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INTERFERENCE OF FIRST LANGUAGE TOWARDS WRITING IN ENGLISH AS SECOND LANGUAGE

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ABSTRACT

This study was aimed to analyze and evaluate the extent of interference of L1 (Tamil) in L2 (English) ESL writing. The SLA Threshold model was employed based on the constituents of behaviorist and mentalist theories. The study analyzed the phenomena and the contributing variables as a result of the interference. The relationship between phenomena and contributing variables were also studied. Mixed method approaches with a concurrent triangulation design were used for this study. A number of 60 pre-service teachers in a teacher education institution in Ipoh were chosen using purposive sampling method as studied samples. Three research instruments were employed which are a questionnaire, a protocol interview and document analysis. Data were analyzed using descriptive and inferential analysis. Descriptive analysis describes the extent of interference in the ESL writing while inferential statistics which involved a Pearson and Spearman correlation analysis explains the differences and relationship between the studied variables. The findings showed that there were significant inaccurate syntax and morphology patterns in the ESL writing due to interference of mother tongue and strategies used by the subjects. Pearson correlation analysis showed a significant relationship between the application of strategies and the ESL writing. As a conclusion, there were contributing variables which resulted from the application of strategies of the writing. The study implicates that the use of a pedagogical methodology based on behaviorist theory can promote practical and interactive activities to teach in an ESL context.

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INTERFERENSI BAHASA PERTAMA TERHADAP PENULISAN BAHASA INGGERIS SEBAGAI BAHASA KEDUA

ABSTRAK

Kajian ini bertujuan untuk menganalisa dan menilai sejauh mana pengaruh bahasa pertama (Tamil) dalam penulisan bahasa kedua (Inggeris). Berasaskan teori behaviourist dan mentalist, model pemerolehan bahasa kedua (SLA Threshold model) diamalkan. Kajian juga menganalisa fenomena dan pembolehubah yang menyumbang terhadap pengaruh ini. Pendekatan kaedah campuran dengan reka bentuk triangulasi serentak telah digunakan dalam kajian ini. Pemilihan subjek kajian dijalankan secara persampelan bertujuan melibatkan 60 orang guru pra-perkhidmatan salah sebuah institusi perguruan di Ipoh.Tiga jenis instrumen kajian digunakan iaitu soal selidik, protokol temuduga dan analisa dokumen.Data dianalisis dengan menggunakan analisis deskriptif dan inferensi. Analisis deskriptif menjelaskan tahap pengaruh bahasa pertama dalam penulisan bahasa kedua, manakala statistik inferensi pula melibatkan ujian korelasi Pearson dan Spearman yang menerangkan perbezaan serta hubungan antara pemboleh ubah kajian. Hasil kajian menunjukan terdapat peningkatan pengaruh bahasa secara signifikan dalam penulisan bahasa kedua. Analisis Pearson dan Spearman pula menunjukkan terdapat hubungan yang signifikan antara penggunaan strategi dan penulisan bahasa kedua. Kesimpulan daripada kajian menunjukkan pembolehubah yang menyumbang berdasarkan penggunaan strategi dalam penulisan bahasa kedua. Implikasi kajian menunjukkan penggunaan kaedah pedagogi berasaskan teori behaviorist dapat meningkatkan keberkesanan menggunakan aktitivi interaktif dalam pengajaran dan pembelajaran bahasa kedua.

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LIST OF ABBREVIATIONS

Dis.	Dissimilarities
ESL	English as a Second Language
IL	Interlanguage
L1	First Language
L2	Second Language
Sim.	Similarities
SLA	Second Language Acquisition

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CHAPTER 1

INTRODUCTION

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1.0 Introduction

The introductory chapter describes the context and framework in four main sections. The first section outlines the context of second language writing in Malaysia. The next section describes the role of English language in Malaysian context. The following section outlines the English language curriculum for ESL pre-service teachers. Lastly, the section outlines the purpose, problem statement, need for the study, significance of the study, the research questions, definiton of terms and the structure of the thesis .

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1.1 Background of the Study

There is a significant difference how native learners write English and how writers learning English as a second language or target language write. This is because the latter, have more than one language at their disposal while they are composing as compared to native learners or English as a second language learners. Academic writing is an active cognitive process and when learners internalize the language, errors can be eliminated (McLaughlin, 1988). Since writing is a complex process, learners use both their first and second language for cognitive operations when they are composing in the second language (Ang, Rahim, Tan, & Salehuddin, 2011). According to O Malley Chamot 1990, learners apply various strategies to compose in meaningful structures but find it difficult to develop the writing stages effectively. Since, they have more than one language in their system, it brings more problems and learners tend to switch those languages interactively, therefore causing some confusion in the structure and meaning (Darus & Ching, 2009) . One important difference between L1 and L2 writing is that L2 writers have more than one language at their disposal. As a result, they may use both L1 and L2 for cognitve operations when they are composing in their L2 (Lightbrown and Spada, 2006).

In the domain of second language writing, one consistent and salient characteristic which is fundamentally distinct from first language writing is that second language writers often switch back or forth between their first language and second language in order to overcome a problem. In actual fact, they are struggling while composing in the second language (Darus & Ching, 2009). The learner begins the task of learning a second language from point zero and through the steady

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accumulation of the mastered entities of the target language, eventually amasses them in quantities sufficient to constitute a particular level of proficiency in order to master the target language (Nooshin, 2014). If this is the case then we would expect that well-formed, accurate and complete target language structures to emerge on the learner's path towards eventual mastery of the target language. In reality this is not the case because second language learners usually are able to accumulate structural components of the target language but fail to organise this knowledge into appropritate and coherent structures (Darus & Ching, 2009). In fact, there appears to be a significant gap between the accumulation and the organisation of the knowledge especially in their written texts (Nooshin, 2014). Usually when writing in the target language (L2), second language learners tend to rely on their native language (L1) structures to produce a meaningful response (Widdowson, 1990). Language learners sometimes use their native language to generate ideas and details (Friedlander 1996). According to Kern (2000), when learners write in a second language, they generally produce texts containing varying degree of grammatical errors. If the structures of the two languages are distinctly different, then one could expect a relatively high frequency of errors in L2, thus indicating an interference of L1 on L2 (Lado,1957).

Language learning is a mechanical process concerning habit formation (Nelson, Brooks 1960). Some of the strategies of langauge within the scope of behaviourists are imitation, reinforcement and repetition. Behaviourists view language acquisition as the result of habit formation, through which the learning process takes place (Lin & Texas, 2014). This belief was based on the behaviourist theory of language learning where learning was equated with habit formation (W. Yu, 2011). Adversely, the interest in language learning was focussed on the role of the mother

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tongue as the failure to gain the new habits of the second language was thought to be related to first language (Abeywickrama, 2011). According to Odlin (1989), transfer is the influence resulting from similarities or differences between target language and any other language which is acquired. Transfer from L1 to L2 was considered a form of interference of L1 habits on L2 learning (Erarslan & Hol, 2014). Many behaviorists argue that L1 interference is a major problem for L2 learners (Corder, 2000).

Lado (1957) stated that L2 learners are entirely dependent on their mother tongue in learning the target language. This situation is dominant in the L2 learner's productive and receptive skills which are greatly influenced by not merely by L1 patterns, but also includes the factor of how great the similarities or differences between L1 and L2 languages are (Erarslan & Hol, 2014). For instance, if L1 and L2 are similar in features and characteristics, then the interference may not be as great and prominent (Bennui, 2008). As most of the strategies are similar in L1 and L2, L2 learners may be able to transfer from L1 to L2 writing (Erarslan & Hol, 2014). Transfer can be a conscious or an unconscious process. Learners may consciously allow influences of mother tongue in their L2 writing which often results in absence of knowledge. On the other hand, when learners do not realize the differences between structures and internal rules of the language, this is known as an unconscious process. Both the processes results in errors due to non-existence of certain structures in the target language (Sharwood Smith, 1986).

Teachers and educators usually neglect the problem of L1 interference in L2 writing and prioritize learner's problems in syntax, lexis and discourse aspects. However in the ESL writing context, interference is an important factor to be

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taken into consideration (El-dali, 2012). When L2 writers write in the target language, some features of L1 are dominant and present in L2 writing (Bennui, 2008). Furthermore, L1 interference refers to the influence of L1 structures on students L2 writing (Liu, 2011). This is even more crucial for students from the vernacular schools (Darus & Ching, 2009). Thinking in English when writing in English is difficult because L1 interferes in L2 written texts (Bennui, 2008). In terms of SLA, the influence of L1 on L2 learning has been considered as interference but according to Cumming (1989), the background of L1 serves the platform for L2 learning and promotes the ability to write. Therefore for Tamil medium students thinking in English when writing in the English language is difficult as L1(Tamil) structures are inevitable and therefore interferes with their written L2(English) (Javed & Phil, 2012). This is even more prominent among learners from Tamil medium schools where Tamil is used as the instructional language for all the subjects taught and learnt, and not English. It was also mentioned that L2 learners do not depend heavily on the L1 since they have sufficient level of L2 knowledge to think and write in L2 (Jones and Tetroe, 1987). As reported by Raimes (1985), low proficiency writers rely heavily on their L1 especially during the writing process. The learners in fact use some strategies such as reducing information, simplifying syntax, substitute lexical items and ignore information (Uzawa, 1989). However, according to Kobayashi (1994), these composing strategies benefitted low L2 proficient writers. However, Yun (2005), found that low L2 writers who did not use their L1 were less efficient. This is the gap the present study would like to investigate. The gap is to what degree L2 writers transfer L1 during their strategies of composing in L2

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writing and what are the strategies used by low proficient writers to transfer to L2 writing.

Therefore this study will look into interference of L1 (Tamil language) on L2 (English language) among ESL pre-service teachers in an ESL context. The focus of this study is mainly on instances of L1 interference on L2 in the syntactic structures of L2 writing. This study also aims to identify the learning and transfer strategies used in ESL writing. Inaccuracy in sentence structures occur when L1 learning interferes with L2 learning and this approach demands an immediate treatment of learners sentence structures (Alexandra Cabrera Solano et al., 2014). The general consenses was that inaccuracy in sentence structures could be detected by comparing the grammar of L1 and L2 especially in the written forms. If there were differences in L1 and the target language, the errors are likely and prominent (Khansir, 2012). This study would also investigate to what extent non target L2 (English language) patterns in the writing of ESL pre-service teachers can be a function of L1 (Tamil language) transfer. In the process of second language acquisition, the problem is whether the acquisition of the particular aspect of that language is a positive or negative transfer and to what extent is the interference (Odlin, 2003). Strategy is a technique used by L2 learners to learn the target language (Gvarishvili, 2013). This study would investigate the transfer and learning strategies used by second language learners and the contributing factors to determine the extent of interference in the sentence structures. One of the prominent strategies used by L2 learners is to transfer some features of the mother tongue to the target language (Erarslan & Hol, 2014). During the process when learners assume that the features of mother tongue are also present in the target

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language, some features may not be appropriately applied or used (Khansir, 2012). This can result in negative consequences and therefore an important aspect to be taken into consideration especially in the SLA field (Alexandra Cabrera Solano, 2014).

1.1.1 Role of English language in Malaysian context

During the British colonization period, beginning from the 18th Century, the English language has been extensively used in Malaysia. English language is an important language of communication and is widely used in Malaysia as in many other countries (Thirusankar & Melor, 2012). For the past 15 years, Malaysia is one of the South East Asian countries to adopt a bilingual education system. Malaysia is a plural society and the learners are either bilingual, trilingual or even multilingual (Sarfraz, 2011). Bahasa Malaysia is the official language whereas English is the second language in the perspective of the Malaysian education system. The education system aims to establish a balance between national and international needs and challenges manifested through linguistic educational policies (Gill & Kirkpatrick, 2013).The status of the English language is placed officially as L2 in line with the Malaysian education policy (Gill, 2002). The role of the Malay language (Bahasa Melayu) is the national language. The English language is widely taught in all schools in a formal setting (Sarfraz, 2011). The minimum formal learning of tne English language for Malaysian learners is 11 years and this is continued in tertiary level (Selvaraj, 2010). However, the deficiency in English language competence among Malaysian learners

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is still a major concern particulary among tertiary level students (Yamat, Fisher, & Rich, 2014).

Before independence, the Malaysian education system was in accordance with the Barnes Report of 1951. This system disapproved vernacular schools. An ammendment was made with the Razak Report proposed in 1956. This report endorsed Bahasa Melayu as the medium of instruction while retaining the Chinese and Tamil vernacular schools (Sarfraz, 2011). In 1960,the Rahman Talib Report was tabled with recommendations to set up "remove classes" for students from vernacular schools. The objective of the above step was to allow students from vernacular schools to spend one extra year to master the English language and Bahasa Melayu. The aim is to assist them in the transition from primary education in the vernacular schools to the secondary education in national type schools (Foo & Richards, 2004). The English language would become the second language taught in Malaysian schools at both primary and secondary levels.

The change in the medium of instruction from the English language to Bahasa Melayu had led to the deterioration of the English language competence among Malaysian learners (Selvaraj, 2010). Little consideration was given to students from non-English language usage background with the switch to Bahasa Melayu as the only medium of instruction at all level of education. The role of English in Malaysia is fast changing. The English language, although made compulsory was taught as just another subject in the school system (Selvaraj, 2010). Despite the fact that the role of the English language has changed from official language to that of a second language, there is continued need for Malaysians to be competent in that language (Mohd Sofi,

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2003). The change of the medium of instruction from the English language to Bahasa Melayu has deteriorated the proficiency level in English especially among tertiary level students (Gill,2009). Recently, it has become a national issue in Malaysia because the government is emphasizing the mastery and proficiency of the English language especially among Malaysian students from higher learning institutions (Yamat, 2014) . One of the measures to overcome this problem is to change the status of English language . The Ministry of Education announced that in 2003, English would be reintroduced to teach Mathematics and Science for Year 1 in the primary schools and Form 1 in the secondary schools beginning 2004 (Stephen, 2013). However, the Ministry of Education abolished this policy in 2009 and announced the teaching of both the subjects in Bahasa Melayu (Nor Hashimah, 2009). In 2011, PPSMI (Teaching of Science and Mathematics in Enlgish) was replaced with MBMMBI which is "to uphold Bahasa Melayu and to strengthen English language" (Michael, 2012). Students from the vernacular schools from Tamil and Chinese medium have to learn Science and Mathematics in Bahasa Melayu from the year 2017 in secondary schools (Yamat, 2014). Therefore the mastery level of proficiency in English language would deteriorate further. This situation would be crucial when these students continue their education in the tertiary level where the emphasis is on both Bahasa Melayu and the English language.

To educate the multinational population in Malaysia, different types of schools were initially set up. Among this was the vernacular Tamil schools. The Tamil vernacular schools began in estates which only provided six years of formal education in the primary level. Tracing back the history of Tamil vernacular schools, the Tamil language was taught in a formal setting in 1816 in Penang Free School (Kandan,

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1979). This led to the progress of the establishment of more Tamil primary schools in the estates when the British introduced the Ordinance Law in 1912. There was a tremendous increase in the establishment of Tamil schools from 1920 with a total of 122 schools to a total of 235 in 1925 (Rajendran, 2008). Currently, there are 523 Tamil vernacular schools which constitute 55% of Indian children (Vernacular school report, April 23rd, 2012). In these schools, the medium of instruction is in the Tamil language and Bahasa Melayu is the national medium of instruction. The role of English is thaty of an additional language.

To achieve the goals of Vision 2020, the Ministry of Education has formulated its own vision for education through PIPP (Pelan Induk Pembangunan Pendidikan) from 2013 to 2025. The government is aware of the importance of English as an international language. The Ministry believes that Malaysia's progress towards economic development requires mastery of English as an international language (Mohd Sofi, 2003). It also stressed using standard English language as a medium to teach English, Mathematics and Science (Yamat , 2014). The Blueprint aims to ensure that all citizens have the opportunity of twelve years of education in terms of equity, quality and access. Besides, it also aims to further develop the potentials of individuals in a holistic and integrated manner so as to produce individuals who are intellectual, knowledgeable and skillful in various fields and are proficient in English and Bahasa Melayu and are prepared for higher learning skills (Musa, Lie, & Azman, 2012).

There was a revamp in the English language syllabus in the Malaysian education system. When the National Language Policy was implemented in 1970,

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English was recognized with the status of a second language. Thus to adopt to this policy, in the 1970's the schools subscribed to the structural situational approach syllabus. However, English was introduced as a subject in the Tamil primary schools in Year 3. Until 1983 there were three different approaches of English syllabus; structional-situational syllabus for the primary schools, task-oriented situational approach for the secondary schools and communicative syllabus for the upper secondary schools (Saadiyah Darus, 2009). The reasons were due to the different committe in designing the syllabus. The upper secondary school syllabus was in line with demands of the nation to produce a united, disciplined and to communicate in the international fields. However, the switch to the communicative approach brough problems especially in the pedagogy methodology. Educators faced problems in designing and creating situations to adopt this approach especially when the rules of grammar was taught in isolation. Therefore, this approach was abolished by the Ministry of Education with the introduction of the KBSR and KBSM in 1983.

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The aims of the KBSR is,

> "to equip learners with basic skills and knowledge of the English language so as to enable them to communicate both orally and in writing in and out of school."
> (KBSR English language Syllabus, 2000)

The aims of the KBSM is,

> "to extend learner's English language proficiency in order to meet their needs to use English in certain situations in everyday life, for knowledge acquisition and for future workplace needs."
> (KBSM English language Syllabus,2000)

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This aspiration of the English language in Malaysian education is stated in the National Education Syllabus.

The objectives are:

> "English is taught both in the primary and secondary schools in Malaysia. Its position is that of a second language. It is a means of communication in certain everyday activities and certain job situations it is an important language to enable Malaysians to engage meaningfully in local, international trade and commerce. It also provides an additional means of access to academic, professional and recreational materials".
> (National Education Policy: 2012)

Many attempts have been made both nationally and individually in the effort to improve the mastery and proficiency level of English language among Malaysian students. One of the notion was to provide a more conducive learning environment to make the learning process more meaningful (Musa, 2012). Furthermore, the changing of the economic status of Malaysia in the last two decades and rapid developement and growth of technology and communication boosted the demand for bilingual students, especially from the tertiary level. Therefore, there is a genuine need to improve the mastery and proficiency level of Engish language to cope with these developments and new challenges (Musa, 2012). Efforts must be made to convey the message effectively to all Malaysians that it is a national interest to enhance Malaysia's international competitiveness in the era of globalization and information and communication technology, by mastering the English language (Yamat, 2014).

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1.1.2 English language curriculum for ESL pre-service teachers

In 1997, the Ministry of Education set up two committees to plan programs to improve the proficiency level of languages amongst secondary and university students. The Committee for Schools has come up with broad strategies to improve competency and mastery in languages (Mohd Sofi, 2003). This has also been implemented at the tertiary level. Some of the strategies planned for developing effective and proficient teachers are upgrading the training program, empowering professional development and engaging progressive and pro-active teachers. Most undergraduates and those seeking entry to tertiary institutions still lack proficiency and mastery, especially in the English language. This has caused them to lag behind in their pursuit of academic excellence and progress (Michael, 2012). Furthermore, this issue has been ascertained crucial among many academicians who thus have raised their concerns about the inability of most local undergraduates to converse and write effectively in English (Musa, 2012) .

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Table 1.1

Compulsory Courses for Degree Program in the Malaysian Teacher Education Institutions

No	Course	Credit
Compulsory		23(17%)
IPT		
IPGM		
Optional		86(65%)
Professional courses		
Major		
Elective		24(18%)
Elective I		
Elective 2		

IPT: Institut Pendidikan Tinggi IPGM: Institut Pendidikan Guru Malaysia

Table 1.1 above demonstrates the compulsory courses for the degree program in Malaysian teacher education institutions. English language comes under the category of compulsory courses which comprises of 17%. The course structure offered in the Malaysian teacher education institutions comprises of compulsory courses assigned by the MOE (Ministry of Education), optional courses chosen by the institutions, professional courses, major courses and a choice of three elective courses for the pre-service teachers .

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Table 1.2

Compulsory Subjects for Degree Program in Malaysian Teacher Education Institutions

Subjects	Credit
Islamic Studies	2
English Language Proficiency I	**2**
English Language Proficiency II	**1**
Bahasa Melayu- Literasi	2
Numerical Literacy	2
Ethnic Relationship	2
Art in Education	3
Co-curriculum	1
Co-Curriculum- Games	1
Co-curriculum- Uniform	1
Co- Curriculum – Uniform	1
Co-Curriculum- Athletics	1
Co-Curriculum – Society	1
BIG (Model Building)	NC

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Table 1.2 outlines the compulsory courses offered for the degree programs in the Malaysian teacher education institution. There are two compulsory English proficiency courses designed for the pre-service teachers. The proficiency courses aim to develop learners' potential to master the four basic skills in the English language (Bahagian Pendidikan Guru, 2004). It focuses on the English sound system, parts of speech, word classes, tenses and the four skills. The first is English Language Proficiency I which is offered in the first semester of the Degree Program and English

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Language Proficiency II, which is offered in the second semester of the Degree Program.

Table 1.3

The Compulsory English Language Subjects in the Malaysian Teacher Education Institutions

No	Subjects	Semester	
		1	2
1	English Language Proficiency I	*1*	
2	English Language Proficiency II		*1*

Table 1.3 shows the two compulsory English language subjects for the degree programs in the Malaysian teacher education institutions. English Language Proficiency I aims to develop learners' mastery of the four basic skills in English language. It focuses on the English Sound System, Parts of Speech, Tenses, Sentence Types, Types of Questions, Listening and Speaking Skills, Reading Skills, Paragraph Writing and Writing for Different Purposes. English Language Proficiency II is an extension of English Language Proficiency I. It is an extension on parts of speech and the four language skills. It also aims to enable learners to explore and apply appropriate structures of the English language for different text types. This would enable students to become proficient language users and be able to assess and reflect on their learning strategies. English Language Proficiency I is the pre-requisite course for English Language Proficiency II. Therefore, it is compulsory for students to obtain the required minimum criteria to obtain a conditional requirement to pursue a degree course. Failure to do so would affect the awarding of cumulative grades required for a degree program (Bahagian Pendidikan Guru, 2004).

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The curriculum of Malaysian teacher education institutions is a plan for experiential and professional learning and to develop holistic teachers. Among the curriculum objectives for the Degree Program is to produce dynamic, relevant, futuristic, responsive and holistic individuals (Bahagian Pendidikan Guru 2004). The National Education Plan for tertiary level aims to develop the potentials of individual in a holistic and integrated manner so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced in line with the National Education Policy. Through the blueprint it also aims to produce students who are proficient in mastering Bahasa Malaysia and English language and are prepared for higher learning (Pelan Induk Pembangunan Pendidikan). It also aspires to train future teachers to be elite professional and apply best practices of teaching methodology. Besides, it also aims to offer excellent academic pathway with high competence and performing teachers.

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1.2 Purpose of the Study

The overall aim of this study is to determine the interference of L1 (Tamil language) in pre-service teachers' ESL writing . There are three specific aims:

(a) to analyze the interference factors of L1 (Tamil) in L2 (English) sentence patterns and morphological structures in the interlanguage system.

(b) to analyze and evaluate the transfer strategies used by ESL pre-service teachers and the contributing factors in their writing.

(c) to analyze and evaluate the learning strategies used by ESL pre-service teachers and the contributing factors in their writing.

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1.3 Statement of the Problem

The standard of English among Malaysian students is on the decline despite learning the English language for many years in a formal setting. Malaysian students are still weak in English, especially in their writing skills and other language components (Mohd Sofi, 2003). They still commit errors in every aspect of the language in terms of writing. Studies on written work of Malaysian ESL learners have shown that their writing is full of errors (Khan, 2005) and this is evidence from a research carried out among Form 5 students in Terengganu.

Among the four skills in the English language, writing is the most complex skill but it is an important skill for students to learn (Musa, 2012). Writing is a basic skill that needs to be mastered by all students in the Malaysian English Language curriculum (Ministry of Education Malaysia, 2000). Despite learning English for many years, many of these students remain weak in the English language, especially in their writing skills (Mohd Sofi, 2003). Among the four skills, writing is the skill most Malaysian students are less proficient in and they do not know how to accomplish the written tasks in satisfactory ways (Saadiyah Darus, 2009). The situation is even more crucial among ESL pre-service teachers from vernacular schools, especially with regards to the writing skill. The ESL pre-service teachers from vernacular schools have more than one language available to them (Michael, 2012). Thus they will have difficulties in mastering and acquiring many languages. It has been observed that when Malaysian students make the transition from secondary schools to university, they are expected to have acquired all critical and literacy skills to meet the academic demands of university (Michael, 2012). A recent study carried

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out proved that students face difficulty to shift from school learning culture to university learning culture and as a result lack the conventions of academic writing needed to write well in an academic discipline (Krishnakumari, Paul Evanson & Selvanayagam, 2010). Very few studies have been conducted to investigate the above problem especially among tertiary students who are representatives from the vernacular schools in Malaysia. This is the gap the researcher is concerned about since limited research have been conducted to investigate the problem among tertiary students from the vernacular schools.

At the Malaysian teacher education institutions, English language is a non-core compulsory subject for all the students in the teacher education institutions and is taught for two consecutive semesters (Bahagian Pendidikan Guru, 2004). The two compulsory English language subjects are English Language Proficiency I and English Language Proficiency II which are offered for two consecutive semesters for students pursuing the degree programme. Therefore, it is compulsory for students to obtain the required minimum criteria to obtain a conditional requirement to pursue a degree course. Failure to do so would affect the awarding of cumulative grades required for a degree programme (Bahagian Pendidikan Guru, 2004). This is another concern that needs immediate action from various stakeholders (Musa, 2012). Furthermore, English language has been made compulsory in the Malaysian education system as evident by the constant focus on the standard of teaching and ongoing attempts to improve the standard (Selvaraj, 2010). The concern is the importance of English language as a second language and the level of mastery and proficiency level among students is not emphasized especially in Malaysian teacher education institutions. The shortcoming is probably due to the limited or inadequate past

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research especially on writing skills in the ESL context in teacher education institutions.

1.4 Need for the Study

This study focuses on a comprehensive level and conduct a wider scope of analysis with a multiple range of materials to investigate the extent of the interference of L1 on L2 in the sentence patterns and the contributing factors of using transfer and learning strategies in L2. This study will also be significant to identify the types of transfer and learning strategies employed in the ESL context to determine whether the applied strategies employed are a result of second language acquisition or learning. This study will also analyze the related theories of second language acquisition to investigate whether the students use the strategies consciously or unconsciously and the continuum of the consequences in the ESL context.

English language is taught as a second language in schools and in the Malaysian system of education (Musa, 2012). Students from vernacular schools, those from Tamil schools in particular, need to learn English which is the target language as well as the second language (Musa, 2012). In the vernacular schools, most of the other subjects are taught in Bahasa Malaysia therefore the interference of this language is greater (Michael, 2012). In most parts of Malaysia, it has been found that the English language is more of a foreign language as there is limited exposure to that language (Musa, 2012). This is another issue that needs immediate concern. The issue is how great the interference of L1 (Tamil) over L2 (English) is, especially in

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the written form among students in tertiary level who are representatives from the vernacular schools. This study investigates the interference of L1 (Tamil) which is the first language or mother tongue of the subjects in L2 (English). This study will enlighten the interference of learning both the languages and to what extent is the interference especially in the written texts. This study will also investigate the strategies applied and the contributing factors which enlighten the interference of learning L2. When students from vernacular schools have to study more than two languages simultaneously, the chances of mother tongue interference in the second language are great. Second language acquisition has both similarities and dissimilarities with those of the first language (El-dali, 2012). The issue is to what extent is SLA and first language acquisition similar or different and to what extend if the interference in learners' writing, especially learners from Tamil vernacular schools. It is therefore important that language teachers and language learners know the structure of both the mother tongue and second language because such knowledge can help the language learners to identify the areas of interference of mother tongue on second language (Javed & Phil, 2012). The knowledge gained from this issue would provide insights, especially those related to strategies and approaches of teaching methodology.

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This study therefore would analyze the learning and transfer strategies used by pre-service teachers in their writing. This study would also evaluate the contributing factors of learning and transfer strategies in the writing.

Hence, this study is believed to be a valuable addition to the limited literature by investigating the interference of L1 (Tamil) in ESL pre-service teachers L2

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(English) writing. In essence, the questions which form the basis of this study are the contributing factors of L1 (Tamil) in L2 (English) writing and the strategies used in L2 learning and acquisition and how this can help education planners, teachers and practitioners. In relation to those questions, the study gives further insights into research and practice in teaching pedagogy by exploring the application of theories and strategies in view of differences in thoughts and field of study. The practitioners would be enlightened about the theories which assist in second language acquisition and learning and therefore would be able to use the correct approach and methodology to teach English language in the ESL context.

1.5 Significance of the Study

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The study of the interference of L1 (Tamil) in ESL pre-service teachers L2 (English) writing is significant for two main reasons. First, this study addresses the significance of the research by providing documents of written texts in relation to the decoding of various types of morphology and syntax patterns. The lack of attention particularly to research on the changes of writing introduces a gap in SLA theories and application of methodology in classrooms. Very limited or little knowledge is highlighted about how teachers and educators are dealing with investigating and correcting the morphology and sentence patterns due to interference of more than one language learnt or acquired.

This study is also significant because it will extend and integrate theories of conceptualization of teacher's knowledge in relation to L2 (English) writing. This

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study also helps to investigate the sentence patterns due to interference of L1 (Tamil) with relevance to SLA theories. It is hoped that comparing the similarities and dissimilarities of both Tamil and English language features investigated in this study and those reported in previous research might provide better insight into the understanding of the conceptualization of theories and teaching approaches. Furthermore, investigation of the learning strategies used in writing will help educators to formulate well-defined guidelines on a revised beneficial approach to teach English as a second language. Therefore this study would investigate the transfer and learning strategies used, whether it is an unconscious or conscious process, advertently or inadvertently used, so as to provide better understanding of the conceptualization of theories of second language learning.

In other words, this study is significant by contributing to knowledge pertaining to the analytical approach to morphology and syntax patterns and application of desirable strategies in teaching English as a second language. Such understanding is helpful to both researchers and classroom practitioners seeking ways to maximize the effectiveness of language teaching and practices especially in the context of learning English language as a second language. Although the findings cannot be generalized and might not be applicable to all those concerned but the conclusion may be relevant and could be used as a paradigmatic reference on issues related to language teaching and practices, especially in the context of learning English language as a second language.

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1.6 Research Questions

The researcher has formulated three research questions to carry out the research to analyze the interference factors in syntax and morphological patterns, learning and transfer strategies used by pre-service teachers in writing and to evaluate the contributing factors of learning and transfer strategies in the writing

The research questions are as stated below:

a) What are the interference factors of L1 (Tamil) in L2 (English) syntax and morphological patterns in the interlanguage system of pre-service teachers?

b) What are the transfer strategies used by pre-service teachers and the contributing factors in their writing?

c) What are the learning strategies used by pre-service teachers and the contributing factors in their writing?

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1.7 Definition of Terms

1. **First language** is termed as native language, primary language and mother tongue. This language is assumed to be one which is acquired during early childhood. Acquisition of more than one language leads to multilingualism and sequential multilingualism means learning added languages (L2) after L1 has already been established (El-dali, 2012). Nation (2000), states that first language is one that is

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naturally learnt by children from environment. In the context of this study, L1 is Tamil.

2. **Second language** is typically an official or societal dominant language which is needed for education, employment or other basic purposes. Second language is used by speakers with different native languages (Wright, 2010). In this study, English language is the second language.

3. **Grammar** is the structure of a language which follows a set of rules. The grammar of a language is a description of the ways in which the language uses patterns of structure to convey the meaning (Larsen-Freeman, 2002). It would be impossible to learn language effectively without knowing the grammar because grammar helps learners to identify grammatical forms (Ke, 2008). Language without grammar would be disorganized thus causing grammatical errors.

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4. **Errors** are deviations which are due to deficient competence. As errors are due to deficient competence, they tend to be systematic and not self correctable. Errors are unavoidable and a necessary part of the learning process (Corder, 2000). They are visible proof that learning is taking place. In this study, the researcher would determine the morphology and syntax patterns due to interference of L1 (Tamil) in L2 (English) writing.

5. **Interference** is derived from a learning theory approach that explains about the process of habit formation in language learning. Interference includes the outcome between two language systems by means of social, psychological and linguistic

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interaction about the target language on the basis of limited experience of a second language (Ellis,2008). From the psychological perspective, it states that there is influence from old habits when new ones are learnt. From the sociolinguistic perspective, it mentions that when two language communities are in contact interference occurs (Abeywickrama, 2011). In this study, the focus would be on interference of L1 (Tamil) in L2 (English) writing.

6. **Transfer** can be defined as the projection of rules from the mother tongue to the target features of the mother tongue which includes both positive and negative is also referred to as cross linguistic influence (Odlin, 1989). In this study, the notion is to investigate the transfer strategies used from L1 (Tamil) to L2 (English) and the contributing factors.

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7. **Negative transfer is** where the learners erroneously assume that features of their mother tongue is also present in the target language and those undertaken in the target language (Jarvis, 2000). This also occurs when the learner has picked up a feature that belongs to the target language; but uses it wrongly. In this study, the morphological and syntax patterns are investigated to identify whether they are due to transfer from one language to another or due to the application of strategies.

8. **Interlanguage system** evolves over time as learners employ certain internal strategies to make sense of input and to control the output. According to Selinker (1992), it refers to two aspects, firstly, it is a learning system at a certain point of time and secondly, it is the range of interlocking system that characterizes development over a certain period of time (El-dali, 2012) .

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9. **Strategy** is a technique used by L2 learners to learn a target language. It is a cognitive process which consciously or unconsciously involves the processing of L2 data to derive meaning (Cohen, 2001). Strategies used by L2 learners to learn the target language include language transfer, overgeneralization of L2 rules or simplification (Lin & Texas, 2014).

10. **Learning strategy** is defined as the actions consciously applied by learners for the purpose of learning a language and to improve the language (Dulay, 1989). It is a conscious procedure that helps language acquisition, retention and retrieval and to make learning easier and more directed (Madhumathi, P. , Ramani, N. and Prema, 2014). In this study the researcher would investigate the learning strategies used by L1 (Tamil) learners to write in L2 (English).

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11. **Transfer strategies** refer to the extinction of earlier habits whereas acquisition of a second language does not lead to any replacement of the learner's primary language (Odlin, 1989). It is also a platform where learners fall back on old knowledge of L1 rules when new knowledge of L2 is lacking. Therefore it is a production strategy which cannot assist in second language acquisition(El-dali, 2012). This study would investigate the transfer strategies from L1 (Tamil) onto L2 (English) writing.

