular topics for them to write about in Arabic L1. The results are shown in Table 6.5 which shows a similar distribution for the two groups' responses. It can be seen that for over half of each group, topics for instruction had included stories, favourite places, and pillars of Islam, such as fasting, Zakat and Pilgrimage. Apart from more intermediate students than advanced students reporting they wrote on the topics of 'my family structure', 'my best friend', 'my favourite season', 'environment' and 'daily activity', the remaining topics were written about by approximately 10% of each group. Thus, while there had been opportunity for persuasive writing for some of these topics, they tended to foster more of a narrative.

Table 6.5: Common topics found in Arabic writing instruction in secondary schools and university

Topics	Intermediate (N=107)	Advanced (N=102)
	Percent (%)	Percent (%)
1. Stories	31.3	41.8
2. Favorite places and pillars of Islam (fasting, Zakat, Pilgrimage)	22.0	17.0
3. My family structure, my best friend, my favourite season, environment and daily activity	16.1	6.1
4. Holidays and hobbies	11.1	10.2

5. The importance of memories, embarrassing situation	10.3	7.3
6. The child day, the teacher day, the mother day, first day of the school and the religious Festival	9.2	8.4
7. Others	6.0	9.2

Another pattern developed in the analysis of these results in which the responses given across both groups focused on convincing readers according to topics studied in Arabic writing instruction.

In Question nine of the survey, the students were asked to provide the techniques they had been taught that would support them to write persuasively during Arabic writing instruction. Table 6.6 shows the common responses and the frequency at which they occurred. Approximately 40% of the participants in both groups considered that the positive stance on the question had the most essential role in making the writer's opinion more persuasive.

Table 6.6: Techniques for persuasive readers in essays reportedly covered during Arabic writing instruction received by participants

Technique	Intermediate (N=107)		Advanced (N=102)	
	Frequency	Percent	Frequency	Percent
Concentrate on the positive stance on the question	43	40.2	44	41.1
I do not know	29	27.1	23	21.5
Using rational and clear ideas	9	8.4	10	9.3
Using a simple language supported by evidence and examples	7	6.5	7	6.5
Using correct Arabic grammar	5	4.7	9	8.4
Avoiding imaginative, faulty, ideas	5	4.7	4	3.7
Using real, rational and logical reasons	5	4.7	7	6.5
Following a logical order for the events	4	3.7	3	2.8

In Question Ten of the survey, the students were asked about the structure of an Arabic essay in terms of organization. Typically, the students stated that the essay structure consisted of an introduction, body, and conclusion. About 23.7 % of intermediate students asserted the importance of body, and a conclusion, while less than 2% of

advanced students agreed and used this method when writing Arabic essays. Possibly, this revealed the habits of advanced students who were influenced by English essay text structures when they wrote in Arabic.

Table 6.7: Organization of good persuasive essays studied by the students during their Arabic writing instruction

	Intermediate (N=107)	Advanced (N=102)
	Percent (%)	Percent (%)
Introduction, development and conclusion	71.5	92.7
Body and conclusion	23.7	1.4
I do not have information about how an Arabic essay should be organized	3.8	5.9

In Question Eleven of the survey, the students were asked about what their teacher of Arabic gave attention to in teaching writing. Table 6.8 shows the common responses and the frequency at which they occurred. For intermediate students, four key language features were emphasized: sentence structure (62%), punctuation (53%), vocabulary (23%), and paragraphing (22%). The researcher noted from the students' answers that key language features of writing from a surface linguistic perspective were demonstrated by teaching and learning. For instance, features like sentence structure, punctuation vocabulary, and paragraphing were commonly focused on. But, features more relevant to academic writing and argument, such as cohesion, ideas, persuasive devices, and also audience awareness were usually avoided.

Table 6.8: Types of key language features reported to be mostly the focus of the students' Arabic writing teachers

Language Features	Intermediate (N=107)		Advanced (N=102)	
	Frequency	Percent	Frequency	Percent
Sentence structure	67	62.6	92	90.2
Punctuation	57	53.3	102	100.0
Vocabulary	25	23.4	20	19.6
Paragraphing	24	22.4	1	1.0
Cohesion	12	11.2	0	0.0
Ideas	12	11.0	0	0.0
Text structure	4	3.7	0	0.0
Persuasive devices	3	2.8	0	0.0
Audience	1	0.9	0	0.0

### 6.1.1 Summary

At the secondary and university level, it was noted that students who were enrolled in intermediate English majors had more practice with Arabic instruction per week compared with students who were enrolled in advanced English majors. According to

the standardized curriculum, there was an expectation that the participants had to receive an equal number of L1 writing hours. Due to their different course sections in secondary school, the students gave different responses. The two main sections available in secondary school are arts and science. In regard to L1 Arabic writing instruction, the majority of participants in both groups concentrated on the narrative genre of writing, for example, a story; n poems, and on short answers for exams as opposed to writing persuasively. A wider variety of language features relevant to writing persuasively, such as cohesion, ideas, persuasive devices and audience were not assigned during L1 Arabic writing exercises. In regard to strategies for persuading readers, about 40% of students in each of the two groups reported that assuming a positive stance on the question was the most common way to persuade readers in an essay. So, it was not surprising that over 25% of both groups stated that they had not received any L1 persuasive writing instruction. Thus, it appears that more persuasive writing instruction needs to be taught for L1 writing instruction to be more comprehensive. Next, the survey helped to show that most of the students in both groups knew the schematic structure of an L1 Arabic essay, which typically comprised an introduction, body, and conclusion. Students in both groups also highlighted that teachers of Arabic language had usually emphasized key language features such as grammatical correctness, sentence structure, punctuation and spelling in Arabic writing classes. This is indicative of the fact that the gist of learning Arabic writing through instruction more typically applies to surface linguistics writing factors. Features like audience awareness, ideas, persuasive devices, cohesion and paragraphing received less attention and did not appear to matter as much. Nevertheless, as reported earlier in Table 6.2, sixty-one percent of the intermediate students believed themselves proficient in Arabic writing, whereas 96% of advanced students rated their proficiency as very high.

## **6.2 English (L2) Writing Background**

Next, the researcher examined the English writing backgrounds of the participants. The participants reported that they had had formal writing instruction in their English classes in both high school and university. In terms of formal English writing instruction, there was no difference in the amount of instruction per week experienced by intermediate and advanced students according to their self-report. Most of the students in intermediate and advanced groups asserted that they had had four or more

hours of English writing through instruction. This was logical since at the university level many students must take English classes that expose them to teaching and learning.

Table 6.9: Weekly English writing instruction

	Intermediate (N=107)		Advanced (N=102)	
	Frequency	Percent	Frequency	Percent
Less than 1 hour	2	1.9	0	0
1 hour	0	0	1	1.0
2 hours	1	0.9	4	3.9
3 hours	6	5.6	3	2.9
4 hours	50	46.7	53	52.0
More than 4 hours	48	44.9	41	40.2

On examination of students' identification of the most often studied writing forms, the two groups exhibited only minor difference. For intermediate students, their frequently studied or most dominant writing form was the poem, followed by short answer tasks for their examinations and then story (narrative) as shown in Table 6.10. The essay was also shown to be quite a frequent task with approximately 50% of both groups identifying they had studied this genre. However, written genre or forms of writing that were identified by students as featuring more in their curriculum were poems, exam short answers, and story, with the exception of the advanced students having much lower frequency for story: 13 of advanced versus 72 respectively of intermediate students.

It is also evident that neither group had been exposed very much to the remaining forms of writing: Summary, Discussion, Journal, Research report, Report and particularly persuasive writing, although it would be expected that the focus on "essay" would encompass writing for academic purposes and discussion, which would address writing argumentatively and persuasively. However, it is questionable whether they were familiar with these concepts as part of academic writing.

Table 6.10: Types of writing studied by the students in English writing instruction

	Intermediate (N=107)		Advanced (N=102)	
	Frequency	Percent	Frequency	Percent

Poems	86	80.4	74	72.5
Short answer for exam	75	70.1	71	69.6
Story	72	67.3	13	13.7
Essay	48	44.9	52	51.0
Summary	19	17.8	78	76.5
Discussion	12	11.2	6	5.9
Journal	10	9.3	6	5.9
Research report	9	8.4	6	5.9
Persuasive writing	7	6.5	9	8.8
Report	6	5.6	4	3.9

In terms of topics that were studied in the English writing instruction, the researcher noticed that there was a similar trend across the two student groups that was associated with topics studied while English writing instruction occurred. For instance, students reported that personal letters, business letters, and e-mails were most often assigned during English writing instruction. Some of the topics most often mentioned included: bedroom descriptions, drugs, smoking, bad and good habits, technology, and environmental protection. The researcher noted, however, that there was a high percentage of unstated responses for this question, particularly for the intermediate students, as reported in Table 6.11 below.

Table 6.11: English writing instruction topics

	Intermediate (N=107)	Advanced (N=102)
	Percent	Percent
Personal letter, business letters and e-mail writing.	61.7	70.1
Describe your bedroom, house and classroom.	48.6	57.9
Giving an opinion about drugs, smoking, bad and good habit, technology and environmental protection.	34.1	53.3
Storytelling, holidays and hobbies.	15.0	6.5
Not stated	32.5	9.1

In terms of techniques for convincing readers, Table 6.12 shows that over half of the students in each group noted that the use of clear and rational ideas led to convincing readers effectively. Next, the students stated how the use of correct English grammar was an essential technique. On the other hand, aspects like the employment of rebuttal in argumentative writing were not mentioned at all. Perhaps this was because the teaching approach did not alert students to the language features involved in writing

effectively or provide them with the relevant metalanguage to learn and discuss. It is noteworthy that approximately 10% of each group reported that they did not know of any techniques they had been taught to write persuasively.

Table 6.12: Techniques for persuasive readers in essays reportedly covered during English writing instruction received by participants

	Intermediate (N=107)	Advanced (N=102)
	Percent	Percent
Using rational and clear ideas	71.5	81.6
Using correct English grammar	16.0	19.0
Concentrate on the positive aspects of the subject	14.8	17.7
Avoiding imaginative, faulty, ideas	11.5	15.2
I don't know	11.5	10.9
Using real, rational and logical reasons	9.8	6.5
Following a logical order for the events	3.7	2.8
Using a simple language supported by evidence and examples	3.3	5.9

Regardless of the two groups' different levels of proficiency, there was a similar trend in their responses. Similarly, as shown in Table 6.13, this included essay organization, showing that generally students understood the English writing structure of introduction, body, and conclusion. However, it is highly likely that the majority of the respondents had taken essay writing classes in high school and then at the university level such that the essay generic structure would be well practised. Nevertheless, over 10% of both groups reported that they did not know what they had been learning.

Table 6.13: Components of good essays reportedly studied by the participants during their English writing instruction

	Intermediate (N=107)	Advanced (N=102)
	Percent	Percent
Introduction, body and conclusion	86.1	88.4
I don't know	13.9	11.6

When Table 6.14 is considered, where the students selected which types of the key language features were mostly focused upon by their English writing teachers, there was some variation between the intermediate and advanced groups although neither learnt about audience awareness and 'ideas' received limited attention. While both groups reported a reasonable focus on punctuation, sentence structure and text structure, the intermediate group reported a greater focus on vocabulary. This may not

be surprising, since with lower proficiency, extending vocabulary is of greater importance to moving forward. Similarly, the advanced group reported a more prevalent emphasis on persuasive devices, which also would be in keeping with a higher level of proficiency being able to support a more sophisticated use of language (Wylie & Ingram, 2006). Of particular interest is that these results support that the use of persuasive devices, cohesion, and audience in students' learning to write was not emphasized enough during their Arabic writing instruction, as revealed in the previous section.

Table 6.14: Types of key language features reported to be mostly focused on by the students' English writing teachers

key language features	Intermediate (N=107)		Advanced (N=102)	
	Frequency	Percent	Frequency	Percent
Punctuation	41	67.2	36	78.3
Sentence structure	42	68.9	27	58.7
Text structure	30	49.2	27	58.7
Vocabulary	33	54.1	26	28.0
Cohesion	24	28.7	24	31.1
Persuasive devices	27	37.0	21	45.7
Paragraphing	20	24.4	20	19.6
Ideas	4	6.6	3	6.5
Audience	0	0.0	0	0.0

Both intermediate and advanced students reported that they had studied English for more than six years from elementary to tertiary education levels. This is owing to the fact that from elementary school to university, English is the main medium of instruction in the context of these students' education. This is detailed in Table 6.15.

Table 6.15: Amount of English instruction that participants reported receiving throughout their education

	Intermediate (N=107)		Advanced (N=102)	
	Frequency	Percent	Frequency	Percent
1 year	0	0.0	0	0.0
2 years	0	0.0	0	0.0
3 years	0	0.0	0	0.0
4 years	0	0.0	0	0.0
5 years	0	0.0	3	2.9
6 years	32	29.9	30	29.4
More than 6 years	75	70.1	69	67.6

When both groups were asked about their secondary school English instruction compared with university in terms of hours, there were similar answers. These results



as shown in Table 6.16 indicate that approximately three-quarters of the advanced students reported they received over four hours of English instruction at university compared with 70% of intermediate level students receiving four hours. Table 6.16 also shows the majority of both groups of students had spent three hours per week learning English in High school, although 52% of intermediate students compared with 67% of advanced. These differences in students' weekly times learning English appear to reflect their current proficiency levels.