12. **Writing** is a complex and challenging skill because it involves the development of ideas and mental representations of knowledge. Writing is a vehicle of communication to covey messages according to situations and purpose (Asia, 2006). In this study the narrative and descriptive types of genres are the focus.

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1.8 Summary

The background regarding the role of English in the Malaysian context as a second language and the extent of interference in the examined writing component of the English language syllabus in a teacher education institution has been presented. The rationale for this study is to help the researcher to extend the knowledge of the learning and transfer strategies applied in the second language environment and the plausible contributing factors of interference of L1 over L2 in an ESL context. This study also helps the researcher to identify and analyze the structures caused by transfer of language and by learning strategies in an ESL context. The next chapter will explain the theoretical background of second language acquisition, interlanguage, aspects of morphology and syntax and the learning strategies by reviewing the related research studies conducted on second language learning and acquisition.

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CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

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This chapter reviews the research literature relating to language acquisition and language learning and then presents some of the overlapping themes that unite the research in the fields of various bodies of lnguistics. The body of empirical research relevant to this study has arisen from SLA and first language learning and much from Error Analysis and the language learning model. More accurately, the aim of this empirical research is to identify and clasify theories and research findings that are applicable to and are closely related to the research questions in this study. In this study, the interference of the first language in writing is reviewed. This chapter includes five main components. The introductory chapter includes the theoretical framework which discusses SLA, interlanguage and interference. The next section outlines the conceptual framework of Contrasive Analysis, Error Analysis and

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Interlanguage. This is followed by looking at the aspect of the writing component in the ESL context. The next section looks at learning and transfer strategies followed by comparison between English and the Tamil language. The remaining parts of the chapter provide a brief overview of the theoretical underpinnings of each research area mentioned above and reviews the related studies in each area.

2.1 Theoretical Framework

2.1.1 Second language acquisition

In terms of early second language acquisition (SLA), learners are faced with the same logical problems faced in the process of acquiring the first language. Furthermore, this learning has interference, either positively or negatively of the first language (Jansson, 2006). However, the issue is to what extent interference really affects the learners especially in their writing . These are the main concerns, especially when the researcher assessed written text scripts from ESL pre-service teachers from Tamil vernacular schools. Since the 1960s, researchers like Nemser (1974), have supported the notion of the advantages of bilingualism. Students who know a second language are said to have sharper awareness of languages learnt. Since SLA is not a uniform and predictable phenomenon, there is no single way in which learners acquire knowledge of a second language. Learners learn second language in different situations and different ways (Nooshin, 2014). SLA acquisition refers to all aspects of language that the learner needs to master.

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Theories of second language acquisition form a background to many studies related to error analysis. Second language acquisition is defined as how people learn a language besides their mother tongue (Cook,2008). However. Lightbrown and Spada (2006) pointed out some implications of second language learning asserting that it is an asset to have already acquired one language since one already has an idea how that language works. Ellis (2008) pointed out second language learning as the learning of any language after the acquisition of one's mother tongue or primary language. Simultaneously, they may make incorrect assumptions about how the second language works due to their knowledge of their mother tongue. There are two major rules of SLA research by Doughty, Long, Laskshamaman & Selinker (2001). Firstly, to identify and determine the nature and sources of the second language which are part of the interlanguage competence, and secondly to explain how the underlying L2 knowledge system developed overtime from the initial state to an end state and often a fossilized state (Fissiak, 1981). These are the two rules the present researcher would employ to identify the interference of L1 (Tamil) in L2 (English) in an ESL context. The researcher aims to describe L2 acquisition by selecting sentence structures and identifying the underlying factors which determine the plausible sources.

It is a popular belief that the first language interferes with the learning of second language and that first language interference occurs in certain contexts, but not in others (Bolton and Kachru, 2006). However, the focus has been on how second language learners acquire grammatical sub-systems, such as the syntactical rules, subject-verb agreement and tenses. This is the notion that this research would investigate. When languages have a great deal in common, the individual has the

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tendency to translate from one language to another (Erarslan & Hol, 2014). But then, some languages are very different from one another in many aspects and features. This often results in interference which causes adverse or negative effects (Alexandra Cabrera Solano, 2014). When students from vernacular schools have to study more than two languages simultaneously, the chances of mother tongue interference in the language are great (Michael, 2012). Second language acquisition has both similarities and dissimilarities with those of the first language (Alexandra Cabrera Solano, 2014). The issue is to what extent is SLA and first language acquisition similar or different and to what extent in the interference in students' writing, especially students from Tamil vernacular schools. It is therefore important that language teachers and language learners know the structure of both the mother tongue and second language because such knowledge can help the language learners to identify the areas of interference of mother tongue on second language output (Javed & Phil, 2012).

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2.1.2 Behaviorist and Mentalist Perspective of Second language acquisition

There are five fundamental theories of language learning, the behaviorist, mentalist, rationalist, empiricist and cognitive code theory. Of these, the behaviorist theory and mentalist theory are mainly applicable to the acquisition of native languages. Therefore, this research would be based on behaviorist and mentalist theories. In the 1940's and 1960's, first and second language learning was considered a formation of habits as supported by behaviorists who succeeded in making this the dominant psychological theory. The behaviorist believes that foreign language learning consists of learners imitating what they hear by developing habits in the foreign language

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through routine practice (Abler, 2006). In this view, the learners are able to relate what they know of their first language to what they recognize in their second language (El-dali, 2012). As a result there may be positive transfer when there are similarities between first language and second language and negative transfer when there are differences between first language and second language (Odlin,200). This view states that the errors result from using habits from the first language and transferring them to the second language.

The mentalist language learning theory has two underlying assumptions. Firstly, humans have a special innate capacity for human language called Language Acquisition Device (LAD) (Abler, 2006). When a child is exposed to a language of his community, this language device would be triggered and the child becomes a speaker of that language. The idea put forth by mentalist theory is that all individuals have a special ability for language analysis. The second basic assumption is that language development follows a biological and chronological sequence. Three concepts of mentalist theory in particular support this investigation of interference of first language over second language. Noam Chomsky (1975), Krashen (1983) and Spolsky (1985) supported the above mentioned theory. The Mentalist model claims that any individual can learn any language they are exposed to from birth. This theory also claims that when one acquires the language, the underlying meaning is the acquisition of first language knowledge and some second language knowledge which consists of rules, principles and conscious attention (Krashen, 1983).

In this study, the theoretical framework anticipates investigating whether interference of the first language (Tamil) contributes to significant differences in the

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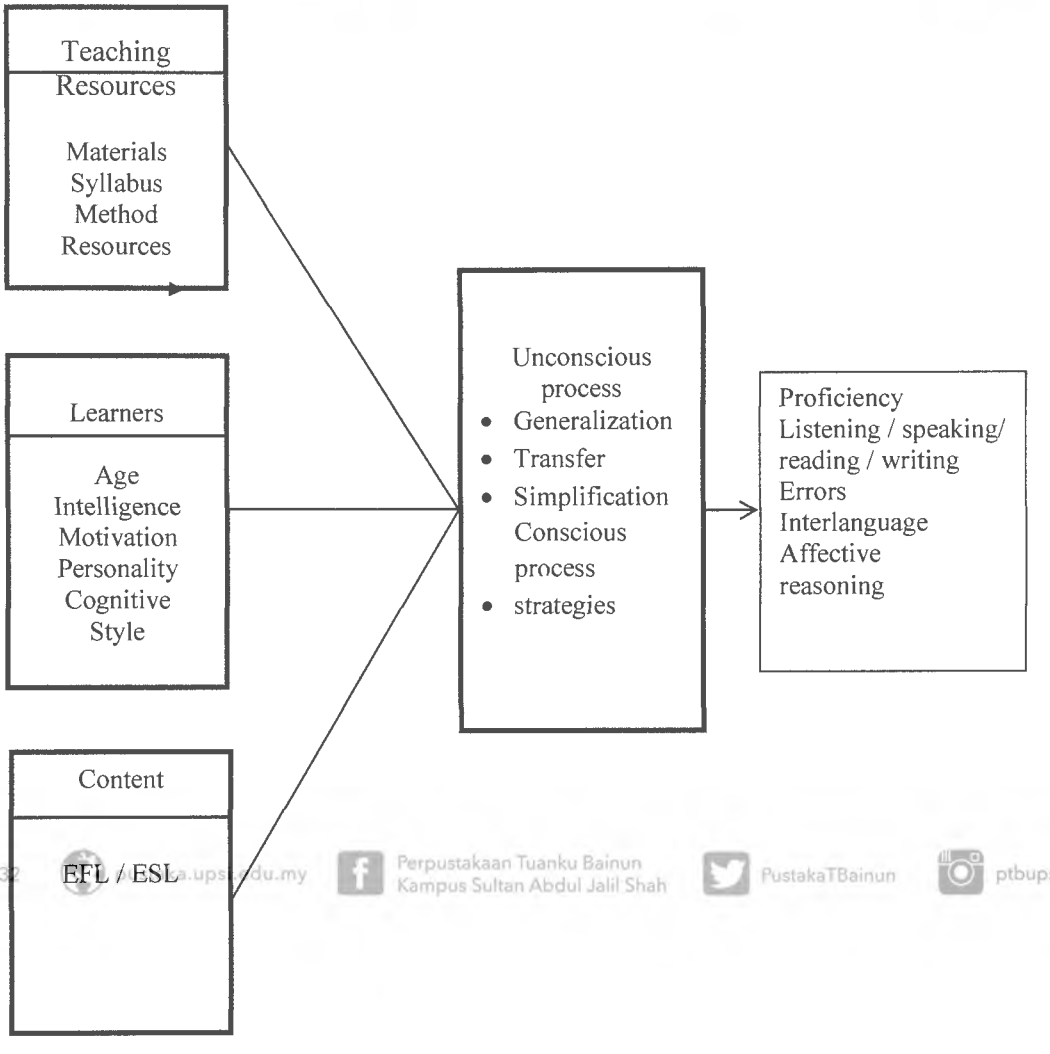
second language (English) sentence patterns written by ESL pre-service teachers. The theoretical framework explains the involvement of transfer and learning strategies, similarities and dissimilarities of languages, interlanguage and aspects of second language acquisition and learning. Several theories of SLA were synthesized to form the theoretical framework for this study. Among them are Spolsky's good learners' model, Ellis' Model and Krashen's Monitor Hypothesis.

2.1.3 Spolsky's Model

Spolsky's model comprises two stages of processes of language learning. Firstly, through the unconscious or subconscious processes of acquisition and learning, one tends to formulate aspects of generalization, transfer and simplification. On the other hand, conscious processes of acquisition and learning result in application of strategies. Both these processes have implications on the proficiency level of an individual, the types of errors made and the interference due to interlanguage (Abler, 2006). This study focuses on the elements and dimensions as indicated in the model in figure 2.1.

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Source: Spolsky(1989:28)

Figure 2.1. Model of Influence on Language Learning. Good Learner Model .(Spolsky)

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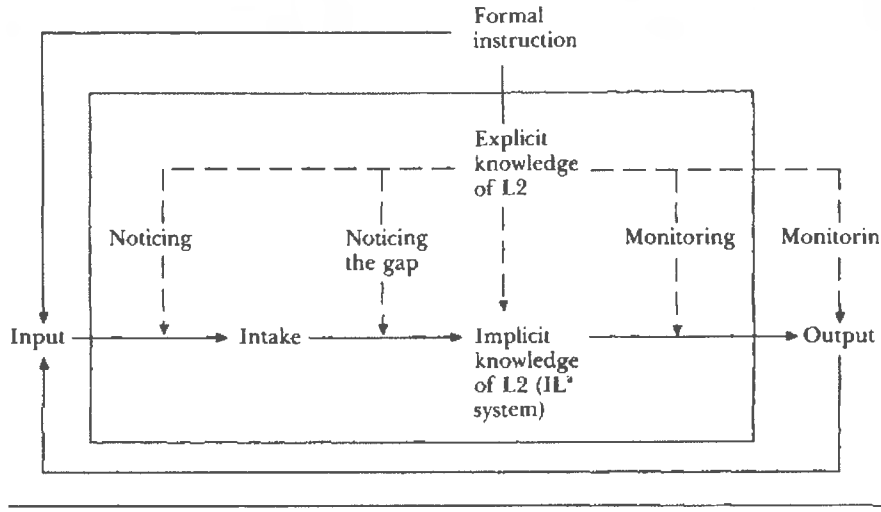
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2.1.4 Ellis' Model

Ellis (2008), provides a model for second language acquisition in which a weak interface position is incorporated. As can be seen in figure 2.2, the constituents of input, intake and implicit second language knowledge are distinguished. Input, for instance, refers to the samples of the second language that the learner is exposed to as a result of direct contact with the language in communication which may be in the oral or written mode. Formal instruction can also provide input. Intake, however, indicates the linguistic properties in the input to which the learner is exposed to (Ellis, 2008). Not all of these properties will be immediately incorporated into the learner's interlanguage system. Only those features that are finally incorporated become implicit knowledge of the second language (Brown,2007). This model further demonstrates that implicit knowledge can be internalized in two ways. The main way is by deriving intake from the input. A secondary way is directly from the explicit knowledge that is learned through formal instruction (Menezes, 2009). This study will focus on the properties which are incorporated into the learners' interlanguage system and the assimilation of explicit and implicit knowledge in the SLA context.

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*IL = interlanguage.

Source: Ellis (1997:581)

Figure 2.2. Ellis' Model for SLA based on Ellis

2.1.5 Krashen's Second Language Acquisition Theories

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There are alternative theories regarding the acquisition of L2. Stephen Krashen (1985), has proposed a distinction between acquisition and learning. Acquisition is the process by which children unconsciously or subconsciously acquire their native language. He defines learning as "conscious knowledge of the second language, knowing the rules, being aware of them, and being able to talk about them" (Krashen, 1985:10).

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Krashen's theory of second language acquisition consists of five main hypotheses:

a. the Acquisition- Learning Hypotheses

b. the Natural Order Hypotheses,

c. the Input Hypotheses,

d. the Affective Filter Hypotheses, and

e. the Krashen Monitor Hypotheses

2.1.5.1 Acquisition- Learning Hypotheses

In his theory of second language acquisition, Krashen (1985), suggested that there are two different ways of developing competence in second language which are learning and acquisition. "Acquisition is a subconscious process utilized in acquiring first language and learning is a conscious process that results in knowing the rules of language" (Krashen 1985:79). According to Krashen (1985), there are two independent systems of second language performance, the acquired system and the learned system. The acquired system is the product of a subconscious process similar to the process when one acquires first language. It requires meaningful interaction in the target language for communicative competence. However, learning is the product of formal instruction and it comprises a conscious process which results in conscious knowledge about the language and its grammar rules (Krashen, 1985). According to Krashen, learning is less important than acquisition. Therefore learned competence functions as a monitor and enables learners to make corrections on sentences (Krashen, 1985). The contributing factor is the learners have enough time to focus on the form and make use of his conscious knowledge of grammar rules as an aid to

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acquired competence. According to this theory, what students consciously learn does not necessarily become subconsciously acquired through conscious practice grammar exercises. It is at this point where Krashen (1985), receives major criticism. According to Krashen, learning is less important than acquisition.

2.1.5.2 Natural Order Hypotheses

According to the Natural Order Hypothesis, the acquisition of grammatical structures proceeds in a predicted progression. Certain grammatical structures or morphemes are acquired before others in first language acquisition and they follow a similar natural order in SLA. As such, certain grammatical structures are acquired early while others are acquired later in the learning process (Krashen, 2008).

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2.1.5.3 Input Hypotheses

This theory suggests that language acquisition occurs when learners receive messages that they can understand or which is also known as comprehensible input. In order for the learners to progress, this input should be beyond the learner's current language ability. This theory explains clearly how learners acquire second language and how the second language acquisition takes place. According to this theory, acquisition takes place when learners receive second language utterances or features as input. This would result in input as well as linguistic competence (Krashen, 2008).

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Therefore this theory is recommended by Krashen in the field of second language acquisition.

2.1.5.4 The Affective Filter Hypotheses

The learner's emotional state often hinders input which is necessary for language acquisition. Input is achieved in low-anxiety contexts since acquirers with a low affective filter receive more input and therefore interact with confidence. The filter is said to be affective because there are some factors such as self-confidence, motivation and anxiety which regulate its strength (Krashen, 1985). Consequently the lack of these factors is likely to cause mental block and when the filter is up, the acquisition of the language is reduced.

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2.1.5.5 Monitor Model

Krashen's Monitor Model includes two types of knowledge processes, acquisition and learning. Krashen's model of second acquisition has been one of the most controversial issues in SLA field because Krashen (2008), has distinguished between acquisition and learning. To Krashen, acquisition is a process which takes place spontaneously and naturally in an informal setting where learners are not aware of the language rules and it takes place subconsciously while learning is a process which takes place in a formal setting like classroom and the learners are aware of the rules of the language they are learning (Krashen, 2008). Krashen describes acquisition as

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occurring in spontaneous language contexts and equates learning with conscious knowledge. In Krashen's view learning results in "knowing about language." He stated:

> "What theory implies, quite simply, is that language acquisition, first or second, occurs when comprehension of real messages occurs, and when the acquirer is not 'on the defensive'. Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill. It does not occur overnight, however. Real language acquisition develops slowly, and speaking skills emerge significantly later than listening skills, even when conditions are perfect. The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready,' recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production." (6-7)

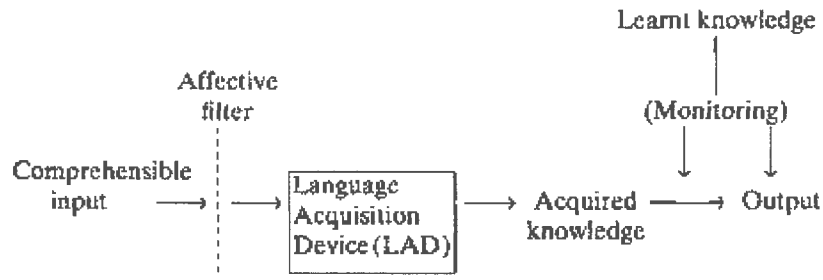
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In the Monitor hypothesis, however, Krashen states that the language that one has subconsciously acquired initiates learners' utterances in a second language and is responsible for their competence whereas the language that learners have consciously learned acts as an editor in situations where the learner has enough time to edit and knows the grammar rule and its application. In Krashen's views, learning does not lead to acquisition because learning is to act as a monitor or editor of the learner's output. This study will look into the dimension and perspective of Krashen's Monitor Model as in figure 2.3 as a conceptual framework to outline the aspects of SLA contexts.

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The figure below illustrates Krashen's model of SLA.



Source: Krashen (1985:18)

Figure 2.3. Krashen's Input Hypotheses Acquired Knowledge (Monitor Model)

2.1.6 Chomsky's Universal Grammar

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Chomsky's major assumption is that the linguistic input is important for language acquisition. If the input is inadequate the grammatical development is constrained. This is due to the parameters of Universal Grammar (UG). UG consists of a number of fixed abstract principles which predispose learners to organize the language they hear in certain ways (Chomsky,1965). These principles differ from one language to another.

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Source: Chomsky (1965:58)

Figure 2.4. Model of UG

Learners are hypothesized to have an innate knowledge of the basic grammatical structure common to all human languages therefore they assume that any language which they encounter is of a certain restricted kind (Chomksy, 1965). This innate knowledge is often referred to as Universal Grammar as demonstrated in figure 2.4. It is argued that modeling knowledge of language using a formal grammar accounts for the productivity of language which encompasses a limited set of grammar rules and a finite set of terms. This research studies learners' innate knowledge of the grammatical structure of languages and their perspective and assumption that any language encountered is of a certain restricted kind.

Interferencc would be the phenomenon to be investigated and the contributing factors which result from transfer and learning strategies would be the complimentary factors in this study (W. Yu, 2011). All the above theories play a significant role in explaining the integrated component of SLA. These theories serve to enlighten the interference of L1 (Tamil language) over L2 (English language).

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2.1.7 Four Threshold Integrated Model of SLA

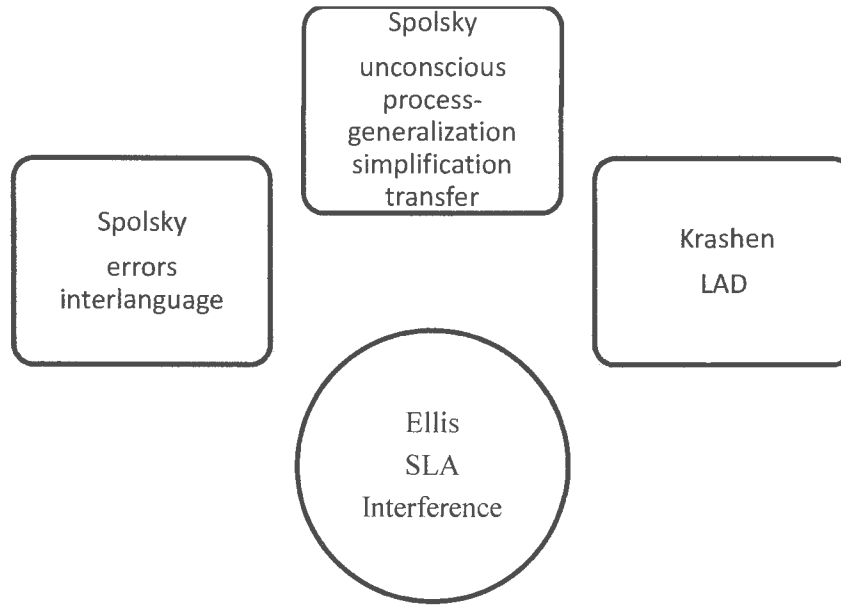


Figure 2.5. Four Threshold Integrated Model of SLA

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The Four Threshold Integrated Model of SLA in figure 2.5 above, emphasizes on three elements namely, SLA, interlanguage and, interference. Based on the model, figure 2.5, LAD is an important device in acquisition of grammar utterances. According to the integrated theory, all languages have some salient characteristics and features in grammatical structure that are universal. It also states that one is born with syntactic knowledge for analyzing linguistic input. This input from the environment is degenerated but is necessary to trigger innate knowledge. The element regarding Krashen's theory, states that an in-born language acquisition device allows first and second language learning. The second element aims to identify interlanguage theoretical concepts of the framework where there exists interference in language learning. These aspects would result in errors. The final element is regarding SLA, which is the highest hierarchy. In order to achieve this element, one has to achieve or

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need to assimilate the other elements accordingly. According to Spolsky (1998), SLA Model provides learners opportunities in both linguistic as well as non linguistic components of the language. In conclusion, the balance of all the elements enables a learner to be competent in second language acquisition. In applied linguistics, language acquisition has been one of the salient issues attracting the interest of applied linguists, researchers and teachers. However, there is no consensus among them as to how language acquisition takes place. Some say that second language is acquired in the same way as first language while others see the two processes differently. Some distinguish them by stating that the first language is acquired whilst second language is learned (Krashen, 1985). Therefore, this study will discuss both behaviorism and the mentalist theory. Behaviorism has argued that language acquisition is a matter of habit formation while the mentalist theory sees language acquisition as a mental process involving internalizing rules of the language being acquired (Ellis, 2008). Regarding the second language acquisition models, three salient models have been briefly discussed, namely those of Spolsky, Ellis and Krashen. In fact, each of these models has accounted for SLA differently from the other. To sum up, language acquisition area with reference to interference is still very rich and worth being rethought and revisited by researches in future studies.

This study attempts to extend the four threshold integrated model of SLA as has been previously mentioned as a concept in research by investigating the balance between acquisition, learning, interlanguage with interference of languages. The elements of acquisition, learning and interlanguage would be dealt with individually as well as to research on the relationship between the factors of interference .The main focus would be in the aspect of second language acquisition and the contributing

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factors on interference caused by application of both transfer and learning strategies. This model explicitly includes elements of theories of SLA with reference to interference which is the key focus of this study.

2.2 Conceptual Framework

2.2.1 SLA

The theoretical model for this study captures the relationship between interference of the first language as the benchmark for comparison with interlanguage, transfer and learning strategies, and second language learning as demonstrated in figure 2.6. Therefore it supports the findings of several related theories such as Krashen, Ellis, Spolsky and Chomsky. Language learning, both first and second, was considered a formation of habits in the 1940's and 1960's, due to the fact that behaviourism was the dominant psychological theory. The theories and approaches to second langauge acquisition have been affected by the general psychological theories (Lightbrown and Spada,2006).

Second language acquisition is defined as the way people learn a language besides their mother tongue (Cook, 2008). Lightbrown and Spada (2006) pointed out some implications of second language acquisition as a stage where the learner had already acquired at least one language and formulated an idea of how languages work. According to Ellis (2008), second language learning is seen as the learning of any

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language after the mother tongue has been acquired. As a result, they may make incorrect judgement about how the second language works due to their knowledge of their mother tongue (Lightbrown & Spada, 2006).

One of the aspects that SLA researchers look into is to select specific grammatical structures and to explore the ability of learners to produce this structure gradually. Therefore some of the goals of SLA are to describe, explain and identify second language acquisition. There are two goals of SLA research according to Doughty and Long, Lashmaman & Selinker,(2001). Firstly, to identify and determine the nature and sources of the second language and L2 grammatical knowledge (interlanguage competence). The first rule is what Adjemian(1976) has debated to be the primary goal of applied linguistic research. It describes the linguistic rules that will reveal interlanguage competence of an individual. Secondly, to explain how the underlying L2 knowledge system develops gradually from stages and may end often in a fossilized state (Ang, 2011). The second rule is related to the development processes of the interlanguage stages. To investigate interlanguage processes, researchers often undertake a longitudinal study to investigate the stages of acquisition. Both the goals in SLA mentioned above are closely related. Therefore in this present dimension of the study, this model has been adopted to achieve these two goals as in figure 2.6.

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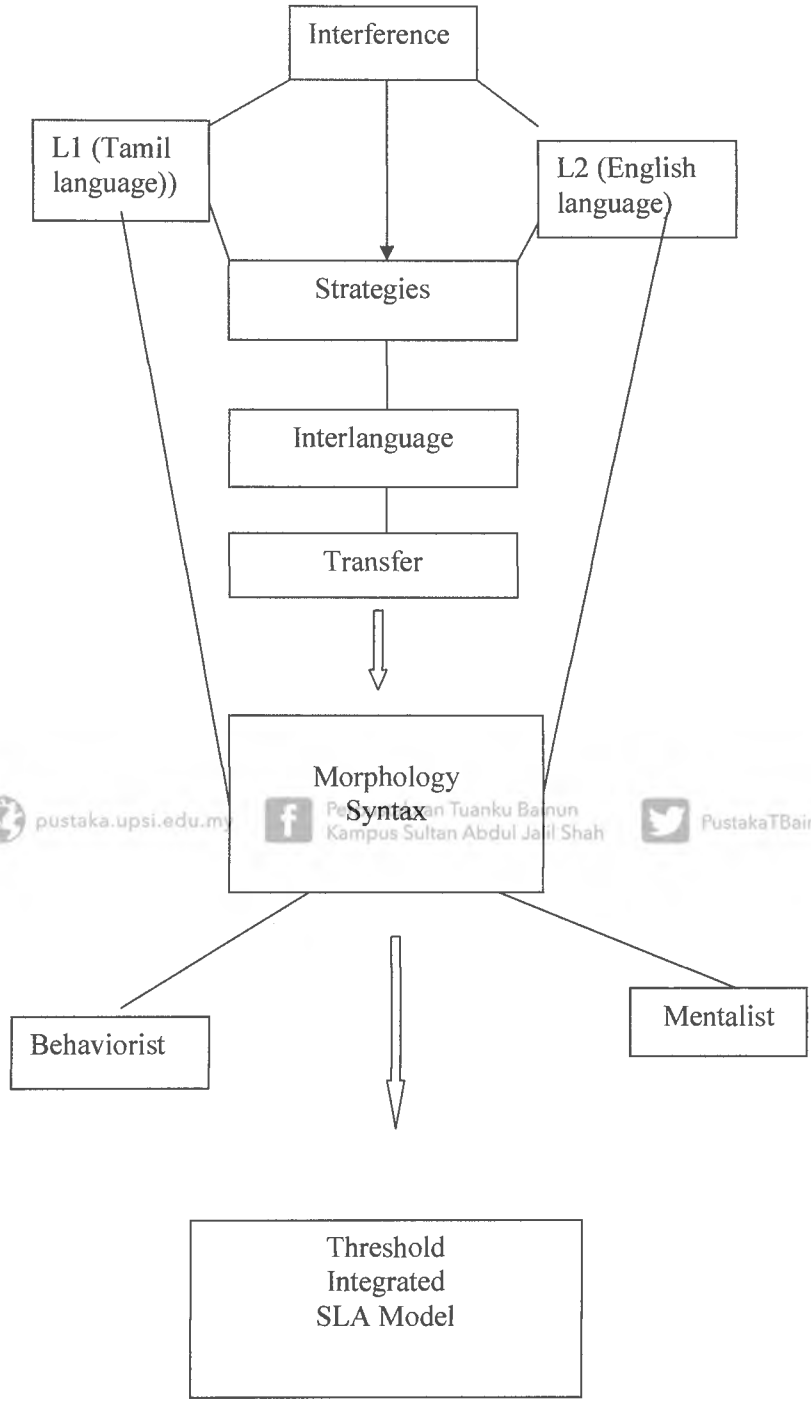


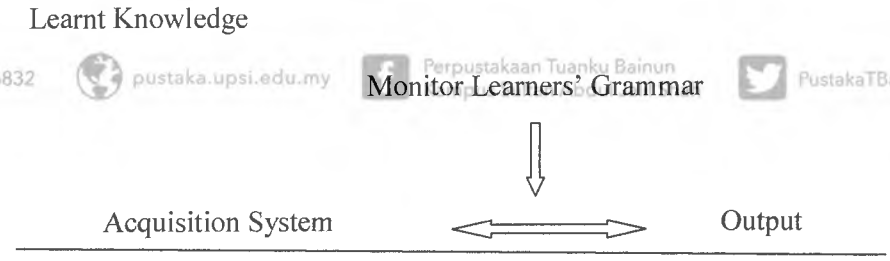
Figure 2. 6. Theoretical Model SLA

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2.2.2 Acquisition Versus Learning

Krashen (1982), has proposed a distinction between acquisition and learning. Aquisition is the process by which learners consciously acquire their first language. Learning is defined as conscious knowledge of second language, knowing the rules and being aware of them as mentioned in figure 2.7 below. SLA is the theory of how learners learn an additional language after they have acquired their mother tongue (Krashen, 1982) . SLA refers to subconscious or conscious processes by which a language other than the first language is learnt in a natural setting (Abler, 2006). This also involves the development of grammar, lexis and phonology. SLA sets out to investigate how a learner performs when using second language.



Source: Krashen(1981:10)

Figure 2.7. Monitor Hypotheses Model

It is common among ESL learners to have interference of the first language because there are differences between first and second languages (Abeywickrama, 2011). Consequently, if both languages are similar, the first language would actively aid second language learning, but if there are differences, then the first language may interfere with second language (El-dali, 2012). In this study, the respondents' first language is Tamil and English the second language. Both these languages differ in

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aspects of origin, structure and rules. This study investigates the interference of L1 (Tamil) as evident in L2 (English) written documents.

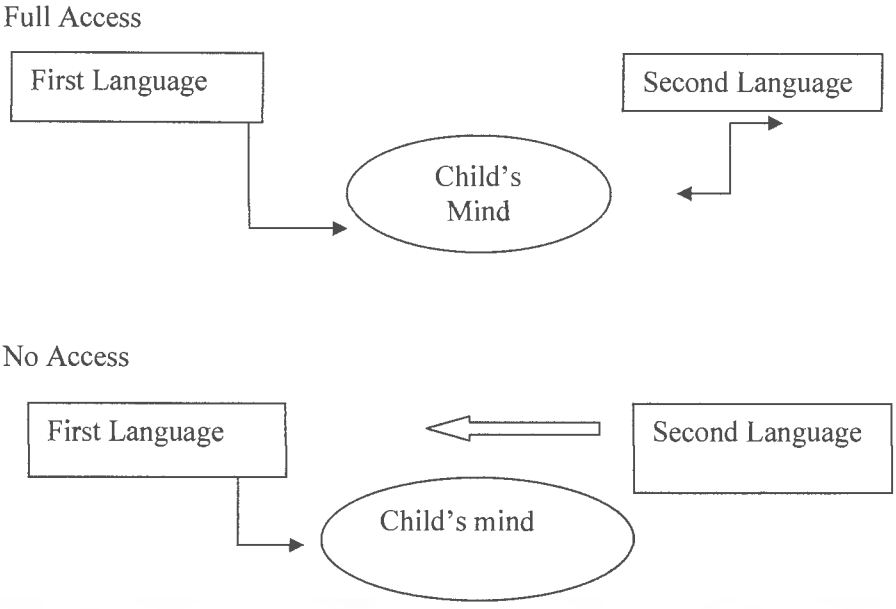
SLA theories state that individuals translate from one language to another because languages have a great deal in common. During the process of translation, some features of the first language are transferred onto second language (Dulay, 1982). There are two types of transfer, negative and positive. For instance, learners learning the first language learn a second language in different ways, which may result in negative transfers (Odlin,2003). There are differences how a first and second language is learnt and these differences vary from one individual to another. Positive transfer occurs when the first language structure or rule is used in second language utterances and that use is appropriate or correct in second language, while negative transfer occurs when first language structure or rule is used in second language utterance and that use is inappropriate and therefore considered an error (Odlin, 2003). Negative transfer results in learners' errors. However, errors may also arise from the learnt language itself, without resorting to the mother tongue of the learner .

There are two distinguished sets of learning strategies. The first strategy is overgeneralization, which is a result of either conscious or unsconscious processes of learning. Students overgeneralize the rules of grammar for example, when they learn tenses and make errors (Dulay, 1982). The second strategy is during their production stage which occurs when learners attempt to use second language knowledge which they have not fully acquired. When learners use second language knowledge during their production stage, there is interference of the first language (Selinker, 1992). As

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demonstrated in figure 2.8 below,the roles of L1 and L2 and the manner they are acquired or learnt are important in the SLA context.



Source: UG Chomsky(1965:12)

Figure 2.8. SLA and UG Access

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2.2.3 Contrastive Analysis

The American linguist C. C. Fries initiated the study of contrastive linguistics in 1945. The supporters of Contrastive Analysis claimed that the similarities and differences between various languages were sufficient to overcome the problem of teaching these languages. It is claimed that for the students whose target language is second or foreign language, the elements that are similar between the target and native language will be simple for the student and similarly those elements that are different will be difficult (Fries, 1945). Therefore, Contrastive Analysis was adopted to investigate

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learner's errors in the field of second language acquisition and in this theory two languages were systematically compared. This analysis is appropriate for the study as it compares two languages which are different in structure and linguistic features. Native language was the major contributing factor to the cause of limited success in L2 learning among Saudi female learners (Alhaysony, 2012). Contrastive Analysis Hypotheses explains the role L1 plays in L2 learning, mentioning that L2 learner's productive and receptive skills are influenced by their L1 patterns. Among the major two objectives underlying this approach are providing insight into similarities and differences between languages and explaining and predicting problems in L2 learning (Fisiak, 1981). Therefore, this notion would be employed by the current study as it would help provide insights into the similarities and differences between L1 (Tamil) and L2 (English) and predict the problems in L2 learning.

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One of the reasons for learner errors is the interference of his/her mother tongue, which is described as the negative transfer between the mother tongue and the target language (Abeywickrama, 2011). The negative transfer happens when the forms of the target language and those of the learner's mother tongue are different from each other whereas, the positive transfer between the mother tongue and the target language is structurally similar (Odlin, 2003). One of the major problems in the learning of a second language is the interference caused by the structural differences between the native language of the learner and the second language (El-dali, 2012). This study will therefore investigate the interference by analyzing the structural differences between Tamil and English.

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2.2.4 Criticism of Contrastive Analysis

This approach was criticized because it has been argued that Contrastive Analysis Emphasizes differences between L1 and L2 and ignores factors which may affect the second language learner's performance such as his learning strategies, training-procedures and overgeneralization. It was found that psychological, pedagogical and other extra linguistic factors also contribute to the formation of errors and errors are not caused solely by interference as mentioned by this approach. Thus, all the mistakes of the language learner are not solely due to mother tongue interference (Bennui, 2008). Researches show that factors such as analogical replacement and distorted syntax are also causes of errors. The replacement strategy based on analogy often causes the learner to make mistakes when he/she sets out to apply the rules of second language which he/she has learnt indiscriminately (El-dali, 2012). Sometimes ignorance of the correct pattern, ineffective teaching methodology or inadequate grammar practice contributes to morphology errors and incorrect sentence structures. Therefore it is not surprising to see the decline of the Contrastive Analysis Hypotheses with the intervention of Error Analysis and Interlanguage (Jansson, 2006).

2.2.5 Error Analysis

In the late 1960's, error analysis emerged and subsequently became the optimal choice over Contrastive Analysis. Error analysis reveals a wider dimension of likely errors rather than concentrating it on one dimension as in contrastive analysis. There

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are two main types of error analysis; interlingual and intralingual (Corder, 1975) Interlingual errors occur as a result of language transfer which is caused by the learners first language. Interlingual errors are those which are due to first language interference. Intralingual errors, on the other hand, are those which reflect the operation of learning strategies such as incomplete application of the rules, overgeneralization and developmental errors (James, 1998). The dimension of this study is to conceptualize intralingual as well as interlingual interferences to reflect on the operation of learning strategies and transfer strategies in the writing.

The field of Error analysis can be divided into two branches, theoretical and applied (Richards, 1974). Theoretical analysis of errors concerns certain processes and strategies of language learning. This process investigates what is going on in the minds of language learners, tries to decode the strategies of learning, namely overgeneralization and simplification and finally concluding whether there is an internal syllabus for learning a second language (Ahmed Ismail & Alsheikh, 2012). As this study analyzes syntax and morphological patterns which occur due to learning as well as transfer strategies in written texts, it is essential to base the discussion on theoretical analysis of errors. The applied analysis of errors is based on the behaviorist theory of language learning which implies that morphology inaccuracies and incorrect sentence structures are signs that a language learner had not learnt the rules of the target language in an effective manner (Cook, 1993). The learners did not merely memorize target language rules and use them to form their own utterances, but constructed their own rules based on the input they had received (James, 1998). Errors are those instances of deviation from the norms. Incorrect sentence structures

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would be characterized by the systematic deviation and is a valuable aid to identify and explain difficulties facing learners (Richards, 1974).

A key finding of error analysis has been that many morphology errors and incorrect sentence structures are produced by learners making faulty inferences about the rules of the new language. Error analysts distinguish between errors and mistakes where the former is systematic (Corder, 1975). Also, error analysis can deal effectively only with production skills of the language like speaking and writing, and not with receptive skills like listening and reading. Today, error analysis is used with a variety of techniques for identifying, classifying and systematically interpreting the errors made by language learners (James, 1998). Error analysis is said to be a linguistic analysis as it focuses on the errors learners make (James, 1998). Researchers are interested in errors because they are believed to contain valuable information on the strategies that people use to acquire a language (Dulay & Burt, 1982). It is a process of determining the incidence, nature, causes and consequences of ineffective language acquisition. Second language learners fail to achieve native speakers' competence when their foreign language or second language knowledge becomes fixed or fossilized (MacLaughlin, 1987). Error analysis is a substitute for the teacher to detect the learning problems which can hardly be predicted by Contrastive Analysis (James, 1981). Error analysis aims to monitor and analyze learner's language, therefore it is especially important to understand the processes of second language acquisition (MacLaughlin, 1987).

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The traditional methodology of Error Analysis consisted of six steps (Sridhar, 1980):

i. Collection of data.
ii. Identification of errors.
iii. Classification into error types.
iv. Statement of relative frequency of error types.
v. Identification of the areas of difficulty in the target language.
vi. Therapy.

With the expansion of the Error Analysis field, more sophisticated investigations were added to the methodology to include concepts of analysis of the sources of errors which are caused by mother tongue interference, overgeneralization and inconsistencies and to determine the degree of deviation from the norm (MacLaughlin, 1987).

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2.2.6 Criticism of Error Analysis

There are two kinds of criticism. Firstly, too much emphasis is paid to learner's errors and secondly there are shortcomings in the data collection method as well as identifying sources of errors. A learner's error is significant, no doubt, in that it provides the researcher evidence of how languages are learned or acquired, what strategies or procedures the learner is employing in the discovery of the language (Brown, 2000). Error analysis has been criticized; both from the theoretical and methodological point of view (Richards, 1974) . Firstly, in error analysis theory any

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systematic deviation from the target language is viewed as an error (James, 1981). However, determining a norm is difficult because it involves a variety of factors such as the linguistic context, the social context, and the relation between the speaker and the hearer (Pongsiriwet, 2001) .

Another methodological problem is that the task or exercises used to elicit data may adversely affect the errors produced. Errors are also often classified very subjectively which does not distinguish the differences. Another factor is the analysts may have inadequate knowledge about languages they are studying to notice subtle, but important differences (Celce-Murcia, 2000). In the case of subjectivity, what is probably a transfer error for a speaker of one language may be simplification error for a speaker of another language (James, 1981). There are discrepancies with regards to some studies conducted for example; some studies classify errors under one source when there could have been more than one source, while other studies classify errors under several sources when there was only one source (Burt, Dulay and Krashen 1982).

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2.2.7 Interlanguage

Interlanguage has characteristics of both the target language and first language (Selinker, 1972). In this study, the researcher investigates the sentence structures of both the target language (L2) and native language (L1) in the interlanguage system of the target group to evaluate the interference or the contributing factors. The main features of interlanguage which will be used in analyzing inaccurate sentence

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structures are overgeneralization of first language rules and transfer from the first languag. Larry Selinker coined the term, 'interlanguage" as a unique linguistic system where learners construct a system of abstract linguistic rules viewed as mental grammar(Selinker, 1992). There are four assumptions of grammar in the interlanguage continuum. Firstly, the learners's grammar is permeable, and omission, overgeneralizations and transfer are evidence of the internal process (Ellis, 1999). Next, learners' grammar is transitional where the learners change from one grammar construction to another by adding, deleting or restructuring rules which become part of the interlanguage continuum. Thirdly, learners employ various strategies to develop interlanguage (Sims, 1989) . Lastly, learners' grammar is likely to fossilize (Selinker, 1978). This study would channel the scope of study through the above mentioned dimension to investigate the interference factors in the interlanguage system.

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The acquisition of second language is similar to the language a child's acquisition of his/her first language. They both undergo constant changes along an interlanguage continuum (Selinker, 1992). These learners make hypotheses about the language they are learning and the errors they make are evidence of this process. Selinker (2008) lists five distinct processes which he suggests are central to SLA namely, language transfer, transfer of training, strategies of second language, communication and overgeneralization. SLA research has also identified and determined the nature and sources of the second language learners grammatical knowledge which is referred to as interlanguage competence and how this underlying knowledge system develops over time from an initial to an end state and often a fossilized state (Selinker, 1996).

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Interference includes those errors that occur in the learning of a second language and is derived from a learning theory that explains about the process of habit formation (Ellis, 2000)). There are three types of errors caused by interference. Firstly, developmental errors which are errors found among those who acquire the second language during childhood as a first language. The second type is ambiguous errors which are caused due to either interference or as developmental errors due to first and second language interference. The third category is unique errors which cannot be categorized as either interference or developmental (Corder,2000). Interference results from the fact old habits are carried on to the new habits (Ellis,2000).

In this study, the research looks at inaccurate morphology and incorrect sentence patterns which are caused by interference of the first language. Therefore, the researcher will focus on developmental and ambiguous errors which result from interference. The second category is errors of competence which are also known as systematic errors. These errors of competence are further classified into two: analogy errors, which are the result of a learning process and transfer errors, which arise from the nature of the mother tongue or dialect (Sims, 1989). Therefore in this study the learning and transfer strategies would be investigated to determine the contributing factors of morphology errors and the incorrect sentence patterns. Errors thus, do not occur only because of interference from another language, but also due to the language learning process whereby the language learner borrows from the first language, other dialects' habits or from other language systems the learner is familiar with to accommodate what is unknown (Corder,2000). These analogical errors indicate that every language learner has a built in syllabus, which the language learner

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uses at every angle in his or her development (Ellis, 2000). That syllabus does not often correspond with the teacher's syllabus or with the new linguistic system, but corresponds with the student's linguistic competence at that point in his or her language learning process, which results in the occurrence of errors (Corder, 2000).

2.2.8 Theory Driven Approach

This study employs two approaches to support interlanguage; namely theory driven and data theory approach (Ellis and Barkhuzien, 2005). The theory driven approach adopts deductive or top-down method to analyze interlanguage based on Universal Grammar. A basic assumption underlying the Universal Grammar approach to language acquisition is that certain properties of the language are complex and too abstract to be acquired. Based on this paradigm, if a property cannot be acquired from input then it must be innate from Universal Grammar (White, 2008). Inspired by this framework, as White (2008) suggests research conducted within UG can offer insights into an understanding of not only L1 linguistic competence but also language acquisition. This paradigm is the focus in this study to investigate whether interlanguage use shows show evidence of being constrained by UG.

2.2.9 Data Driven Theory Approach

This approach develops inductive or bottom-up method to analyze productive data of interlanguage. The data is encoded in a standardized and homogeneous way and

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documented (Grage, 2002). Firstly, learner's input is analyzed to get feedback of output. Secondly, learners' written documents in the form of essays are documented to get the output feedback (Barlow, 2005). This study employs this method to analyze sentence structures to investigate the interference of L1 (Tamil) over L2 (English) in written documents. Therefore this study adopts an integrated approach by combining both theory driven and data driven approaches to gain insights of interlanguage and the contributing factors of transfer and learning strategies in the second language learning environment.

2.3 Writing in the ESL Context

Writing is a basic skill that needs to be mastered by all students in the Malaysian English Language Curriculum (Ministry of Education Malaysia, 2000). For many students especially in the ESL context of language learning, writing presents a great challenge whether writing in the mother tongue or the foreign language. The most difficult task to do in language learning is to produce a coherent, fluent, extended piece of writing, which is challenging especially for second language learners (Leki.1992). Writing is seen as a process whereby writers discover through gradual learning and reformulate ideas as they attempt to create meaningful structures to convey a message (Hyland, 2003). Therefore it can be viewed as a problem solving activity rather than a simple act of communication in expressing thoughts. In approaching writing tasks, writers are actually searching for solutions to a series of problems (Hyland, 2003). Therefore, writing is a complex cognitive activity involving various types of processes and strategies (Nooshin, 2014). The use of strategies in the

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writing process is crucial to successful writing. The key to producing good writing or essays relies on the types and amount of strategies used, and on the regulation of the strategies for generating ideas or for revising what has been written (Musa,Lie and Azman, 2012).

According to Bowen (1985), writing is an individual effort. "Writing is more an individual effort than speaking, while at the same time more rule-bound and therefore more error-prone" (Thirumalai, 2002:19). Writing is a complex and complicated skill to master especially by learners in the second language environment (Thirumalai, 2002). Although writing is a demanding process in the native language it is a challenging task to second language writers. Difficulty in writing is not only in organizing ideas but translating the ideas into legible and coherent text (Widdowson, 1984). Second language learners have the cognitive processes of the native language, therefore this aspect is inherent in L2 writing (Hyland, 2003). In writing, the discrete features of linguistic signs should be assimilated consciously. The learner must recognize the sound structure of each word, dissect it and reproduce it in alphabetical symbols to compose meaningful structures. To establish meaningful and coherent sentence structures, the learners need to study and memorize the writing processes. This writing readiness is needed to put words in a certain sequence to form a sentence (Byrne,1979).

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The ability to write well is not a naturally acquired skill but which is usually learned. Writing involves composing information in the form of descriptive, expository, narratives, or argumentative. This can cause a problem for students especially for those writing in a second language in an academic context where

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accuracy is emphasized. A certain level of proficiency in the writing strategies is needed to be acquired by L2 students to enable them to compose in L2 writing (Omaggio Hadley, 1993).Individuals compose their thoughts and then apply certain strategies to reformulate their thoughts to writing, using the strict conventions followed in that language. Writing maybe an individual effort or work, but it must follow the rules laid down. The development of writing involves a conscious and a non-spontaneous process even in the native learner's context (Penny, 1999). The acquisition of writing is a complex process, therefore the learner must have adequate knowledge or be able to apply strategies to enable one to transfer the symbols acquired in the process of speech acquisition to written language (Leki, 1992).

2.4 Learning and Transfer Strategies

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This study will investigate the contributing factors of learning and transfer strategies used by pre-service teachers in their writing. Therefore this study will use the taxonomy of learning and transfer strategies adapted from Selinker as demonstrated in figure 2.9 below.

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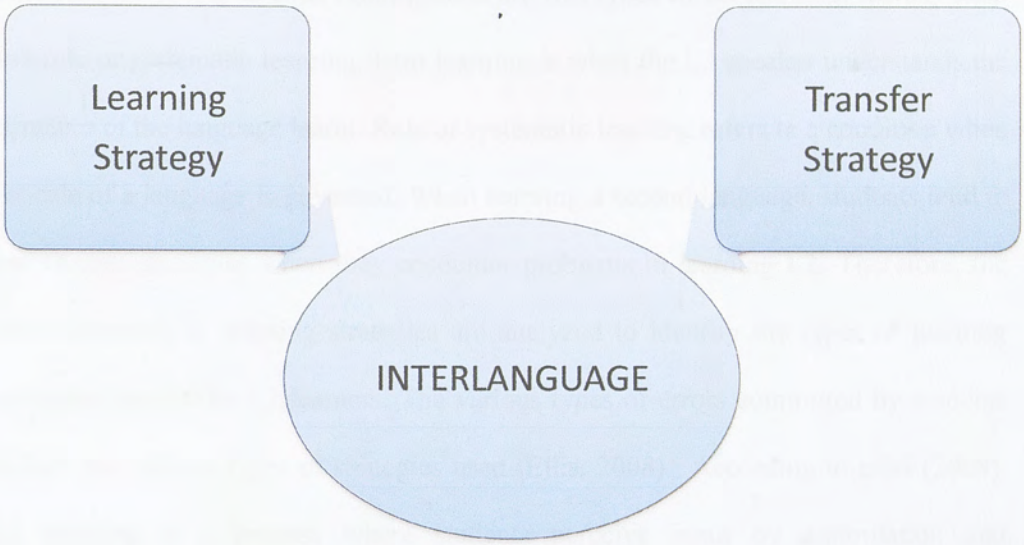


Figure 2.9. Taxonomy of transfer and learning strategies- Selinker

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2.5 Learning Strategies

A learning strategy is a technique used by second language learners to learn a target language (Ahmed Ismail & Alsheikh, 2012). According to McLaughlin (1982), a learning strategy is superordinate, abstract, permanent and a long term process. Examples of learning strategies are overgeneralization, simplification and testing hypotheses (Dulay, 1982). Learning strategies are applied by L2 learners to learn another language (El-dali, 2012). This strategy is important because it is student centred (Ambigapathy, 2011). There are two types of learning strategy according to the behaviourist and mentalist theories. The behaviorist theory of learning strategy is where students repeat words to memorise words. The second theory is mentalist where students make inferences of the meaning by using linguistic situations and in

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contexts. According to Ellis (2008), there are two types of L2 learning, namely item and rule or systematic learning. Item learning is when the L2 speaker understands the structure of the language learnt. Rule or systematic learning refers to a condition when the rule of a language is governed. When learning a second language, students tend to use various strategies when they encounter problems in learning L2. Therefore, the errors resulting in learning strategies are analyzed to identify the types of learning strategies applied by L2 learners. The various types of errors committed by students reflect the various types of strategies used (Ellis, 2008). According to Ellis (2008), L2 learning is a process where students perceive input by assimilation and simplification of previous knowledge. Therefore, the learning strategy used in this study is strategy which takes place in the mental process of L2 students and not merely by the manner students learn the particular L2. In the process of learning a second language, students commit errors due to wrong usage of learning strategies (Littlewood, 2002). Learning strategy is a specific action consciously applied by students to make learning easier,effective and more transferable to a new situation (Madhumathi, P. , Ramani, N. and Prema, 2014). Littlewood (2002), stated that imitation and memorization are examples of learning strategy used by L2 learners. He added that this strategy has advantages beause it assists students with the usage of an item in communication skills in language acquisition. Various techniques like reinforcement and repetition are used by students to memorise an aspect of a language (Myler, 2005). In this study, the researcher will classify the syntax and morphology looking at two types of strategies, namely simplification and omission. Dulay (1982), classifies the taxonomy of errors as follows:

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i. Error Types Based on Linguistic Category

ii. Surface Strategy Taxonomy

iii. Comparative Taxonomy

Errors on linguistic category are classified based on phonology, morphology, semantics and syntax. Comparative taxonomy classifies errors which compares two different languages. This study employs the surface strategy taxonomy. This taxonomy focusses on the surface structures which have undergone changes. There are four ways where learners modify the target forms in a systematic way (Dulay, 1982).

Dulay (1982), further classifies these strategies as below:

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i. Ommision

ii. Addition- double marking, regularization and simple addition

iii. Misinformation- regularization, archi and alternating

iv. Misordering

This is further classified as strategy of simplification and omission. The learning strategy to be used in this study is according to Dulay(1982)as stated in figure 2.10:

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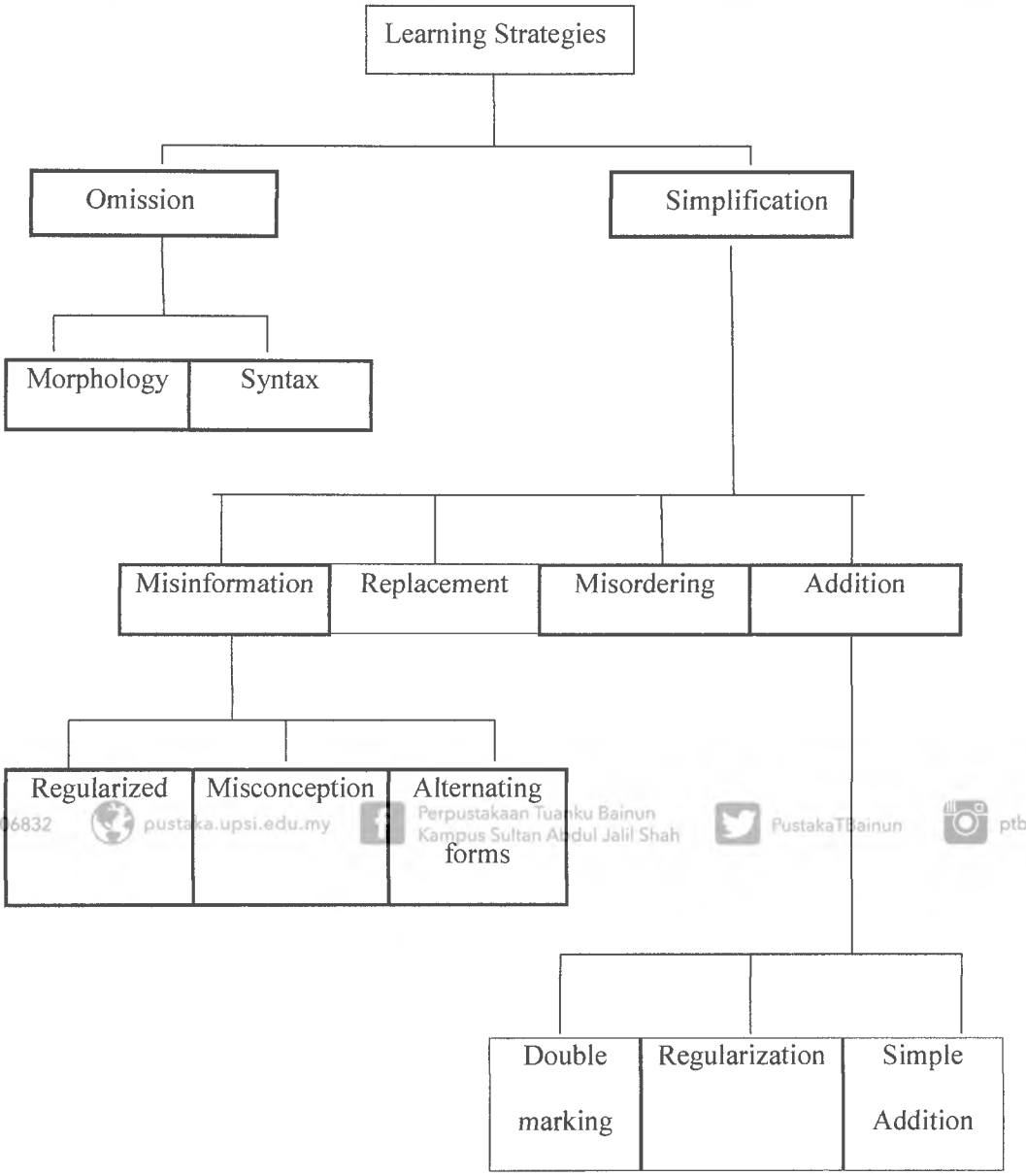


Figure 2.10. Learning Strategy Learning Strategy Taxonomy adapted from Dulay (1982)

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2.5.1 Simplification Strategy

This strategy is defined as habits because students have the notion to simplify constituents of target language to a systematic form of understanding (Dulay, 1982). Ellis (2008), stated that this strategy was used by L2 learners to build hypotheses of second language and this enables them to formulate various rules based on prior knowledge thus ignoring first and second language input. The strategy of simplification is the result of L2 students ignoring elements of a language for example usage of grammar and parts of speech (Dulay, 1982). This taxonomy is used by the researcher to explain the learning strategy of simplification used by ESL pre-service teachers to indicate the types of inaccurate sentence structures in writing. Therefore in this study the researcher would modify the surface structure taxonomy used by Dulay (1982) which classifies sentence patterns into three categories as below:

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i. Additions-double marking, regularization and simple addition
ii. Misinformation-regularization, archi and alternating
iii. Misordering

2.5.1.1 Addition

The first type of error is addition. This is the result of all-too-faithful use of certain rules. This is further classified into three sub types. Firstly is regularization, which involves overlooking exceptions and spreading rules to domains where they do not apply, for example producing the incorrect "buyed" for "bought". Next is double marking which is defined as failure to delete certain terms which are required in some

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linguistic constructions but not in others. Learners who have acquired the tense form for both auxiliary and verb, often place the marker on both as in "We didn't went there". The last is simple addition. This is those that characterize all addition errors which use an item which should not appear in a well-formed sentence as for example adding 'ed' to cutted which it should be cut. This type of strategy occurs in the target language itself (Dulay, 1982).

2.5.1.2 Misinformation

The next type of error is misinformation. Misinformation as the use of the wrong form of a structure or morpheme (Dulay, 1982). In this case, learners usually supply addition item which is incorrect for example in "The cat eated the fish." In this context, the learner supplied the past tense marker which was incorrect.

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2.5.1.3 Misordering

The next type of error is misordering. Learners select the right forms to use in the right context but they arrange them in the wrong order (Dulay, 1982). Misordering is often the result of learners relying on carrying out word for word translations of native language surface structure when producing written or spoken utterances in the target language (Alhaysony, 2012). An example of misordering error is " What Ali is doing?" In this context, the learner is using the declarative sentence order that had been acquired.

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2.5.2 Omission

Omission is defined as the absence of a item in a structure. Omission is a strategy when one constituent in a language is omitted in a similar sentence produced. This is a strategy used by students to simplify sentence structures by reducing certain constituents (Dulay, 1982). Some type of morphemes are omitted more than other for example, nouns (inflection), verbs (inflections, auxiliary), adjectives, adverbs, prepositions and articles. An example is " Salmi president new company", where the verb and article are missing.

Students tend to avoid certain grammar rules for example, plural, tenses and articles. There are two types of omission, namely ommision of plural forms and tenses. When students realize the great differences in structure between the target and the native language, they avoid these structures (Dulay, 1982).

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2.6 Transfer Strategies

Transfer is the interference resulting from similaries and differences between the target language and any other language that has been previously acquired (Odlin,2003). Language transfer typically refers to the learner's trying to apply rules and forms of the first language onto the second language (Sharwood, 1986). When learners transfer properties of first language grammar, into second language grammar this phenomenon is known as cross-linguistic interference from the first language (Mitcher & Myles, 2004). Another phenomenon observed among second language

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learners is "overgeneralization" where learners generalize based on the input received and apply linguistic rules to these items, for example, in the formation of past tense and plural forms (Nooshin, 2014). Many researches were conducted to investigate transfer of elements from one language to another and whether the transfer is positive or negative (Jarvis,2000). But there still remains uncertainty in the field concerning when, where, and what forms and to what extent first language interference manifests itself in the second language learners' use of the target language (Jarvis, 2000). Transfer is a mental and a communicative process through which L2 learners develop their interlanguage skills by activating and using their previous linguistic knowledge (Nation, 2000). These researchers distinguished three types of production transfer. The first is strategic transfer whereby the learner assigns focal attention to a communicative problem and its solution. Secondly, subsidiary transfer which occurs when there is no focal awareness of the problem or transferred L1 knowledge; and lastly, automatic transfer which takes place when the learner makes use of an L1 in a highly automated manner (Erarslan & Hol, 2014).

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As a corollary to research in error analysis, it was found that most morphology incorrect sentence patterns are not due to transfer but to faulty inferences about the rules of the target language. Transfer is an important factor in language learning at all levels (Ringborm,2006). Typically, learners begin by transferring sounds, meanings or semantics, as well as various rules including word order and pragmatics. As learners progress and gain more experience with the target language, the role of transfer diminishes (Shaozhong, 2001) . Cross linguistic studies noted some possible outcomes such as positive transfer, negative transfer and different lengths of acquisition (Ringborm,2006.). When L2 learners attempt to compose a

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written piece, they might use transfer as a tool to learn or as a means to convey their meaning; they may use it to formulate hypotheses about the target language and to test those hypotheses (Nambiar, 2000). Many of the composing strategies are the same in the L1 and the L2, and thus, L2 learners may be able to transfer those from their L1 to their L2 writing (Cumming, 2000). Of course, for such composing strategies to be successfully carried over to the L2, the learners are required to have an adequate level of proficiency in the target language. As such, lower-level proficiency learners may not be able to successfully transfer such L1-based strategies because they have not yet reached a level of linguistic knowledge (Hu, 2011). In some aspects, the second language learners may also resort to their L1 to compensate for their deficiencies in the L2 knowledge. In some cases, shortage of the target language knowledge may push them to rely on the L1 to express those ideas. For these learners, reliance on the L1 can have both positive and negative consequences (Jarvis,2000). Discrepancies in sentence patterns might occur if the learner inappropriately transfers a linguistic form from one language to the other, or if the learner is misled by the partial similarities between the two languages.

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In addition, L1 can be used as a tool not only to compose but also to simplify the complexity of the L2 writing task (Gass & Selinker, 2008). Second language writers, for example, may make use of their native language when planning and organizing their essay by talking to themselves in their L1 or by getting engaged in various forms of L1 private speech. The use of the L1 in such cases can make the task more manageable and may consequently have beneficial effects on the learners' writing product (Raimes, 1983). In addition L1 transfer is influential in L2 learning and is seen as a tool of composing and compensatory strategy. This tool enhances the

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learners and helps them to compose, develop, originate and organize their thoughts and produce it in L2 (Penny, 1999).

Odlin(1989) classifies transfer into two categories as below:

i. Positive transfer

ii. Negative transfer

a) Underproduction

b) Overproduction

c) Production

d) Substitution

e) Calques

f) Alteration

g) Misinterpretation

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2.6.1 Positive Transfer

The English language and Tamil language represent different language groups. Tamil is derived from Dravidian language whereas English from the Indo-European group ofs language.The effects of positive transfer are only determinable through comparisions between languages from similar background. Such similarities will promote acquisition, for example, similarities in syntactic structures can facilitate acquisition of grammar (Brown, 2007). Learners using a language with a syntax similar to that of the target language tend to have less difficulty with articles, word order and relative clauses.

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2.6.2 Negative Transfer

If learners sense that particular structures in the target language are very different from counterparts in the native language, they may try to avoid using those structures. This leads to negative transfer (Jarvis,2002). Negative transfer involves divergence from norms in the target language therefore it is often easy to identify. Transfer always involves an obvious correspondence between the native and target language (Abeywickrama, 2011). Native language structures can influence the interpretation of the target language and sometimes influence learners to infer something very different from target language that learners would infer. Sometimes learners may produce very few or no examples of a target language structure (Jarvis,2002).

Odlin (1982), classifies negative transfer into four types, underproduction, overproduction, production and misinterpretation . There are three types of production errors which arise from similarities and differences in native and target languages. Overproduction is sometimes simply a consequence of underproduction (Wang, 2009). For example, in an effort to avoid certain clauses, students may violate norms of written prose in English by writing too many simple sentences. They are substitutions, calques and alterations of structures. Substitutions involve the use of the native language form in the target language (Abeywickrama, 2011). Calques are errors that reflect closely a native language structure (Chan, 2010). Alteration of structures is when a learner substitutes certain words. Misinterpretations may also occur when the native and target language word-order patterns differ (Darus & Ching, 2009). This study uses Odlin's classification to analyze the morphology patterns and incorrect sentence structures caused by negative transfer as demonstrated in figure

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2.11 below. The negative transfer would be investigated under categories of underproduction, production and overproduction. These would further be investigated under sub-categories of calques, misinterpretation, alterations and substitution.

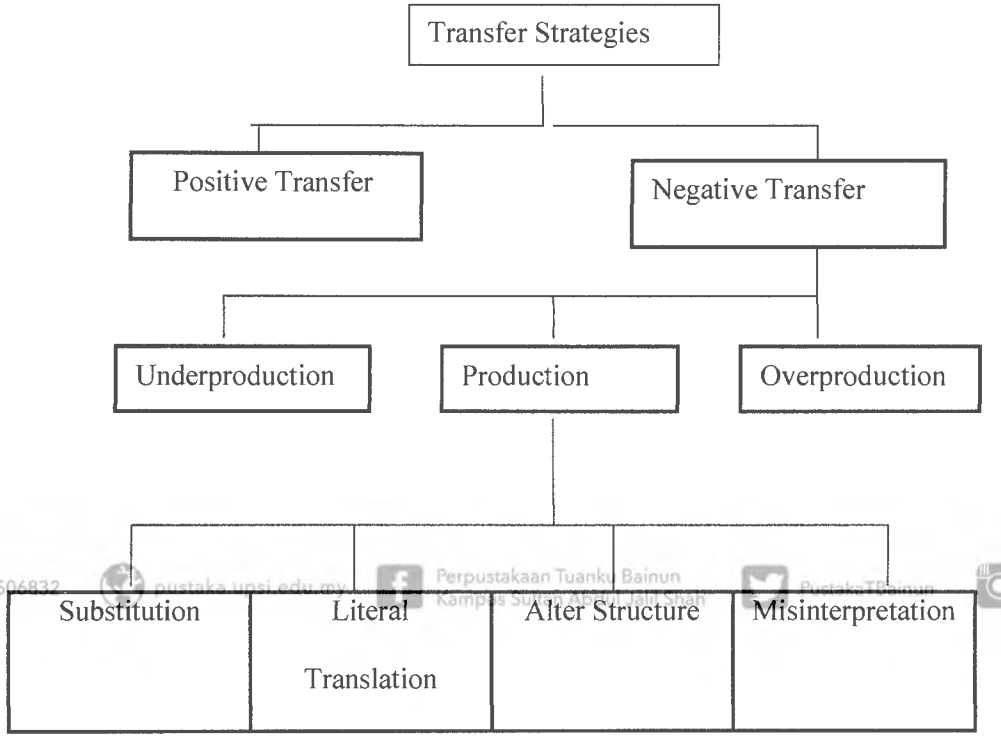


Figure 2.11. Taxonomy of Transfer (Odlin,2003)

2.6.2.1 Substitution

Substitution is when learners use native langauge words in target language production especially of words which do not exist in first language. Learners usually replace words with native language with words which sounds familiar to L2 (Odlin 1989:38).

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2.6.2.2 Literal Translation

In this context, learners usually translate word for word which when in the written form may be inaccurate or inappropriate (Odlin, 1989).

2.6.2.3 Alter structure

Learners sometimes change or alter some structures to accomodate to their understanding of their native language. In doing so, some structures may appear incorrect or inapporopriate (Odlin, 1989).

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2.6.2.4 Misinterpretation

"Native language structures can influence the interpretation of target language messages and sometimes that influcne leads to learners inferring something very different from what speakers of the target langauge would infer (Odlin, 1989: 38)

2.7 Comparison between English and Tamil

Tamil and English are from different language families. English belongs to the Indo-European group of languages (Alhaysony, 2012) .Tamil is a Dravidian language. The Tamil language comprises 247 letters which are sub-divided into 12 vowels, 18

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consonants and 217 vowel consonants. The vowel consonants are formed by combining the vowel and consonant letters which have long and short sounds. All consonants have an inherent vowel 'a' for example 'ன' is 'na' (with the inherent 'a') and 'ன்' is 'n' (without a vowel).