Table 6.16: Number of hours of English instruction that participants took per week at high school and university

	Intermediate (N=107)		Advanced (N=102)	
	High school Percent (%)	University Percent (%)	High school Percent (%)	University Percent (%)
Less than 1 hour	0.0	0.0	0.0	0.0
1 hour	0.0	5.6	3.0	0.0
2 hours	4.7	8.4	5.9	0.0
3 hours	52.3	10.3	67.3	13.8
4 hours	30.8	71.0	20.0	12.9
More than 4 hours	12.1	4.7	3.0	73.3

Both student groups were also questioned about their amount of exposure to English language learning during secondary and tertiary studies and the majority of both groups reported, as shown in Table 6.17, that English was the basic medium of instruction while they were in both secondary school and university. This response was expected because of the prominence of English as a compulsory subject in secondary education and a major course at the university level. However, this reinforces the importance of the number of hours per week spent learning the language as a variable regarding their development of proficiency.

Table 6.17: Exposure to English in secondary and university studies

	Intermediate (N=107)		Advanced (N=102)	
	Frequency	Percent	Frequency	Percent
English as medium of Instruction	100	93.5	98	96.1
English not as medium of instruction	7	6.5	3	2.9

### 6.2.1 Self-Evaluation of English Proficiency

The students' self-evaluation in regard to their mastery of English and of writing in it was obtained in order to understand the students' confidence with respect to utilizing

English in writing. Question 13 in the survey requested students to evaluate their English language proficiency on their own self-report by selecting one of three levels: Beginner, Intermediate and Advanced, as shown in Table 6.18. The results show a similar pattern of responses for both student groups. Specifically, 51% of the students believed that their English proficiency was at the intermediate level compared with approximately 49% rating themselves as being at the advanced level. While no one in the group reported that they had low English proficiency, this is not surprising given their long- term exposure to English language learning on a regular basis.

Table 6.18: Students’ self-evaluation of English proficiency (N= 209)

	Intermediate (N=107)		Advanced (N=102)	
	Frequency	Percent	Frequency	Percent
1-2= Beginner	0	0.0	0	0.0
3-4= Intermediate	107	51.2	0	0.0
5-6= Advanced	0	0.0	102	48.8

### 6.2.2 Summary

In terms of formal English writing instruction, there was no difference in the amount of English writing instruction per week experienced by intermediate and advanced students. Most of them had four or more hours of English writing instruction per week. In regard to L2 English writing instruction, the majority of participants in both groups identified story, poems, short answer for exam, and the writing form of the essay as the being dealt with most frequently by their teachers.

The majority of students in both groups reported that personal letters, business letters, and e-mails, bedroom descriptions, drugs, smoking, bad and good habits, technology, and environmental protection were most often assigned as topics during English writing instruction. In terms of techniques for convincing readers, over half of the students in each group reported that the use of clear and rational ideas and the use of correct English grammar led to convincing readers effectively, reflecting a more traditional pedagogical approach (Tochon, 2014). Across the two groups, there was a similar trend in answers concerning essay organization. Most students understood the English writing structure of introduction, body, and conclusion typically found in essays. Most students received instruction in the correct use of English, consequently, the teaching of skills associated with grammatical correctness e.g. sentence structure,

punctuation, text structure, whereas paragraphing, cohesion, persuasiveness and origination of ideas received least attention and audience awareness was neglected. However, while the intermediate students reported a stronger focus on vocabulary, the advanced students reported more time on persuasive devices, thus reflecting the difference in their competency with the English language. Therefore, it was evident that there had been variation in the pedagogical focus regarding the key language features for the two groups in their L2 writing instruction, reflecting the students' self-reported proficiency levels of intermediate and advanced.

### 6.3 Personal Attitudes towards Writing Activity

The researcher also surveyed the two groups regarding their thoughts on what prerequisites are needed to be a good writer. As shown in Table 6.19, while the intermediate group valued how good writers 'Enrich the person with the wanted knowledge' (64%) thus concentrating on the impact of the writing on the reader, the advanced group emphasised the quality of the written text in highlighting "Using grammar, punctuation, vocabulary, cohesion and originality of ideas' (71%). Of further interest is that only approximately 10% or less perceived 'knowing the rules of writing well', 'developing the person's skills' and choice of 'Other', where students referred to such aspects as 'avoid complicated writing' and 'coherence and coherent in writing' applied in both groups. The researcher also surveyed the two groups regarding their thoughts on what prerequisites are needed to be a good writer. As shown in Table 6.20, while the intermediate group valued how good writers 'Enrich the person with the wanted knowledge' (64%) thus concentrating on the impact of the writing on the reader, the advanced group emphasised the quality of the written text in highlighting "Using grammar, punctuation, vocabulary, cohesion and originality of ideas' (71%). Of further interest is that only approximately 10% or less perceived 'knowing the rules of writing well', 'developing the person's skills' and choice of 'Other', where students referred to such aspects as avoid complicated writing and repetition of ideas applied in both groups.

Table 6.19: Writing qualities that the students believe they need to be a good writer

Intermediate (N=107)    Advanced (N=102)

	Percent	Percent
Enrich the person with the wanted knowledge	64.2	8.0
Knowing the rules of writing well	11.8	5.9

Using grammar, punctuation, vocabulary, cohesion and originality of ideas.	10.4	71.1
Develop the person's skills	6.7	5.9
Other	7.0	9.1

#### 6.4 Writing Practices

In terms of writing practices, about 25 % of the students reported that they did writing practice apart from their classroom writing. They had experiences of writing for publication in a local newspaper and these were mostly advanced students.

Table 6.20: The students' reports of publishing apart from their writing in classrooms

	Intermediate (N=107)	Advanced (N=102)
	Percent	Percent
Local newspaper	5.0	25.0
National newspaper	0.0	0.0

#### 6.5 Learners' Perception of the Effect of English Writing Instruction

Students were asked whether they thought English writing instruction affected Arabic writing instruction. The last question in the survey asked students to explain if English writing instruction had a positive, negative or neutral effect on their L1 (Arabic). As a result, 90% of the respondents said that there was a positive effect on their L1 writing. These respondents went on to say that English writing prompted them to take an interest in the rules of writing. Further, English writing experience was perceived as increasing their skills in grammar, achieving a linear organizational structure, and logical sequencing of ideas within paragraphs. They also noted that English writing instruction helped them learn new words as they developed their abilities to write logically.

#### 6.6 Summary

In order to be a good writer, the intermediate students thought that *enrich the person with the wanted knowledge* was the most important factor, whereas the advanced students stated that using grammar, punctuation, vocabulary, cohesion and originality of idea was. Of the advanced students, 25% reported they had had experiences of writing for publication in their local newspapers. It was also asked of participants if they believed L2 English writing instruction had a positive, negative or natural effect on their L1 Arabic writing. The results showed the majority of the participants believed that there was a positive effect on their writing in Arabic as a result of learning English.

Students reported that English writing prompted them to take an interest in the rules of writing. In addition, English writing experiences were believed to increase their skills in grammar, linear organization structure and logical sequencing of ideas within paragraphs. Further, they pointed out that English writing instruction helped them learn new words as they developed abilities to write logically. These findings therefore support the present study's focus on exploring bilingual Arabic L1/ English L2 students' persuasive writing and the extent to which the key language features of persuasive writing in English evident in their English scripts, were subsequently transferred to their writing persuasively in Arabic.

## **Chapter 7: Discussion, Conclusions, and Recommendations**

### **Introduction**

The main aim of this study was to find if bilingual Arabic L1/English L2 students transferred the key language features they applied in their English persuasive scripts to their subsequent persuasive writing in Arabic. A comparison between these students' scripts in Arabic was made with scripts written by their monolingual Arabic L1 counterparts. It was predicted that the bilingual students who were enrolled in advanced English majors in a university context would improve their writing in Arabic as a result of their learning to write persuasively in English. It was predicted that the English major students at the advanced English proficiency level would yield Arabic essays that scored more highly on key language features and particularly on the use of persuasive devices than those produced by English majors whose English proficiency was at the intermediate level, as well as being more successful in writing persuasively in Arabic compared with the Arabic monolingual group. In particular, it was expected that the key language features (audience, text structure, ideas, persuasive devices, vocabulary, cohesion, paragraphing, sentence structure and punctuation) would be more effectively used in the Arabic essays written by the advanced English majors compared to the intermediate English majors and compared with the Arabic monolingual group.

This chapter reports the results of mind-mapping the findings, the discussion of findings in relation to the research questions, the limitations of the study, the study's conclusions, implications of the research for pedagogy and practice, recommendations, and the study's contribution to knowledge. It is divided into nine sections. Section 7.1 shows the mind-mapping of the research findings; Sections 7.2, 7.3 and 7.4 address the first, second and third research questions: (1) "To what extent do bilingual Arabic L1/English L2 students transfer key language features from L2 English to L1 Arabic?"; (2) "How do the bilingual Arabic L1/English L2 students perceive the effect of key language features on their Arabic essay writing following the extensive use of academic writing in English at university?"; and (3) "To what extent do bilingual Arabic L1/ English L2 students perceive the effective language instruction, exposure to language, motivation for L2 learning and appropriate L2 proficiency as influencing the transfer of key language features from L2 English to L1 Arabic?". The remainder of the chapter is structured as follows: Section 7.5 identifies

the limitations of the research; Section 7.6 presents the conclusions; Section 7.7 includes implications for pedagogy; Section 7.8 presents recommendations, and the final Section, 7.9, addresses the study's Contribution to Knowledge.

To be able to respond to the research questions, the research design involved the comparison of the key language features of a persuasive writing task, which was written firstly by bilingual Arabic L1 advanced/English L2 students in English and Arabic, secondly, by bilingual Arabic L1/intermediate English L2 in English and Arabic, and thirdly, by monolingual Arabic L1 students, all enrolled in university undergraduate programs in one university in Egypt. Through the application of established marking criteria, this design was able to show explicitly whether the advanced English L2 students performed more effectively in their Arabic language persuasive texts than their monolingual counterparts, and secondly the extent to which they applied the key language features of the persuasive genre, and particularly the persuasive devices, in their Arabic written texts. An additional check built into the study was the ability to compare the advanced English bilingual students' scripts with those of students with lower level English (intermediate). Figure 7.1 shows how this research design allowed the analysis of the respective key language features across the various student groups' written persuasive texts to provide comparative data. Besides allowing the differences in students' performance between texts in English and Arabic and different levels of English to be explicit, this design strengthened the method by allowing the triangulation of the data because the persuasive texts were gathered from three student groups: G1AdvEL2/AL1, G2IntermEL2/AL1 and G3ArabicMonoL1 and were followed up with Stimulus Recall Interviews and survey.

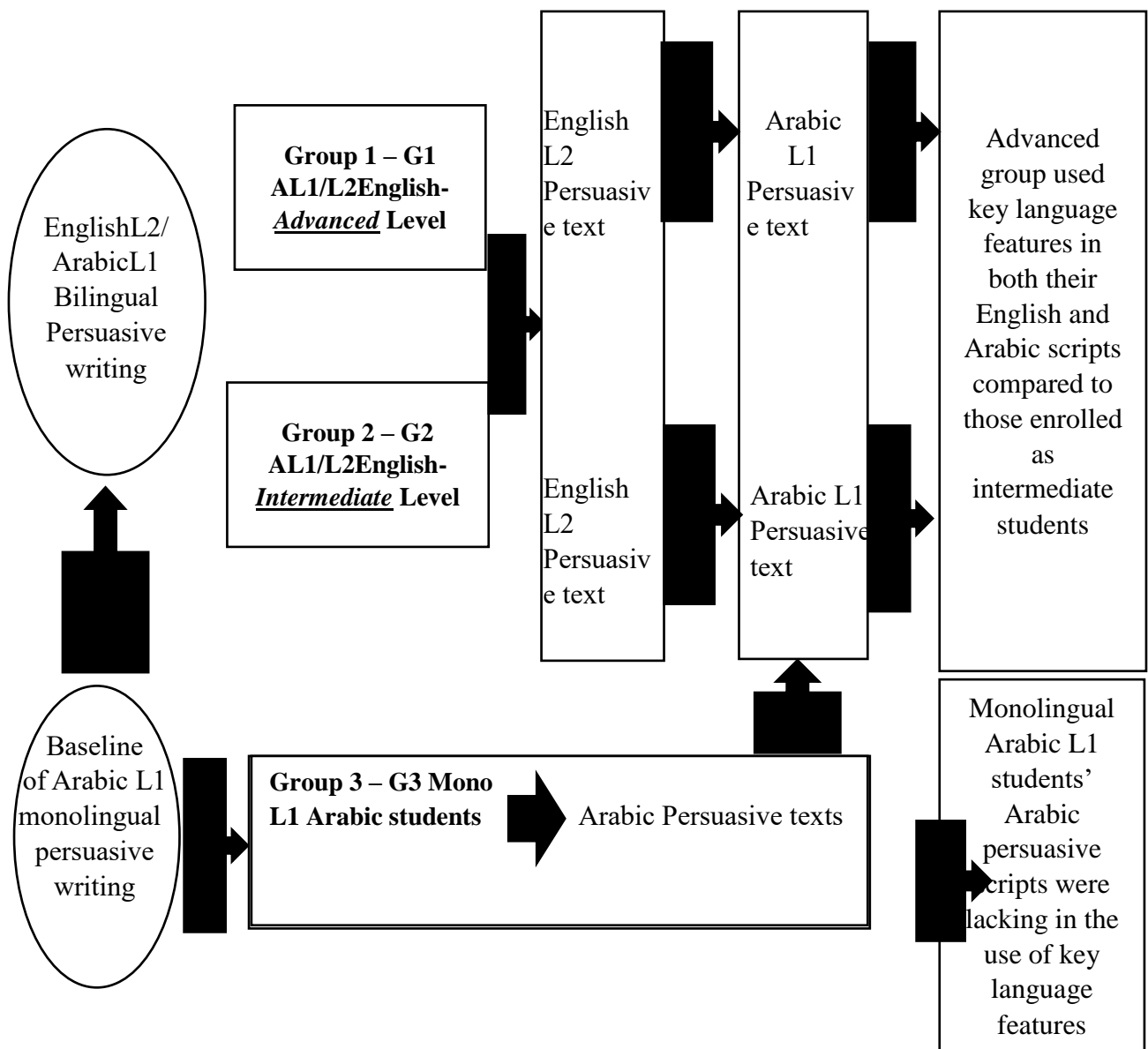




Figure 7.1 the research design showing how the analysis of the respective key language features across the various student groups written persuasive texts revealed text differences