Tamil scripts usually use a visible pulli (dot) to indicate a consonant without a vowel. The Tamil language not only differs in the number of letters, but also in grammatical items compared to the English language.

2.7.1 Syntactical comparison between English and Tamil

There are notable differences between the English language and Tamil language syntax. English language has the word order of Subject-Verb-Object(SVO). The Tamil language is a consistently head-final language. The example is seen as below.

He plays football. (SVO)

அவன் பந்து விளையாடுகின்றான்.

He ate the fruit. (SVO)

அவன் பழம் சாப்பிட்டான்.

Syntactical differences.

He is reading a book. (SVO).

அவன் (S) புத்தகம் (O) படிக்கிறான். (V)

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He book reading

English follows SVO

Tamil follows SOV

From the examples given above, the verb comes at the end of the clause, with the typical word order in Tamil which follows SOV. Tamil is a null subject language. Not all Tamil sentences have subjects, verbs and objects. Therefore it is possible to construct meaningful sentences that have only verb or only a subject and an object with a verb. The English language is a fixed word order language whereas Tamil language has a flexible word order. While translating from English language, English language verbs have to be moved from after the subject to end of the sentence which affects the grammatical meaning of the sentence (Abeywickrama, 2011). The Tamil language verb comes at the end of the clause. Another distinguishing difference is the Tamil language has postpositions rather than prepositions whereas in English demonstratives and modifiers precede the noun within the noun phrase and below are some examples.

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The ball is in the bag. (SVPrepO)

அந்தப் பந்து பையில் இருக்கிறது.

The cat is on the tree. (SVPrepO)

அந்தப் பூனை மரத்தில் மேல் உள்ளது.

Another notable distinguishing feature is the linguistic differences between Tamil and English. Linguistic differences are like capitalization and syntactical order. There is

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no capitalization in the Tamil language. The word order in Tamil language differs compared to the English language. The Tamil verb usually comes at the end of the clause. Some examples are as below.

Ali is playing football.(SVO)

அலி பந்து விளையாடிக் கொண்டிருக்கின்றான்.

Ali and Salmah are playing football. (SVO)

அலியும் சல்மாவும் பந்து விளையாடிக் கொண்டிருக்கின்றார்கள்.

2.7.2 Morphological comparison between English and Tamil

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English language follows a simple morphological system compared to Tamil language. The linguistic differences of English and Tamil languages are tense forms and verbs to be. Words in English language are divided into two, firstly, content words which refer to objects and actions and secondly, function words which give the relationship between content words (Javed & Phil, 2012). Words in Tamil language consist of a lexical root to which one or more affixes are attached. Most Tamil affixes are suffixes. Tamil affixes can be derivational suffixes, which either change the part of speech or its meaning or inflectional suffixes which mark categories such as tenses (Javed & Phil, 2012).

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Forms of tense

He sings. (Present)	அவன் பாடுகிறான்.
He sang. (Past)	அவன் பாடினான்.
He is going to sing.(Future)	அவன் பாடப் போகிறான்.

Nouns and pronouns in Tamil language are classified into two major categories, namely rational and irrational. Human are classified as rational which is further categorized into three groups, masculine singular, feminine singular and rational plural. The irrational nouns are further categorized into two class namely irrational singular and irrational plural (Javed & Phil, 2012).

Tamil verbs indicate the gender of the doer.

She plays.	அவள் விளையாடுகிறாள். (aval)
He plays.	அவன் விளையாடுகிறான். (avan)
They play.	அவர்கள் விளையாடுகிறார்கள்.(avargal)

அவன் indicates the male gender of the doer, while அவள் indicates the female

English language follows strictly a fixed word order with usage of function words (Isurin, 2005). Tamil language has a rich morphological structure with heavy usage of content word and less function word. The morphological structure is indeed a problem especially in context while translating from English to Tamil language.

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Missing verb to be in Tamil.

He is a teacher.

அவர் ஓர் ஆசிரியர்.

He a teacher. (Word order in Tamil)

Ali is a boy.

அலி ஒரு பையன்.

Ali a boy (Word order in Tamil)

Ali is doing work.

அலி வேலை செய்கிறான்.

Ali work doing (Word order in Tamil)

Who is that man?

யார் அந்த மனிதன்?

Who that man? (Word order in Tamil)

2.8 Morphology and syntax- Propositional semantics

In the study of semantic transfer the fundamental issue is the relation between language and thought. One of the most important aspect in propositional semantics is the concept of semantic case, or semantic roles (Fissiak, 1998). In the sentences, *Kim read the papers* and *The papers were read by Kim*, the sentences share an identical proposition. In both sentences the noun, Kim has the same case of agent and the noun papers has the same case of patient(i.e. an entity that if affected through an action).

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The analysis of propositions in terms of semantic case is useful not only for an understanding of the semantic system of a language but also for cross linguistic comparisons of morphology and syntax (Isurin, 2005). This study would employ this analysis to determine the presence of L1(Tamil) in L2(English) and the extent of interference of the languages.

2.8.1 Lexical semantics

Linguists believed that similarities and dissimilarities in word forms and meanings, is fundamental in how quickly a particular foreign language may be learned. Transfer can also occur when the word forms are not similar. On the other hand, transfer can also occur when the meanings are similar . Learners will find one language easier to learn when the language shows many lexical similarities with their native language. This study would analyse the similarities and dissimilarites of the languages and the extent of interference in the sentence structures.

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2.8.2 Lexicon and morphology

In the structural description of a language, the lexicon contains information about the meaning of words as well as morphological and syntactic information. When we mention morphological transfer it also involves independent words. However, in writing, there may be a very strong constrain working against the transfer of bound morphemes, which are prefixes, suffixes and other forms that are meaningful yet

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incapable of standing alone (Isurin, 2005). For example, it may be the case that Tamil speakers do not have any special advantage in using the English plural suffix as seen in books, cats, plates even though the form is almost identical with the Tamil form (Javed & Phil, 2012). Yet while there is skepticism about such transfer, some studies show instances of pluralization rules in one language being used in another, as in the phrase of a Tamil-English bilingual child many cat, which refects a number agreement rule in Tamil (L1) whereby the phrase contains only one plural. This study would investigate the interference of L1 in L2 morphology and sentence patterns.

2.8.3 Syntax

The majority of human languages follow the word order of either VSO, SVO or SOV.Although most languages can be compared in terms of these three patterns, yet, a contrastive analysis based only on such comparisons could be misleading (Isurin, 2005). In the case of Tamil (L1) and English (L2), for example, both languages have SVO as their basic word order but they vary considerably in terms of rigidity for example:

My mother cooked dinner.

S V O (English))

My mother dinner cooked

S O V(Tamil)

Therefore to investigate the interference of L1(Tamil) over L2(English), the researcher would analyze the sentence structures through the components of syntax, morphology and lexis.

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2.9 Related Studies

Studies on learning and transfer strategies of L1 interference in the ESL context is divided into three categories. They are transfer strategies and the effects, the learning strategies and the effects, and the interference factors .

2.9.1 Transfer Strategies and the contributing factors

Abeywickrama (2011) in a study to investigate the influence of L1 transfer in undergraduate writing found that students applied the transfer strategies from their native language to English written texts. The students transfer onto some features of their native language into English text which resulted in inaccuracy sentence strucrures. This resulted in negative influence which was evidence from the sentence structures which was analyzed. Among the transfer strategies applied were literal translation, misinterpretation and substitution. The students used literal translation when features of native language were literally transfered to English. Students misinterpretated due to the word order structure which were different from their native language and English. English follows a fixed word order of SVO whereas it is absent in Sinhala language. Students used the substitution when features of native language was detected in English writing. This was also supported by Abushihab (2014), in a study to investigate the interference of L1 in English writing among 20 students in Turkey. The study analyzed inaccurate sentence structures which resulted due to application of transfer strategy of literal translation. The application of transfer strategy resulted in negative influence which was evident in the sentence structures.

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This was also due to incomplete or inadequate knowledge of the target language. When students are incompetent in the target language they tend to use the features of native language which resulted in negative transfer. The sentence structures were analyzed and there was evidence of literal translation and misinterpretation when features of the native language was used in Engish essays. This was similar to a study conducted by Bennui (2008), among 28 English minor college students in Thailand. In this study there was evidence of lexical interference in paragraph writing due to wrong application of transfer strategy of literal translation. Students transferred features of their native language onto English paragraph writing.

In a related study conducted, the researcher set out to find out the different kinds of transfer applied by learners' cross linguistically (Moattarian, 2013). The researcher investigated the types of transfer used by 70 Iranian EFL students when they translated texts from L1 (Persian) to L2 (English). In the study based on various related reviews, the researcher concluded that learners used transfer differently, consciously and unconsciously, which led to erroneous or in comprehensible sentence structures. The findings from the study reflected that learners who were not competent in L2 used transfer extensively and among the transfer strategies applied were: semantic transfer when learners translated word for word, lexical transfer when they understand the meanings of words from L1 to L2, discursive transfer when they transfer the rules from L1 to L2.

In a study by Alexandra (2014), to investigate the L1 interference in L2 writing among 351 Spanish students mentioned that students used the transfer strategies in L2 writing. When students translate from their native language to Engish

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certain features of native language are transferred onto the target language. This was due to mother tongue influence when students think in their native language and then translated the features into Engish. The literal translation influenced the syntax and morphological features of the target language. This resulted when students used both the languages interchangeably. Similarly, this was reported in a study conducted to investigate the influence of the native language on English. When students used the languages interchangeably it resulted in negative interference (Hayati, n.d.) Additionally, in a study conducted by Eraslan (2014), to investigate how Turkish EFL students use L1 transfer in their writing, students used both the languages interchangeably. When students used Turkish to translate into English there were evidence of literal translation in the sentence structures. An example of literal translation was when students translated "Mutfak Robotu" as Kitchen Robot when in English it was supposed to mean Food Processor. One reason for the negative transfer was due to lack of exposure to English or the students had failed to master the target language.

Along the same line, a study was conducted to investigate the negative transfer of L1 (Chinese) on L2 (English) in 30 written scripts of a Major English language paper (Liu, 2011). In this study the researcher concluded based on a questionnaire survey conducted, that students used L1 to write in L2 subconsciously. The researcher added that when students encountered difficulties in L2 in the aspects of learning and acquisition, they switched to L1 subconsciously, therefore they think that L1 is helpful in L2 writing. The researcher found that in actual situation L1 interferes in L2 writing based on the analysis of the written texts. There were evidence of lexical errors although L1 (Chinese) and L2 (English) shared the same

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classification of words: nouns, pronouns, verbs, adverbs, adjectives, articles, preposition and conjunctions, but different language rules and principles in word formation and usage therefore, causing the errors. The researcher concludes that when the students used the transfer strategy unconsciously, it caused negative transfer. Likewise, in a study carried out by Che Raziah (2006), the researcher reported that transfer strategy was used by the students when learning a second language. In the analysis to determine the causes of inaccurate sentence structures in written compositions, the findings revealed that much of the inaccuracy was due to transfer from first to second language. Among the strategies used were misinterpretation, literal translation and substitution of words.

Furthermore, Wannakarn Likitrattanaporn (2001) reported in a study that Thai grammar interference in written English appeared in run-on sentences, sentence fragmentation, word order as well as demonstrative and indefinite determiners. Moreover the findings were that English language word structures in written English language were influenced by Thai word structures which appeared in derivational and inflectional suffixes (using an incorrect suffix, omitting grammatical morphemes, double marking, and regularizing) as well as propositional morphemes in the sample essays. These three aspects of L1 grammar interference were inevitably caused by direct translation from Thai sentences into English sentences as revealed by his findings. English language sentences directly translated from Thai, a factor in L1 syntactic interference, were also found in the study by Wannakarn Likitrattanaporn (2001) about grammatical errors from written English paragraphs and essays by third-year students majoring in accounting and marketing at the Faculty of Social Sciences, Srinakarinwirot University, Bangkok. The researcher reported that the majority of

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written work was full of direct translation from Thai into English sentences. This factor also resulted in other grammar points such as using Thai nouns and the ellipsis of English articles, which were not found in Thai. Similarly, in a study conducted by Nattama Pongpairoj (2002), there appeared to be three aspects of L1 syntactic interference in written English by Chulalongkorn University students: sentence construction, sentence boundaries, and word structures in sentences. The findings reported that the students made errors in complex sentence construction, mostly in the use of relative clause in English language.

To conclude, the transfer strategies used in the study are literal translation, misinterpretation, alter structure and substitution. Literal translation is used when features of the native language are transferred directly in the target language. Likewise misinterpretation is a result of misconstruction of features from the native to target language. Substitution is used in instances when application of grammar items causes confusion.

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2.9.2 Learning Strategies and the contributing factors

Abeywichrama (2011) in a study to investigate the influence of L1 transfer on Singhala students English texts found that the inaccurate sentence structures were a result of application of learning strategies. The cause was due to learners hypothesing about the language which was accumulated from their unlimited exposure to the

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language. In this study the examples of learning strategies applied by the students were simplification and omission. Among the two the apparent strategy was omission which was evident in the morphology and syntax inaccurate word order. Similarly, Abushihab(2014), in his study to investigate the interference factors in English essays among 20 students in Turkey, mentioned that students applied learning strategies to construct sentence structures in their target language. The students generated the learning strategies from their native language and transfered features of the language into the target language. Among the learning strategies applied were omission and simplification of misinformation, misordering and addition. The application of the ommission strategy was due to the factor of difference in the native and target language. Turkish is an agglunative language whereas English follows the fixed word order of SVO.

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Likewise, Kaweera (2013) reported the interference factors were due to application of learning strategies. Among the learning strategies reported in the study were simplication and omission. The simplification strategy applied were misinformation and memorization of grammar rules. The addition strategy was used when students misinterpretated and overgeneralized. A similar case study was conducted by Alhaysony (2012), among 20 female students in Saudi Arabia. The students used the learning strategies of omission and simplification of addition and substitution. Similar to the previous study mentioned above the application of the strategies were also due to the factor of difference in the native and target language. Arabic language is from the Semetic group whereas English is from the Indo European group of languages. Similarly, Alexandra (2014), in a related study investigated L1 interference on L2 among 351 Spanish students. He concluded that

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learning strategies resulted in inaccurate sentence structures. Students applied strategies which were inherent in the native language. Students think in the native language, then applied the strategies in the target language. Among the strategies detected were msinformation, addition and misordering.

To conclude the learning strategies are simplification and omission. The effects of the learning strategies are wrong application of grammar rules, transfer from native language to target language, the interlanguage system, using native and target language interchangeably and differences of native and target languages.

2.9.3 Interference factors

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Abeywickrama (2011), investigated whether first language transfer or interference is the major cause of inaccurate sentence structures in English among Sinhala undergraduates' writing. The findings reported that due to interference caused by the similarities and differences of the two languages, English and the Sinhala language and the lack of exposure to English have resulted in inaccuracy of sentence structures. This study also concluded that interference was due to learners' influence of old habits when learning a new language. This was evidence from the writing among the students. An example of the interference factor detected in the sentence structures were samples of word order usage and syntax inaccuracy whereby students used the inaccurate word order. Sinhala and English languages do not follow the same features of syntax and morphological features. English follows a fixed word order of SVO which is not practised in the Sinhala language. Students tend to transfer features

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of their native language into English which results in inteference. In a related study, Chan (2004) examined English language writing samples from 710 Hong Kong ESL college students. The findings of the research reported that, in all of the five error types investigated, most errors were closely related or due to interference of the first language. The findings demonstrated that about half of the writers used similar patterns in L1 and L2. The data from interviews with the students also confirmed that ESL students first called upon their first language before producing their English writings.

Likewise, Abushihab (2014), conducted a study to investigate the interference factors in English essays. The participants involved 20 students from the English Department in Turkey. The study concluded that the interference factors in the sentence structures were due to the difference in features of the languages.. Turkish follows SOV whereas English follows SVO structure of the language. Turkish is an agglutinative language. The modals and auxillaries are used as suffixes and they cannot be separated from the predicates (verbs, nouns and adjectives). Another difference in the languages which caused the interference in sentence structure was the absence of article in Turkish language. Turkish language uses "bir" to indicate article unlike English language which has a, an and the as articles. Similarly the same aspect was detected in a study conducted by Alhaysony (2012). In this case study among 100 female students in Saudi Arabia the interference factors were due to differences between Arabic and Engish languages. Arabic belongs to the Semitic group of languages and English to the Indo European group. Therefore the grammatical structures of both the language are different in features and usage. An example is in the usage of the articles. English has three articles whereas Arabic two.

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The Arabic article is "al" which is a prefix and the second article is zero or indefinite article. The definite article in Arabic is used in context. The effect of the mother tongue interference was also obvious in the sentence structures of 70 Chinese vernacular students in Perak as reported in a study conducted by Darus (2009). In this study the interference of L1 was due to inadequate understanding of grammatical rules. Likewise, Kaweera (2013), reported interference of the mother tongue, Thai language in English writing. The cause of the interference was due to the second language learning habits. Besides that it was also reported that the contributing factors of interference were due to inadequate understanding and application of grammar rules.

Bennui (2008) in a study conducted among 28 English minor college students in Thailand analyzed interference factors in paragraph writing. There was evidence of inaccurate syntax and morphological structures due to differences in Thai and English. Students transfer features of the native language onto English. Therefore there were evidence of lexical interferences due to wrong application of strategies of transfer and simplification. Alexandra (2014) investigated L1 interference in the L2 writing among 351 Spanish students. There were evidence of interference factors in the writing due to mother tongue interference. Among the contributing factors of interference were wrong application of grammar rules, interference of the mother tongue, inadequate competence in the target language and wrong application of strategies. The interference factors were detected in lexis, syntax and morphology. There were evidence of inaccurate word order, misapplication of morphology in context and inaccurate lexical items of tenses. The students relied heaviy on native language grammar rules and features, especially when they transferred features of the

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native language in the target language. The researcher concluded that the inaccurate sentence structures resulted from linguistic tranference from the native language to English.

Similarly. in a related research carried out by Javed & Phil (2012), the findings showed that there was interference and negative influence of the mother tongue in L2 writing when he analyzed written essays of 96 primary Tamil school students in Klang. The research concluded that the majority of errors in the writing were due to grammatical patterns of the mother tongue when 'transfer' and 'borrowings' were encountered in the investigation of the written corpus. The study shows that there is influence of the mother tongue in L2 writing among Tamil school students as these students face the challenges of learning three languages namely, Bahasa Melayu, English and Tamil. The findings revealed negative influence of mother tongue in student's written work. The researcher stated that the students are at a disadvantaged stage in learning and mastering L2 due to the unequal teaching hours in the Malaysian context for Tamil schools (Javed & Phil, 2012). Similarly, Asia (2006) in a study conducted among 148 schools students in Japan found that the contributing factors of interference were interference of the mother tongue and wrong application of strategies. Students think in Japanese and transfer the features onto English when they applied the literal translation strategies.

Finally, with reference to views on interference and related theories, Yan (2010), examined the controversial views about L1 transfer on the acquisition of L2. These were based on various theories such as Contrastive Analysis (CA), Contrastive Rhetoric (CR), Creative Construction (CC) and Constructive Underlying

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Proficiency (CUP). The findings demonstrated that different theories have controversial opinions about the role of L1 influences on L2 learning. The researcher intended to delve further to investigate extensively the influence of L1 and recommended some pedagogical implications to overcome the problem. This study agreed with CA (Contrastive Analysis) and CR (Contrastive Rhetoric) hypotheses that L1 interfered with L2 acquisition when there were differences in L1 and L2. CUP (Constructive Underlying Proficiency) on the other hand maintained that L1 facilitated L2 learning whereas CC (Creative Construction) claimed that there was no effect of L1 on L2 acquisition. The researcher concluded that the influence of L1 on L2 was not due to negative transfer. CR (Contrastive Rhetoric) was hypothesized to assist L2 learners to overcome L1 interference on L2 writing. The study also concluded that when two languages are found to be similar in nature and features, there is a threshold tendency for new interpretation on L2 and application of new strategies.

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To conclude, the contributing factors of interference of the mother tongue in L2 (English) are the differences of the languages, the second language learning and acqusition factors, wrong application of grammar rules and the wrong application of the transfer and learning strategies.

2.10 Summary

This study of interference of L1 (Tamil) in ESL pre-service teachers' L2 (English) writing is still unexplored, particularly in higher institutions in Malaysia. The

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interference of L1 (Tamil) in ESL pre-service teachers' L2 (English) writing is critical and need exploration for uncovering the constructs of learning and transfer strategies in the interlanguage system. Previous studies on interference of the first language mainly focused on features of error analysis in students' written texts. Rather, by closely examining the interference of the first language, this study shows how the constructs mentioned and labeled in the theoretical framework can be an important focus to examine written texts on learning and transfer strategies and the syntax and morphological patterns caused by interference of the first language. This chapter presented a review of recent and related literature on second language acquisition, interlanguage, error analysis, and types of learning and transfer strategies caused by interference of languages. The following chapter will describe the methodology applied to answer the research questions.

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CHAPTER 3

METHODOLOGY

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3.0 Introduction

This chapter describes the methodology of the present study. The first section describes the research design used in this study. The second section describes the sampling and the sampling procedure including the selection of participants. The third section describes the data collection methods by describing the instruments. The fourth section of this chapter describes the methods used to analyze the data. It describes the analytical process of identifying and classifying the syntax and morphological patterns, learning as well as transfer strategies due to interference of L1 (Tamil) over L2 (English). The researcher describes the procedures that are used to solve the problems and to find out the answers for the following research questions:

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1. What are the interference factors of L1 (Tamil) in L2 (English) syntax and Morphological patterns in the interlanguage system?
2. What are the transfer strategies used by pre-service teachers and the contributing Factors in their writing?
3. What are the learning strategies used by pre-service teachers and the contributing Factors in their writing?

The main aim of this study is to analyze the interference factors of L1 (Tamil) in L2 (English) sentence patterns of ESL pre-service teachers at Ipoh Teachers Education Institution in the interlanguage system. Secondly, it aims to analyze the interference factors of L1 (Tamil) in L2 (English) morphological patterns of the ESL pre-service teachers writing. Thus, it is a process of inquiry and an investigation, the aim of which is to understand the issues of first language (Tamil) interference in L2 (English). Besides the mentioned inquiry, this study will also analyze the learning and transfer strategies used by ESL pre-service teachers in their writing. In addition, this study will also evaluate the influence of both the learning and transfer strategies in the writing. As the aim of the research questions are to analyze and evaluate the problems, the adoption of a mixed method approach which focused on evaluating was appropriate for the research questions. However, the data will be analyzed using both qualitative and quantitative mode to contribute to the findings.

In this study, the researcher does not aim to make generalizations but to provide contextual findings, which are in line with the mixed method research methodology. Thus, present study employed the conceptual framework adapted from the theoretical framework adopted from Selinker as illustrated in figure 3.1. In this

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study the researcher gathered, recorded and investigated the findings through discrete and contextualized framework which will be mentioned throughout this section. The contextual findings were based on the qualitative and quantitative data collected from the instruments. The data was collected from questionnaire, interviews and document analysis.

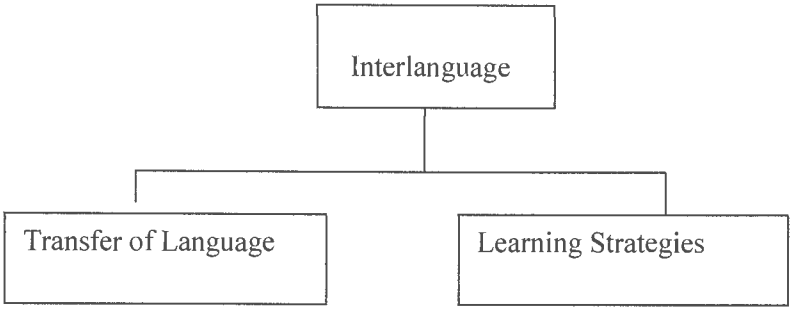


Figure 3.1. Conceptual Framework adopted from Selinker (1972)

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3.1 Research Design

According to Bryman (2008), a research design provides a framework for the collection and analysis of data. This study employed the mixed method approach using both the qualitative and quantitative research design, which, according to Creswell (2003), enables us to gather qualitative and quantitative input, explain and extend quantitative and qualitative results, in order to gain a comprehensive insight into the research. The concurrent triangulation design was used to collect both the quantitative and qualitative data. The aim was to provide a more comprehensive and complete picture of data by converging the various themes to consolidate the findings which occurred in parallel tracks. The quantitative analyses were conducted in two

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phases, firstly, to analyze the total occurrence of strategies and identification of patterns of syntax to analyze the evidence of interference. The qualitative data was collected to support description and interpretation which included a systematic coding of interviews and patterns emerging from document analysis. However, to substantiate and consolidate the findings, the raw data was analyzed using the quantitative mode. Three types of instruments was employed which comprised of a questionnaire, an interview and document analysis. A concurrent triangulated approach was adopted to collect data with multiple instruments, which comprised a questionnaire, interviews and document analysis. Arguably, there remains a need to adopt a qualitative approach for triangulation to obtain a more objective and comprehensive data from different perspectives.

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According to Green (2001), mixed methodologies can accommodate for triangulation or complementariness to show development, initiation or expansion. Through triangulation, the researcher was able to develop a more comprehensive understanding of a topic or a phenomenon. Therefore, in this study triangulation was used to demonstrate complementary of contributing factors with the findings of interference. Besides that, triangulation also helped to cross validate or corroborate findings. Subsequently, it also provided a well-validated and substantiated findings (Wisdom & Creswell, 2013). The emergent findings from one aspect helped to shape subsequent analysis to show relationship of the contributing or complementary perspectives in this study. Therefore, this researcher employed the mixed method design using the data source triangulation to provide a more comprehensive descriptive study.

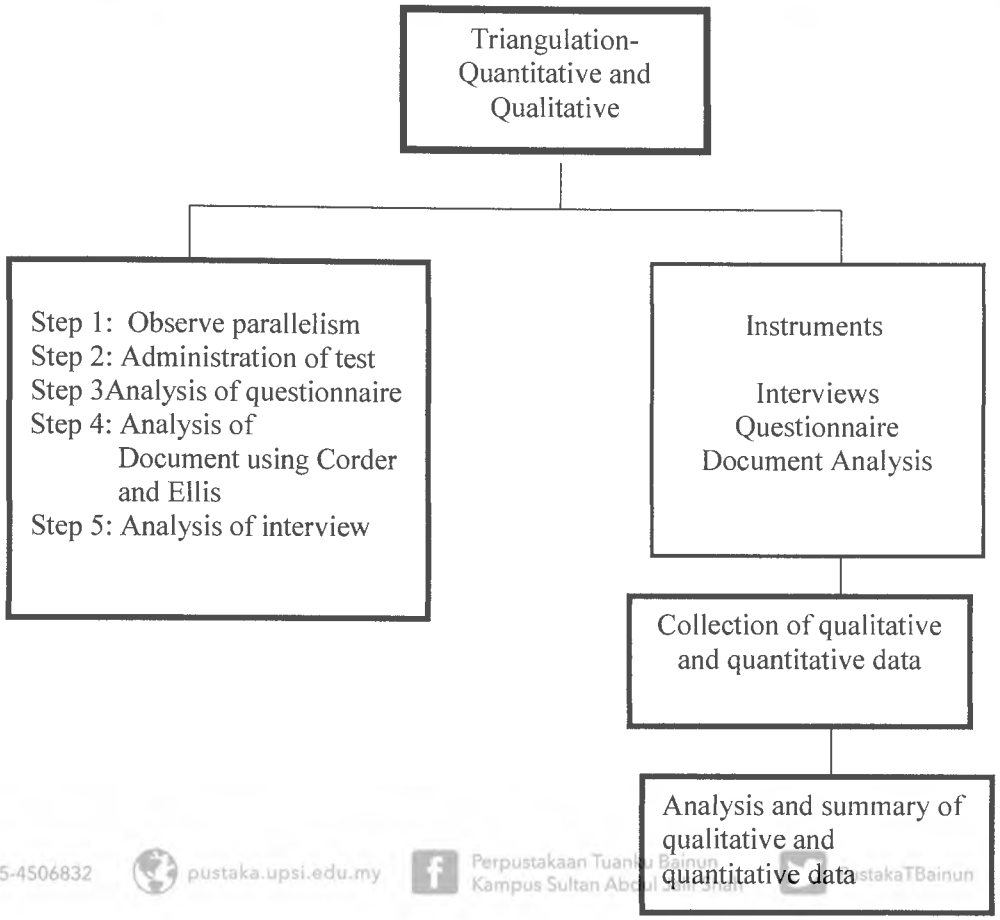
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In this study, the factors were the interference factors of L1 (Tamil) on L2 (English) on the types of morphological and the sentence patterns. The next factors were the effects of learning and transfer strategies used by pre-service teachers in their writing. The various types of morphological patterns were obtained from the sample essays collected over two semesters based on the course structure and curriculum. The present researcher employed a 5 step procedure to collect and analyze the data (Refer to Figure 3.3). The researcher employed a concurrent triangulation where only one data phase was used in which both the qualitative and quantitative data were collected. Therefore, the collection of data involved both the qualitative and quantitative form which was collected through three types of instruments, namely questionnaires, interviews and document analysis. The quantitative data was obtained from the document analysis and the questionnaire and these were further triangulated with the qualitative data generated from the interview and questionnaire. However, emphasis was given to both quantitative and qualitative research. The analysis was conducted separately yet concurrently. The findings were integrated during the interpretation phase of the research.

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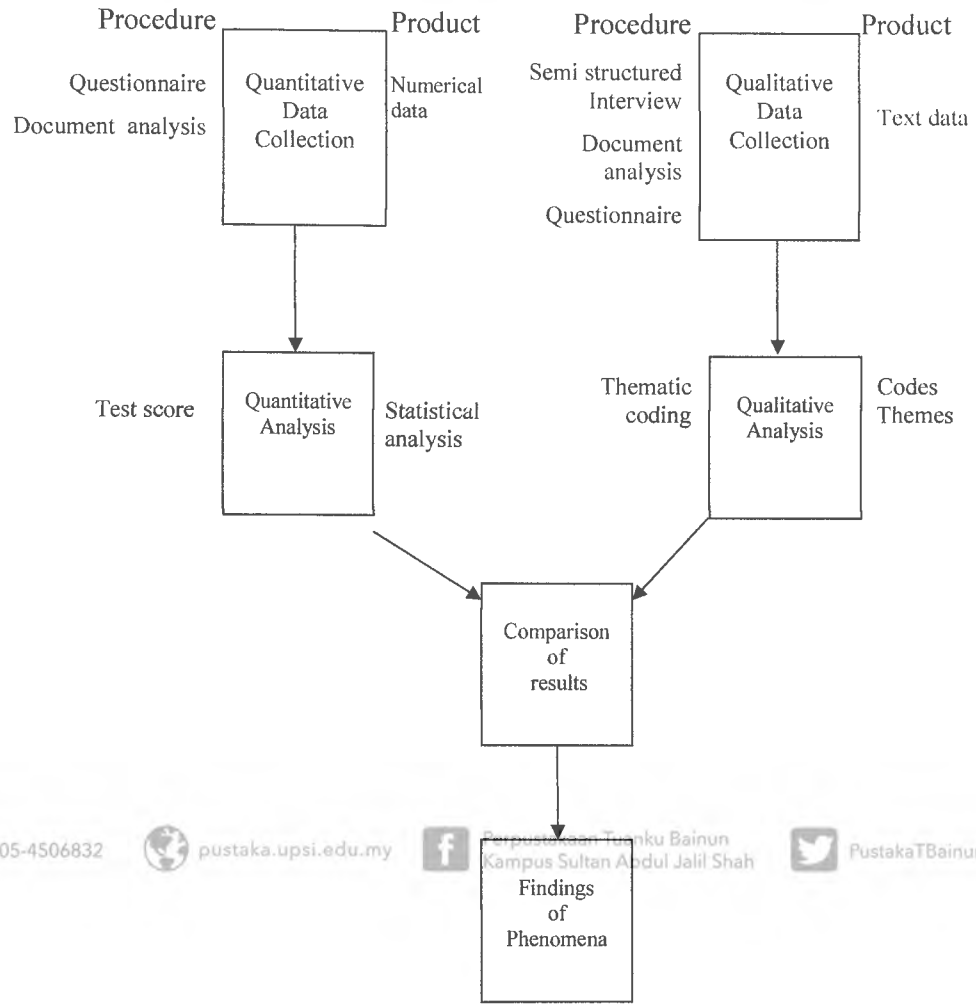


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Figure 3.2. Research Design- Mixed Method

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Sources: Creswell (2007:57)

Figure 3.3. Research Design Model- Concurrent triangulation design

3.2 Sample and Sampling Procedures

The researcher chose a minimum of 60 students from a random selection of students from a teacher education institution in Ipoh. The majority of the sample is from the age range 19-20 years and comprises both genders. The sample is fairly

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representatives of the states in Malaysia. Therefore, the researcher chose the sample from one institution as this sample represents the target population. The sample represents the accessible population of ESL pre-service teachers who have basic Tamil education since primary school. The sample has 11 years of Tamil education in a formal setting. No reference group was used in this study as it was not necessary. The subjects are students in a teacher education institution who are currently pursuing the Degree Program. A total of 60 participants, comprising of 7 males and 53 females were selected for this study. Like all Malaysian students, all of them started learning English language as a second language in a formal setting with formal instructions. The subjects are homogeneous in terms of their linguistic, academic level, ability and aptitude and field of study. All of them have been chosen to be students in the teacher education institution based on a norm-criteria standard evaluation which comprises an interview and a written test. The subjects are being trained to be future primary school teachers. The subjects lived in an exclusively Malay speaking community and had learnt the English language as a second language during their primary and secondary school in a formal setting.

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3.3 Instrumentation

Three types of instrumentation were used to collect both quantitative and qualitative data. The instrumentations were a questionnaire, an interview and document analysis.