### **7.1 Mind-Mapping of the Research Findings**

The process of mind mapping was used to draw together the findings and the issues raised to respond to research questions. This mind-map that emerged from the research findings is shown in Figure 7.2. The results indicate that appropriate exposure to the language in use, adequate level of motivation to learn L2, improving students' L2 proficiency and effective language instruction, are all important contributors to L2 learners' development of academic writing skills. These factors, as argued by Cummins (2000), mediate the transfer of language features, which students had learned previously through either L1 or L2 writing instruction and when writing in the L1 or L2. This was applicable to the language learning experiences of the bilingual Arabic L1/English L2 students, whose ability to use the language features of persuasive devices, cohesion, audience and ideas was evident in both their written Arabic and English, though variable according to English language proficiency level and whether bilingual English L2/Arabic L1, bilingual or Arabic L1, monolingual. The bilingual groups' ability to develop these features in writing their English and Arabic persuasive essays was shown to be supported by their exposure to L2 formal writing instruction in their English classes for several years, although performance varied according to level of English proficiency, students' motivation to be bilingual for their future careers, adequate level of English proficiency and effective literacy instruction. According to Cummins (2000), literacy instruction that bilingual writers develop through each of their languages works as a foundation to develop language strategies in the other language. Therefore, the findings supported this theory in that the bilingual students could use the language features of persuasive devices, cohesion, audience and ideas effectively when they wrote both English and Arabic persuasive essays.

The results of the present study also suggest that persuasive devices, cohesion, audience, paragraphing and ideas are cognitively demanding as they deal with higher order thinking processes in the construction of the written text. They are linked with the strategies used by proficient writers (Hong-Nam & Leavell, 2006; Lai, 2009; Raofi, Binandeh, & Rahmani, 2017), thus, the need to explicitly teach the linguistic features of the persuasive genre, practically, for English L2 learners in Arabic speaking background and Islamic countries. The research found that Arabic language

background speakers may have a different concept of using persuasion from English L1 language users because culturally they are greatly influenced by the Qur'anic Arabic style of writing (Alshammari, 2016). This influence of the Qur'anic style has been confirmed in the present study. More than 80% of monolingual participants' writing reflected the use of the Qur'anic verses as persuasive devices in their Arabic persuasive essays. The absence of some language features in English and Arabic persuasive essays written by intermediate students was also influenced by these students' lack of familiarity with the genre-based approach to writing essays in English. In terms of pedagogical strategy, it would be inappropriate for English and Arabic writing teachers to not focus on the explicit teaching of persuasive genre. They should also teach and assess critical thinking skills to ensure their learners are able to discuss and use the metalanguage associated with the genre and the language features (O'Neill, 2018; Oatley & Djikic, 2008; Van Es & Sherin, 2002). Writing teachers should also provide challenging or controversial topics that trigger learners' motivation to produce persuasive features which improve the argumentativeness of their writing.

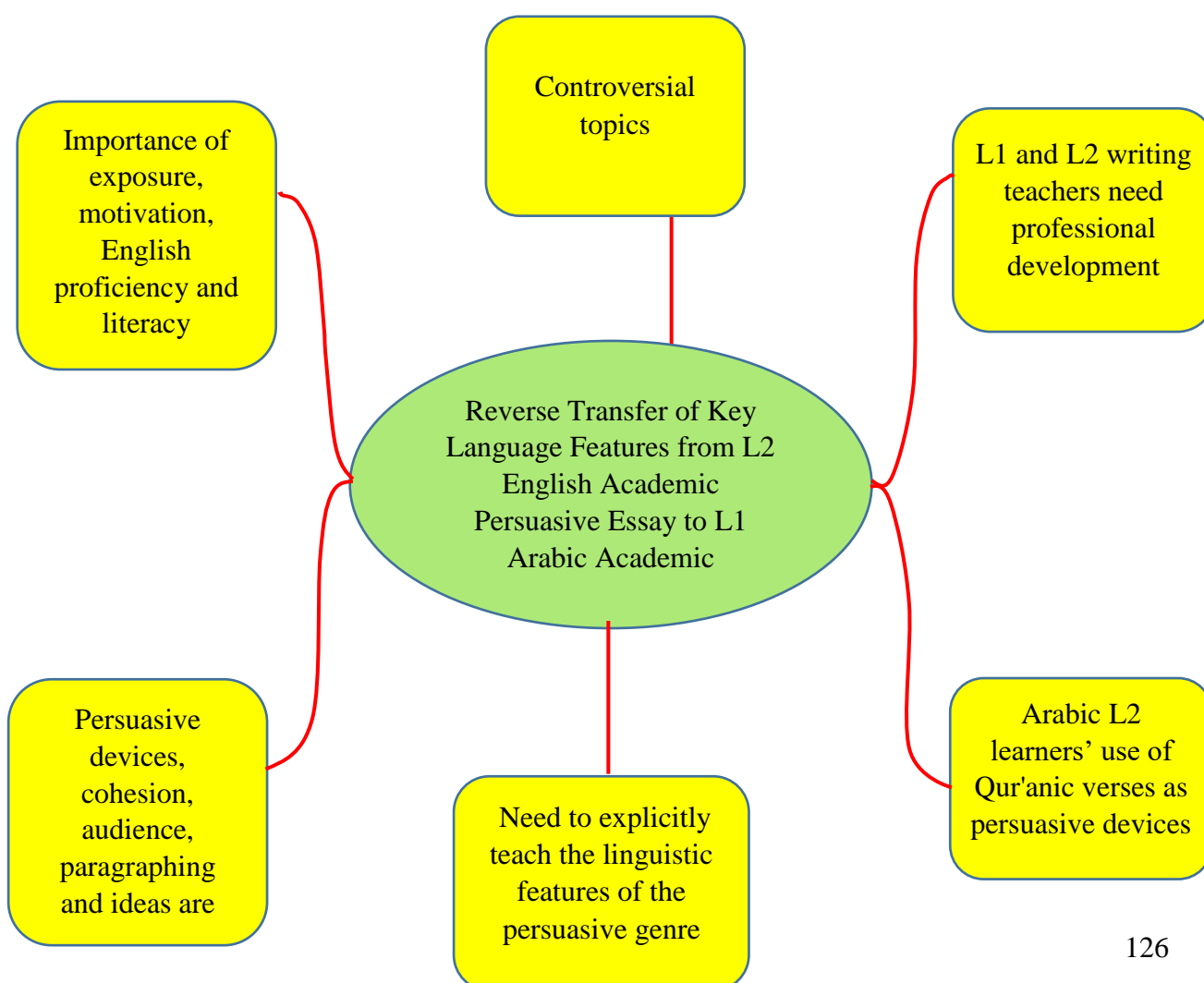


Figure 7.2 Mind map of the research findings relate to research questions and new knowledge that is emerging from research finding

## **7.2 Transfer of Key Language Features from English L2 to Arabic L1 Academic Persuasive Essays – Research Question One**

This section considers the first research question, “To what extent do bilingual Arabic L1/ English L2 students transfer key language features from L2 English to L1 Arabic?” Transfer of key language features (audience, text structure, ideas, persuasive devices, vocabulary, cohesion, paragraphing, sentence structure and punctuation) from English L2 to Arabic L1 was found in the persuasive scripts written by the two groups of English major students who identified as intermediate or advanced proficiency levels. Of note was that the students’ use of these language features in their English persuasive essays was influenced by their level of English language proficiency. More proficient students (G1AdvEL2/AL1) were more effective writers with regard to the language features of audience, text structure, persuasive devices, cohesion and paragraphing \compared with less proficient students (G2IntermEL2/AL). This finding was expected as other studies have revealed that more skilled L2 writers yielded better written texts (Zhang 2008), and better argumentative writing texts (Ito, 2004) though the level of explication was not as detailed as in the present research. In addition, this supports research by Cheng and Chen (2009) who found L2 proficiency was linked to L2 writing quality. They found that students with a higher level of proficiency also gained a higher score in L1 Arabic. While actual backward transfer of specific language features was not detailed, this finding did reveal that L2 proficiency is associated with improved performance in L1 writing. However, the findings of thjs present research are indicative of the transferability of audience, text structure, persuasive devices, cohesion and paragraphing from the L2 second language of English to the L1 of Arabic specifically, thus lending support to the argument for bidirectional transfer between languages (Kobayashi & Rinnert, 2007). Since it may

also be considered that L2 students may improve their use of language features in their L1 and L2 writing at the same time (Reynolds 2002) once reasonably bilingual as per the students in the present study, it may be reasonably expected that audience, text structure, persuasive devices, cohesion and paragraphing, as key considerations, and particularly the use of persuasive devices in writing persuasively, were transferred from the language in which they were more developed e.g. taught in their learning of English, to the language they were less developed in, that is their L1 Arabic where they were found to have learned to draw upon the authority of the Qur'anic verses in the persuasive argument. Moreover, the research also found that the Arabic monolingual group's (G3ArabicMonoL1) Arabic persuasive scripts were lacking in the skilled use of all the key language features of audience, text structure, persuasive devices, cohesion and paragraphing as applied in the genre-based approach in teaching English (Carrell & Connor, 1991; Kim, 2007; Yang, 2016). Therefore, in the present research, it was found that these target students' English language learning with regards to their use of the key language features as investigated in their Arabic and English essays, showed evidence of their ability to backward transfer their learning to improve their writing in Arabic. Tables 7.1 and 7.2 provide a summary overview of evidence of this, as reported in detail earlier in Chapter 4. The following overviews explicitly summarise the key differences in the various groups' overall performance across their English and Arabic scripts in terms of their application of the key language features of audience, text structure, ideas, persuasive devices, vocabulary, cohesion, and sentence structure.

Table 7.1: Group G1AdvEL2/AL1’s English scripts versus group G2IntermEL2/AL1’s English scripts

Marking Category	Description	G1AdvEL2/AL1 - Advanced		G2IntermEL2/AL1 - Intermediate	
		Performance Level	Category descriptor and exemplar language features in use	Performance Level	Category descriptor and exemplar language features in use
Audience	The writer’s capacity to orient, engage and persuade the reader.	5	Supports reader understanding with sufficient detail on the subject matter. Begins to engage and persuade by attempting to establish relationship with a wider audience through language choices (“ <i>learning sport is a complement to learning language</i> ”, “ <i>essential for life continuous</i> ”, “ <i>Learning makes one feel the value of himself</i> ”, “ <i>Learning a foreign language is essential to every aspect and interaction in our everyday lives</i> ”	3	There is an attempt to support the reader however not enough elaboration consistently. Better examples include: “ <i>But as language learners, there are some important things we can learn from top athletes</i> ”; “ <i>a foreign language is more than just a boost to your CV</i> ”
Text structure	The organisation of the structural components of a persuasive text (Introduction, body and conclusion) into an appropriate and effective text structure.	3	Three clearly identifiable parts that work together; the conclusion restates the position and gives a brief summary of all of the main ideas. The body is mostly developed and the introduction orients the reader.	2	Three identifiable parts however, the body does not necessarily have supporting evidence in every paragraph.
Ideas	The selection, relevance and elaboration of ideas	4	Ideas are elaborated, contribute effectively to writer’s position and reflect on wider world issues (“ <i>for it makes him</i>	3	Ideas not strong enough for category 4, due to some ineffective/unelaborated/confusing

Marking Category	Description	G1AdvEL2/AL1 - Advanced		G2IntermEL2/AL1 - Intermediate	
		Performance Level	Category descriptor and exemplar language features in use	Performance Level	Category descriptor and exemplar language features in use
	for a persuasive argument.		<i>acquire a lot of information, skills and new words which in return, make him become more knowledgeable</i> ; <i>“This could be achieved through building a cultural bridge between the mother tongue and other languages”</i> )		arguments. <i>“Require high fitness to continue to exercise as well as respect for learning language”, “as is the language of science and technology and scientific research”.</i> <i>Most ideas are assertion or opinion. “Language is very important to communicate with others” “sport keeps the body fit and healthy,)</i>
Persuasive devices	The use of a range of persuasive devices to enhance the writer’s position and persuade the reader.	4	<i>Sustained and effective use of persuasive devices. <b>Personal opinion</b> (I share the view), <b>repetition</b> (distant civilisations/different nationalities, learning language/bilingualism), <b>modality</b> (you will be able to overcome), <b>direct address of reader</b> (although this is at times ineffective due to overuse), <b>rhetorical questions</b> (“What makes a language to be the international one?, How can a person know his culture or civilisation without good language?), <b>emphatic statements</b> (“It improves your decision making”, “Exactly like language”, Unfortunately, not everybody</i>	2	Uses some devices that persuade and use is effective but not sustained (may also include some ineffective use). Several instances of direct address of reader (“we” “you”) Ineffective use of reference statements include, “my friend last year travelled to...”. Ideas are presented, often numerous, however no or weak elaboration is included e.g. “It puts one in a decent position in his work and in society. Reader often has to fill in the gaps due to poor

Marking Category	Description	G1AdvEL2/AL1 - Advanced		G2IntermEL2/AL1 - Intermediate	
		Performance Level	Category descriptor and exemplar language features in use	Performance Level	Category descriptor and exemplar language features in use
			<i>has the ability to be a champion”),</i> <b>reference statement</b> ( <i>According to a study from the University of Chicago....”),</i> <b>authoritative statements</b> ( <i>“...bilingual[s] are better at retaining shopping lists, names and directions”, “...is an asset in your CV”), “[The] first thing a colonist was doing [was] to spread his language”</i> <b>Statements of varying intensity are juxtaposed effectively to support position</b> ( <i>“However its benefits, sports need much effort, need a lot of money....Not all people can do that”, “We should learn new languages and seek knowledge if we want to be respected by others.”</i> )		sentence structure. Several instances of, personal opinion ( <i>“my brother”, “my uncle”),</i>
Vocabulary	The range and precision of contextually appropriate language choices	4	Consistent use of precise words and word groups ( <i>“persistence, invasion, expression, permanent, functionality, monolingual : interact, consideration, nationalities, fluent mastering, neglect, accommodate)</i> )	3	Some use of precise words and word groups: <i>“aptitude”, “depth”, “renaissance of nation”</i> but this is not consistent enough for a Category 4. Some inaccurate use includes simple word choices such as <i>“thing”, “like”.</i>
Cohesion	The control of multiple threads and relationships across the text,	4	A range of cohesive devices enhances reading and supports underlying relationships. These include clear	2	Use of simple connectives <i>“if” “and” “or” “so” “also” “For example”</i>

Marking Category	Description	G1AdvEL2/AL1 - Advanced		G2IntermEL2/AL1 - Intermediate	
		Performance Level	Category descriptor and exemplar language features in use	Performance Level	Category descriptor and exemplar language features in use
	achieved through the use of referring words, ellipsis, text connectives, substitutions and word associations		referencing, sophisticated connectives, <i>“therefore, in addition Moreover, however, as, secondly, which in return), substitution (it makes him acquire) and word associations (language/bilingualism, cultures/customs and traditions, foreign machines/communication technologies, traveling abroad/touring, foreign/culture, Olympians/tournaments”</i>		
Sentence structure	The production of grammatically correct, structurally sound and meaningful sentences	5	Uses a range of stylistically appropriate constructions that show variety. <i>"No one can deny that learning is a vital thing everyone's life." "Some people prefer to learn new language, while others prefer to learn sports." "Learning languages is better than learning sports for three reasons; mentally, at work, and communication with others." "Third, in order to communicate with others, and to make friends, or to travel abroad, you should learn at least a little bit about languages."</i>	3	There are correct sentences however; there are far too many errors ( <i>"In addition to. the international language becomes the international one by it's popularity", " The language makes us on a highly rank", "how person can know his culture or civilisation" Learning language is better you can travel to new places it's perfect way to meet new people", "It's helps to gain independence"</i>
Performance level range of points per language feature category					



Audience	Text structure	Ideas	Persuasive devices	Vocabulary	Cohesion	Paragraphing	Sentence structure	Punctuation	Spelling
0-6	0-4	0-5	0-4	0-5	0-4	0-3	0-6	0-5	0-6

Table 7.2: Group G1AdvEL2/AL1's English scripts versus group G3ArabicMonoL1's Arabic scripts

Marking Category	Description	G1AdvEL2/AL1 - Advanced		G3ArabicMonoL1-Monoligual	
		Performance Level	Category descriptor and exemplar language features in use	Performance Level	Category descriptor and exemplar language features in use
Audience	The writer's capacity to orient, engage and persuade the reader.	5	<p>Supports and engages the reader by provided detailed information on a range of situations where the benefits of learning a language outweigh playing sport</p> <p>(في مجتمع يبيّن عليه فصاح الأعمال اليوم ، يمكن أن تكون لغتين لفظ مبره ... ، "بينما نمضي في حياتنا اليومية ، نادرأ ما نلكر ملياً في هيكلنا النحوي والمفردات الخاصة بنا" ، "تعلم لغة يجعل السفر أكثر قابلية للتطبيق وممتعة" ، وكالات حكومية متعددة .... جميعها تحتاج إلى أشخاص ذوي لغة أجنبية")</p> <p>"In today's business dominated society, being bilingual can only be an advantage....", "As we go about our everyday lives, we rarely give a second thought to our own grammatical structure</p>	3	<p>There is an attempt to support the reader however not enough elaboration consistently.</p> <p>"عدد الأشخاص الذين يزورون فرنسا سنوياً ..."، "من المهم أيضاً إجراء الاتصالات الحقيقية". اللغة هي أخطر الظواهر الإنسانية والاجتماعية على الإطلاق ، وقد كتب كل تقدم اجتماعي من أجل الكمال ولكن لوجود اللغة</p> <p>"The number of people that visit France annually....", "It is also important for making real connections". Language is the most serious humanitarian and social phenomena at all, and every social progress</p>

Marking Category	Description	G1AdvEL2/AL1 - Advanced		G3ArabicMonoL1-Monolanguag	
		Performance Level	Category descriptor and exemplar language features in use	Performance Level	Category descriptor and exemplar language features in use
			<i>and vocabulary.”, “Learning a language makes travel more feasible and enjoyable”, “Multiple government agencies.... all have needs for people with foreign language”</i>		<i>has been written for perfection but for the existence of language</i>
Text structure	The organisation of the structural components of a persuasive text (Introduction, body and conclusion) into an appropriate and effective text structure.	3	Three clearly identifiable parts that work together; the conclusion restates the position and gives a brief summary of all of the main ideas. The body is mostly developed and the introduction orients the reader.	1	Three identifiable parts: the introductions does not set up the points of argument that follow despite orienting the reader. The conclusion does not recap the main ideas. The body does not necessarily have feasible supporting evidence in every paragraph.
Ideas	The selection, relevance and elaboration of ideas for a persuasive argument.	4	Ideas are elaborated, mostly contribute effectively to writer’s position and sometimes reflect on wider world issues <p>“إذا كنت تتعلم لغة ما، فيمكنك القراءة والبحث في جميع العلوم”، “إن إتقان لغة يمكن أن يكون بوابة إلى عوالم أخرى”، فهو يوسع تجربتنا حول الآخرين...، “... يمكنك تعلم كلتا المهارتين ولكن اللغة أكثر أهمية”، “من خلال تعلم لغة ثانية، لا عني عنها في مكان عملك...”، “ومن المزايا الأخرى لتعلم لغة جديدة تحسين لغتك الأولى.”</p> <p>“If you learn a language you can read and research in all sciences “، “Mastering a language could be your gate to other</p>	3	Ideas are sometimes elaborated, mostly contribute effectively to writer’s position and occasionally reflect on wider world issues <p>تبحث الشركات عن متحدث جيد باللغة الإنجليزية؛ “الرياضة توازن ضغط الدم في الجسم والنبض الدموية؛ “هناك أكثر من ألف فريق محترف”</p> <p>“Businesses are looking for a good English speaker”؛ “Sports balance our body’s blood pressure and circulation”؛ There are more than thousand professional team”.</p>

Marking Category	Description	G1AdvEL2/AL1 - Advanced		G3ArabicMonoL1-Monolanguag	
		Performance Level	Category descriptor and exemplar language features in use	Performance Level	Category descriptor and exemplar language features in use
			<i>worlds”, It enlarges our experience about others..., “. . . you can learn both skills but language is more important”, “By learning a second language you will be indispensable at your place of work....”, “Another benefit of learning a new language is improving your first language.”</i>		Not strong enough, due to some unelaborated arguments. Lack of evidence of writer’s intended theme in every paragraph.
Persuasive devices	The use of a range of persuasive devices to enhance the writer’s position and persuade the reader.	4	<p>Sustained and effective use of persuasive device,</p> <p><b>personal opinions</b></p> <p>أنا أو من بشده ، <i>I strongly believe,</i></p> <p><b>authoritative statements</b></p> <p>هو بالضبط ما يريد الكثيرون ورغبتهم، "... لا يمكنك الاعتماد على الترجمة لأنها لا تبدأ على النية... من أصولها...، "... إتقان اللغة هو أحد الأصول،</p> <p><i>“It is exactly what many want and desire”, you can’t depend on translation because it’s never fully true to the intent . . . of its origins ...”, ...mastering language is an asset,</i></p> <p><b>value statements</b></p> <p>ليس غير مهتمين بالرياضة...، "يمكن أن يساعدنا في اتخاذ الخيارات التي يمكن أن نثر على الطريق"،</p> <p><i>“Some people are not interested in sport . . . , “it can help us to make choices that could profit us further down the road”,</i></p>	2	<p><b>Over use of</b></p> <p>"أنت" و "نحن" "you" and "we"</p> <p><b>personal opinion</b></p> <p>في رأبي ، أبي ، صديقي ،</p> <p><i>In my opinion, my father, my friend,</i></p> <p><b>Ineffective use of reference statements</b></p> <p>"علي ، صديق لي ...".</p> <p><b>include,</b></p> <p><i>“Ali, a friend of mine...”.</i></p> <p><b>Ideas are not elaboration</b></p> <p>"كانت فرنسا الوجهة السياحية الأولى ..."</p> <p><i>“France has been the number one tourist destination...”</i></p> <p>Reader then has to fill in the gap back to why learning a language is important.</p> <p><b>Modality</b></p>

Marking Category	Description	G1AdvEL2/AL1 - Advanced		G3ArabicMonoL1-Monolanguag	
		Performance Level	Category descriptor and exemplar language features in use	Performance Level	Category descriptor and exemplar language features in use
			<p><b>modality</b>  إثارة...، "تعلم اللغة هو الأكثر أهمية"، "عليك أن تتعلم اللغة الإنجليزية الفهمياً جيداً"، "... أولئك الذين لديهم القدرة على التحدث بلغة ثانية هم أكثر عرضة للعثور"،  <i>"It is more exciting....", "Learning language is most important", "You have to learn [the] English language to understand and practice it well.", "... those with the ability to speak a second language are more likely to find a job",</i></p> <p><b>repetition</b> ، استخدام غير دقيق"  "some inaccurate use",</p> <p><b>reference statement</b>  "جامعة شيكاغو"،  "University of Chicago",</p> <p><b>emphatic statements</b>  "إنه يعزز من قوة الدماغ"، "إنه يشحذ المهارات في القراءة. .".  <i>"It boosts the brain power.", "It sharpens skills on reading. . ."</i></p>		<p>"لغات أخرى سوف تساعد عندما ..."  <i>"other languages will help when..."</i></p>

Marking Category	Description	G1AdvEL2/AL1 - Advanced		G3ArabicMonoL1-Monolanguag	
		Performance Level	Category descriptor and exemplar language features in use	Performance Level	Category descriptor and exemplar language features in use
Vocabulary	The range and precision of contextually appropriate language choices	4	<p>Some use of precise words and word groups:</p> <p>مهمل، ترسانة، تفاوض، المنج، أدب، خاص "خان، خديعة، أصول، محدد، أفاق، تحوية، عدلاء.</p> <p><i>neglected, arsenal, negotiating, "Integrate, literature, particular" traitor, treachery, asset, specific, prospects, grammatical, clients.</i></p> <p>Word associations include</p> <p>"اللغة / اللغة الأم"، "التفاوض / حل المشكلات".</p> <p>"<i>language/native tongue</i>",</p> <p>"<i>negotiating/problem solving</i>".</p>	2	<p>Some use of precise words and word groups:</p> <p>التجارة الدولية، شرط</p> <p>"<i>International trade, requirement</i>".</p> <p>Some inaccurate use includes simple word choices such as</p> <p>شيء ما، شخص ما، كل شيء، أشياء، بعض الناس</p> <p>"<i>something, someone, everything, things, some people</i>"</p>
Cohesion	The control of multiple threads and relationships across the text, achieved through the use of referring words, ellipsis, text connectives, substitutions and word associations	4	<p>Controlled use of cohesive devices supports reader understanding,</p> <p>وهكذا، بالإضافة إلى ذلك، أيضاً، وفقاً لذلك، علاوة على ذلك، في الختام، في الغالب، حتى بواسطة، وكذلك، في وسعها.</p> <p><i>Thus, In addition, also, Accordingly, Furthermore, in conclusion, mostly, Even by, as well as, it can.</i></p> <p>Markers for each topic sentence,</p> <p>أولاً، ثانياً، وأخيراً.</p> <p><i>Firstly, Secondly, finally.</i></p>	2	<p>mostly simple connectives used,</p> <p>هكذا، "إذا"، "و"، "لكن"، "باسم"، "لأن"، "أيضاً"</p> <p>"<i>So</i>", "<i>If</i>", "<i>and</i>", "<i>but</i>", "<i>as</i>", "<i>because</i>", "<i>also</i>"</p>

Marking Category	Description	G1AdvEL2/AL1 - Advanced		G3ArabicMonoL1-Monolanguag	
		Performance Level	Category descriptor and exemplar language features in use	Performance Level	Category descriptor and exemplar language features in use
Sentence structure	The production of grammatically correct, structurally sound and meaningful sentences	5	correct simple, compound and complex sentences	3	There are correct simple, compound and complex sentences however there are far too many errors عندما يُطلب من ذلك الشخص الطيران عبر البحار" ، "اللغة تضع الدماغ لي السؤال" ، "لذلك يجب أن تبحث لتعلم كيف تكون شخصًا مفيدًا" <i>"when that person is asked to fly across seas"</i> , <i>"language puts the brain to ask"</i> , <i>"So you should seek to learn to be benefit person"</i>
Performance level range of points per language feature category					

Audience	Text structure	Ideas	Persuasive devices	Vocabulary	Cohesion	Paragraphing	Sentence structure	Punctuation	Spelling
0-6	0-4	0-5	0-4	0-5	0-4	0-3	0-6	0-5	0-6

Tables 7.1 and 7.2 presented evidence for the reverse transfer of L2 English structures to the L1Arabic essays produced by the G1AdvEL2/AL1. It was discovered that in terms of overall quality, there was evidence for link between the Arabic and English essays. Evidence for reverse transfer from L2 English to L1 Arabic was revealed for specific language features in their Arabic essays: audience, text structure, ideas, persuasive devices, vocabulary, cohesion, and sentence structure. The use of these language features was revealed to be consistent across these students' English and Arabic essays.