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3.3.1 Questionnaire

A questionnaire can elicit longitudinal and comparable information from a group of participants in a sort time (Mackey & Gass, 2005). A questionnaire survey was necessary in this study as it helped the researcher to gather relevant information regarding aspects of themes related to contributing factors which complement the phenomena. Before it was utilized to collect the data, the questionnaire was tested in a preliminary pilot study conducted with ten students. The pilot study served to see whether the wording of the questions was clear and the completion of the tasks was feasible. Minor changes were introduced in the original plan as a result of this process. The questionnaire was reviewed and modification was done after consulting a senior lecturer from Research and Innovative Department Teacher Education Institution in Ipoh. Therefore the researcher modified the questionnaire using a 5-point Likert Scale for a more reliable test score. The questionnaire was re-designed to suit the requirement of the students by an alternative design and instead of the 3 options the researcher used a 5-point Likert scale. A re-coding was done on the 5-point Liker scale (Refer to Appendix A). The scales or matrices range from 1 which was coded as strongly disagree until 5 which is coded as strongly agree. The items in the questionnaire were based on the constructs of the conceptual theory framework: the Four Threshold SLA which was been designed for this study (Refer to Appendix A). The items were displayed with the most familiar one set before the less familiar items in a chronological manner to measure the respondents' views of learning L2 in the ESL context.

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The questionnaire comprises two sections. The first is the background information section to gather respondent's background knowledge. Among the information included in the demographic data are personal background questions, family background information and course background information. The second section consists of 30 items which may be helpful to analyze the errors. The second section is sub divided into three sections. The first section consists of items to collect data on the types of errors, the second section was to collect data on the causes of errors and finally the third section was to collect data on the application of grammar. The items were designed to be eclectic and to cover a range of aspects of learning language in the ESL context in general. The questionnaire survey was analyzed using both the quantitative and qualitative mode. The items were collected and analyzed using the quantitative mode. A descriptive statistics of questionnaire items was carried out to determine the statistical score of mean, median, mode and standard deviation for each of the 30 items in the questionnaire. The items were then re-classified to assimilate factors of second language acquisition, interlanguage, learning and transfer strategies, application of grammar and similarities and dissimilarities of languages based on the innate Four Threshold SLA model used as a conceptual framework. To test the average score for each construct in the questionnaire a normality test was carried out.

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This study used a thematic analysis to extract the key themes in the questionnaire. Bryman (2008) stated that thematic analysis is a term used in connection with the analysis of qualitative data to refer to the extraction of key themes in the data. This study employed the procedure of a 6 step phase to carry out a thematic analysis.

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a) Familiarizing with the data

b) Generating initial codes

c) Searching for themes

d) Reviewing the themes

e) Defining and classifying the themes

f) Reporting

To conclude, the data was analyzed using both the qualitative and quantitative mode. A normality test was conducted to decide appropriate further statistical analysis. A descriptive statistic was conducted to describe each item in the questionnaire to determine the sample score of the participants. A correlation test was conducted to determine the relationship between the constructs of items and between the 3 groups of respondents who were chosen for the interview.

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3.3.2 Document Analysis

Raw data was collected from document analysis. Data was collected from 120 written documents by the participants. The topics are congruent to the syllabus used in the teacher education institutions. The topics are "An Unforgettable Incident" which was carried out during the first semester and a formal letter which was carried out during the second semester . Students wrote two written documents of about 300 words based on two given topics. The students have to obtain a conditional pass of two compulsory subjects, namely English Language Proficiency 1 and English Language

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Proficiency 2. The researcher collected 2 types of written documents from two different genres. The documents were collected over two semesters from two different subjects. The first document is a narrative essay and the second document is an informal letter. The documents were analyzed to identify the factors of second language acquisition, interlanguage, learning and transfer strategies, similarities and dissimilarities of languages and application of grammar based on the innate Four Threshold SLA model used as a conceptual framework. This enabled the researcher to identify and validate the results in a relevant manner to obtain authenticity of result.

3.3.3 Interview

To optimize the data collection and analysis through triangulation, the researcher conducted a semi- structured interview ((Refer to Appendix B). Interviews are adequate to investigate the topic or phenomena not directly observable. Moreover, interviews are interactive and thus the researcher can elicit additional information to draw conclusions. During the interview sessions, both the researcher and the interviewees can make clarifications. An interview is used to gather descriptive data in the subjects' own words so that the researcher can develop insights into how subjects interpret some aspects of the world (Bogdan & Bilked, 1998). The researcher chose to conduct individual interviews for reasons of feasibility. This enabled the researcher to gather or generate truth from the interviewees. Each interview lasted for about 15- 20 minutes and was audio taped. The researcher took notes during the interview sessions. This helped the researcher to obtain confirmation of findings

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through convergence of different perspectives from different individuals regarding a certain phenomenon.

The researcher adopted Kvale's (1996:65) semi-structured interviews. Kvale defines semi-structured interviews as;

> "A sequence of themes to be covered, as well as suggested questions, yet at the same time there is an openness to change sequence and forms of questions in order to follow up the answers given and the stories told by the subjects."

A semi-structured interview allowed the researcher to explore issues which emerged during the conversation. In the semi-structured interview, a list of questions prepared in advance guides the interviewees to address the issues in the questionnaire. This allowed the researcher to compare the participant's responses in different settings. The researcher had the freedom to probe for more information for more clarification (Mackay & Gass, 2005). According to Fielding and Thomas (2011), by conducting semi-structured interview the research got the best of both worlds. In other words, instead of focusing only on discovering answers to specific questions, the researcher was also interested in delving deeper into other related issues that would enrich the data of the study. The explanations or aspects from the interview held true across the board for a contextualized framework which was necessary in this study. The advantage of using interview method was that the interviewer could clarify issues or doubts with interviewees using the appropriate probing techniques. The researcher chose 9 participants to be interviewees to gain further insights related to the phenomena of investigation in this study. The participants were chosen to represent three groups from the excellent, average and weak (Refer to Table 3.1). This

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procedure was selected to be carried out to consolidate the findings further to detect whether there were any significant differences between the target groups with reference to the application of learning and transfer strategies in the writing. In addition the findings helped to consolidate the findings, whether the occurrence of syntax and morphological patterns have any significance to the target group. The findings from the respondents who are a representative sample of a population drawn systematically generalized to that population (Holstein & Gubrium, 1995).

Table 3.1

Selection of participants for interview

Category	**Participants**		
Weak Achiever	S2	S6	S8
Average Achiever	S11	S3	S7
High Achiever	S30	S32	S35

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The interview was conducted to gather in-depth information regarding the learning strategies, second language acquisition and learning, interlanguage, similarities and/or dissimilarities of languages and methodology of teaching and learning of grammar. The interview items assimilated factors based on the innate Four Threshold SLA model used as a conceptual framework. The interview was conducted following seven stages; schematize, design, interview, transcribe, analyze, verify and finally report. The structure of the interview was designed according to various stages. Firstly, the main questions were structured onset by follow up questions to pursue the implication of answers to the main questions. The interviews were transcribed from the recording by the researcher. Subsequently, the content analysis was categorized with reference

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to the key questions. The data was coded under distinct categories developed with reference to categories and variables in the questionnaire. This enabled the researcher to triangulate the qualitative data from both the instruments to consolidate the complementary attributes to the topic or phenomena. Therefore the interview was transcribed to generalize the factors based on the innate Four Threshold SLA model in figure 2.5. This helped to consolidate the findings and generalize the factors based on the innate Four Threshold SLA model. The coding was done using the NVivo9 and according to Creswell (2009), this software was efficient at keeping and retrieving data.

This study employed the 6 step phase to carry out a thematic analysis (Bryman, 2008).

a) Familiarizing with the data
b) Generating initial codes
c) Searching for themes
d) Reviewing the themes
e) Defining and naming the themes
f) Reporting

The software does speed up the coding process but it does not do the analysis (Bryman, 2008), therefore in this study the coding was done manually to generate more theories and findings. To convey the findings, recurring themes emerging from the coding and data analysis were highlighted along with the selected quotations from interviews.

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The data collected was triangulated together with data source from the questionnaire and document analysis to obtain confirmation and capture different dimensions of the same topic or phenomena.

3.3.4 Validity and Reliability

3.3.4.1 Data Validity

Data Validity refers to the extent to which data collection procedure measures what it intends to measure. In this study it involved both external and internal validity.

3.3.4.2 External Validity

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External validity concerns the issue of generalization of the findings (Mackey & Gass, 2005). In this study the generalization is the sample of 60 participants who were randomly selected from one institution. The students are representatives from all the states in Peninsula Malaysia and represent ESL pre-service teachers who had basic Tamil education since primary school. Therefore the researcher chose the sample from one institution as this sample represents the target population. The sample comprised of former students from the vernacular schools and now pursuing the degree program in the teacher education institution. Hence this sample can represent their peers in the teacher education institutions.

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3.3.4.3 Internal Validity

The sample is homogeneous in aspects of education background, academic qualification and field of study as all the participants had undergone a criterion selection prior to selection for the courses. The researcher followed the ethics to conduct the interview and administer the questionnaire. The interview sessions and the questionnaire answering sessions were conducted in a conducive setting. The questionnaire was administered simultaneously with all the 60 participants. The interview was conducted individually in a non-threatening setting. In addition, the researcher introduced the scope and field of research to be conducted to the participants and the interviewees. The researcher is the person involved in the selection of participants and the interviewees. The researcher administered the data collection procedure and the data analysis with the consent of the participants and the interviewees. Therefore the data collection intervention from the interview, document analysis and the questionnaire survey is arguably minimal.

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3.3.4.4 Data Reliability

Reliability concerns consistency (Mackey & Gass, 2005). In this study it is a major concern as the questionnaire was adapted. Therefore to address the reliability of the questionnaire and the items an internal consistency was conducted. According to the analysis, items which determined low correlation were removed. However items which correlated highly with each other were converged under the same category of

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themes. The Cronbach Alpha value ranged from 0 to 1. Therefore in this study an item was deleted if the Cronbach alpha value was lower than 0.85.

To address the reliability of the analysis of the interview data, intra-rater reliability was examined. The researcher recoded the transcripts after the initial categorization of the data from the interview sessions. This was to ensure consistency in coding the data at different time setting.

3.4 Pilot Study

Carrying out a pilot study is not only about testing the validity of the instrument but also to make sure the research instrument works well (Bryman, 2008). It is very important to amend the items in the questionnaire to minimize errors and to obtain accurate data. Therefore reliability and validity of the instrument for this study had been established before conducting the study. In order to establish the internal consistency reliability of the instrument, a pilot study was conducted. A questionnaire was administered to obtain additional input to substantiate the findings. The questionnaire was constructed to measure the respondents' views of learning L2 in the ESL context. The questionnaire consists of two sections. The first is the background information section to gather respondent's background knowledge. The second section consists of 30 close ended questions with a response following Yes/No/NA. (Refer to Appendix A). The items were designed to be eclectic and to cover a range of aspects of learning language in the ESL context in general. The questionnaire was tested for reliability and validity. To test the reliability, the questionnaire was pilot run

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with ten respondents who were representatives from the focus group observation. The sample was randomly selected from a group who are not from the respondents for the main study to avoid biased sample (Bryman, 2008). The internal reliability of each theme was tested using Cronbach α coefficient. The reliability coefficient ranged from 0 to 1. The following were the reliability coefficients for each section of the questionnaire items.

Table 3.2

Reliability of items

Items	Cronbach alpha
Types of errors	0.80
Causes of errors	0.85
Application of strategies	0.85

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To test the validity, the researcher seeks reviews from colleagues who have no prior knowledge of the subject and lecturers involved in teaching the subjects. The questionnaire was reviewed and modification was done after consulting a senior lecturer from Research and Innovative Department IPG Campus Ipoh. The items for the questionnaire survey were checked for distractions, whether the items were relevant to the goal of the study. The items were then placed in a logical sequencing and the language aspects like the spelling and grammar were checked.

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Based on these research questions and aims, an appropriate research approach and strategy was chosen to enable the researcher to answer and achieve the aims in the most appropriate manner. The researcher was able to answer the research questions by analyzing the three instruments used in this study.

Three research data collection methods were used in this study, namely, questionnaire, and interview and document analysis. Since this study is an in-depth research, these three methods helped validate and corroborate the findings through concurrent triangulation. The findings from the data collected were converged to form one phenomenon that of interference of L1 (Tamil) in pre-service teachers' L2 (English) writing . Data analysis was conducted separately yet concurrently.

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3.6 Data Analysis Procedure

The researcher analyzed the data collected from the three instruments. The data was collected from the document analysis, questionnaire and interviews. The researcher employed various techniques to analyze the data which is mentioned clearly below.

3.6.1 Document Analysis

Firstly, data was collected in the form of syntax patterns and morphological patterns from written documents of L2 (English) by the pre-service teachers. This study was carried out on written documents of 60 participants. The researcher administered the test according to the norm criteria. The test was conducted for two consecutive

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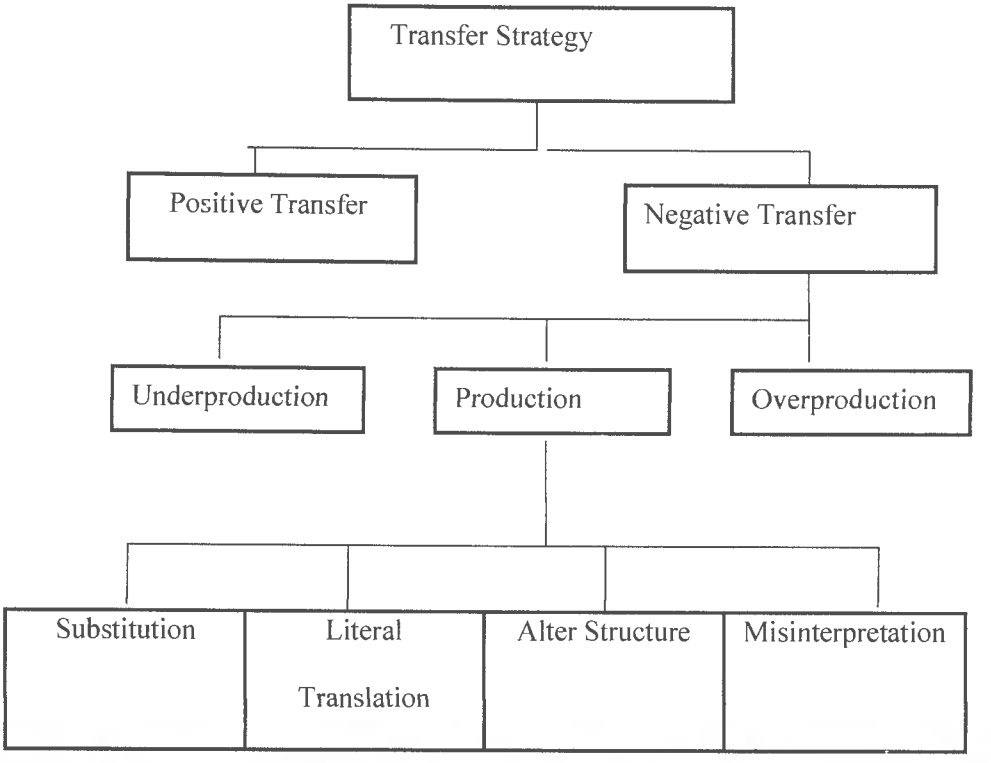
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semesters from two different subjects. The researcher selected the sample on purposive sampling from a teacher education institution.

The researcher collected and analyzed the data from the documents. Therefore to develop a well-validated and substantial finding, the researcher based the study on textual findings on Odlin's Taxonomy (2003) and the learning strategy was based on Dulay's Taxonomy (1982) as illustrated in figure 3.4 and 3.5. Therefore the documents were analyzed to investigate the transfer strategies used. These were further classified under categories of substitution, literal translation, alter structure and misinterpretation. The learning strategies were divided into two major categories of omission and simplification strategy. The omission strategy was further classified under morphology and syntax deletion categories. The simplification strategy was classified under misinformation, replacement, misordering and addition. These were further divided into sub categories of misinformation of regularized, misconception and alternating forms. The addition category was divided into double marking, regularization and simple addition. The data was gathered, recorded and investigated to triangulate the findings from the interview, questionnaire and document analysis. Both the quantitative and qualitative data were gathered, recorded and investigated to provide deeper understanding of the phenomenon and gain insights of convergent findings (Creswell, 2003).

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Figure 3.4. Transfer Strategy Taxonomy (Odlin 2003)

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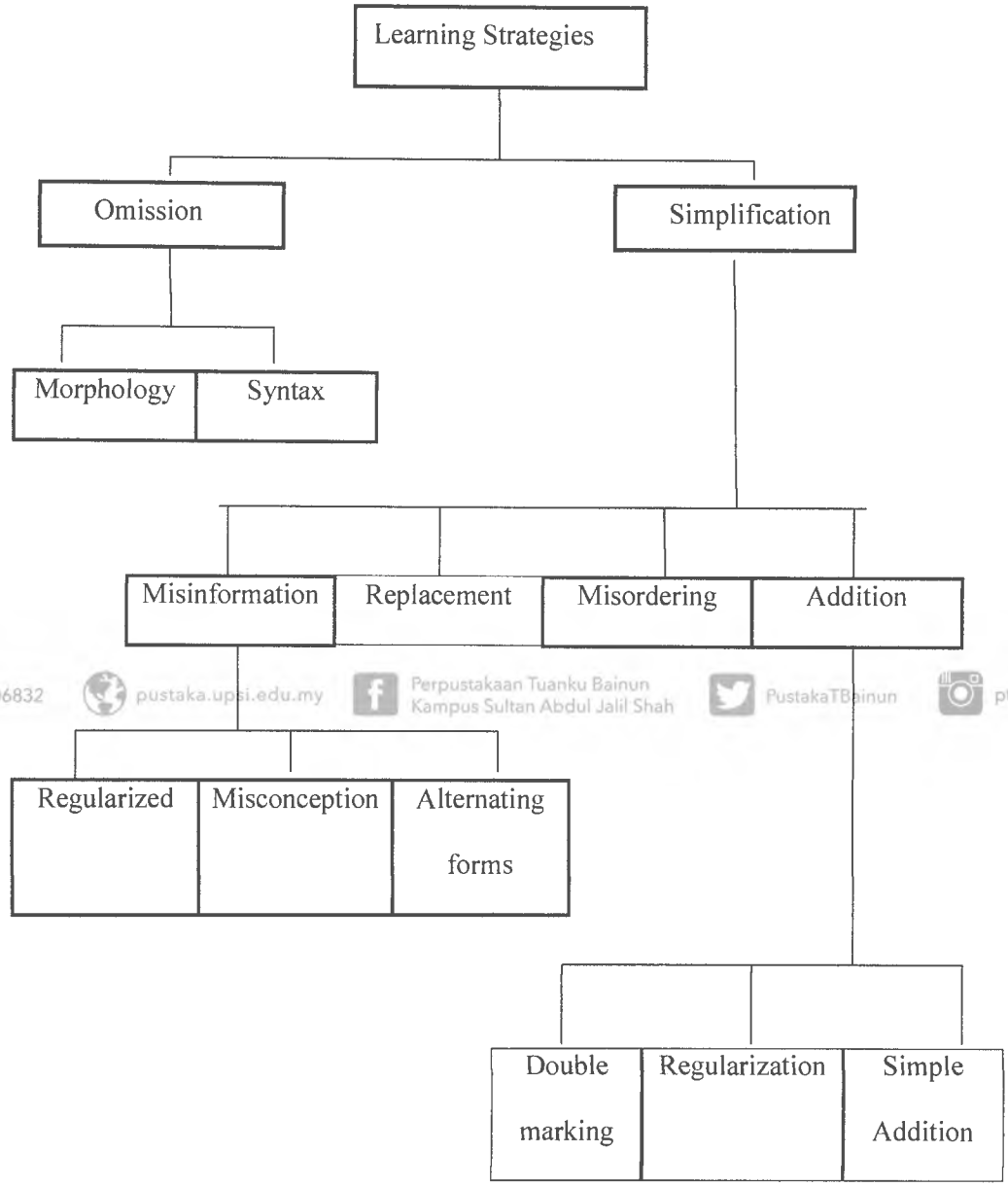


Figure 3.5. Learning Strategy Taxonomy (Dulay, 1982)

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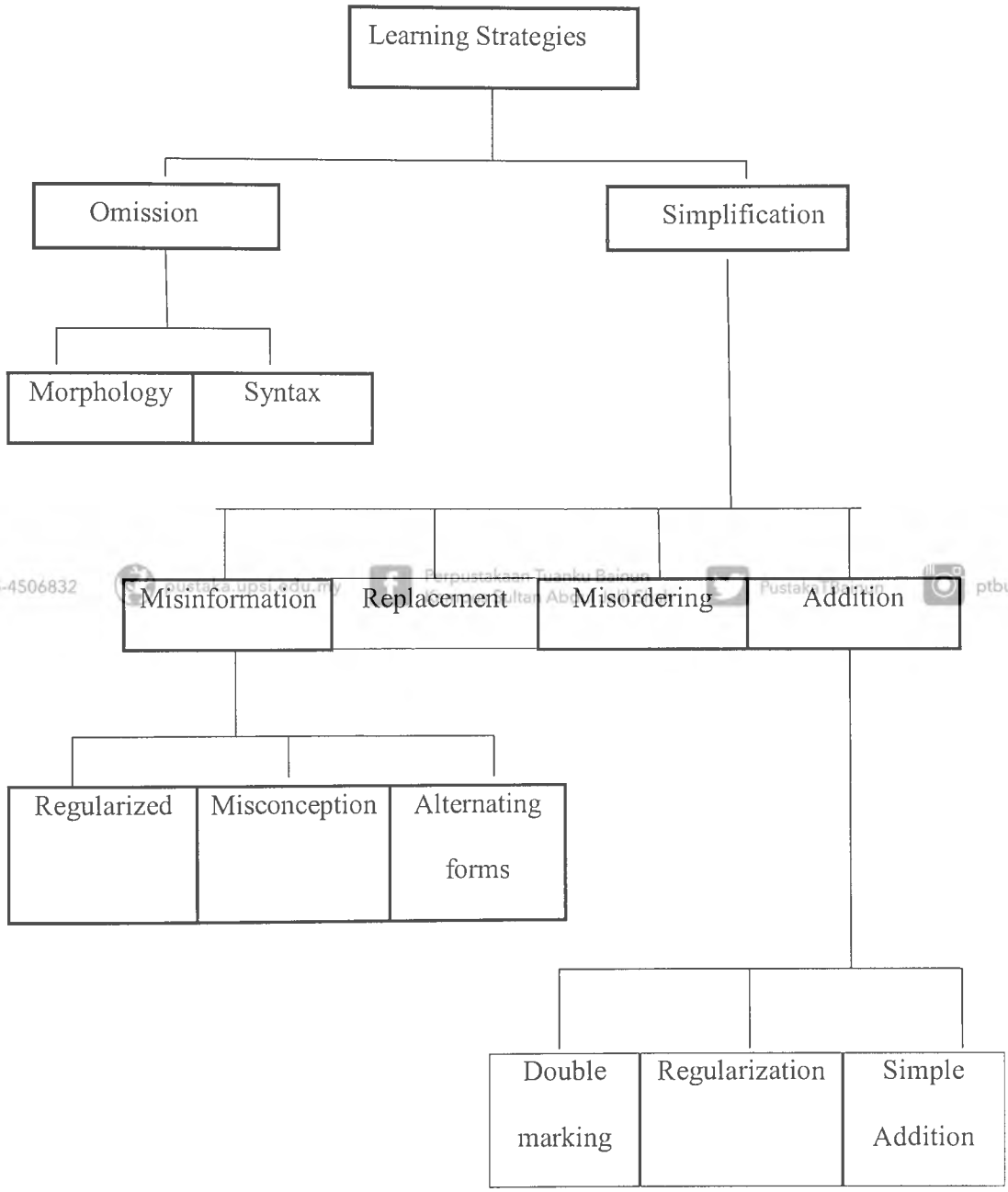


Figure 3.5. Learning Strategy Taxonomy (Dulay, 1982)

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Quantitative data was collected from the written documents to investigate transfer and learning strategies. This was further grouped under categories of substitution, literal translation, alter structure and misinterpretation. The learning strategy was divided into two major categories of omission and simplification strategy. The omission strategy was further grouped under morphology and syntax. The simplification strategy was further grouped under misinformation, replacement, misordering and addition. These were further classified into sub categories of misinformation of regularized, misconception and alternating forms. The addition category was divided into double marking, regularized and simple addition.

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The items from the questionnaire were re-classified under various themes according to the Innate Threshold Model used in this study. The items were further re-grouped into categories of learning and transfer strategies. Both the quantitative and qualitative data were gathered, recorded and investigated to provide deeper understanding of the phenomena for well-validated and substantiated findings.

The researcher used the Error Analysis by S.P. Corder (2000) to analyze the sentence and morphology patterns in the written documents. The procedures to collect errors are as below: (Corder, 2000).

i. Collection of sample essays.

ii. Identification of erroneous sentence and morphology patterns.

iii. Description of types of morphology errors.

iv Explanation of rules.

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The researcher used codes, namely, omission, misinformation and addition (Lane & Lange, 1993) to analyze erroneous sentence and morphology patterns in the written documents. This study employed Odlin's taxonomy of transfer and Dulay's taxonomy of learning strategies to analyze the effects of the transfer and learning strategies on L2 writing. The supporting data was collected and analyzed from the interview and questionnaire. These helped to substantiate the phenomena by identifying the effects of the learning and transfer strategies. This procedure was chosen as it was appropriate to investigate whether the erroneous sentence patterns and morphology errors were caused by interference of L1 or due to lack of understanding of L2 rule application. This was the main focus of this study, therefore the researcher chose this mode to investigate the erroneous sentence and morphological patterns to analyze the interference factor. The second aim was to analyze and evaluate the types of learning and transfer strategies used in the written documents and the third aim was to evaluate the contributing factors of transfer and learning strategies in the writing. This will further provide insights in to the phenomena in the study and the complementary or related factors of the phenomena.

Ellis (2008) stated that to carry out a critical analysis of L2, is by collecting samples of L2 written documents. He suggested 6 steps to analyze and evaluate the effect of language transfer from L1 to L2. The researcher employed this method recommended by Ellis (2008) which aims to carry out a comprehensive comparative study on the usage of both L1(Tamil) and L2(English).

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i. Step One

The first step was to analyze data. The researcher collected all the data derived from the document analysis, interview and questionnaire.

ii. Step Two

The second step was to analyze the erroneous sentence and morphology patterns in the document. Ellis (2008), states this step involves making comparison of idiosyncrasy sentences with the sentences written in the target language. The researcher analyzed the data from the written documents by looking into the syntax and morphological patterns.

iii. Step Three

The researcher classified the errors based on taxonomy of learning and transfer strategies which was adapted from Dulay (1982) and Odlin(2003).The researcher used the conceptual framework designed for this study to classify the learning and transfer strategies used in the written documents.

iv. Step Four

The researcher explained the errors made by the samples. The errors which cannot be edited or corrected was translated into L1 and then written in L2 to be corrected (Corder, 2000). The researcher recorded the inaccurate sentence structures and edited to analyze the sentence structures to validate the differences in the structures of L1 (Tamil) and L2 (English).

v. Step Five

The researcher evaluated the errors to identify the contributing factors for the sentence and morphology patterns. This was done by making interpretation of

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data using both the qualitative and quantitative mode by recording, reporting, analyzing and interpreting .

vi. Step 6

The final section was to report. The researcher reported the findings based on the data analysis and interpretation.

3.6.2 Data Collection Procedure- Interview

Next, the researcher collected qualitative data from the interview conducted. The qualitative data from the interview was collected during the dialogue sessions. The interview sessions was recorded and transcribed to be classified under various themes and phenomenon. The researcher grouped the reports of strategies applied by subjects in the two pre-defined taxonomy:

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Transfer: substitution, literal translation, alters structure, misinterpretation;
simplification: misinformation, replacement, addition, misordering;
Omission: morphology and syntax

The recorded interviews were transcribed and the findings were coded according to the themes. (Refer to Appendix C)

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Table 3.4

Themes of Transfer Strategy

No.	Interview items	Coding
Q20	Do you think in your mother tongue before you write in English?	TS
Q21	If you do not understand a word what do you normally do?	TS
Q22	Do you use translation when writing in L2?	TS
Q23	If you use translation do you translate word by word or sentence	TS

Among the themes are transfer strategies. As seen from table 3.4, a total of 4 items represent the theme of transfer strategy. The responses derived from the above items would help the researcher to help corroborate the analysis and generate findings.

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Table 3.5

Themes of Learning Strategy

No.	Interview items	Coding
Q3	Are you confused with grammar?	LS
Q4	Do you memorize grammar rules?	LS
Q20	Do you think in your mother tongue before you write in English?	LS
Q21	If you do not understand a word, what do you normally do?	LS
Q24	If you do not understand a word do you normally simplify?	LS
Q25	If you do not understand a word do you delete it?	LS

Table 3.5 above illustrates the interview items classified under the themes of learning strategy. As indicated from the table above, a total of 6 items belong to this category.

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The responses based on these items would help analyze the data and generate more findings.

Table 3.6

Themes of Similarities and Dissimilarities

No.	Interview items	Coding
Q7	What do you say about the grammar about your mother tongue?	Si./Dis
Q8	Are there any differences between your mother tongue and English?	Dis.
Q9	Are there any similarities between your mother tongue and English?	Si.
Q11	Are the English past tense forms similar to your mother tongue?	Sim./Dis.
Q13	Are the English present tense forms of the verb similar to your mother tongue?	Sim./Dis.
Q15	Are the English subject and verb similar to your mother tongue?	Sim./Dis

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Table 3.6 illustrates the themes indicating similarities and dissimilarities. As indicated from the table above, a total of 6 items belong to this category. The responses based on these items would help analyze the data and generate more findings.

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Table 3.7

Themes of Interlanguage

No.	Interview items	Coding
Q5	Which grammar item do you find easy/difficult? Why	IL.
Q17	Do you think your mother tongue grammar helps you when you write in English? Why	IL.
Q18	Do you think your mother tongue grammar interferes when you write in English? Why	IL

Table 3.7 illustrates the items indicating the themes of interlanguage. As illustrated in the table above, there are three items which belong to this category.

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Table 3.8

Themes of Second Language Learning

No.	Interview items	Coding
Q1	Do you like to study grammar? Why	SLL
Q2	What do you understand by the word grammar?	SLL
Q14	What do you understand by subject and verb of a sentence?	SLL
Q16	Do you like the manner grammar is taught in class?	SLL
Q19	How would you like grammar items to be taught to you in class? Briefly explain.	SLL

As indicated from Table 3.8 above, five items are classified under the category of second language learning.

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The interview protocols were transcribed systematically to identify the convergent of themes which were designed to analyze the contributing factors of interference. The themes were coded systematically under categories of transfer and learning strategies, similarities and dissimilarities of languages, interlanguage and second language learning as mentioned previously.

The questions for the interview were classified under various themes to enable the researcher to collect data to answer Research Questions 1, 2 and 3 which were to analyze the transfer and learning strategies and to evaluate the contributing factors in their writing and the interference factors in syntax and morphology in the interlanguage system. Among the factors were interlanguage, learning and transfer strategies, similarities and dissimilarities of languages and second language learning. Responses from the interviews were recorded to generate the themes and identify the contributing variables. The data assisted in triangulation of data to investigate the interference factors in the syntax and morphology patterns and the contributing factors of the transfer and learning strategies in the writing.

3.6.3 Data Collection Procedure- Questionnaire

Lastly, the researcher collected and analyzed data from the questionnaire. To convey the additional findings, recurring themes emerging from the coding and data analysis were highlighted along with the items in the questionnaire. The coding followed the similar 6 step phase by Bryman (2008).

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a) Familiarizing with the items by identifying the 10 items in each three constructs.

b) Generating the initial codes by using NVivo

c) Searching for themes from the constructs.

d) Reviewing the themes by merging the redundant themes from each construct.

e) Defining and naming the themes according to categories and groups.

f) Report writing with statistic analysis.

3.6.3.1 Themes

The researcher re-grouped the items in the questionnaires according to elements as transfer, simplification strategy, interlanguage, interference and application. The items in the questionnaire were further classified under various themes as demonstrated below. The themes are learning and transfer strategies, second language learning, similarities and dissimilarities of languages and interlanguage. The phenomena identified from the various themes were triangulated to provide a framework for better understanding the findings of the study. Besides that any emergent analysis detected was identified to support the report to substantiate the findings.

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Table 3.9

Themes of Transfer Strategy

Category	Questionnaire item	Coding
T1	I usually add "ed" to form past tense verbs	TS
T5	I will think in L1 then apply rules in L2.	TS
C1	I am confused with the rules of grammar between L1 and L2.	TS
C7	I translate from L1 to L2	TS
C9	I think as a whole sentence in L1 and then write in L2.	TS

Among the themes are transfer strategies. As seen from table 3.9, a total of 5 items represent the theme of transfer strategy. Two of the items belong to the category of types of errors whereas three items belong to the category of causes of errors .

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Table 3.10

Themes of Learning Strategy

Category	Questionnaire item	Coding
T2	I am confused with the irregular form of past tense verbs.	LS
T3	I usually add –ing to verb to form present tense.	LS
T4	I omit words which cause confusion.	LS
T6	I am confused with application of tenses.	LS
T7	My knowledge of grammar is correct use of tense form only.	LS
T10	I simplify the difficult words.	LS
C2	I am confident with the rules of grammar of L2.	LS
C6	I memorize and apply grammar rules.	LS
C9	I think as a whole sentence in L1 and then write in L2.	LS

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Table 3.10 above illustrates the questionnaire items classified under the themes of learning strategy. As indicated from the table above, a total of 6 items belong to the category of types of errors. Another three items are classified under the category of causes of errors.

Table 3.11

Themes of Similarities and Dissimilarities

Category	Questionnaire item	Coding
T8	L1 grammar is similar to L2 grammar so I apply the same rules.	Si.
T9	L1 grammar is different from L2 grammar so I am confused.	Dis.
C3	My L1 and L2 have similar grammar rules.	Si.
C4	My L1 and L2 have different grammar rules.	Dis.
C10	I do not understand the rules of grammar.	Dis.

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Table 3.11 illustrates the themes indicating similarities and dissimilarities. Two of the above items belong to the category of types of errors whereas three are classified under the category of causes of errors.

Table 3.12

Themes of Interlanguage

Category	Questionnaire item	Coding
C5	There is interference of my L1 when I want to write in L2.	IL.
C8	I prefer to use L1 and L2 interchangeably.	IL.

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Table 3.12 above illustrates the items indicating the themes of interlanguage. As illustrated in the table above, both the items are classified under the category of causes of errors.

Table 3.13

Themes of Second Language Learning

Category	Questionnaire item	Coding
A1	Studying grammar formally is essential for mastering grammar.	SLA.
A2	The study of grammar helps in learning L2.	SLA
A3	I write better in L2 by knowing the grammar rules.	SLA
A4	Grammar is the most important part of learning L2.	SLA
A5	My L2 improves if I study grammar of the language.	SLA
A6	I make errors if I have no knowledge of grammar.	SLA
A7	L2 writing is bad if there are many errors.	SLA
A8	My L2 improves if I study grammar of L1.	SLA
A9	Grammar should be taught by teaching rules.	SLA
A10	Grammar should not be taught by teaching rules.	SLA

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As indicated from Table 3.13 above, all the items from Part C are categorized under application of grammar. All the items in Part C are classified under the theme of second language learning.