The mean scores the Arabic essays written by the G1AdvEL2/AL1 and G2IntermEL2/AL1 were higher than those produced by G3ArabicMonoL1 in persuasive devices. However, the Arabic essay scores written by the G1AdvEL2/AL1, G2IntermEL2/AL1 and G3ArabicMonoL1 did not differ significantly in the two features: punctuation and vocabulary, which would not necessarily be expected since these skills apply generally to both languages. The results suggest that in audience, ideas, text structure, persuasive devices, cohesion, paragraphing, the Arabic writing skill of the English majors was influenced by their academic focus on English and their learning. These two bilingual groups obtained equivalent scores in presenting the key language features in both their English and Arabic essays and the evidence of this is made explicit in Table 7.1, thus supporting the argument for the transfer from English to Arabic when their Arabic essays are considered against their monolingual Arabic counterparts (see Table 7.2).

Moreover, the participants (G1AdvEL2/AL1 and G2IntermEL2/AL1), in stimulated recall interviews, also confirmed these results. Their responses showed that those interviewed valued the influence of the L2 essay writing instruction towards improving their ability in L1 essay writing. When they were asked about the benefits of understanding about the overall structuring of their essays, which mainly consisted of an introduction, body and conclusion, their responses showed they believed they were able to comprehend this particular structure more explicitly in Arabic essay writing once they had been exposed to English essay writing instructions.

Similarly, the interviewees were in agreement that they understood the specific structure of an essay more explicitly, and they valued following the same structure in both languages as they believed it had a lot of benefits. These included how aligning this type of overall essay structure from English enabled them to organise their thoughts in a clearer manner, which led to less confusion among readers in understanding the content and in turn through the focus on language features the need to construct an argument. Importantly, once they were questioned about other key language features, which they had been taught in L2 essay writing in particular, they stated that they were able to learn how to include facts related to counter-argument through these instructions. All of them stated that even though they were taught how to include claims in both L1 and L2 essay writing, inclusion of counter-argument in L1 essay writing had never been insisted upon. However, these participants confirmed

that the students from Arabic government universities were not taught about ways of including counter-argument in their L2 (English) essay writing. Only the students who had the privilege to enter English private colleges were more likely to learn these more explicitly, thus raising issues for the way English tuition is provided in the Egyptian context.

Furthermore, this was reinforced through further triangulation of the data as participants' answers to the open format questions in the survey also supported these findings. The majority of participants pointed out that features dealing with audience awareness, and the importance of persuasive devices and counter-argument were able to be applied in their Arabic persuasive essays after they obtained instruction in English writing. This is in keeping with Cummins' (2000) theory that the writing knowledge of bilingual learners for each of their languages works to develop language skills in both. Thus, the qualitative results found a positive language features transfer relationship between L2 English and L1 Arabic. Additionally, the statistical finding confirmed that L2 English had a positive influence on L1 Arabic writing.

These results are very important theoretically, as they suggest that key language features could be transferable between languages and are researchable through the methodology employed in this research. However, the transfer depends on the writer having achieved an appropriate level of L2 proficiency. For that reason, this finding supports Cummins' (1981, 1996, 2000) Interdependent Hypothesis, which states that conceptual knowledge (audience, ideas, text structure, persuasive devices, cohesion, paragraphing,) of writing could be interdependent and transferable between languages and Threshold Hypothesis, which states that bilingual learners are likely to benefit from their L2 instruction after they have achieved an appropriate level of L2 proficiency. As a result, key language features of L2 writing, which the English Majors developed through their formal English writing instruction, transferred when they wrote in Arabic, but varied in uptake according to the students' English language proficiency level. The research findings suggest two possible reasons for the lower quality of the intermediate students' Arabic persuasive essays. Firstly, the limited English proficiency may hinder them linguistically because it was found in the study this group, G2IntermEL2/AL1, were not using as many ways of persuading as the advanced. In not having high English proficiency, they would not have as much sophisticated understanding of creating an argumentative/persuasive text in English. As reported in table 7.1, students who had achieved advanced English proficiency were



those who obtained high scores (four) in applying persuasive devices in their writing in particular; but students who achieved intermediate English proficiency were those who received lower essay scores (two) in applying the persuasive devices in their writing. These results also confirm those of Xargia (2016), who found students with a higher level of English L2 did better in key language features in L1 Greek essays than less proficient learners of English. However, Xargia (2016) did not conduct interviews in order to probe into students' cognitive abilities or identify the writing processes and strategies they used while writing the essays in both languages, as did the present research. Besides allowing for more depth of investigation, the present study employed triangulation through both the qualitative method (two writing tasks and interviews) and quantitative method (survey) to ensure greater reliability and validity of the results, which also countered to some extent the relative small sample size.

The second reason for the lower quality of the intermediate students' Arabic persuasive essays is that persuasive writing requires the ability to present arguments, which requires metacognitive knowledge and skills that may be hard to learn, particularly where there are linguistic and cultural differences between L1 and L2. Also in some instances students may have language-learning problems but this consideration was beyond the scope of the research and this is countered to the extent that the students self-identified their English proficiency levels, years of learning English and the fact they were English majors. Nevertheless, in an English as a foreign language learning environment, these students may struggle to create persuasive essays that are clear, logical, convincing through the use of a range of persuasive devices, correctly sequenced, and that take into consideration opposing views (Ferretti et al., 2000). In addition, pertinent to the present research, Ismail (2010) pointed out that writing persuasively is difficult not only for Arabic L2 learners, but also for English native learners of academic writing. Yet, with respect to Arab speaking students' schooling, (Alshammari, 2016) notes that they do not learn how to create a persuasive text in English. Arabic writing courses are reported to be still product oriented and the concentration of this model has been given to grammar and mechanics (Bakry & Alsamadani, 2015). Although the intermediate students' scripts rated as satisfactory, the indication of reverse transfer of key language features such as persuasive devices, cohesion, paragraphing, audience and ideas from L2 English to L1 Arabic was found in their scripts but at lower levels according to the descriptive marking criteria used in

this present study. In addition, exposure to L2 English instruction for a significant period of time is needed to ensure an effect on learners' transfer of writing knowledge from L2 and L1 and vice versa a high level of literacy in one's L1 is advantageous for learning in L2 (Maxwell-Reid, 2010).

There are two possible reasons for rating the Arabic scripts' quality produced by the Arabic majors as Satisfactory. Firstly, it was revealed that Arabic language and culture involve a different concept of persuasion from that of English. As discussed in Chapter 2, the Qur'anic style is still the dominant style of Arabic writing (Alshammari, 2016). This was very visible in the writing of Arabic monolingual students. For example, they quoted extensively from Qur'anic verses in their Arabic persuasive essays compared to the English major bilingual writers. This strengthens the argument that L2 English structures influenced the English Majors' Arabic writing because the Arabic persuasive essays produced by Arabic EFL students were more persuasive (through their use of the persuasive language features pertaining to English) and better in terms of overall quality compared to the essays composed by the Arabic major students. The writing strategies in the Arabic language in terms of the language features scored were not as well utilized as in the English language. However, students had more training in L2 English writing strategies than in L1 Arabic. They reported they utilized pre-writing and post-writing strategies when they composed in L2 English more than when writing in L1 Arabic (Alnofal, 2003).

In addition, the findings of the personal stimulus recall interviews found that the students included Qur'anic verses in Arabic persuasive essays because they aligned them with Arabic native speakers' expectations, which reflects the need to consider cultural considerations relative to students' first language in both L1 and L2 writing classes (and in teaching Arabic as L2). For example, they included quotations or verses from the Holy Book and sayings of the Prophet Muhammad as the accepted authority, such as interviewee, PT2, who recognised the significance of the cultural context, stating, *"Once I use the Qur'anic verses, the audience of these essays could be limited to Arabic Muslims. Therefore, I needed to be more concerned about other effective strategies that may assist in persuading readers from a broader context."*

The extensive use of Qur'anic verses in Arabic essays produced by the monolingual group, G3ArabicMonoL1, confirmed that the religious aspects comprised the core strategies to persuade the reader. As Rass (2011) noted they reflect the emotional appeal in the writing of the students. Similarly, Suchan (2014) claimed that persuasion

strategies in Arabic are usually achieved through the use of religion and religious devices, meaning the use of some Qura'nic verses. Working the same line, Abu Rass (1994) argued that supporting arguments in Arabic are made by quoting verses from the Qur'an, the Holy Book, and sayings of Prophet Muhammad (Ahadeeth) as well as citing of prominent leaders or Islamic scholars. It is important to appreciate that Moslems usually accept principles covered in the Qura'nic as Divine truth and reject others that differ from the Qura'nic principles and teachings, which embrace all aspects of life, thus presenting some conflict for those learning to write persuasively in English, which expects a range of persuasive devices to be employed, including personal opinion, appeal to reader, conditional mood, authoritative statements, repetition and modality, rhetorical questions and emotive language choices.

In the light of this, Arabic L1 monolingual students, such as the ones in this study, may be unaware of the nature of the persuasive devices used in English that may draw upon the use of factual data and personal opinion, appeal to reader, conditional mood, authoritative statements, repetition, modality, the role of audience, cohesion and grammar, since in Arabic, God is the authority upon which to draw. This was raised in participants' stimulated recall interviews, where they stated that features such as awareness of audience, paragraphing, cohesion and organisation of ideas were largely ignored in their Arabic writing instruction. Therefore, the focus of instruction was still on the 'surface writing aspects' such as English grammar, vocabulary, and spelling, in keeping with a grammar translation approach (and which students achieved consistently at both English levels). According to Ezza (2010), the Arab world writing course designers still believe in the acquisition of grammar as a key to the mastery of writing. This was reinforced by the survey results (presented in Chapter 6) where the key language features of grammar, sentence structure, spelling, and punctuation were identified as those most likely to be emphasized in Arabic writing instruction. Moreover, the G3ArabicMonoL1 group were unable to comment on features such as persuasive devices, paragraphing, cohesion, text structure, and audience, thus reinforcing their lack of awareness of these concepts in crafting a written text. They apparently did not develop their Arabic essays using their metacognitive skills and critical reading in order to make their essays more persuasive. Thus, the research shows that these Arabic learners were in dire need of teaching of the metacognitive

skills as found by (Nik Hanan, Nurazan Mohmad, Nik Farhan, Nadwah, & Kamarul, 2018).

### **7.3 Participants' Perspective on Whether English Writing Instruction had an Influence on their Arabic Writing following the Extensive Use of Academic Writing in English at University**

The second research question asked: “How do the bilingual Arabic L1/English L2 students perceive the effect of key language features on their Arabic essay writing following the extensive use of academic writing in English at university?” To find the answer to this question, the bilingual participants of the present study (in the surveys and interviews) were asked whether their English writing instruction affected their Arabic writing technique. The small sample of interviewees (4) were two female and two male Arab EFL students (from G1AdvEL2/AL1 and G2IntermEL2/AL1) and the survey response was drawn from a large sample of a hundred and fifty-eight female and hundred and two male Arab EFL students were also asked whether the effect was positive, negative or natural on their L1 Arabic. To the best of researcher’s knowledge, this is the first empirical study that asked participants if they believed L2 instruction had an effect on their L1 essays, regardless of what was their first language. As the result revealed after analysis, in the surveys, 90% of the respondents said that there was a positive effect on their L1 writing. These respondents went on to say that English writing prompted them to take an interest in the rules of writing and increased their skills of grammar, spelling, and punctuation. Further to this, they believed that it helped them learn new words as they developed abilities to write logically. This was also confirmed by the interviews. All four participants mentioned that their ‘proper’ understanding of grammar was the most influential factor. They were of the opinion that their overall style of L1 writing, including formulating ideas, had been directly impacted by L2. All these participants believed that they were able to gain more understanding of grammatical theory when writing in L1 mainly due to L2 writing training sessions. PT4 explained the more he read in L2, the more it influenced his L1 writing. He referred to present one main idea in each paragraph in his Arabic persuasive essay. Overall, positive transfer of writing features from L2 English to L1 Arabic occurred after the students had been taught L2 English intensively.