3.6.3.2 Descriptive Statistics

The researcher used descriptive statistical to analyze the scores of the questionnaire. This study used the groups of measurement and groups of scores therefore the central

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tendency of mean, mode and median is appropriate. The mean enabled the researcher to interpret the results in which groups were compared with each other . In this study the groups of various types of errors, causes of errors and the application of grammar were compared. The median was appropriate to demonstrate the point that divides a rank ordered distribution into halves that contain an equal number of scores. This study used the 5 Likert point, therefore the median was appropriate to describe the score especially in cases of highly skewed data. Similarly, the mode helped to indicate the most frequently score in a Likert point. Therefore the researcher used all three types of measurement to describe the data from the questionnaire.

To demonstrate the relationship among measures of central tendency, the researcher used the standard deviation to indicate the average variability of the scores. This enabled the researcher to interpret the distance, on the average of the scores from the mean.

Table 3.14
Descriptive statistics of questionnaire items Part A-Types of errors

ART	N	ITEM NO	ITEM	MEAN± SD	MEDIAN (IQR)	MODE
A	60	1	I usually add "ed" to form past tense verbs	4.42±0.50	4.00 (1.00)	4.00
		2	I am confused with the irregular form of past tense verbs.	4.98±0.13	5.00 (0.00)	5.00
		3	I usually add –ing to verb to form present tense.	5.00±0.00	5.00 (0.00)	5.00
		4	I omit words which cause confusion.	5.00±0.00	5.00 (0.00)	5.00
		5	I will think in L1 then apply rules in	4.78±0.42	5.00	5.00

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	L2.		(0.00)	
6	I am confused with application of tenses.	4.98±0.13	5.00 (0.00)	5.00
7	My knowledge of grammar is correct use of tense form only.	4.52±1.03	5.00 (0.00)	5.00
8	L1 grammar is similar to L2 grammar so I apply the same rules.	4.98±0.13	5.00 (0.00)	5.00
9	L1 grammar is different from L2 grammar so I am confused.	5.00±0.00	5.00 (0.00)	5.00
10	I simplify the difficult words.	4.65±0.48	5.00 (1.00)	5.00

The first section of the questionnaire comprised of the components to investigate the types of errors in the written document (Refer to Appendix A). The qualitative data enabled the researcher to analyze the effects and the influence of the learning and transfer strategies in the interlanguage system to answer Research Questions 1,2 and 3. A total of ten questions were structured to answer the research questions to analyze the types of errors in the written documents.

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Table 3.15
Descriptive statistics of questionnaire items Part B-Causes of errors

PART	N	ITEM NO	ITEM	MEAN± SD	MEDIAN (IQR)	MODE
B	60	1	I am confused with the rules of grammar between L1 and L2.	4.57±0.59	5.00 (1.00)	5.00
		2	I am confident with the rules of grammar of L2.	4.55±0.59	5.00 (1.00)	5.00
		3	My L1 and L2 have similar grammar rules.	2.00±0.00	2.00 (0.00)	2.00
		4	My L1 and L2 have different grammar rules.	4.98±0.13	5.00 (0.00)	5.00
		5	There is interference of my L1 when I want to write in L2.	4.48±0.50	4.00 (1.00)	4.00
		6	I memorize and apply grammar rules.	4.58±0.50	5.00 (1.00)	5.00
		7	I translate from L1 to L2.	4.73±0.45	5.00 (1.00)	5.00
		8	I prefer to use L1 and L2 interchangeable.	2.23±0.79	2.00 (0.00)	2.00
		9	I think as a whole sentence in L1 and then write in L2.	4.00±1.32	5.00 (3.00)	5.00
		10	I do not understand the rules of grammar.	2.15±0.66	2.00 (0.00)	2.00

The second section looks at the causes of errors. A total of ten questions were structured to enable the researcher to analyze the effects and the influence of learning and transfer strategies to answer Research Questions 1, 2 and 3 (Refer to Appendix A). The data collected was quantitative in nature. Table 3.10 summarized the distribution pattern of causes of errors of 60 participants.

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Table 3.16
Descriptive statistics of questionnaire items Part C- Application of Grammar

PART	N	ITEM NO	ITEM	MEAN± SD	MEDIAN (IQR)	MODE
C	60	1	Studying grammar formally is essential for mastering grammar.	3.95±1.21	4.00 (2.50)	5.00
		2	The study of grammar helps in learning L2.	4.53±0.75	5.00 (1.00)	5.00
		3	I write better in L2 by knowing the grammar rules.	4.58±0.74	5.00 (1.00)	5.00
		4	Grammar is the most important part of learning L2.	4.57±0.50	5.00 (1.00)	5.00
		5	My L2 improves if I study grammar of the language.	4.68±0.72	5.00 (0.00)	5.00
		6	I make errors if I have no knowledge of grammar.	4.73±0.45	5.00 (1.00)	5.00
		7	L2 writing is bad if there are many errors.	4.77±0.43	5.00 (0.00)	5.00
		8	My L2 improves if I study grammar of L1.	4.78±0.42	5.00 (0.00)	5.00
		9	Grammar should be taught by teaching rules.	4.78±0.42	5.00 (0.00)	5.00
		10	Grammar should not be taught by teaching rules.	2.00±0.00	2.00 (0.00)	2.00

The third section defines the application of grammar. A total of ten questions are structured to enable the researcher to analyze the effects and the influence of learning and transfer strategies to answer Research Questions 1, 2 and 3 (Refer to Appendix A). Table 3.16 summarized the distribution patterns on application of grammar of 60 participants.

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3.6.3.3 Normality Test

Assumption for normal distribution was tested on average score for each questionnaire constructs in order to decide appropriate further statistical analysis. As this study consisted of a sample size, the Shapiro-Wilk Test of Normality was more appropriate.

Table 3.17

Shapiro-Wilk Test of Normality

Theme	Statistics	do	p-value	Kurtosis	Skewness
Types of Errors	0.831	60	0.0001	0.722	-3.430
Causes of Errors	0.952	60	0.0190	3.199	1.003
Application of Grammar	0.803	60	0.0001	9.885	-6.773

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3.6.3.4 Correlation Test

A Pearson's Product Moment correlation was run to determine the relationship between response to types of errors and causes of errors; differences and similarities of L1 and L2. The interpretation of the score would help the researcher to interpret the score in the next chapter.

Next, a Spearman's rank-order correlation was run to determine the relationship between types of errors and application of grammar. This test was also run concurrently to determine the relationship between the causes of errors and application of grammar. Finally the test was also run to determine the relationship

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between the causes of errors and types of errors. Similarly, the researcher would use the interpretation of the test result to help analyze and validate the results in the next chapter. This statistic enabled the researcher to validate the findings in the next chapter.

Next, the researcher conducted a Kruskal-Wallis H Test to determine the statistically significant difference in the three constructs, types of errors, causes of errors and application of grammar in the questionnaire survey among the good, average and weak students.

Table 3.18

Kruskal-Wallis H test results for score between good, average and weak students

Construct	Category	Mean Rank	γ^2	df	p-value
Types of Errors	Good	8.00	7.019	2	0.030
	Average	4.50			
	Weak	2.50			
Causes of Errors	Good	3.00	5.175	2	0.075
	Average	7.83			
	Weak	3.00			
Application of Grammar	Good	2.67	6.742	2	0.034
	Average	8.00			
	Weak	4.33			

The results enabled the researcher to analyze and validate the score to determine the significant differences of the three types of constructs among the three categories of students. This enabled the researcher to validate and corroborate the findings in a more systematic manner in the next chapter.

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3.7 Limitations

There are some limitations in the current research. Firstly, the sample is a representative of one group from the vernacular schools. The sample is representative of the Tamil vernacular schools pursuing their degree program in the tertiary level. The study can be suggested to be carried out as a cross- analysis research with a sample who are representatives from the Chinese as well as the Tamil vernacular schools. This would provide better insights on the interference factors of L1 over L2 from two different language backgrounds. The present research conducted a study to investigate the learning and transfer strategies in writing. Similarly, the research can be expanded to investigate the strategies applied by samples from the vernacular schools in reading skills. In the present study, the results are based on two written documents during a stipulated time frame. The rate of productivity may vary in different settings and at different time phases, therefore need more planning in administration of the test. A similar study could be carried out to investigate the factor of gender and the significance on the application of the strategies which the present study lacks.

3.8 Summary

The researcher used inductive method in making final conclusion. The conclusion was from the data analysis as the result of the research and the answer the inquiry research questions. In the previous chapter, the researcher presented the rationale for the study

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and the related literature in SLA. In this chapter the researcher has discussed the methodology used to conduct the study. These include the research design, method of sample collection, research instruments used and the method of data analysis. In the next chapter, the researcher will present the data for analysis and discuss the findings.

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CHAPTER 4

DATA ANALYSIS AND FINDINGS

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4.0 Introduction

The researcher used the mixed method design to collect and analyze the data from three instruments comprising of document analysis, questionnaire and interview. The researcher used the concurrent triangulated method to analyze the data in order to fulfill the three specific aims as well as answer the three research questions mentioned below.

Firstly, to analyze the interference factors of L1 (Tamil) in L2 (English) syntax and morphological patterns in the interlanguage system.

Secondly, to analyze the transfer strategies used by pre-service teachers and the contributing factors in the writing.

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Lastly, to analyze the learning strategies used by pre-service teachers and the contributing factors in the writing.

The investigator next reported the results of the data analyzed to address the three Research Questions as stated below:

i. What are the interference factors of L1(Tamil) in L2(English) syntax and morphological patterns in the interlanguage system?

ii. What are the transfer strategies used by pre-service teachers and the contributing factors in the writing?

iii. What are the learning strategies used by pre-service teachers and the contributing factors in the writing?

To address Research Question 1 which aims to analyze the interference factors of L1 (Tamil) in L2 (English) syntax and morphology, the researcher collected and analyzed the data from the document analysis, interviews and questionnaires. Similarly, to address Research Questions 2 and 3 which aim to analyze the transfer and learning strategies and the contributing factors in the writing, data were analyzed from the document analysis, interviews and questionnaires. The mixed method mode enabled the researcher to examine the element of L1 (Tamil) interference on L2 (English) in the syntax and morphology structures. It also enabled the researcher to examine the transfer and learning strategies used and the extent of influence in the writing.

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4.1 Data Analysis for Research Question 1

What are the interference factors of L1 (Tamil) in L2 (English) syntax and morphological patterns in the interlanguage system?

4.1.1 Document Analysis

Tamil and English are from different language families. English is an Indo-European language and Tamil is a Dravidian language. There are notable differences between English and Tamil syntax and morphology. Based on the above statement, the researcher has identified the notable differences when the documents were analyzed under categories of missing verbs, word order, tenses and indication of gender.

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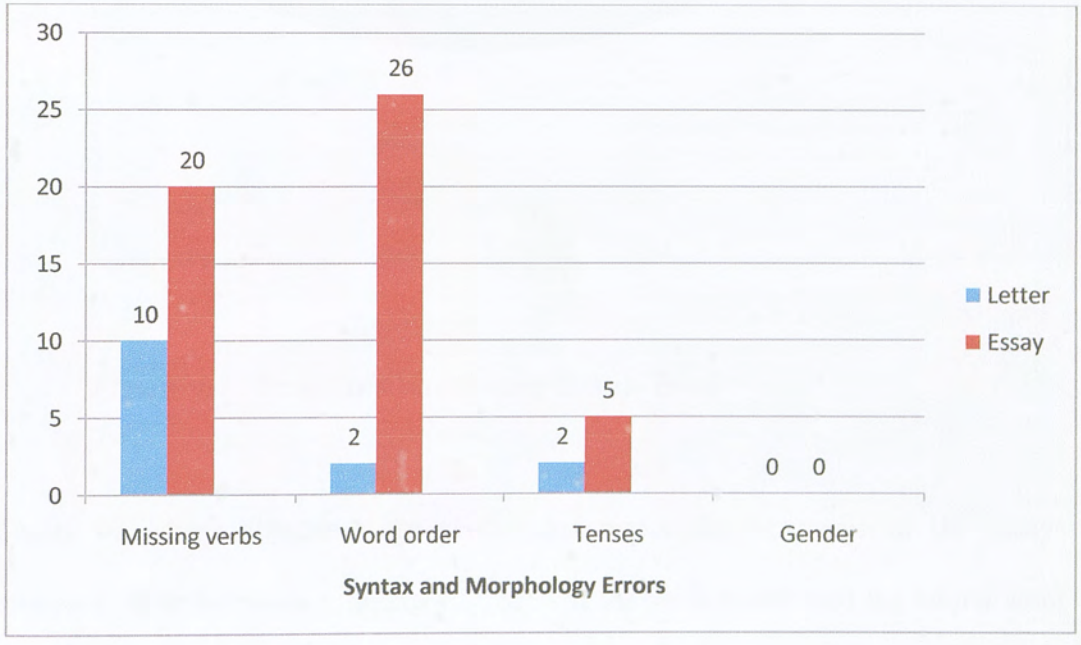


Figure 4.1. Comparison of syntax and morphology in letter and essay

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Figure 4.1 demonstrates the comparison of syntax and morphology errors in letter and essay documents. As illustrated in figure 4.1 above, there were greater evidence of missing verbs, word order and tenses in essay compared to in letter documents.

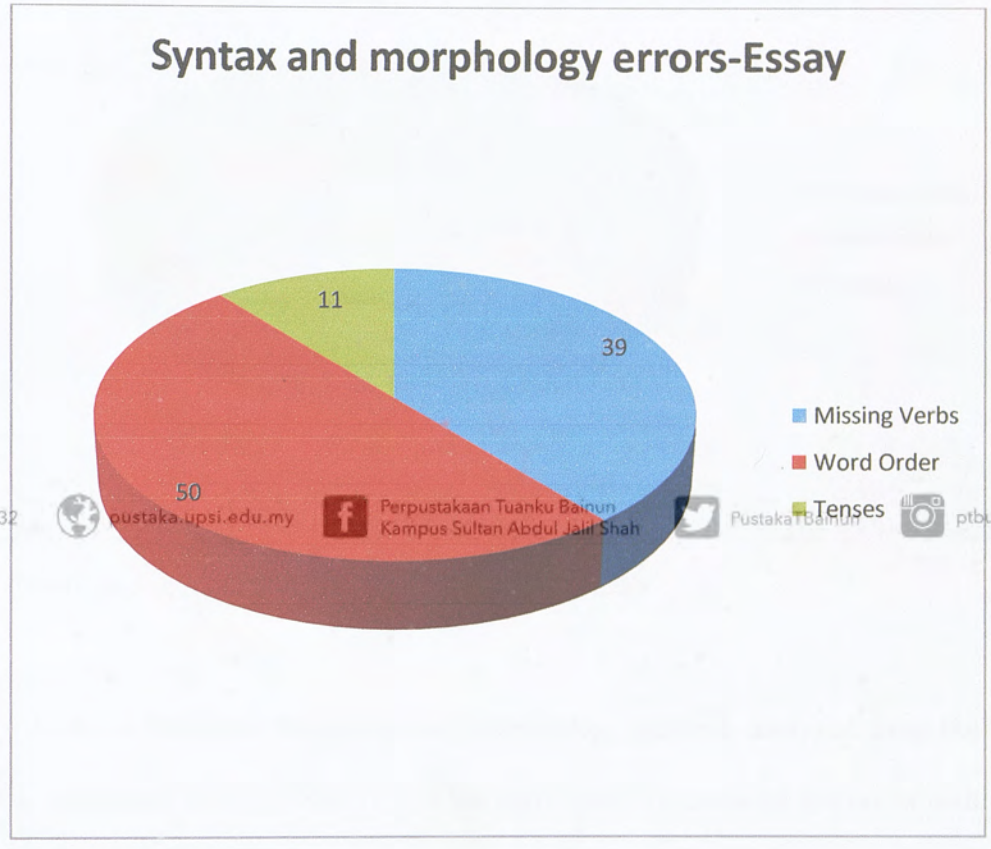


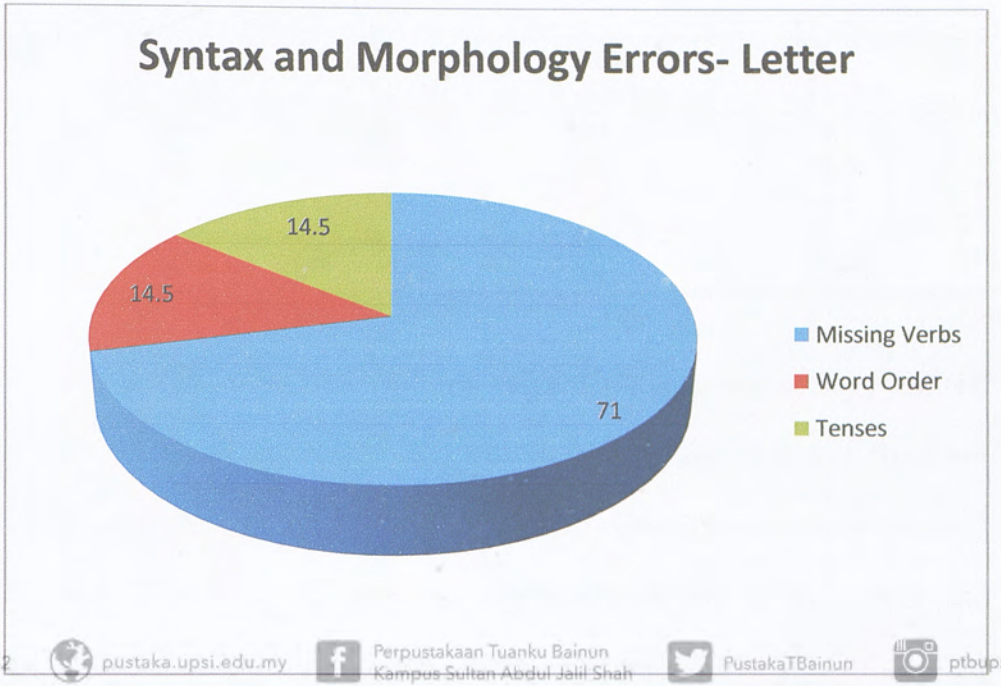
Figure 4.2. Syntax and Morphology Errors- Essay

Figure 4.2 above illustrates the syntax and morphology patterns in the essays analyzed. With reference to figure 4.2 , 50% of the participants used the wrong word order when constructing sentences in English language. It was found that 39% of the participants constructed sentences with null verbs or absence of verbs in syntax. In addition, it was also recorded that 11% used the wrong tenses in the sentence patterns.

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However, the researcher did not detect any errors caused by indication of gender or the doer in the essays .



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Figure 4.3. Syntax and Morphology Errors in Letter

Figure 4.3 above illustrates the syntax and morphology patterns analyzed from the letter. The researcher observed that 71% of the participants constructed sentences with missing verbs or absence of verb application in syntax when writing the letters. When the sentences in the letters were analyzed, the researcher noted that there was equal distribution of incorrect word order and tenses which contributed to 14.5% respectively. However, there were no traces of errors to indicate the gender or the doer in the sentence patterns in letters as found previously in essays.

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Table 4.1

Syntax and Morphology Errors

ERRORS	Sum Essay	∑ %	Sum Letter	∑ %
Missing verbs	20	39	10	71
Word order	26	50	2	14.5
Tenses	5	11	2	14.5
Gender	0	0	0	0
Total	51	100%	14	100%

There are notable differences between Tamil and English language in the syntax and morphology. Among the differences were aspects like subject-verb-object, fixed and flexible word order, linguistic differences and missing verbs. The researcher analyzed the documents to evaluate the effect of interference factors in the syntax and morphology. The researcher recorded the differences between L1 (Tamil) and L2 (English) based on the syntactical and morphological differences as mentioned in Table 4.1. It was noted that majority of the students wrote incorrect sentence structures which were classified as word order. The aspect of word order error was recorded as 50% in essay and 14.5% in letter. In relation to the context of morphology, majority of the incorrect sentences were a result of missing verbs. From the statistical distribution, it was recorded that missing verb contributed 71% in letter compared to 39% in essay. However, there were no traces or evidence of incorrect sentences to indicate gender in any of the sentence structures that were analyzed.

As mentioned in the previous section, both Tamil and English are from different language families (Abeywickrama, 2011) . English is an Indo-European language and Tamil is a Dravidian language. The Tamil language not only differs in

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the number of letters but also in grammatical items compared to English language . The Tamil language comprises of 247 letters which are sub-divided into 12 vowels,18 consonants and 217 vowel consonants. All consonants have an inherent vowel a for example **ன** is na (with the inherent a) and **ன்** is n (without a vowel). Tamil scripts usually use a visible pulli (dot) to indicate a consonant without a vowel (Javed & Phil, 2012).

English has the word order of Subject-Verb-Object (SVO) (Isurin, 2005)). Tamil is a consistently head final language. It is obvious that in Tamil language the verb comes at the end of the clause which follows Subject-Object-Verb. In addition, Tamil is a null subject language and the sentences make sense without insertion of subject. Another notable difference is English is a fixed word order language whereas Tamil word order is flexible. The example below indicates the syntactical differences between Tamil and English languages. The example below demonstrates the syntactical difference and word order. To conclude, English follows the SVO order whereas Tamil follows SOV (Abeywickrama, 2011).

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Syntactical differences.
He is reading a book.. (SVO).
அவன் (S) புத்தகம் (O) பாடிக்கிறான் (V)
He book reading
English follows SVO
Tamil follows SOV

It was recorded that 50% of the subjects had incorrect word order and failed to adhere to the ruling of Subject-Verb-Object order in essay documents and 14.5% in letters. This was accurately justified as there are notable differences between English

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language and Tamil language syntax as mentioned above. Some of the evidences of incorrect word order are recorded in Table 4.2 below. The evidence was collected from the letters and essays.

Table: 4.2

Evidences of Word Order Errors

Student	Evidence-Text	Word Order-L1	Plausible Version
8-Essay	Then we all together had our lunch	அதன் பிறகு, நாங்கள் ஒன்றாக சேர்ந்து மதிய உணவு உண்டோம்.	Then we had our lunch together.
11 Essay	That time, the sire of student were bully and smile silently with us	அந்த சமயத்தில், ஆசிரியர் கேலி செய்து அமைதியாக சிரித்தான்.	The teacher teaching the bullied student smiled silently.
11 Letter	Luckily I met Sita last week in market	நான் சென்ற வாரம் சிதாவை சந்தையில் பார்த்தேன்.	Last week I met Sita in the market.
30 Essay	The teacher tennis was the teacher that I will always miss	தென்னிஸ்ஆசிரியரை நான் நினைத்துப் பார்தேன்.	I miss my tennis teacher.
30 Letter	At the first, I was thinking that today is who's birthday	முதலாவதாக,நான் நினைத்துப்பார்த்தேன் இன்றுயாருடைய பிறந்தநாள்.	I was thinking whose birthday was today.

The researcher would refer to the next aspect which was to denote the indication of gender or the doer. The researcher noted that the learners had no difficulties in constructing correct sentence structures in English language to denote the indication of gender or the doer. This was obviously caused by the differences in L1 (Tamil) and L2 (English) structure system. In L1 (Tamil), the verbs indicate the gender of the doer as evidence in the example below. However, in L2 (English) the verbs do not indicate the gender of the doer (Nooshin, 2014). In this aspect ESL learners found it

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easier to construct sentences in English. This was clearly seen when there were no traces or evidence of distorted sentences to indicate the verbs and gender in the document analysis as in the example below.

Tamil verbs indicate the gender of the doer.
She jumps. அவள் குதிக்கிறாள்.
He jumps. அவன் குதிக்கிறான்.
அவன் indicates the gender of the doer.

The next aspect which the researcher focused was to analyze the forms of tenses. It was notably clear that there were great differences in tenses between Tamil and English languages. As a result majority of the sentences were constructed grammatically incorrect. As notably clear, in L1 (Tamil), the verbs do not change to indicate time frame but an addition of word is added to indicate the tense order as indicated below. The addition words of /கிறான்/ /னான்/ and /வான்/ are used in the sentence structures to indicate the forms of tenses and the time frame. For example, கிறான் indicates the present tense of the verb. The னான் indicates the past tense form of the verb and finally வான் indicates the future tense.

Forms of tense

He sings. (Present)	அவன் பாடுகிறான்.
He sang. (Past)	அவன் பாடினான்.
He is going to sing.(Future)	அவன் பாடுவான்.

Addition of terms to indicate forms of tense

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Table 4.3

Evidences of Word Order – Tense

Student	Evidence-Text	Word Order- tense errors-	Plausible Version
3 Essay	I my eyes close	நான் என்னுடைய கண்களை மூடினேன்.	I closed my eyes.
35 Letter	my birthday 26 December coming	என் பிறந்தநாள் 26 டிசெம்பர் விழுகிறது.	My birthday falls on 26th December.

Table 4.3 demonstrates examples of word order which causes tense errors. As a result of incorrect word order the tense indicated in the sentence is incorrect (Abeywickrama, 2011). This clearly demonstrates interference in syntax and morphological patterns due to interference of L1 (Tamil) in L2 (English) writing.

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The last aspect analyzed was to indicate the missing verb. As noted, L2 (English) language is rich in verbs but there is no usage of verbs in L1 (Tamil). As a result, this aspect was one of the root causes for formation of incorrect sentence structure in the documents analyzed. The examples below demonstrate the missing verb in the sentence structures.

Missing verb to be in Tamil.
He is a teacher.
அவர் ஒரு ஆசிரியர்.
He a teacher. (Word order in Tamil)

Raju is a boy.
ராஜு ஒரு பையன்.
Raju a boy. (Word order in Tamil)

Raju is doing work.
ராஜு வேலை செய்கிறான்.

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Raju work doing (Word order in Tamil)

Who is that man?
யார் அந்த மனிதன்?
Who that man? (Word order in Tamil)

Table 4.4

Evidence of Missing Verbs

Student	Evidence-Text	Missing Verbs-L1	PlausibleVersion
11 Essay	the school surrounding by the palm oil tree.	பள்ளிக்கூடத்தின் சுற்றுச்சுழல் பனை மரம் இருந்தது.	The school was surrounded by palm oil trees.
6 Essay	The room filled with graceful	அந்த அறை கலையாக இருந்தது.	The room was filled with grace.
6 Letter	We having a buffet dinner	நாங்கள் இரவு உணவு சாப்பிட்டோம்.	We were having a buffet dinner
30 Essay	My grandfather and I very close	நானும் என் தாத்தாவும் நெருக்கமாக இருந்தோம்.	My grandfather and I are very close
35 Essay	Thinking what inside the lovely box	நினைத்துப் பார்தேன் அந்த அழகான பெட்டியில் என்ன இருந்தது என்று.	I was thinking what was inside the lovely box

Table 4.4 demonstrates examples of sentence structures of missing linking verbs. The examples are evidence of missing verbs in L1 (Tamil).

4.1.2 Questionnaire

The first section of the questionnaire comprises of the components to investigate the types of errors in the written document (Refer to Appendix 1). The qualitative data enabled the researcher to analyze the interference factors in the interlanguage system

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to answer Research Question 1. Among the items which help to tabulate the indication of interference factors in the syntax and morphological patterns are items 1, 2,6, 8 and 9 as demonstrated in Table 4.5 below.

Table 4.5

Descriptive statistics of questionnaire items Part A-Types of errors

PART	N	ITEM NO	ITEM	MEAN± SD	MEDIAN (IQR)	MODE
A	60	1	I usually add "ed" to form past tense verbs	4.42±0.50	4.00 (1.00)	4.00
		2	I am confused with the irregular form of past tense verbs.	4.98±0.13	5.00 (0.00)	5.00
		6	I am confused with application of tenses.	4.98±0.13	5.00 (0.00)	5.00
		8	L1 grammar is similar to L2 grammar so I apply the same rules.	4.98±0.13	5.00 (0.00)	5.00
		9	L1 grammar is different from L2 grammar so I am confused.	5.00±0.00	5.00 (0.00)	5.00

Majority of the students agreed (mode = 4) that they usually add "ed" to form past tense verbs. The response of about 40 students (68% -1 standard deviation) ranged between 3.92 and 4.92. Also, at least 50% students responded from unanimous to strongly agree (median = 4, IQR 3-5). These show that most students do not know the correct usage of "ed".

Similarly majority of the participants agreed (mode=5) that they were confused with the irregular form of past tense verbs therefore add 'ing' to form the present tense (Sarfraz, 2011). In addition at least 50% learners responded from

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unanimous to strongly agree (median= 5, IQR 3-5). All the participants strongly agreed (median=5, IQR 5) of adding ' ing' to verbs to form the present tense due to differences in L1(Tamil) and L2 (English) syntax and morphological patterns . All the participants strongly agreed to items 8 and 9. Item 8 indicates that the participants applied the same rules from L1(Tamil) to form sentence structures in L2 (English). Similarly all the participants strongly agreed that L1 grammar is different from L2 grammar therefore causes confusion (Wang, 2009).

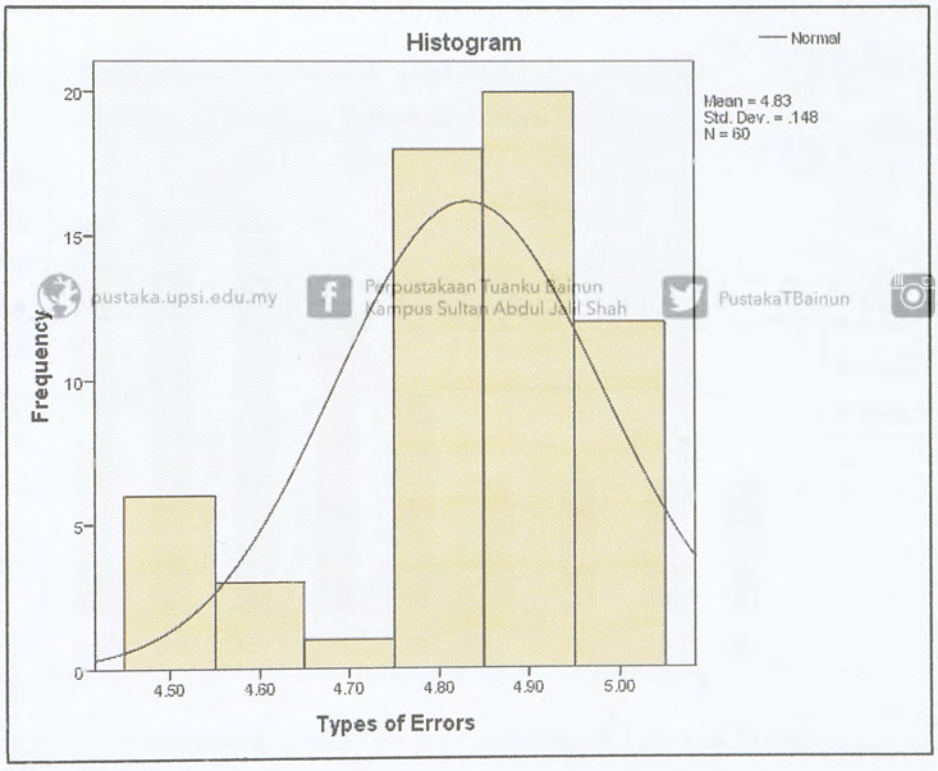


Figure 4.4. Histogram and normal curve for types of errors

The histogram and normal curve for types of errors are negatively skewed at -3.430. Therefore the researcher conducted a Shapiro Wilk Test and it demonstrated a normal distribution at (-3 +3). The scores were therefore accepted based on the H test as illustrated in Table 4.6 below.

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Table 4.6

Shapiro-Wilk Test of Normality

Theme	Statistics	do	p-value	Kurtosis	Skewness
Types of Errors	0.831	60	0.0001	0.722	-3.430

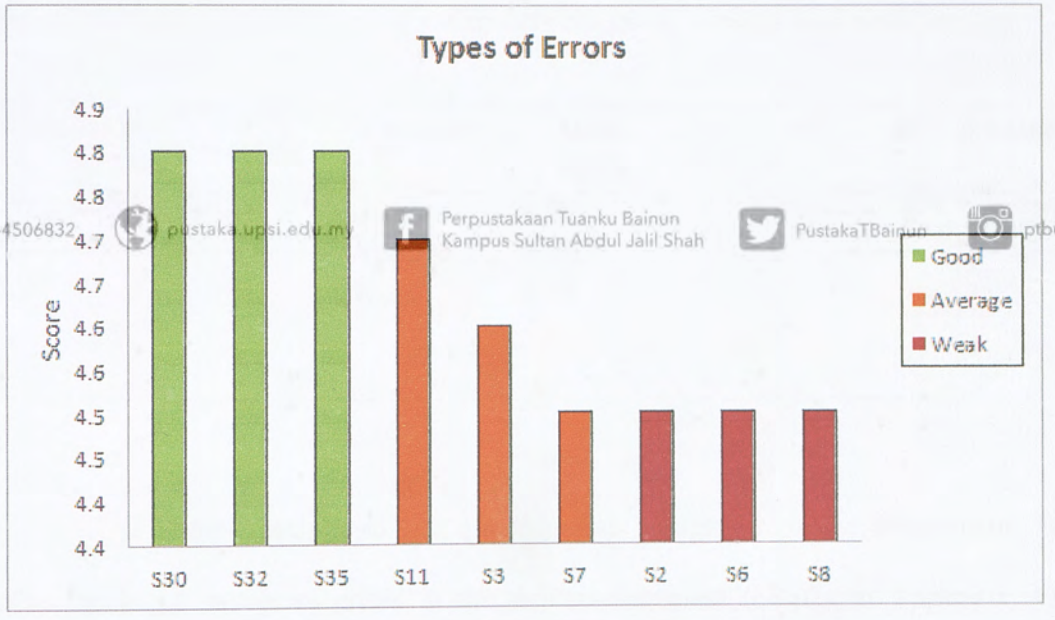


Figure 4.5. Score of individual students for Construct of Types of Errors

The graph above shows there was a statistically significant difference in Types of Errors between good, average and weak students. The good students were confused with grammar rules. When they used the grammar rules wrongly or inappropriately the tendency to commit errors was significant among good students and this was

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proven in a related study (Hu, 2011). Based on the analysis derived, it can be concluded that there is significance difference between the types of errors and the level of proficiency of participants. The evidence is exemplary of inappropriate sentence structures which resulted in distorted syntax and morphology patterns.