## **7.4 Factors that Influence the Process of Reverse Transfer of Key Language Features from English to Arabic**

The third research question asked: “To what extent do bilingual Arabic L1/English L2 students perceive the effect of effective language instruction, exposure to language, motivation for L2 learning and Appropriate L2 proficiency on the transfer of key language features from L2 English to L1 Arabic?” These factors, according to Cummins (1981, 1996, 2000), mediate the transfer of writing strategies from L2 to L1. The following sections discuss the four emergent major factors indicated in view of the data and relevant literature. These encompass (1) effective language instruction (2) exposure to language (3) motivation for L2 learning (4) appropriate L2 proficiency.

### **7.4.1 Effective Language Instruction**

As revealed by the results of the survey (reported in Chapter 6), the Arabic and English writing instruction that the participants reported to have received in both secondary school and university placed more emphasis on sentence structure, punctuation and vocabulary. They also reported that other key language features of text structure, cohesion, paragraphing, persuasive devices and organisation of ideas were usually emphasized by their EFL teachers in their English writing instruction. The majority of the participants also reported that they had received less practice in persuasive writing, either in English L2 or Arabic L1, because this genre of writing was less practiced in their writing classes. In contrast, the three written genres of story, poem, and short answer for exams were identified as being most commonly encountered when studying English and Arabic writing either at high school or university. However, the use of the essay, which covered a variety of genres, such as a descriptive genre and a narrative genre, but not persuasive genre, was not altogether overlooked. Almost half of the intermediate participants (45%) and 51 % of the advanced participants, reported that the essay was one of the most dominant writing forms during their English writing instruction but poem, short answer for exam and the story were the most emphasized types. Most of the participants both intermediate and advanced in both L1 and L2, felt certain that the way to persuade readers involved using rational and clear ideas, and developing a positive argument on the topic. According to the students, developing a positive argument on the topic was the strategy most commonly taught to them in L1, and using rational and clear ideas was the strategy most commonly taught to them in L2 to persuade readers to accept their main argument. The participants seemed to be

not yet trained in the mental and cognitive processes that are needed to compose a complete and most effective persuasive essay in their L1 Arabic. This may be because the instructors may not be trained to teach cognitive and academic skills in writing (He, 2009). Furthermore, a recent study by Bakry and Alsamadani (2015), revealed that Arabic writing courses are still in the product-oriented model, the focus of which is on grammar. Consequently, teachers usually tended to concentrate on correcting grammatical errors more than on meaningful expression, producing ideas, rhetorical strategies, organisational patterns and above all the underlying logic of persuasion in general (Khartite & Zerhouni, 2018). The use of key language features such as text structure, cohesion, paragraphing, persuasive devices and organisation of ideas in Arabic essays produced by English Majors seems to be a reasonable consequence of the L2 English teaching focus, because of the evidence showing that students' skills in L2 writing developed as a result of L2 instruction and increased L2 proficiency, e.g. the advanced group's better performance, and evidence was found that these skills were transferred to their L1 Arabic essays. However, participants in stimulated recall interviews stated that only the students who had the privilege to enter English private colleges were likely to learn more about language skills explicitly, thus having implications for school and university curriculum and pedagogy.

This finding again supports the main theoretical perspective that the literacy knowledge that bilingual learners develop through each of their languages contributes to improving their skills in the other language (Cummins, 1996, 2000). It also highlights the need for teachers to have knowledge of both languages in order to be fully aware of the similarities and differences and to be able to use this knowledge to discuss with students and develop an effective pedagogical approach.

#### **7.4.2 Appropriate Exposure to Language**

Writing practice in the classroom context apparently also contributed to the use of the key language features in participants' Arabic and English essays. Most of the students in the intermediate and advanced English groups asserted in the survey that they generally had four or more hours of classroom writing practice per week in L2. The fourth-year English Majors had extensive exposure to English in high school and university. In the survey, most of the students in both groups reported that English was a basic medium of instruction while they were in secondary school and in the university. Furthermore, participants did have plentiful exposure to Arabic as their L1

in the university and environment. However, about 80% of the respondents declared that they wrote in Arabic outside of the classroom. Also, about 30% of respondents admitted to writing for publication in a local newspaper in English language, and those that did were mostly advanced students. It may be that the participants' actual writing knowledge and writing practice for meaningful purposes both in and outside of the classroom supported their English and Arabic writing appropriateness. Some recent studies (Guan, Liu, Chan, Ye, & Perfetti, 2011; Poole, 2019) have also demonstrated the positive effects of writing practice on learners. This finding supports Cummins' Interdependence Hypothesis, that states appropriate exposure to the L2 mediates the transfer of language knowledge across the languages.

#### **7.4.3 Motivation for L2 Learning**

The participants had high levels of motivation when it came to the study of English, which was evident in their choice of English as their major at university. Participants in the both groups (intermediate and advanced level of proficiency) also reported that they found writing to be an enjoyable exercise. Then, over 70% of participants responded that they preferred the language of English over Arabic. However, there may have been other variables that contributed to the transfer of writing skills across languages such as students' motivation to be bilingual for their future careers and the growing opportunities that require English for the use of technology for social purposes, which means they are using L2 for authentic, meaningful real-life communication. This again supports Cummins' Interdependence Hypothesis that states that an adequate level of motivation facilitates the transfer.

#### **7.4.4 Appropriate L2 Proficiency**

L1 and L2 writers may improve from the same writing instruction if the L2 writers have a good level of L2 proficiency (Silva, 1990). The students' self-evaluation regarding their English proficiency was revealed in the survey, in which approximately half (51.2%) considered that their English was at an intermediate level, while around half (48.8%) felt that they were proficient English learners (advanced). Intermediate and advanced levels of English proficiency would be an advantage for the students to compose adequately in English. This would also affect positively the transfer of writing skills between the two languages (Gonca, 2016; Javadi-Safa et al., 2013; Xargia, 2016). Recently, Chen et al. (2010) also found the relationship between adequate levels of L2 proficiency and transfer of writing skills across languages was

positive. They investigated how L2 (English) instruction helped to develop the phonological awareness of L1 in Chinese students (grades 1 and 3). They discovered that positive transfer during L2 instruction was not automatic. This positive transfer occurred after the students had been taught L2 for two years. This period was found to be helpful for the Chinese students, who required enough time to achieve the threshold and transfer L2 phonological awareness to their L1 capabilities. Similar to Chen et al.'s (2010) results, the findings of the present study support Cummins' (2000) concept of the threshold hypothesis which states that cross linguistic transfer will happen if the learners have achieved an adequate level of proficiency in the related languages.

### **7.5 Limitations of the Study**

This study attempted to achieve a better understanding of the concept of reverse transfer of key language features from L2 to L1 and from English to Arabic for which there is a paucity of research. The study was able to address the research questions via gathering data from Arabic EFL and Arabic monolingual students through the adoption of an innovative research design that involved writing tasks, a survey and stimulated recall interview technique, using a mixed methods research approach, building in data triangulation. The results of the study have also raised some important issues and concepts that can serve as a basis for improving the educational experience of Arabic EFL students and recommendations to teachers of both Arabic L1/L2 and teachers of English/EFL/L2.

However, in spite of the significance of the findings, the richness of the data, and the in-depth results, this study's findings cannot be generalised to all Arabic/English students' learning. However, the researcher argues the findings are worthy of consideration where the context for learning is similar to that of this study. In using mixed methods and the triangulation of the data, as the researcher has explained, has provided implications that suggest changes to pedagogy and need for at least professional development for teachers, which is well recognised for ESL/EFL teachers particularly regarding English for Academic Purposes (EAP) (Campion, 2016; Carbone & Orellana, 2010). It also provides important findings to assist language program providers to evaluate their practice, including providing more opportunities for students to have input into their learning in such contexts as this where listening to 'student voice' is not traditional practice. In addition, it recommends further research in contexts other than Egypt as well as in Egypt to further the research and perhaps



besides replicate the study of the written essay and the standards based marking approach, as well as the conduct of more interviews with teachers of Arabic and teachers of English/EFL.

## **7.6 The Study's Conclusions**

This study yielded strong evidence of reverse transfer of key language features from English L2 to Arabic L1 as a result of gaining L2 exposure during time at university. There was a propensity for persuasive essays produced by bilingual Arabic L1/English L2 students in both English/Arabic to contain features such as audience, text structure, ideas, persuasive devices, vocabulary, cohesion, paragraphing, sentence structure and punctuation. It also demonstrated the variation in transfer according to students' level of English proficiency and the lack of attention to persuasive devices in both their English and Arabic language instruction when writing persuasively. The study additionally supported the main theoretical perspective underlining the present study that language skills of writing are transferable between languages (Cummins, 2000). However, it should be reiterated and confirmed here that this English L2 to Arabic L1 transfer propensity positively affected the advanced English group (G1AdvEL2/AL1) more than the intermediate group (G2IntermEL2/AL1). There was a tendency that audience, ideas, persuasive devices, cohesion, and paragraphing were more common in L1 and L2 persuasive essays written by the G1AdvEL2/AL1 compared to G2IntermEL2/AL1 and G3ArabicMonoL1. Once a correlation was made between the use of these language features in their Arabic and in their English persuasive essays, the association was significant. Those scripts where, on the basis of overall performance, were rated as Superior (where the combined application of audience, ideas, persuasive devices, cohesion and paragraphing gave that overall impression) were written by the same students whose Arabic essays were also rated in overall impression as Superior. Similarly, those who had low scores in the Arabic essays were those students who had low overall scores. A number of factors such as English proficiency level, types of writing instruction received in English classes, appropriate exposure to the language in formal instruction and a high level of motivation in learning L2 (English) possibly affected their application of the language features. Weaknesses were particularly evident for the features of audience, ideas, persuasive devices, cohesion, paragraphing in both the students' Arabic and English persuasive

essays. The low L2 (English) proficiency level students were found to be able to affect the overall quality of the intermediate students' English essays.

Participants in interviews also confirmed the statistical results, reporting that the influence they had from L2 (English) persuasive essay writing instructions, on improving their ability in L1 (Arabic) essay writing. They mentioned that they had been able to understand this particular structure (introduction, body and conclusion) more explicitly in Arabic essay writing once they have been exposed to English persuasive essay writing. They also stated that understanding of audience, organization of ideas, cohesive and persuasive devices were not emphasized enough during their Arabic writing instruction. In addition, they believed that L2 and L1 persuasive essay writing styles have been influenced by each other's techniques and cultural influences: for instance, by the use of persuasive devices that students developed through their formal English writing instruction in their Arabic persuasive essay.

The results of the survey showed that the majority of students found writing to be an enjoyable exercise. They did receive extensive practice of writing in either L1 or L2 outside their classroom writing practice. In addition, they had experiences of writing for publication in their local newspapers. They stated that English writing instruction had a positive effect on their writing in Arabic. Students consciously believed English writing prompted them to take an interest in the rules of writing. In addition, English writing experience was reported as increasing their skills of grammar, persuasive appeals, linear organization structure and logical sequencing of ideas within paragraphs. An intensive L2 writing instruction seemed to be a logical consequence of enhance the writing strategies in L1. All-in-all the research contribution to knowledge includes the implications for language pedagogy and learning and the variability of students' transfer of language features to L1 Arabic according to L2 level proficiency, where there is little research into Arabic language learning and EFL. In addition, the research devised a research design not used before, as far as the researcher is aware, that was able to provide explicit evidence of language feature transfer. In doing so, it additionally was able to draw out specifically to Arabic writing and persuasive devices the importance of the impact of culture on developing argument.

## **7.7 Implications for Pedagogy**

There are both macro level and micro level implications for pedagogy. These will be discussed in sequence. At the macro level, the findings of the research reveal that more is being transferred from English L2 learning and acquired proficiency than simply grammatical, lexicological and other features of language which might have an influence on Arabic as an L1. In addition, both cognitive and metacognitive processes are transferred through a process of implicit learning that is not foregrounded actively by learners, and undoubtedly, from the comments made by participants about their instruction in Arabic, by teachers of that language. This transfer was reported by the participants as positive. That is to say, they felt that their skills in not just persuasive writing but thinking/metacognitive processes were improved markedly. Thus, from a pedagogical perspective, it is valuable to make this implicit feature of learning explicit.

At a micro level, there are several propositions which follow from the research about practices and outcomes in the learning environment, applicable to both students and instructors. Firstly, students and teachers need to be familiar with the linguistic features in both the L1 and L2 and the meta-language required to discuss them. This does not imply that explicit advanced knowledge of applied linguistics, or for instance, the grammatical and morphological features of English which shape and structure expression within the language in a linear mode of thought need to be taught or learned as a prerequisite. It does imply that attention needs to be paid, both at the outset of a course and in formulating its objectives and measuring and assessing these, to these features. Ideally, a pedagogical approach that teaches the metalanguage in concert with teaching the features of the language could be implemented, and this research supports its potential efficacy. For example, if students are unfamiliar with the concept of word groups or fail to realize that a more elaborate text is the target, it is unlikely they will improve significantly.