When this test score was determined among the 9 participants, it proved to be significant at 0.03(<0.050). Based on the Kruskal-Walis H Test, revealed that there was a significant effect of types of errors among the god, average and weak students at $H(2)= 7.019$, $p<0.05$).

Table 4.7
Kruskal-Wallis H test for types of errors between good, average and weak students

Construct	Category	Mean Rank	γ^2	df	p-value
Types of Errors	Good	8.00	7.019	2	0.030
	Average	4.50			
	Weak	2.50			

The second section of the questionnaire comprises of the components to investigate the causes of errors in the written document (Refer to Appendix A). Among the items which help to tabulate the indication of interference factors in the syntax and morphological patterns are items 1,3,4,5,8 and 10 as demonstrated in Table 4.8 below.

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Table 4.8

Descriptive statistics of questionnaire items Part B- Causes of Errors

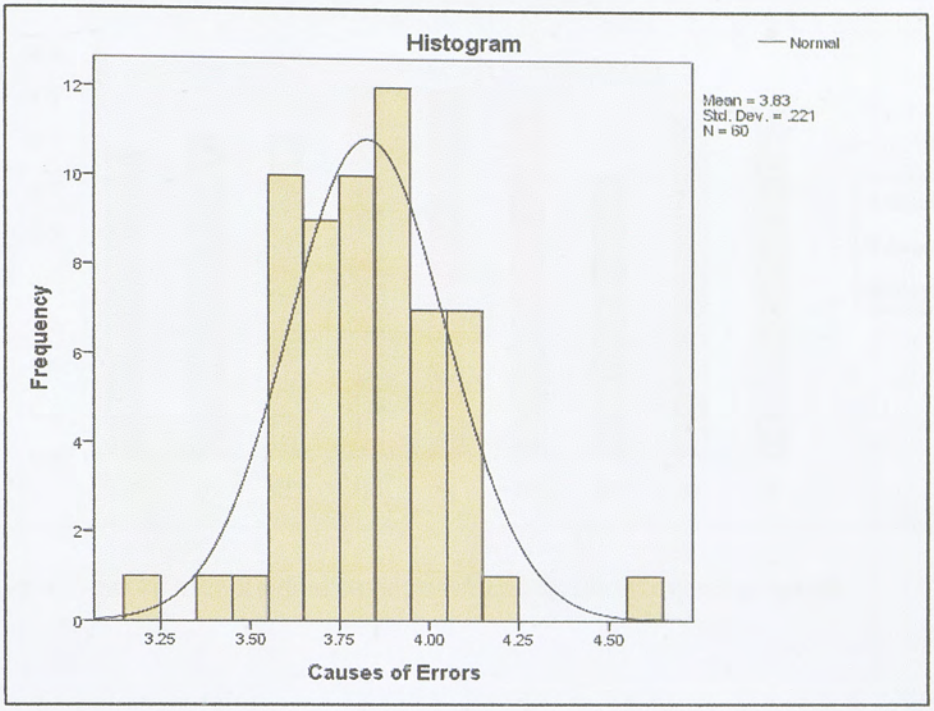
PART	N	ITEM NO	ITEM	MEAN± SD	MEDIAN (IQR)	MODE
B	60	1	I am confused with the rules of grammar between L1 and L2.	4.57±0.59	5.00 (1.00)	5.00
		3	My L1 and L2 have similar grammar rules.	2.00±0.00	2.00 (0.00)	2.00
		4	My L1 and L2 have different grammar rules.	4.98±0.13	5.00 (0.00)	5.00
		5	There is interference of my L1 when I want to write in L2.	4.48±0.50	4.00 (1.00)	4.00
		8	I prefer to use L1 and L2 interchangeable.	2.23±0.79	2.00 (0.00)	2.00
		10	I do not understand the rules of grammar.	2.15±0.66	2.00 (0.00)	2.00

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All the participants strongly agreed to items 1 and 4 that there are confused with the rules of grammar between L1 (Tamil) and L2 (English) and that there are differences in grammar structures in L1 (Tamil) and L2 (English). All the participants disagreed that L1 (Tamil) and L2 (English) have similar grammar rules. Similarly, all the participants disagreed that they do not understand the rules of grammar. Likewise, all the participants disagreed that they use L1 (Tamil) and L2 (English) interchangeably. The causes of errors were unconscious processes of acquisition and learning where the participants tend to formulate aspects of generalization in constructing the sentence structures as proven in a related study (Abler, 2006).

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Figure 4.6. Histogram and normal curve for causes of errors

The histogram and normal curve for causes of errors are normally distributed and the skewness for causes of errors lies between (-1.996 and 1.96) based on the Shapiro Wilk test score. There was normal distribution of causes of errors among the respondents with reference to Table 4.9 below.

Table 4.9

Shapiro-Wilk Test of Normality for causes of errors

Theme	Statistics	do	p-value	Kurtosis	Skewness
Causes of Errors	0.952	60	0.0190	3.199	1.003

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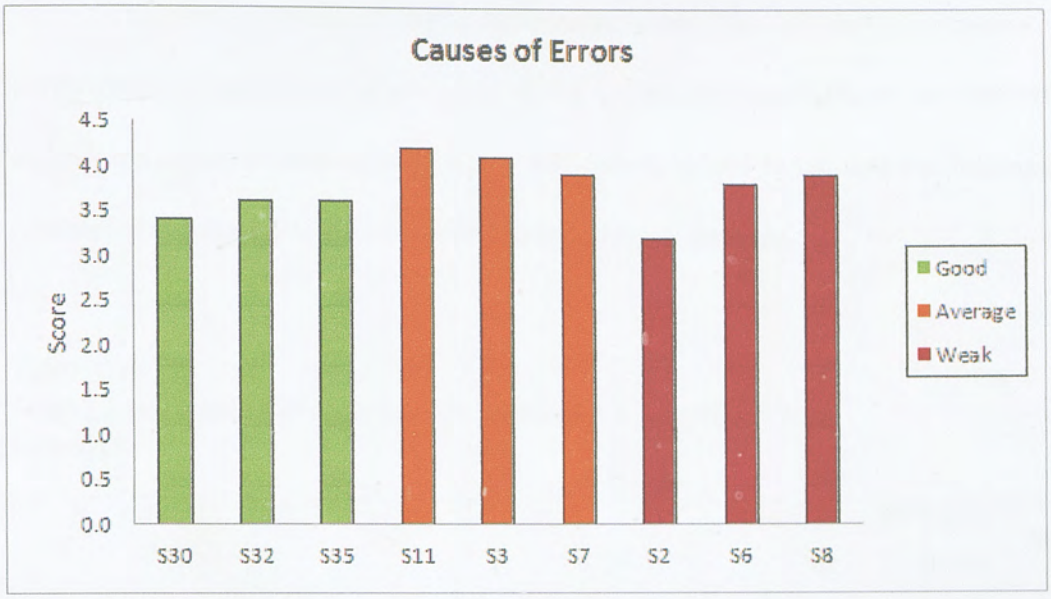


Figure 4.7. Score of individual students for constructs of causes of errors

The graph above shows there was a statistically difference in Causes of Errors between the good, average and weak students. The good and weak students score was more significant compared to the average group of students. The variables of causes of errors resulted in inappropriate syntax and morphological patterns among the good and weak students. When this test score was determined among the 9 participants, it proved to be 0.075(>0.050). Based on the Kruskal-Wallis H Test, it was noted that there was a significant effect of causes of errors among the good and weak students at H(2)=5.175,(p>0.05).

Table 4.10
Kruskal-Wallis H test for causes of errors between good, average and weak students

Construct	Category	Mean Rank	γ^2	df	p-value
Causes of Errors	Good	3.00	5.175	2	0.075
	Average	7.83			
	Weak	3.00			

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The third section of the questionnaire comprises of the components to investigate the application of grammar in the written document (Refer to Appendix A). All the items as mentioned in Table 4.11 below helped to tabulate the indication of interference factors in the syntax and morphological patterns.

Table 4.11
Descriptive statistics of questionnaire items Part C- Application of Grammar

PART	N	ITEM NO	ITEM	MEAN± SD	MEDIAN (IQR)	MODE
C	60	1	Studying grammar formally is essential for mastering grammar.	3.95±1.21	4.00 (2.50)	5.00
		2	The study of grammar helps in learning L2.	4.53±0.75	5.00 (1.00)	5.00
		3	I write better in L2 by knowing the grammar rules.	4.58±0.74	5.00 (1.00)	5.00
		4	Grammar is the most important part of learning L2.	4.57±0.50	5.00 (1.00)	5.00
		5	My L2 improves if I study grammar of the language.	4.68±0.72	5.00 (0.00)	5.00
		6	I make errors if I have no knowledge of grammar.	4.73±0.45	5.00 (1.00)	5.00
		7	L2 writing is bad if there are many errors.	4.77±0.43	5.00 (0.00)	5.00
		8	My L2 improves if I study grammar of L1.	4.78±0.42	5.00 (0.00)	5.00
		9	Grammar should be taught by teaching rules.	4.78±0.42	5.00 (0.00)	5.00
		10	Grammar should not be taught by teaching rules.	2.00±0.00	2.00 (0.00)	2.00

All the participants agreed to items 4,6,7,8 and 9 as contributing factors for the wrong usage of grammar. Among the elements identified from the items as contributing

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factors to incorrect usage of grammar are knowledge of grammar, learning grammar and the grammar rules. All the participants greed that grammar should be taught by teaching the rules as proven in a related study (Zain, 2007).

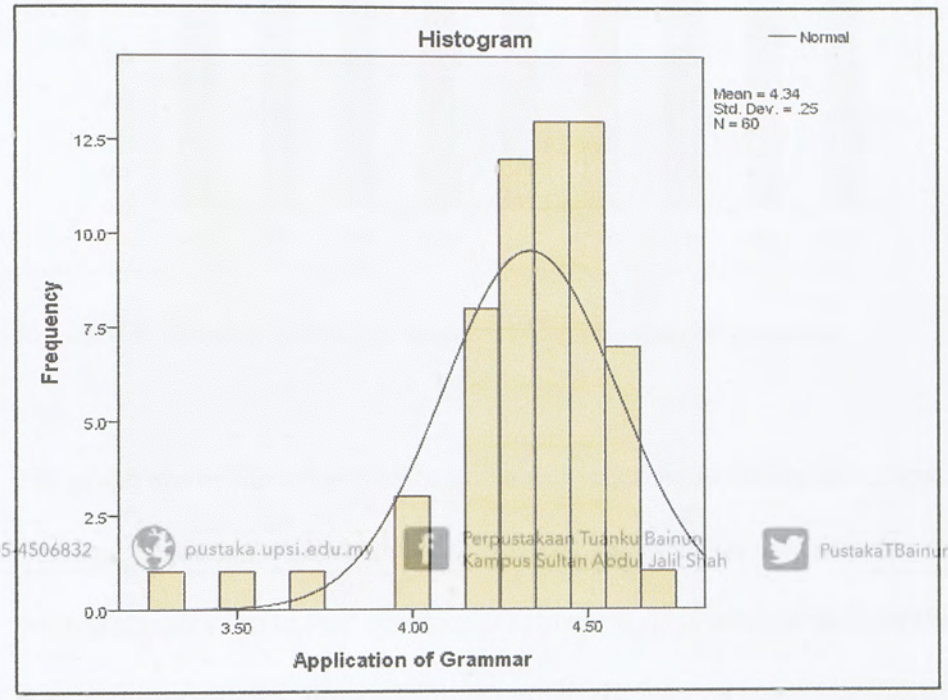


Figure 4.8. Histogram and normal curve for application of grammar

The histogram and normal curve are negatively skewed and has violated the normality assumption of kurtosis which is (-3 to3). The scores were therefore accepted based on the H test as illustrated in Table 4.12 below.

Table 4.12

Shapiro-Wilk Test of Normality- application of grammar

Theme	Statistics	do	p-value	Kurtosis	Skewness
Application of Grammar	0.803	60	0.0001	9.885	-6.773

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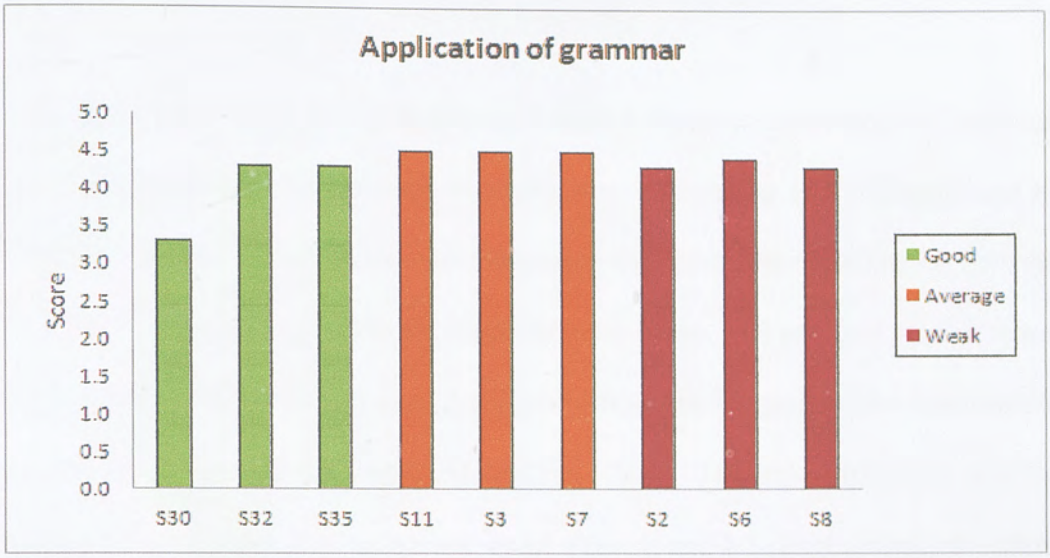


Figure 4.9. Score of individual students for application of grammar

The graph above show there was a statistically significant difference in application of grammar between the good, average and weak students. The good students applied more grammar rules in their sentence construction. This resulted in more distorted and inappropriate sentence structure formation. When this test score was determined among the 9 participants, it proved to be significant at 0.034 (<0.05). Based on the Kruskal Wallis H Test, it was proven that there was a significant effect of application of grammar among the good, average and weak students at $H(2) = 6.742$, ($p<0.05$)

Table 4.13

Kruskal-Wallis H test results for score between good, average and weak students

Construct	Category	Mean Rank	γ^2	df	p-value
Application of Grammar	Good	2.67	6.742	2	0.034
	Average	8.00			
	Weak	4.33			

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4.1.3 Interview

Participant S30 mentioned that there were lots of differences between L1 (Tamil) and L2 (English). Firstly, the sentence structures were not similar in L1 (Tamil) and L2 (English). However, this participant mentioned that there were similarities between L1 (Tamil) and L2 (English) in the aspect of tense usage. The past and present tenses were prevalent in L1 (Tamil) and L2 (English). Both the languages have the past and present tense form of the verbs. (Mahendran, 2010). The only difference was the manner in the formation of past tense in L1 (Tamil) and L2 (English) which differs. The difference according to this participant was when constructing sentences in L2 (English) , this participant added the word 'ed' to form the past tense form but in L1 (Tamil) it is null. Similarly, the formation of the present tense was not similar in L1 (Tamil) and L2 (English) although the present tense denoted the time frame. The participant mentioned adding the 's' or 'es' to form the present tense form of the verb in L2 (English)which however was absent in Tamil. However participant S32 did not share the same opinion. This participant mentioned that the past and present tense of L1 (Tamil) and L2 (English) were almost the same. Since both the languages were similar, the participant tend to use the translation or transfer strategy which was also mentioned in a related study (Moattarian, 2013). When there are similarities between L1 and L2 the learners use L2 structures with ease as proven in a study (Erarslan & Hol, 2014). This participant noted that direct translation led to incorrect formation of sentence structure. When learners use translation strategy, the sentences formed are ungrammatical as supported by (Khansir, 2012).

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Q: Are there any differences between your mother tongue and English
A: Yes, there are lots of differences. The sentence types in English are different compared to Tamil.
Q: Why do you say so?
A: The sentence types in English are different compared to Tamil. The subject verb also differs. The tense are the same.

Interviewee:S30 (Appendix C)

Q: Are there any similarities between your mother tongue and English?
A: Yes, the tenses. Both English and Tamil got past tense and present tense. The usage is different.

Interviewee: S30 (Appendix C)

Q: Are the English past tense forms similar to your mother tongue?
A: No, not the same. Normally the Tamil word can find out its past tense at the end of the sentence. For example in the sentence, Avan kadiki sentran in Tamil. In English it is He went to shop. You see it is different at the end of the sentence.

Interviewee :S30 (Appendix C)

Q: Is the English present tense form of the verbs similar to your mother tongue?
A: The time frame is the same but still the sentences are not same. For example in the sentence, He goes to shop. In Tamil it is Avan kadiki pogiran. If translate to English it will read, He shop go. The end not the same.

Interviewee:S30 (Appendix C)

Q: Are there any similarities between your mother tongue and English?
A: They are the same but not much difference.
Q: Are the English past tense forms similar to your mother tongue?
A: Yes, a bit ya. For example in the sentence, Avan padithan. In English it is He reads. You see it is the same
Q: Are the English present tense form of the verbs similar to your mother tongue?
A: Yes, there are the same, You see in Tamil, it reads, Avan padikiran. In English it is He reads. So you see it is the same but in English I add the word "s".

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Q: Are the English subject and verb similar to your mother tongue?
A: Yes, a bit ya. You see for example, subject ilivai and saipadi porul in Tamil is avan puthagam padikiran. It sounds like this, He book read. When you direct translate it is not right.

Interviewee :S32 (Appendix C)

Interviewee S35 mentioned that the past tense form of L1 (Tamil) and L2 (English) was different. This was also indicated in a study conducted by El-dali, (2012). The interviewee reported of being always confused when the past tense form of rules were applied. Similarly interviewee S11 stated that there were a lot of differences in the formation of sentence structure. The interviewee shared the same experience as interviewee S35 that there was confusion especially in the tenses. When there were differences between L1 (Tamil) and L2 (English), learners use L2 (English)structures with difficulties as mentioned in a study by Kaweera, (2013). Interviewees S11,S7 ,S2 ,S6 and S8 mentioned there were similarities in L1 (Tamil) and L2 (English) as both has subject and verb. The only difference was the word order which was not the same. This was also mentioned in a study conducted by Alexandra Cabrera Solano (2014).

Q: Are the English past tense forms similar to your mother tongue?
A: If past tense in English I had my lunch I ate my lunch. Naan unavu sapiten. I lunch eat. It is not the same. It is different so I'm confused because it is not the same.

Interviewee:S35(Appendix C)

Q: Are there any differences between your mother tongue and English?
A: Yes, the formation of sentences is different.
Q: Why do you say so?

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A: For example in the sentence, Ramu is playing football. In Tamil it is, Ramu kal pandu vilathikiran. It is in present tense. If I translate it will become Ramu football play.
Q: Are there any similarities between your mother tongue and English?
A: The subject and verb are similar in Tamil and English. For example in the sentence, Meera vina mitingirai. In English it will read, Meera plays the veena. another example is in English, it is He eats. In Tamil it will become, Avan sapithigiran. You see both got subject and verb.
Q: Are the English subject and verb similar to your mother tongue?
A: The structure only change but it is the same.

Interviewee: S11 (Appendix C)

Q: Are there any similarities between your mother tongue and English?
A: The subject and verb are similar. For example Meera vina mitingirai. In Tamil and in English Meera plays the veena. Another example is He eats. In Tamil it is Avan sapithidan.

Interviewee :S7 (Appendix C)

Q: Are there any similarities between your mother tongue and English?
A: The subject and verbs are similar. For example, in English She fights. In English it is Aval sandepodigiran. You see they both are the same. Got subject and verb.

Interviewee:S2 (Appendix C)

Q: Are there any similarities between your mother tongue and English?
A: The subject and verbs are the same.

Interviewee:S6 (Appendix C)

Q: Are there any similarities between your mother tongue and English?
A: Yes, the subject and verbs are the same in both Tamil and English. For example in Tamil it is, Avan viladigiran. In English it is He is playing. The subject is the same.

Interviewee :S8 (Appendix C)

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Interviewees S3 and S2 mentioned that L1 (Tamil) and L2 (English) were similar in many aspects. Since L1 (Tamil) and L2 (English) shared similar aspects in sentence structure and tenses, they tend to use them interchangeably (Bennui, 2008). They shared their experience that when they applied the direct translation strategy the tendency to form incorrect sentence structure was frequent. Second language learners are active participants in the learning process therefore they rely on what they know from their L1 mastery to formulate hypotheses as mentioned in a related study (Abler, 2006).

Q: Are the English past tense forms similar to your mother tongue?
A: yes, there are similar. For example in the sentence, She ate in English. In Tamil it is Aval sapitahn. So they are both same.
Q; Is the English present tense form of the verbs similar to your mother tongue?
A: Yes, they both are similar.
Q: Are the English subject and verb similar to your mother tongue?
A: Yes, they are same. For example in English, it is She eats. In Tamil it is, Aval sapitan.

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Q: Do you think your mother tongue grammar helps you when writing in English?
A: Yes, it helps.
Q: Why?
A: Because both the languages are the same so it helps me. Some Tamil and English grammar is the same so it is easy and it helps me.
Q: Do you think your mother tongue grammar interferes when you write in English?
A: Yes.
Q:Why?
A: Yes, if I direct translate, I make mistake. The sentence structure is not the same.

Interviewee: S3 (Appendix C)

Q: Are the English past tense forms similar to your mother tongue?
A: Yes, there are same. For example in English, He listened. In Tamil it is Avan ketan. So they both are the same.
Q: How do you form the past tense in English?
A: I add the word 'ed" to form the past tense.
Q: How do you form the past tense in Tamil?
A: In Tamil I add a word to form past tense, for example 'tan' , for example in Tamil

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eat is sapitan so I add 'tan' to say it has happened.
Q: Is the English present tense form of the verbs similar to your mother tongue?
A: Yes, they are both similar.

Interviewee:S2 (Appendix C)

However, interviewee S7 had a different opinion regarding L1(Tamil) and L2(English) . According to this interviewee the past and present tense form of verbs of L1(Tamil) and L2(English) were different. Therefore it results in confusion and inaccurate sentence structures (Bennui, 2008).

4.2 Data Analysis For Research Question 2

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What are the transfer strategies and the contributing factors in the ESL writing?

4.2.1 Document Analysis

In the second language acquisition and learning context, the influence of negative transfer is greater therefore this study would take this as a consideration factor. Among the transfer strategies analyzed in this study were substitution, literal translation, alter structure and misinterpretation.

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Figure 4.10. Comparison of Transfer Strategies in Letter and Essay

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Figure 4.10, demonstrates the comparison of transfer strategies in letter and essay documents. The transfer strategy used in both letter and essay documents are alter structure, literal translation and misinterpretation. The evidence of transfer strategy is greater in essay than in the letter documents.

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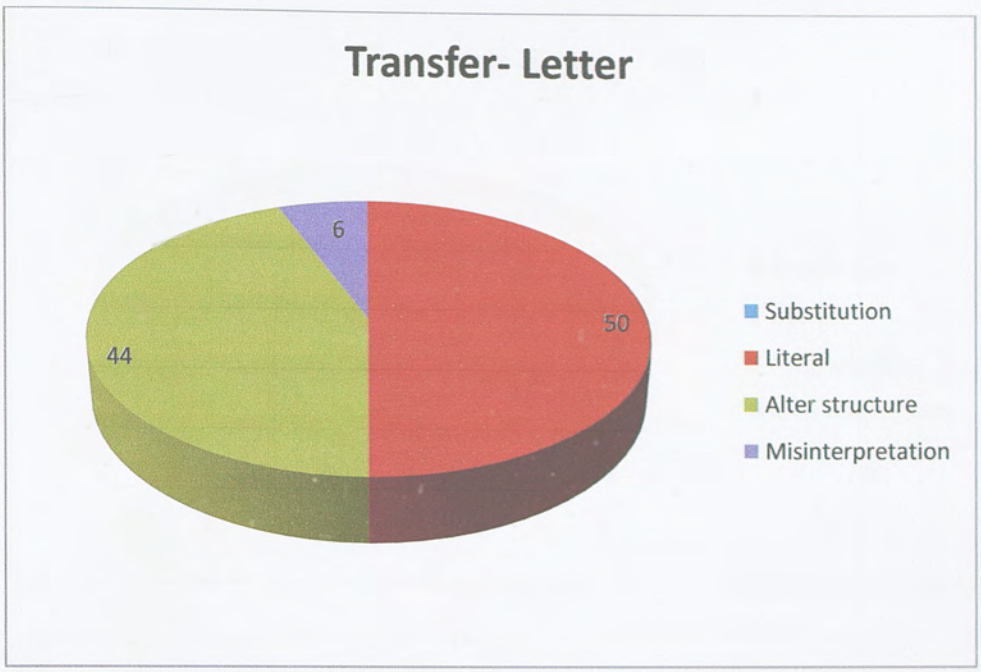


Figure 4.11. Transfer Strategies- Letter

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Figure 4.11, above indicates the negative transfer strategies used by participants in the letter. Among the types of transfer strategies analyzed in this study are substitution, literal translation, alter structure and misinterpretation.. The quantitative data was accumulated to enable the researcher to analyze the nominal occurrence of each type of strategies in letters. The quantitative data enhanced to support the findings on the application of negative transfer strategies. Based on figure 4.11 , the strategies applied by learners to write letters are namely literal translation, alter structure and misinterpretation. The extensively applied strategy noted is literal translation which comprised of 50%. This is followed by the application of alter structure which comprised of 44 % and lastly 6% of misinterpretation strategy is applied. However with reference to substitution strategy, obviously none of this strategy was detected in letters.

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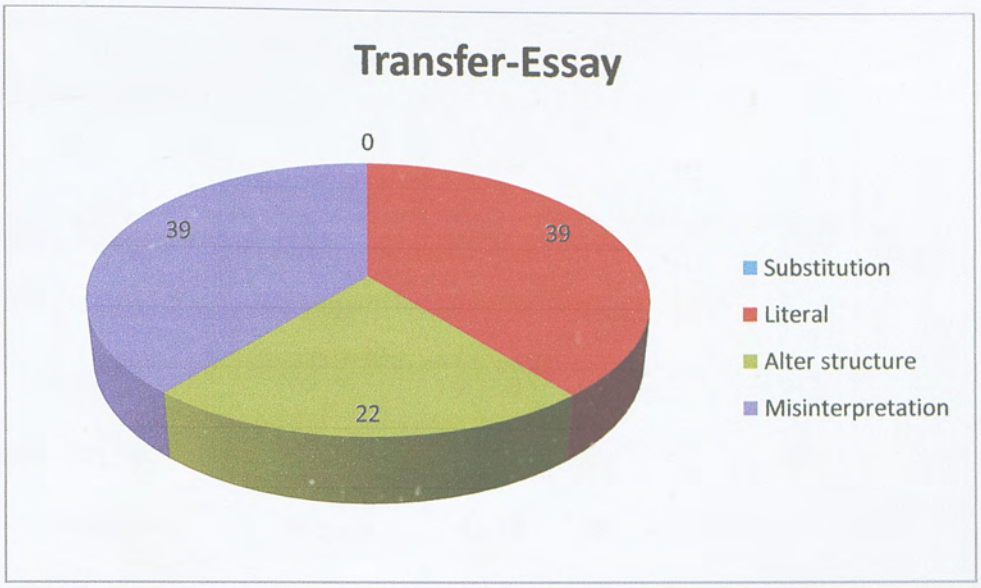


Figure 4.12. Transfer Strategy- Essay

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Among the transfer strategies that were analyzed were substitution, alter structure, misinterpretation and literal translation. As viewed from figure 4.12 , the transfer strategies used were alter structure, misinterpretation and literal translation. As similar to the detection in letters, there were no traces of the substitution strategy used in essay . It was noted that participants applied both literal translation and misinterpretation strategy with equal distribution. As reference to figure 4.12 , both the misinterpretation and literal translation strategy contributed to 39% respectively. It was also recorded that 22% were traces of alter structure application.

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Table 4. 14

Negative Transfer

Negative Transfer	**Sum Letter**	**∑%**	**Sum Essay**	**∑%**
Substitution	0	0	0	0
Literal translation	16	50	69	39
Alter structure	14	43.75	39	22
Misinterpretation	2	6.25	68	39
TOTAL	32	100	176	100

The negative transfer strategies analyzed were substitution, literal translation, alter structure and misinterpretation. With reference to Table 4.14 , there were evidence of misinterpretation, alter structure and literal translation strategies application in the document analysis except for substitution strategy. There were no traces of substitution strategy application in neither the letter nor the essay. However, the tendency to use misinterpretation strategy was frequent in essays compared to in letters. Similarly, the frequency to apply literal translation and alter structure outnumbered in essays compared to in letters. As interpreted from Table 4.14 above, 50 % of the strategy applied was mainly literal translation followed by alter structure in letters. However the observable evidence was slightly different in the application of misinterpretation and literal translation in the essays where both strategies were equivalently used and which contributed to 39% simultaneously.

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Table 4.15

Evidence of Literal Translation

Student	Evidence-Text	Literal translation-L1	Plausible Version
2- Letter	The party will be coming Saturday and start around……	அந்த விருந்து வரும் சனிக்கிழமை ஆரம்பமாகவுள்ளது.	The party will be this Saturday and would begin around….
2- Essay	There was a heavy raining outside	அங்கே வெளியே கனத்த மழை பெய்தது.	It was raining heavily outside.
3- Letter	The venue of the party is my residence and time is 5pm.	அந்த விருந்து நடந்த இடம் என் வீட்டில் மாலை மணி 5.	The venue of the party is at my residence at 5pm.
3- Essay	I became scared and feel want die at that time	எனக்கு பயமாகவும் வெடவெடப்பாகவும் இருந்தது	I was scared and nervous.
8- Letter	The party will start on this coming Saturday 27April 2014 at 8pm. Because it is everyone wishing too.	அந்த விருந்து இந்த சனிக்கிழமை 27ஆம் திகதி ஆப்ரில் மாதம் 2014 இரவு மணி 8-க்கு நீங்கள் கேட்டதுப் போல்	The party is this Saturday 27th April 2014 at 8pm as requested by all.
8- Essay	Then we all together had our lunch	அதன் பின், நாங்கள் அனைவரும் மதிய உணவு உண்டோம்.	Then we all had together.

Table 4.15 demonstrates examples of sentence structures using literal translation. Literal translation reflects closely to a native structure (Abeywickrama, 2011). Learners transfer features of L1 (Tamil) in L2 (English) unconsciously which results in inaccuracy.

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Table 4.16

Evidences of Alter Structure

Student	Evidence-Text	Alter structure-L1	Plausible Version
11-Letter	I am glad to inform you that it's my twenty first birthday falls on 7th of May	என்னுடைய 21ஆவது பிறந்தநாள் 7ஆம் திகதி மே மாதம் கொண்டாடப்படுவ தை உன்னிடம் கூற நான் பெருமிதம் கொள்கிறேன்.	I am glad to inform you that my twenty first birthday falls on 7th May.
11- Essay	The room that I came into was unfamiliar	நான் எனக்கு தெரியாத வித்தியாசமான அறைக்குள் வந்தேன்.	I came into a unfamiliar room.
3- Letter	I will eagerly be looking to your attending my birthday party.	உன் வருகையை நான் என் பிறந்தநாளன்று எதிர்ப்பார்த்துக் காத்திருப்பேன்.	I will be looking eagerly for you to attend my birthday party.
3-Essay	After that I turned back to my room and continued to my homework Around one an hour, I only done my homework	நான் என் அறைக்கு திரும்பியதும் என் வீட்டுப்பாடத்தைச் செய்ய தொடங்கினேன். நான் என் வீட்டுப்பாடத்தை ஒன்றரை மணி நேரத்திற்குள் செய்தேன்.	After that I went back to my room to continue my homework. It was only an hour and half but I only did my homework.

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Table 4. 16 *(continued)*

Student	Evidence-Text	Alter structure-L1	Correct Version
30 Letter	As a part of my friend. I'm here to invite you to join my birthday party and I will be fun to have you with me	ஒரு நண்பனாக உன்னை என் பிறந்தநாள் விழாவிற்கு சந்தோஷமாக இருக்க அழைக்கிறேன்.	As a friend, I would like to invite you for my birthday party as it would be fun.
30 Essay	Party preparations already had started.	விருந்துக்கான ஏற்பாடுகள் ஆரம்பமானது.	Party preparation had started.
35 Letter	I suggest to you bring a CD player, because we will need it so much	நமக்கு குறுந்தட்டுதேவை ப்படக்கூடும் என்பதால் நான் நீ அதை கொண்டுவருமாறு ஆலோசிக்கிறன்.	I suggest that you bring a CD player as we need it badly.
35 Essay	Everybody were chit-chatting and playing their things and I was like been left in the dark corner of the Earth Without hesitation any longer, I quickly opened the box	என்னைத் தவிர அனைவரும் விளையாடிப் பேசிக்கொண்டிருந் தனர். எந்தவொரு தயக்கமும் இல்லாமல் அப்பெட்டியை நான் திறந்தேன்.	Everyone was chatting and playing but I felt left out. Without hesitation, I opened the box.
10 Letter	you all no need to pay any fees for this patty	இவ்விருந்திற்காக நீங்கள் பணம் செலுத்த வேண்டிய அவசியம் இல்லை.	You need not pay any fees for the party.

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Table 4.16. *(continued)*

Student	Evidence-Text	Alter structure-L1	Plausible Version
7 Essay	After that, I turned back to my room and continued to my homework. Around one an hour, I only done my homework finally I was tired at that time. I take my bath.	அதன் பிறகு நான் அறைக்குச் சென்று வீட்டுப்பாடம் செய்யத் தொடங்கினேன். நான் அதனை ஒன்றரை மணி நேரத்திற்குள் செய்து முடித்தேன். நான் களைப்பானதும் குளிக்கச் சென்றேன்.	After that I went to my room and continued with my homework. I did my homework for one and half hours. I was tired and took my bath.
7 Letter	As you know we always wonder to meet our school friends during the school holidays as they enjoy some mutually liked activity by themselves.	நாங்கள் பள்ளி விடுமுறையின்போது நண்பர்களுடன் சேர்ந்து மகிழ்ச்சியாக நடவடிக்கைகளை மேற்கொள்ள விரும்புவோம்.	We had always wanted to meet our school friends during the holidays as we mutually enjoyed the activities.
35 Essay	So both of them were pretend forget my birthday to give me a big surprise So, actually everything is a beautiful misunderstanding, they did not forget my birthday.	அவர்கள் எனக்கு ஆச்சரியத்தை கொடுக்க எண்ணி என் பிறந்தநாளை மறந்தாற்போல் நடித்தனர். ஆனால், அவர்கள் உண்மையாகவே என் பிறந்தநாளை மறக்கவில்லை.	So both of them pretended to forget my birthday to surprise me. So it was a misunderstanding because they did not forget my birthday.