Secondly, and following on from the earlier point and also the macro level implications, the importance of both cognitive and metacognitive processes in developing the text should not be underestimated. This implies a pedagogy which is flexible and enables students' creativity in addition to teaching rules or discrete techniques of persuasive writing. The research suggests that much of the improvement students noted is a result of metacognitive processes, which in turns implies that courses and lessons be planned so as to facilitate these processes, taking a step away

from a didactic approach to communicating key language features. Planning is mandatory but students need knowledge, language and tools to craft their script. Students need to analyze and “play” with persuasive texts to acquire the concepts and metalanguage to discuss the various key language features and the elements of the applicable criteria.

These pedagogical implications have factored into the recommendations made above, particularly for professional development for Arabic speaking L1 and EFL L2 teachers.

## **7.8 Recommendations**

This section outlines the recommendations that emerge from the research.

### **7.8.1 Recommendations for Students**

An important finding of this research is that advanced study in the forms and techniques of pervasive writing, and associated language structures and features, benefits L2 students not only in their ability to reason and compose in English, and also acquire greater morphological, syntactical and grammatical proficiency, to name a few benefits, but also in the applicability of these techniques and methods of thinking and reasoning to the composition of texts in their L1 (Arabic). The study found that this in turn had positive motivational effects on students and concomitant effects on their self-efficacy. Therefore, it would be of benefit to students to understand these positive impacts, to understand that training in rhetoric and persuasive writing is not just a set of techniques to be learned facilitating academic writing in English but is also transferable to a much broader set of skills and understandings that can be deployed across writing domains, including in their first language of Arabic. Such benefits could be harnessed through a variety of modalities, including, but not restricted to, student learning circles and groups encouraged by instructors and associations, reflexive writing on the method as well as content of learning and indeed the sharing and highlighting of academic and professional achievements in the Arabic language which have been fostered and developed through the processes of reverse transfer. These recommendations are not prescriptive or limited to these examples but are just some of the potential actions students could take themselves, within a supportive learning environment, to improve their own motivation and feelings of success.

### **7.8.2 Recommendation to Bilingual Arabic L1/English L2 Teachers**

Referring back to the literature cited in Chapters 1 and 2, both students and bilingual teachers can gain greatly from the recognition that being bilingual is more powerful than being monolingual. Unlocking the positive and metacognitive and metalinguistic potentialities of the capacities demonstrated in the findings of this study will benefit bilingual teachers as well, through inculcating a realisation that gains in the use of logic, reasoning and self-efficacy are possible among students trained in persuasive writing in L2 English. Such bilingual teachers would be perfectly situated to inform their course and lesson design as well as their pedagogical practices through reflection on their own bilingualism and on the differences between modes of instruction in writing in Arabic speaking education and globalised English instruction. Awareness of the metalinguistic forms of rhetoric and writing embedded in Arabic language writing teaching means that these teachers would be much more able to understand their students' background, existing training and proficiency, and journey towards an ability to write persuasively using appropriate features and structures in both their L1 and L2. The following section recommends professional development courses and programs for Arabic Speaking Teachers. Such programs could also be developed for Bilingual Teachers, and indeed, it might prove worthwhile in the development process of courses for Arabic Speaking Teachers to do so in a consultative way utilising the reflections of Bilingual Teachers.

### **7.8.3 Recommendation to Arabic Speaking Teachers**

The findings of this research underpin pedagogical implications which go beyond particular modes or methods of instruction in language and writing through its emphasis on the metacognitive and cognitive dimensions of language transfer. In particular, the findings reveal that traditional ways of teaching writing in Arabic, for instance to present a subject in a positive frame and to support this through authoritative quotations have their origin and legitimacy in religion and in religious discourses and genres of writing. Clearly, this in and of itself is culturally valuable, and we should not make comparisons across cultures which imply anything else. Nevertheless, in a world characterised by globalisation and the increasing application of techniques and logics which are structured by a concern for argument and counter-argument around evidence and modes of reasoning, the imparting of these skills by

Arabic Speaking Teachers will also benefit students who are not L2 English learners or are not L2 English learners at university or college level.

In this context, professional development of Arabic speaking teachers is of key importance. While the structures, curricula and cultures of teacher training have a certain amount of embeddedness and inertia, professional development provides a mechanism by which teachers can be more agile in learning new pedagogical philosophies and skills and adapting their existing competencies to a changing world and to innovative methods appropriate for that world. Implicitly, the findings of this study suggest that persuasive writing is modulated according to culture and language and domain. Therefore, an appreciation of the linguistic and pedagogical features of persuasive writing in English which are not exclusive to that language but rather capable of being described and conceptualised in metalinguistic terms would be of great benefit as a short course or training program for Arabic Speaking Teachers. A program like this would specifically train teachers in communicating and facilitating cognitive, linguistic and rhetorical skills appropriate to inculcating features of persuasive writing in Arabic appropriate for international professional and educational domains. Such programs could also beneficially focus on the pedagogical implications described in this chapter.

### **7.9 Contribution to Knowledge**

In reporting on findings against the research questions specified, deeper insights into the impact of learning to write persuasively in English L2 or writing in L1 Arabic have been revealed and recommendations for professional development for teachers of Arabic persuasive writing to improve pedagogy and for professional development for teachers of English as a Foreign Language (EFL) to better understand Arabic speaking students' approach to writing in their first language have been outlined.

The contributions to knowledge made by this study can be summarised in four different domains; academic and theoretical, cultural, pedagogical and professional and methodological.

Firstly, this study builds on work done by Cummins (1996, 2000) and others discussed in the first and second chapters, further confirming that writing skills are also impacted on by L2 to L1 transfer. This study not only sits within a paradigm of theoretical analysis but also adds confirmation to empirical findings which validate this theory,

and does so in the under-researched context of L2 English to L1 Arabic transfer. This represents a significant contribution to knowledge through the utilisation of unique empirical findings to validate a theory further and also extends the range of that validation further into its particular applicability and validity in the case of L2 English to L1 Arabic. The study also contributes significantly in a subdomain of writing skills by showing that these skills are not limited to textual or linguistic knowledge and application but also to metacognitive and metalinguistic processes. Thus, the empirical findings not only extend the range of existing theory but also deepen and enrich it through original empirical work and its conceptualisation.

Secondly, Arabic appealed to Allah (God) by quoting the Qur'anic verses (religious obligations) as persuasive devices in persuasive essays.

Thirdly, as demonstrated above, the findings of the study have broad and exciting applications to pedagogical and professional contexts. Primarily, these focus on the foregrounding of the communication of reasoning and rhetorical techniques proper to persuasive writing outside the narrowly linguistic context in which they are often taught. Conceptualising the traditional argumentative and rhetorical strategies of Arabic and contrasting these with those deployed commonly in English enables a meta-analysis of both, thus enabling pedagogical techniques, philosophies and professional training programmes to be articulated which contribute to greater understanding, greater self-efficacy and motivation and greater skills, as well as intercultural awareness among both students and teachers, whether in an initially monolingual or a bilingual or plurilingual context. In a study such as this, only the broad outlines of such applications can be sketched, and this has been done based on the empirical findings and conceptual frameworks applied. However, as a basis for future work, this contribution could lay the foundations of positive and transformative pedagogical and professional change.

Fourthly, the study makes a contribution to methodological innovation, through triangulation and the use of student voice through stimulated recall interviews, and the deployment of the validated NAPLAN test. As mentioned in the introductory chapter, difficulties are presented in research design within transfer studies. As also noted, the study's context with the non-cognate languages of Arabic and English has methodological implications, which have been addressed in the method of this study.

In particular, because of the noted paucity of research in this field, the method and methodological choices in this study, taking appropriate account of the limitations also noted, could prove extremely useful to other researchers.

Overall, it can be confidently said that the study has succeeded within its own theoretical and methodological constructs, and also that its implications are significant for further research which could fruitfully add both to academic and professional and pedagogical knowledge, as well as bring potential benefits to students and teachers in Arabic speaking communities and thus making contributions at individual and societal levels.



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**Appendices:**

Appendix: A

Topic: Learning a Language is better than Learning a Sport

<i>Learning a language is better than learning a sport!</i>		
 	<p><b>What do you think about this idea? Write to convince a reader of your opinions.</b></p> <p><b>Think about:</b></p> <ul style="list-style-type: none"> <li>• if you agree or disagree or see both sides of the argument</li> <li>• an introduction – a way to introduce your ideas by clearly saying what you think about the topic</li> <li>• your opinions – with reasons or evidence that explain them</li> <li>• a conclusion – a summary of the main points of your argument.</li> </ul>	 
 	<p><b>Remember to:</b></p> <ul style="list-style-type: none"> <li>• plan your writing</li> <li>• write in sentences</li> <li>• pay attention to your spelling and punctuation</li> <li>• choose your words carefully to convince a reader of your opinions</li> <li>• use a new paragraph for each new idea</li> <li>• check and edit your writing so that it is clear for a reader.</li> </ul>	 

A) please complete the following details:

1. Sex (circle one):    Male        Female
2. Current education status: (circle one) B.A    M.A.    Ph.D.    If other, please specify.....
3. Major(s) in the university: .....
4. (Bilingual participants) What is your latest TOEFL, IELTS or EAP score (if available)? ..... Date: .....

**A) Bilingual participants,** please write a 2-3 page essay twice: one in English and the other one in Arabic which you explain what you think about learning a language is better than learning a sport. Give enough details, facts, and examples to support your description. Your ultimate goal should be to convince your audience about this idea.



**B) Monolingual participants,** please write a 2-3 page essay only in Arabic which you explain what you think about learning a language is better than learning a sport. Give enough details, facts, and examples to support your description. Your ultimate goal should be to convince your audience about this idea.

Appendix: B

Writing Samples

[English version]

Essay

Learning a language is Better Than Learning a Sport.

All of us always need to learn something new. Some people prefer learning a language, while others prefer learning a sport. Learning a sport is important, but not like learning a language. Learning a language helps you in many different things. Learning a language really has the ability to change your life. For example, Ali, a friend of mine, learned a Chinese language. Then he travelled to China and began his business. Today he is one of the most famous businessmen. He helped himself and his country by bringing a foreign currency.

Although it could be expressed in other ways

TS A  
SS  
TS  
Intro should outline main idea

Acquiring

Acquiring a language is a great addition along your life. Mastering a language is considered a great asset in your CV. It's greatly helps you to get a good job in an easy way, therefore a learning a good salary that helps you to achieve your goals. Learning a language also broadens your mind. If you learn a language, you can read and research in all sciences that written in that language. It also enables you to be knowledgeable with other world and its events.

TS  
TS  
A  
TS  
PTA

Mastering a language could be your gate to other world. If you are eager to travel to any country, you have to learn its language. Learning a language helps you to communicate with other people from other countries. It helps

you to know other cultures and civilizations. It enables you to know customs and like styles of other countries. For example, here in Egypt we have special games that other countries don't have like <sup>the</sup> Estgambou. Other countries don't know it, but people who learn Arabic and read in our culture and our lives would know it.

(I)  
Further elaboration required (Pe)

Some people prefer learning a sport and see it more important than learning language. They say that How to learn a language mean while your body is dead. They also say that learning sport helps you to become famous quickly more than learning a language. It also helps you to find a job as we see some sportsmen work in the companies of their supporters. So they believe that they could get money in an easy way instead of searching for a job in every place.

(A)  
(S)  
(I)  
Good attempt at (Pe)  
Execution of (SS) is required

Last but not the least, if I were to choose, I would prefer learning language for many reasons. Learning language doesn't mean neglecting a sport. If you can't do a certain sport, you already practice walking as a daily sport, not all people seek to fame. Sometimes fame could be a very bad thing not all times good. Learning language is a lasting thing that continue with you until your death. But sport is a temporary thing. One day if you lost your ability to do it, you wouldn't find any thing supports you in hard days. Briefly, learning language can be your backbone in all times.

(S) Work hard  
(Pe)  
(S)  
(I)  
(Pe) real, more expressive  
(SS)  
(S) - No need info or  
Conclusion

[Arabic version]

تعلم اللغة أفضل من تعلم الرياضيات

هل تسألني قبل ذلك ما الهدف من وجودك في الحياة؟ يسعد هذا الموضوع كيتوح من الأجاب على هذه السؤال . خلق الله الإنسان ليعلم . التعليم الذي يجعل الإنسان يشعر بقيمة ذاته قيمة الفطرية التعليم المتعلم وعمل على تطوير عقل الإنسان واستثماره . أن التعلم غير مقتصر فقط على المقارن الخطية ولكن الجانب البني جزئياً أيضاً . ويجب عليك أن تعلم بأن الفرد يمكنه تعلم أي علم في الحياة لو أراد ذلك وجمع قوته وإرادته والمعتقدات على الحاضر وخاصة الحافز الداخلي لأنه أكثر تأثيراً منه أي قوة خارجية وذلك إلى جانب عامل التمرار . وهناك سوف نتحدث عن نوعان من التعلم ، تعلم اللغات وتعلم الرياضيات حيث إن للأولى أهمية فورية وسوف نتحدث عنها باستفاضة فيما يلي .

introduction

vocab

cohesive dev

تعلموا لغة الجنية بعد سق ضروري لجميع جوانب حياتنا اليومية . لو أنك تستطيع بلغة إضافية في حملك فإنها سوف تملك بك إلى أعلى المنفعة . حيث أنك المذاق إن كنت لأن اللغة تعنى التواصل لذلك فإنها هامة . الحمل الناتج بلغة التوسخ والتعبير تكلماً لأن عملاً واسع المدى كلما احتجت إلى اللغة التواضع وهناك مثال لما أن يحدث في الاستعارة على مر الزمن ، بأن أولاً ما يقوم المستمع به هو نشر لفته بيه أقل اللب له زمان نتيج استخاره حتى وإن انتهى ذلك استعارة فإنه أيضاً بعد من المكتسبين عن تجربته فقط نشر لفته ومن ثم يتفهم لنا معناه نشر لكلمه " اللغة " وهو " الثقافة " وهذا بالصبح إلى جانب كلمة التواصل التي

Body

cohesive dev

في العموم تعلم اللغة له الأهمية عظيمه في كل من التعليم والتعلية حيث إن الحياة مليئة بالعلوم والعلم والأبداع والمؤرخين والفنانين وما إلى أكثره ومن البديهي أن للأمة سوف ينتج ذلك بلغة الأم وهنا يمتلك الإلتفات إلى أهمية تعلم اللغات . ولكن لماذا وإن كنت من الذين إلى التطلع على عدة لغات من عدة لغات؟ حيثها سوف تلجأ إلى كل سئ ما هو اللغة العالمية الأولى ، هذا المصطلح يعود على اللغة الأكثر إنتشاراً وسهولاً في العالم إن كانت حين يتم استخدامها بالتقريب في جميع الجامعات على مستوى العالم . نيسأل البعض ما الذي يجعل لغاتنا ، اللغة العالمية الأولى ؟ يمكننا الجواب بأن قوة اللغة وعظمه إنتشارها ترجع إلى قوة أهلها . هنا وللمرة الثانية بوضوح لنا ممالك كلمة لغة الكلام " القوة " و " الثقافة " والتواصل . لذلك فلا تستهين بلغة الكلمة . وبذلك نكون قد تناولنا اللهو الفناهير لوأنك تعلم اللغة وفيما يلي سوف نتطرق إلى أهميه

cohesive dev

## تعلم الرياضه.

هناك جانبان من فوائد تعلم الرياضه الجانب الذهني والجانب الجسمي وسوف **Vocab**  
 نستفيد من الامتصاص اولا الجانب الذهني . تعلم الرياضه على تحسين الكافه الجوانب  
 للفرد . تعطين الفرد قسطا من السعاده والاعتماد على نفسه وايضا تساعد على قوة التحمل و  
 تقليل من حده التوتر والاشياء وبالاضافه فانه يعزز من ثقته الفرد بنفسه **Coherence dev** **اما الجانب**  
 الجسمي فان ممارسه الرياضه تقدم العديد من من الفوائد الجسميه منها تحسين وظائف  
 القلب والرئتين . اذضا تقلل من الحالات الصحيه مثل ارتفاع ضغط الدم وتساعد على  
 خسارة الوزن وتعمل على تحسين ودعم العادات الصحيه ليلتزم بها الفرد

Body

بالاختصار انه ليس من الجسر يدخل تعلم الرياضه مع مهارته يتعلم  
 اللغات لانها امر ذو نفع في السام ان تعلم اللغات هام للحياه العمليه والعلميه  
 والترقييه ايضا ثبت السمع **Coherence dev** علاوه على ذلك فان تعلم اللغات تعمل على تقوية الذاكره  
 ويمكننا القول بان عن خبره لغه يمتلك العمل في العديد من المجالات وهذه على التقدير  
 من العمل في مجال الرياضه فانه مطلوب للغاية

Coherence dev

Coherence dev

وفي النهايه فان تعلم لغه جديده بعد بمثابة ثروه فلو انك تملك الكثير من المال  
 فيمكنك العيش انما اريد والقيم تجعل يارب **Coherence dev** تماما مثل اللغه حيث انها تجعل كل شئ  
 اسهل . ولما ذكرنا من قبل فان لغه تعين القوه والثقافه والحمايه وايضا التعامل وبذلك  
 فانها تكون قد استعملت على كل شئ مثل الثروه . ولكن عند حديثك عن الرياضه  
 فسوف تقوم بتفسير رؤيتك فلو انك لاحظت بان الرياضه سئ تقوم بقطعه دون وعي مثل  
 ترحلك الى عمك ولو مدرسك لولا اني امكن ان اخرج من ان القيام بالاعمال المنزليه  
 بعد نوعا من انواع الرياضه . وذلك يمكن القول بان لغه جديده تعني عالم جدير بحبك

Conclusion

Appendix C: Sample of Stimulated Recall Interview Questions and Answers

English/ Arabic Essays	Interview Questions	Response
English Essay	How will you describe the overall structure of your English essay?	Introduction–Body–Conclusion
English Essay	Why did you choose this organizational pattern/structure?	this structure ensure that my argument is logical and coherent
Arabic Essay	How will you describe the overall structure of your Arabic essay?	Interdiction Body conclusion
Arabic Essay	Is this organization of this Arabic essay the same as that of the English essay or different from it? Why?	-Exactly same. -Honesty, I don't know the main structure of the persuasive essay in Arabic. In Arabic, I was writing without following any stricture but when I learned the stricture of persuasive essay in English, I begin use the same structure
English Essay	what key language features did your English writing teachers usually emphasize?	Vocabulary, Paragraphing, Sentence structure and Punctuation . . . some other features such as audience, organisation of ideas and cohesion
Arabic Essay	What languge features did you use to write your Arabic essay? Are these features of this Arabic essay the same as those of the English essay or different from it? Why?	Vocabulary, Paragraphing, Sentence structure and Punctuation . . . some other features such as audience, organization of ideas and cohesion Almost same, as I learned these features at the privet English school . . . These features were not taught in Arabic writing
English Essay	How do you write to communicate your opinion/position to the reader? Can you tell me about any special devices you use in your writng and why?	-Language needs to be simple. -Use of cohesive devices.  -“although and because or on the other hand but in addition” firstly, secondly, thirdly, and finally would help to maintain the flow of the essay . . . give clarity and organisation to ideas
Arabic Essay	What do you think Arabic readers expect from persuasive essays when reading them? Do you think you wrote in such a way that you tried to	-Don't use vague words, cohesive devices  -and examples since and but

	respond to such needs/expectations of the readers?	or as in contrast from my point of view -these devices enhance readability of a text in general
English Essay	What do you think English readers expect from persuasive essays when reading them? Do you think you wrote in such a way that you tried to respond to such needs/expectations of the readers?	-a writer takes a position FOR or AGAINST an issue and writes to persuade the reader to believe something.  -yes, I tried to convince the reader to believe that learning a language is better than learning a sport. First I show the impertinence of the two language and sports. Next, I presented reasons for the points of view about language and sport. in conclusion reinforce my position
Arabic Essay	What do you think Arabic readers expect from persuasive essays when reading them? Do you think you wrote in such a way that you tried to respond to such needs/expectations of the readers?	-Argument and a personal opinion. -Yes I did, only I change the argument model as I presented a counter-argumentation Rather than through-argumentation
English Essay	When writing in English, do you ever find you are under the influence of Arabic writing experience? In terms of what kind of aspects or points?	Yes, Only in terms of vocabularies
Arabic Essay	When writing in Arabic, do you ever find you are under the influence of English writing experience? In terms of what kind of aspects or points?	Always... In term of rhetorical aspects
English and Arabic Essays	What differences are there between the English and the Arabic essays, particularly the most obvious difference? Did you make that change consciously? Why?	1-Paragrafing systems Concept of paragraph as a unit of thought and logic and the independence of text structure does not exist in Arabic. 2- argumentation model Yes. one idea in each paragraph
English and Arabic Essays	Are there any similarities between the two essays? what are they and why did you make them similar in those ways?	Very much the same Structure Paragraphs On idea in each paragraph cohesive devices to enhance my points of view

Appendix D: Survey

Respondents: Arabic and English speakers

I. Personal information:

- 5. Name: .....
- 6. Country.....
- 7. Sex (circle one):    Male        Female
- 8. Current education status: (circle one) B.A    M.A.    Ph.D. If other, please specify.....
- 9. Major(s) in the university: .....
- 10. What is your latest TOEFL, IELTS or EAP score (if available)? ..... Date: .....

II. Writing instruction in Arabic:

- 1. How do you rate your writing ability in Arabic? 1 (poor) to 6 (excellent)  
(Please tick one)

1     2     3     4     5     6

- 2. Have you received Arabic writing instruction during secondary school either as a part of your Arabic language class or as a separate class?  
 Yes         No

*If your answer to question No. 2 is YES, please continue to answer the following questions. If your answer is NO, then skip the following questions and proceed to part III*

- 3. How much writing in Arabic do you practice in formal education (high school) per week?

(Please tick one)

Less than 1hour    1 hour    2 hours    3 hours    4 hours    more than 4 hours

- 4. In which form(s) of writing do you learn to write Arabic compositions?

\*Answers could be more than 1, please tick all those that you do.

- Story    Essay    Argumentative writing    Reports    Poems    Journals
- Discussion    Short answers for exam    Summaries    Research papers
- Others (please specify)

.....  
.....

- 5. Which three types of writing from the above list were the most common types of writing received in your Arabic writing instruction?

Most common: .....

Second most common: .....

Third most common: .....



6. How often were you given specific topics when you composed in Arabic?  
 Always     Usually     Sometimes     Never

7. Give 5 examples of the most common assigned topics you wrote about in your Arabic writing classes:

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

8. Did you rewrite essays in Arabic? (Please tick one)

- Always     Sometimes     Never

9. According to Arabic writing teachers, what should a writer do to be able to persuade his readers to accept his opinion?

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

10. According to your Arabic writing teachers, how should a paper be organized? (please list the structures)

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

11. What did your teacher of Arabic give attention to in teaching writing?

\*Answers could be more than 1, please tick all those that apply

- Audience awareness
- Text structure
- Ideas
- Persuasive devices
- Cohesion
- paragraphing
- Vocabulary
- Sentence structure
- Punctuation
- Other (specify)

12. Which five things from the above list were most emphasized?

First most emphasized.....  
Second most emphasized.....  
Third most emphasized.....  
Fourth most emphasized.....

Fifth most emphasized.....

### III. Writing instruction in English

13. How do you rate your writing ability in English? 1 (English not at all) to 6 (Excellent English) (Please tick one)

- 1    2    3    4    5    6

14. Have you studied formal English writing instruction?

- Yes    No

*If your answer to question No. 20 is YES, please continue to answer the following questions. If your answer is NO, then skip the following questions and proceed to part IV*

15. How much writing in English did you practice in formal education (high school) per week?

- Less than 1hour    1 hour    2 hours    3 hours    4 hours    more than 4 hours

16. In which form(s) of writing do you learn to write English compositions?

\*Answers could be more than 1, please tick all those that you do.

- Story    Essay    Argumentative writing    Reports    Poems    Journals    Discussion  
 Short answers for exam    Summaries    Research papers    Others (please specify)

.....  
.....

17. Which three types of writing from the above list were the most common types of writing received in your English writing instruction?

Most ..... common:

Second ..... most ..... common:

Third ..... most ..... common:

.....

18. How often were you given specific topics when you composed in English? (Please tick one)

- Always    Usually    Sometimes    Never

19. Give 5 examples of the most common assigned topics you wrote about in English writing class?

1.....

2.....

3.....

4.....

5.....

20. Did you rewrite essays in English? (Please tick one)

- Always  Sometimes  Never

21. According to English writing teachers, what should a writer do to be able to persuade his readers to accept his opinion?

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

22. According to your English writing teachers, how should a paper be organized? (please list the structures)

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

23. What did your teacher of English give attention to in teaching writing?

\*Answers could be more than 1, please tick all those that apply

- Audience awareness
- Text structure
- Ideas
- Persuasive devices
- Cohesion
- paragraphing
- Vocabulary
- Sentence structure
- Punctuation
- Other (specify)

24. Which five things from the above list were most emphasized?

- First most emphasized.....
- Second most emphasized.....
- Third most emphasized.....
- Fourth most emphasized.....
- Fifth most emphasized.....

**IV. Personal attitudes toward composing:**

25. What do you think are the five most important prerequisite to become a good writer?

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**V. Writing exposure in general**

26. Have you done any types of writing other than essays outside the classroom?  
(Please mention and explain)

.....

.....

.....

27. Have you ever published your writing in a local or a national newspaper?  
(Yes or No) and why?

.....

.....

.....

**VI. English language level:**

28. How many years have you received English instruction throughout your school life?

- 1 year  2 years  3 years  4 years  5 years  6 years  More than 6 years

29. How many hours per week did you receive English instruction in secondary school?

- Less than 1hour  1 hour  2 hours  3 hours  4 hours  more than 4 hours

30. Has English ever become a medium of instruction in your secondary school or university?

Yes

No

31. How long have you been in Australia?

32.  Less than 1 year  1 year  2 years  3 years  4 years  5 years  More than 5 years

33. Rate your English language level from 1 (English not at all) to 6 (Excellent English)

1  2  3  4  5  6

### VII. Learners' perception of the effect of English writing instruction

34. Do you think your English writing experience affects your writing in Arabic? Please circle (**Yes or No**). If yes, Please circle according 1. **Positive** 2. **Negative** 3. **Neutral**. If no please list five most important reasons why. Please explain your answer "**yes**" or "**no**".

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*Note: A modified version of survey developed by both Uysal (2008) and Rinnert et al. (2015) to elicit information about the participants' L1 and L2 writing backgrounds*