Table 4.16 demonstrates examples of sentence structures using the alter structure strategy. In this instance, the learners substitute certain features as a result of interference of L1 (Tamil) in L2 (English) structures.

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Table: 4. 17

Evidences of Misinterpretation

Student	Evidence-Text	Misinterpretation-L1	PlausibleVersion
7 Letter	This is to make you all to feel enjoy and comfortable. Just a kind of kidding friend	இது உங்களைச் சுகமாக வைத்துக்கொள்வதற் காக.	This is to make all of you to feel comfortable. I'm just kidding
7 Essay	When I felt a few big drops on my head, I decided to go to bus stop	என் தலையில் மழைத் துளிகள் விழுந்தவுடன், நான் பேருந்து நிலையத்திற்கு ஓடினேன்	When I felt a few drops on my head I ran to the bus stop.

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Table 4. 17 demonstrate examples of structures using the misinterpretation strategy. Misinterpretation occurs when native language and target language differs in word-order pattern as mentioned in a study (Chan, 2010).

4.2.2 Questionnaire

The first section of the questionnaire comprises of the components to investigate the types of errors in the written document (Refer to Appendix 1). The qualitative data enabled the researcher to analyze the transfer strategies and the contributing factors to

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answer Research Question 2. Among the items which help to tabulate the indication of transfer strategies and the contributing factors are items 5, 8 and 9 as mentioned in Table 4.18 below.

Table 4.18

Descriptive statistics of questionnaire items Part A-Types of errors

PART	N	ITEM NO	ITEM	MEAN± SD	MEDIAN (IQR)	MODE
	60	5	I will think in L1 then apply rules in L2.	4.78±0.42	5.00 (0.00)	5.00
		8	L1 grammar is similar to L2 grammar so I apply the same rule.	4.98±0.13	5.00 (0.00)	5.00
		9	L1 grammar is different from L2 grammar so I am confused.	5.00.±0.0	5.00 (0.00)	5.00

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All the participants strongly agreed to items 5,8 and 9. All the participants strongly agreed to item 5 that they think in L1 before they write in L2 (Ahmed Ismail & Alsheikh, 2012). However all the participants strongly agreed that L1 grammar and L2 grammar are similar therefore they applied the same grammar rule (Nooshin, 2014). However when L1 grammar is different from L2 grammar it causes confusion therefore results in interference as mentioned in a study by (Abeywickrama, 2011).

The second section looks at the causes of errors. A total of ten questions were structured to enable the researcher to analyze the transfer strategies and the contributing factors in the writing to answer Research Question 2. Items 1,3,4,5,7,8 and 9 helped to analyze the transfer strategies and the contributing factors in Table 4.19

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Table 4.19

Descriptive statistics of questionnaire items Part B-Causes of errors

PART	N	ITEM NO	ITEM	MEAN± SD	MEDIAN (IQR)	MODE
B	60	1	I am confused with the rules of grammar between L1 and L2.	4.57±0.59	5.00 (1.00)	5.00
		3	My L1 and L2 have similar grammar rules.	2.00±0.00	2.00 (0.00)	2.00
		4	My L1 and L2 have different grammar rules.	4.98±0.13	5.00 (0.00)	5.00
		5	There is interference of my L1 when I want to write in L2.	4.48±0.50	4.00 (1.00)	4.00
		7	I translate from L1 to L2.	4.73±0.45	5.00 (1.00)	5.00
		8	I prefer to use L1 and L2 interchangeable.	2.23±0.79	2.00 (0.00)	2.00
		9	I think as a whole sentence in L1 and then write in L2.	4.00±1.32	5.00 (3.00)	5.00

All the participants strongly agreed to items 1,4,7 and 5. Firstly all the participants agreed of being confused with L1 and L2 grammar rules(Bennui, 2008) . They also added that L1 and L2 have different grammar rules. Therefore they translate from L1 to L2 which was the finding in a related study conducted (Liu, 2011). The strategy they apply is to think in L1 before writing in L2.

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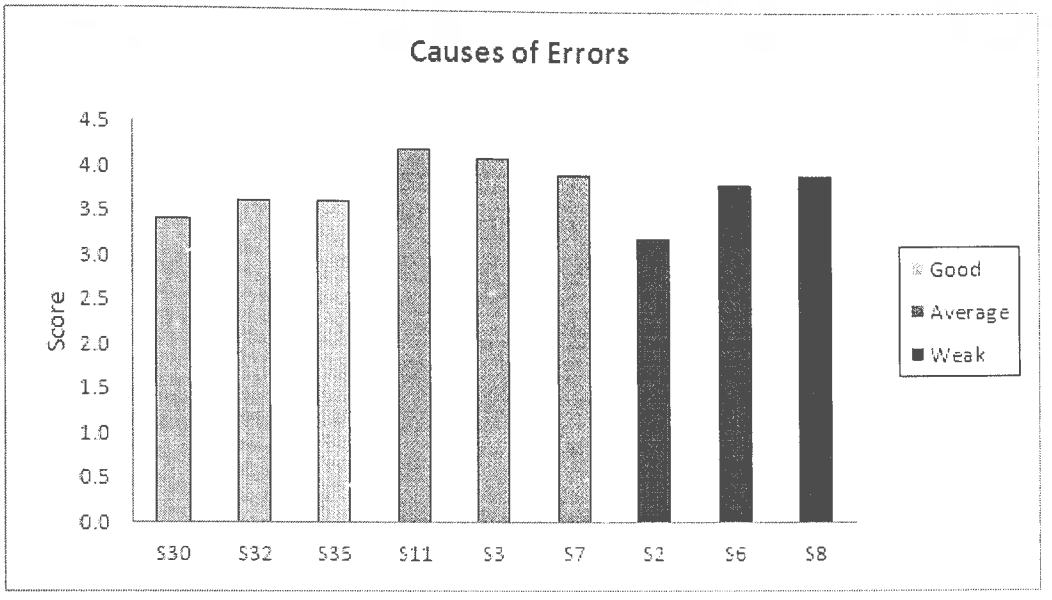


Figure 4.13. Score of individual students for Construct of Causes of Errors

The above graph shows there was a statistically insignificant difference in causes of errors. The bar graph is used to demonstrate the distribution of score among the 9 samples. The above graph shows there was a statistically insignificant difference in causes of errors. The causes of errors were significant among the weak, average and good students. Therefore it can be concluded that there was a notable similar distribution of causes of errors among the three categories of students. Among the causes of errors are similarities and dissimilarities of languages, second language learning, and application of strategies, interlanguage and application of grammar rules.

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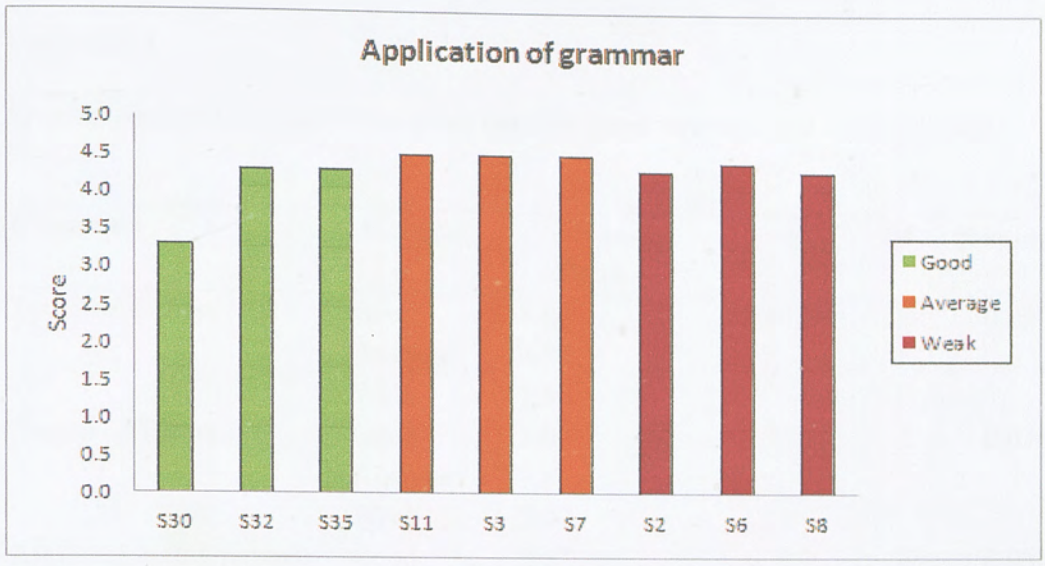


Figure 4.14. Score of individual students for Construct of Application of Grammar

The above graph shows there was a statistically significant difference in application of grammar among the good, average and weak students. The bar graph is used to demonstrate the distribution of scores among the 9 samples.

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4.2.2.1 Correlation Test

A Kruskal-Wallis H Test was conducted to determine the statistically significant difference in the three constructs, types of errors, causes of errors and application of grammar in the questionnaire survey among the good, average and weak students.

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Table 4.20

Kruskal-Wallis H test results for score between good, average and weak students

Construct	Category	Mean Rank	γ^2	Df	p-value
Types of Errors	Good	8.00	7.019	2	0.030
	Average	4.50			
	Weak	2.50			
Causes of Errors	Good	3.00	5.175	2	0.075
	Average	7.83			
	Weak	3.00			
Application of Grammar	Good	2.67	6.742	2	0.034
	Average	8.00			
	Weak	4.33			

A Kruskal-Wallis H test was conducted to determine the statistical significant difference for the three constructs among the good, average and weak students. The test showed that there was a statistically significant difference in types of errors and application of grammar among the good, average and weak students whereas causes of errors do not differ significantly.

The Kruskal-Wallis H test revealed that there was a significant effect of types of errors among the good, average and weak students at $H(2)=7.019, p<0.05$. Similarly, the good students applied more strategies compared to the average and weak students. Based on the analysis above, the researcher has concluded that the good students applied more transfer strategies in their writing compared to the average and weak students.

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Table 4. 21

Contributing factors of Negative Transfer

Transfer Strategies	**Items-Types Of Errors**	**Items-Causes Of Errors**	**Item-Grammar Application**
Substitution	T5 T9	C7 C6	
Literal translation	T5 T6 T8 T9	C3 C4 C5 C7 C8	
Alter structure	T9	C3 C4 C7	
Misinterpretation	T2 T3 T4 T8 T9	C3 C4 C5 C7 C8 C10	

Consequently, the items in the questionnaire were further categorized according to various themes to enable the researcher to evaluate the contributing factors of transfer strategies in the writing. Table 4.19, indicates the items which underlie the contributing factors of transfer strategies. From the analysis the contributing factors for misinterpretation strategy are questions T2,T3,T4,T8,T9,C3,C4,C5,C7,C8 and C10. Among the contributing factors were wrong usage of tenses, application of omission, transfer strategy and lack of grammar knowledge. From the analysis, the contributing factors for literal translation were questions T5,T6,T8 T9,C3,C4,C5,C6,C7 and C8. Among the contributing factors were grammar rules, confusion between L1 and L2 due to differences, interference, transfer strategy and memorization of grammar rules. From the analysis the contributing factors for substitution strategy were questions T5, T9 and C7. Among the contributing factors were confused with L1 and L2 due to differences therefore they applied transfer strategy as mentioned in a study conducted (Wang, 2009). The main themes were

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types of errors, the causes and application. The themes enabled the researcher to triangulate to investigate the contributing factors of negative transfer strategies used by ESL pre-service teachers in their writing.

4.2.3 Interview

Interviewee S11 mentioned of being confused with grammar items especially forming the present tense form of the verbs. The interviewee further added that misconstruction of sentence structure was the result when there was confusion whether to apply the rules of using 's' or 'es' in forming the present tense form of verbs. To avoid or overcome the problem, the literal translation or misinterpretation strategy was used as mentioned in a study conducted (Moattarian, 2013).

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Q: Is the English present tense form of the verbs similar to mother tongue?
A: Not the same. For example. He goes. Here got es. He goes to the bookshop. In Tamil Avan putagam kadiki sendigiran. In English He book shop go. Another example is He goes to school. In Tamil Avan palikudom sendigiran. Not the same

Interviewee :S11 (Appendix C)

Q: Which grammar item do you find easy/difficult? Why?
A: Articles are easy because it contains a, an , the . Tenses are difficult because I don't know how to use or I am confuse using it in paragraphs.
Q: Are the English past tense forms similar to your mother tongue?
A: Yes, for example in English, it is She ate. In Tamil it is Aval sapitan. They are the same .
Q: What do you understand by present tense form of the verbs?
A: Adding s to the word for example She jumps. Avai kudikinran. It is the same but English add s.

Interviewee: S3 (Appendix C)

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Interviewee S7 mentioned tenses were difficult as it has many rules (Zain, 2007). The interviewee added that past tense was the most difficult item as it keeps on changing. In the similar context this interviewee found present tense confusing as every verb was formed by adding the 's' which was absolutely absent in Tamil language. Therefore to overcome the problem this interviewee found it easier to use literal translation strategy which was also mentioned in a study conducted (Moattarian, 2013).

Q: Which grammar item do you find easy/difficult?
A: Articles and conjunctions are easy.
Q: Why?
A: Articles only got three, a, an, the. Conjunctions are used to connect two sentences. tenses are difficult because it got too many rules of grammar to study.
Q: Are the English past tense forms similar to your mother tongue?
A: No, they are not the same. This is because they change… eat comes ate go comes went.
Q: Is the English present tense form of the verbs similar to your mother tongue?
A: No they are not the same. English present tense has 's' but in Tamil there is no 's' so they are not the same.

Interviewee :S7 (Appendix C)

Interviewee S2 also shared the same experience of being confused with grammar items. To avoid or overcome the problem this interviewee used the literal translation strategy.

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Q: Are you confused with grammar rules?
Q: Yes, sometimes when I write essay I am confused with myself.
Q" Why?
A: English grammar is so difficult and so different from Tamil grammar.
Q: Do you use translation when writing in L2?
A: Yes, I often use translation to write in English. I think in Tamil first then I translate in English. This is easy.

Interviewee:S2 (Appendix C)

Similarly, interviewee S6 shared the same experience as interviewee S7 and S2 when the interviewee mentioned being confused with grammar rules because it has many rules. The interviewee found present tense confusing as there were differences between L2 (English) and L1 (Tamil) present tense. S2 and S6 represent students from the weak category. On the contrary the interviewee applied the literal translation strategy to overcome the problem of usage as proven by (Moattarian, 2013).According to the interviewee the strategy was applied by substituting the words.

Q: Are you confused with grammar rules?
A: Yes.
Q:Why?
A: I am confused because there got lot of grammar rules in English.
Q: What do you understand by present tense form of the verbs?
A: What I understand is to write present tense I usually add 's' to the verbs to form the present tense.
Q: If you do not understand a word what do you normally do?
A: If I do not understand a word, I will think in Tamil then I write in English.
Q: Do you use translation when writing in L2?
A: Yes, I use translation when I write in English.
Q: If you do not understand a word do you delete it?
A: If I do not understand a word I would normally replace it with another simple word.

Interviewee:S6 (Appendix C)

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Interviewee S8 shared similar experience of being confused of grammar items because there were too many rules to memorize and apply. This was proven in a similar study conducted (Sinha & Banerjee, 2009). In most situations the learners misinterpreted the rules of grammar (Abushihab, 2014). S 8 also represents students from the weak category.

Q: Are you confused with grammar rules?
A: Yes, I am confused with grammar rules.
Q:Why?
A: Because I need to remember so many grammar rules. They are so many.

Interviewee :S6 (Appendix C)

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Q: Do you use translation when writing in L2?
A: Yes.
Q: If you do not understand a word what do you normally do?
A: If I do not understand a word, I try to find other words and replace it.

Interviewee:S8 (Appendix C)

In conclusion, there was a similar pattern of design when the data was triangulated. The phenomena which was identified was interference and the contributing factors and effects determined were transfer strategies, second language learning, similarities and dissimilarities of languages and interlanguage. Through triangulation it was noted that the literal strategy complement the contributing factors and effects of differences of languages and application of grammar. Another finding

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was literal strategy also cross verified the interference factors in sentence and morphological patterns It was determined that participants applied a particular strategy as in this case the transfer strategy due to certain criteria which had a detrimental effect on the written document. This was clearly alluded from triangulation of data from document analysis, questionnaire and interview. Another interesting finding was in the application of substitution strategy. There were no traces of this strategy during the document analysis however this strategy was noted in interview and the contributing factors and the effects complemented the transfer strategies. Another interesting pattern which was identified was that both misinterpretation and literal translation complement each other and the contributing factors and effects are application of grammar rules and differences of languages. Therefore it can be concluded that the phenomena of transfer strategy is interference and the complementary factors were differences in languages, second language learning and interlanguage.

4.3 Data Analysis For Research Question 3

What are the learning strategies used and the contributing factors in the ESL writing?

4.3.1.1 Document Analysis- Simplification

The learning strategies analyzed in this study were divided into two main categories. The first learning strategy analyzed was simplification. Simplification strategy was analyzed under sub- components of misinformation, replacement, and addition and

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misordering. Misinformation strategy was further investigated under sub-components of regularization, archi and alternating forms. The addition strategy was further analyzed under components of double marking, regularized and simple addition. The second learning strategy that was analyzed was omission. This strategy was further analyzed under sub-sections of syntax and morphology omission.

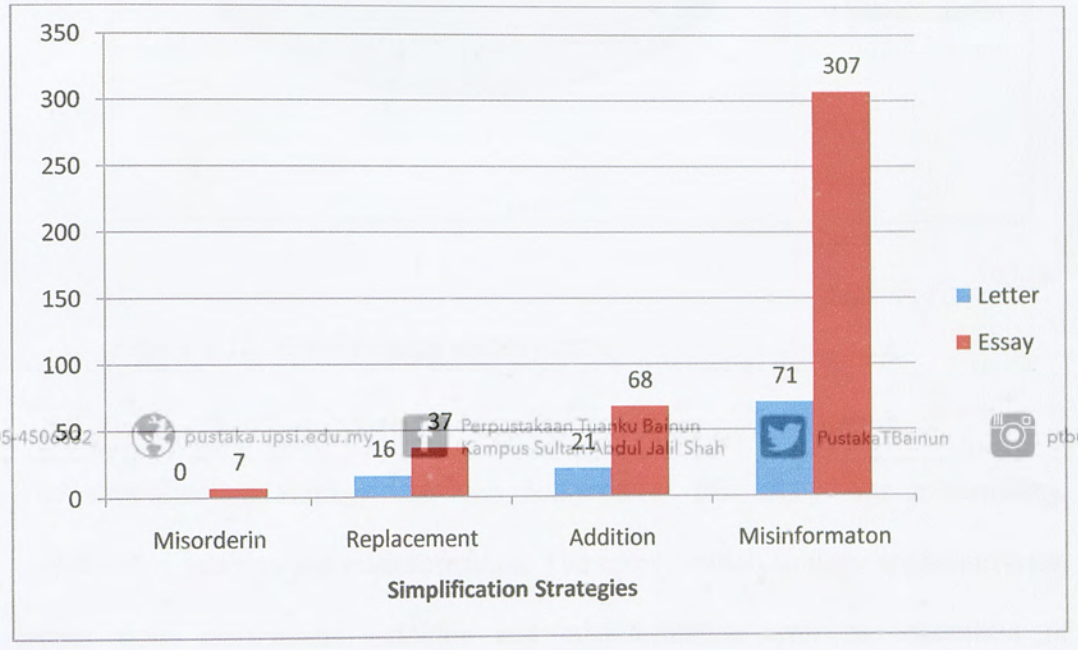


Figure 4. 15. Comparison of simplification strategy in essay and letter

Figure 4. 15 demonstrate the comparison of simplification strategy in essay and letter documents. The evidence showed that the misinformation strategy was extensively used in both letter and essay document with the intensity in essay compared to in letter.

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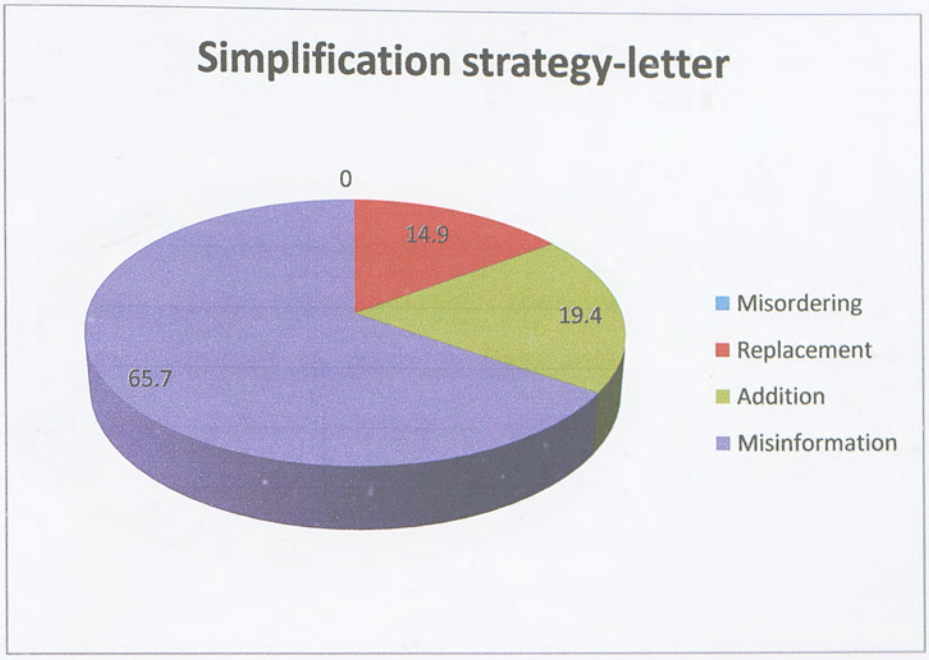


Figure 4.16. Simplification strategy-letter

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The simplification strategy that was analyzed in this study was misordering, replacement, addition and misinformation. The simplification strategy applied to write letters were replacement, addition and misinformation with the exception of misordering strategy. With reference to Figure 4.16 , among the most applied strategy was misinformation which comprised of 65.7%. This was followed by the application of addition strategy which consisted of 19.4 %. The next strategy used was replacement strategy which comprised of 14.9%. It was taken into account that misordering strategy was not applied by participants in the letter documents.

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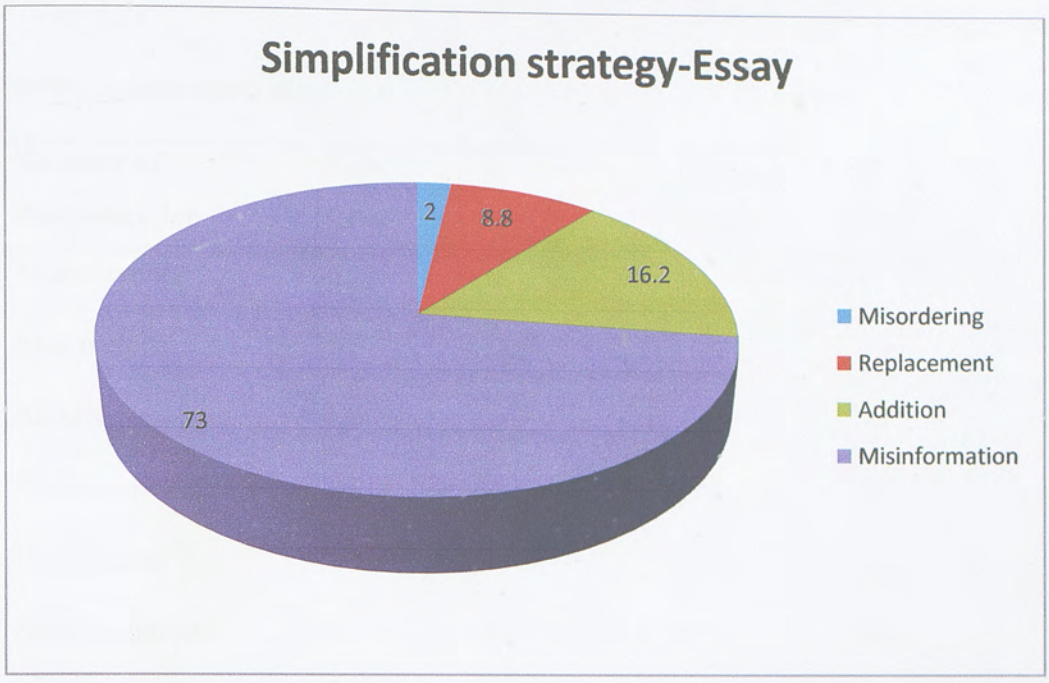


Figure 4.17. Simplification strategy - Essay

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The simplification strategy analyzed was misordering, replacement, addition and misinformation. All the simplification strategies analyzed in this study, comprising of misordering, replacement, addition and misinformation were applied in the essay writing. With reference to figure 4.17, among the extensively applied simplification strategy was misinformation which comprised of 73%. From the statistical distribution mentioned in figure 4.17 , it was recorded that addition strategy contributed to 16.2%. This was followed by replacement strategy which contributed to 8.8% and lastly 2% of misordering strategy was applied in the essay writing.

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Table 4.22

Simplification strategies

Strategy of Simplification	**Sum Letter**	**∑ %**	**Sum Essay**	**∑ %**
Misordering	0	0	7	2
Replacement	16	14.8	37	8.8
Addition:	21	19.5	68	16.2
Double marking	16	76.2	21	31
Regularized	4	19	38	56
Simple addition	1	4.8	9	13
Misinformation:	71	65.7	307	73
Regularized	2	2.8	0	0
Misconception	65	92	307	73
Alter structure	4	5.6	0	0
TOTAL	108	100%	419	100%

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With reference to Table 4.22 above, the simplification strategy used were namely misordering, replacement addition and misinformation. The addition strategy was further divided into sub categories. Among the addition strategies used were double marking, regularized and simple addition. The misinformation strategy was further classified under categories of alter structure, misconception and regularized. As recorded in Table 4.21 above, there were no traces of misordering application in letters compared to merely 2% in essays. However, in comparison there was more application of replacement strategy in essays to letters. However the application of

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addition strategy was greater in essays compared to letters. It was recorded that among the category of addition strategy, the inclination to use double marking in both letters and essay was extensive. The application of double marking was greater in letter compared to essay and this contributed to 76.2% compared to 31 % in letters. However in contrast, there was more application of regularized and simple addition in essays compared to letters. The application of regularized was used more in essay compared to letter. As recorded regularized contributed to 56% in essay compared to 19% in letter. The application of simple addition recorded 13% in essay and only 4.8% in letter.

Misinformation strategy was further analyzed under categories of regularized, misconception and alters structure. Similarly when analyzing the misinformation strategy, it was recorded that this application was extensively used in essays compared to in letters. The most frequently used strategy in the essay and letters was misconception. Misconception strategy was used more extensively in both essay and letter. Misconception strategy contributed to 73% as found in essays and 92% as recorded in letter. However there were no traces of alter structure in essays but there were evidences of this strategy in letters with 5.6%. The least application of misinformation strategy was regularized which was recorded in essays but none in letters.

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Table 4. 23

Evidence of Simplification Strategy-Misinformation

Student	Evidence-Text	Misinformation-L1	Plausible Version
2 Letter	We doing fine here. . I am also attached the invitation card together with this letter. My family and I really excited to see you all.	நாங்கள் நலமாக இருக்கிறோம். நான் உனக்கு அழைப்பிதழ் அனுப்புகிறேன். என் குடும்பம் உன்னைப் பார்ப்பதில் மகிழ்ச்சிக் கொள்ளும்.	We are doing fine here. I am attaching the invitation card in this letter. My family would be excited to see you.
2 Essay	I went into the kitchen and looking for candles. I shocked again and getting a bit nervous Police car reach my street and they managed to caught the robbers. The police took the robbers away and give back all the things steeled by them My neighbor appraise my braveness and give me some cash as a token of appreciation.	நான் சமையலறைக்குச் சென்று மெழுகுவர்த்திகளை தேடினேன். நான் ஆச்சரியத்துடனும் பயத்துடனும் இருந்தேன். காவல் அதிகாரி திருடனைப் பிடித்து திருடப்பட்ட பொருட்களை மீட்டார்.	I went into the kitchen to look for candles. I was shocked and nervous. The police reached my place and caught the robbers. The police took the robbers away and returned the stolen things
5 Letter	Did you remember those times when we were in school	நாம் பள்ளியில் படித்த கடந்த காலம் உனக்கு நினைவு இருக்கிறதா?	Do you remember the days when we were in school?
5 Essay	sure that mother is standing there , I realize that my mother is missing	என் அம்மா காணாமல் போனதை நான் உணர்ந்தேன்	I realized my mother was missing.
6 Letter	It has been quite a long since we meet	நாம் சந்தித்து பல காலங்கள் ஆயின.	It has been quite a long time since we met.

(continues)

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Table 4.23 *(continued)*

Student	Evidence-Text	Misinformation-L1	Plausible Version
6 Essay	For sure I'm very happy and proud of it	நிச்சயமாக எனக்கு மகிழ்ச்சியாகவும் பெருமையாகவும் உள்ளது.	I was surely happy and proud of it.
7 Letter	Well, my parent and siblings were asked about you and your studies	என் குடும்பத்தினர் உன்னையும் உன் கல்வியையும் விசாரித்தனர்.	My parents and siblings asked about you and your studies.
7 Essay	Painful moment of my life is when one of my dearest friend passed away in an accident. . I know him since standard five since we are in same school of primary and secondary	என் வாழ்விலே மிகுந்த வலியினை தந்த நிமிடம் என்னவென்றால் சாலைவிபத்தில் என் நண்பனின் உயிர் பிரிந்ததாகும். அவனை எனக்கு ஆரம்ப பள்ளியிலிருந்தே நன்றாகத் தெரியும்.	The painful moment of my life was when my dearest friend passed away in an accident. I knew him since we were primary school days.

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Table 4.23 demonstrates examples of structures which uses the misinformation strategy. This is the use of wrong form of a structure or morpheme (Moattarian, 2013).

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Table 4. 24

Evidences of Simplification strategy- addition

Student	Evidence-Text	Addition-L1	Plausible Version
6 Letter	So, please be at my party on this Monday	தயவுசெய்து திங்கட்கிழமையன்று என் விருந்துபசரிப்பிற்கு வந்துவிடுங்கள்.	So please attend my party this Monday.
6 Essay	Sometimes I can score even more better.	சில நேரங்களில் என்னால் இன்னும் சிறப்பாக தேர்ச்சிப் பெற முடியும்.	Sometimes I can score better .
7 Letter	I am going to celebrate my 21st birthday on next month I will be sending the invitation card on next week.	நான் எனது 21-ஆவது பிறந்தநாளை அடுத்த மாதம் கொண்டாடவுள்ளேன். நான் பிறந்தநாள் அழைப்பிதழை அடுத்த வாரம் அனுப்புவேன்.	I am going to celebrate my 21st birthday next month. I will be sending the invitation card next week.
7 Essay	He used to advised me in each and every important decision	அவர் எனக்கு முக்கிய முடிவுகளை எடுக்க அறிவுரைகள் கூறுவார்.	He use to advise me in every important decision.
10 Letter	The party also will be started at 8pm	அந்த நிகழ்வு இரவு 8 ணிக்கு ரம்பிக்கப்படும்.	The party will start at 8pm.
10 Essay	Travelling is use to be a part of life in everyone's journey , the bus reached at Kuala Kangsar	பயணம் செய்வது எனது அன்றாட கடமைகளுள் ஒன்றாகும். பேருந்து கோலகங்சாரை அடைந்தது.	Travelling used to be part of my life. The bus reached Kuala Kangsar.

Table 4.24 demonstrates examples of structures using addition strategy. This is the result of all-too-faithful use of certain rules (Alhaysony, 2012).

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Table 4.25

Evidences of Simplification strategy- Replacement

Student	Evidence-Text	Replacement-L1	Plausible Version
2 Letter	I strongly desire that you should come on his birthday party and grace the occasion with your presence	நான் நீ என் பிறந்தநாள் விழாவிற்கு வந்து மேலும் சிறப்பூட்டுவாய் என நம்புகிறேன்.	I desire that you can attend his birthday party and grace the occasion .
2 Essay	My parents were not at home as they want for my cousin wedding dinner	என் உறவினர் வீட்டுத் திருமண விருந்திற்குச் சென்றதால் என் பெற்றோர்கள் வீட்டில் இல்லை பெற்றோர்கள்	My parents were not at home since they went to my cousin's wedding dinner.
4 Letter	So there is no problem for our friends for attending the party. . I wish that you should come on my birthday and grace the occasion with your presence	உனது நண்பர்கள் விழாவிற்கு வருவதால் எந்த பிரச்சனையும் இல்லை.நீ எனது விழாவிற்கு வருவாய் என எதிர்ப்பார்க்கிறேன்.	So there is no problem if our friends attend the party. I wish you can attend my birthday party and grace the occasion.
4 Essay	The mother and child felt on the road, landing right in the path of a van.	தாயும் குழந்தையும் சாலையில் வண்டியின் முன்னே விழுந்து விட்டனர்.	The mother and child fell on the road and landed in the path of the van.

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Table 4.25 demonstrates examples of replacement strategy. This is when a certain item is replaced in the structure. (El-dali, 2012)

In conclusion, there was a similar pattern of design by the data accumulated from document analysis, questionnaire and interview when generated during the triangulation process.. The pattern showed a phenomenon and the contributing factors and the effects. The phenomenon determined was interference and the contributing factors and effects were differences of language, second language learning and application of grammar rules. Misinformation strategy complemented the contributing factors and effects of second language learning, interlanguage, and application of grammar rules and differences of languages. However misinformation strategy had direct relationship with application of grammar rules and the strategy of memorization. Another interesting finding was that all the items in the questionnaire show correlation with misinformation strategy. One difference was detected during the analysis of transfer and simplification strategy which was instead of using substitution strategy, the replacement strategy was used to avoid usage of certain structures. Another convergent pattern determined related to misinformation strategy was the complementary factor of application of grammar Another interesting finding was when grammar rules were learnt and applied incorrectly, learners tend to seek for alternative strategies to apply the rules.

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4.3.1.2 Document Analysis – Omission

The next strategy investigated for learning strategies are omission. This strategy includes omission of syntax and morphology. The researcher has identified the occurrence of this strategy under two categories as mentioned below.

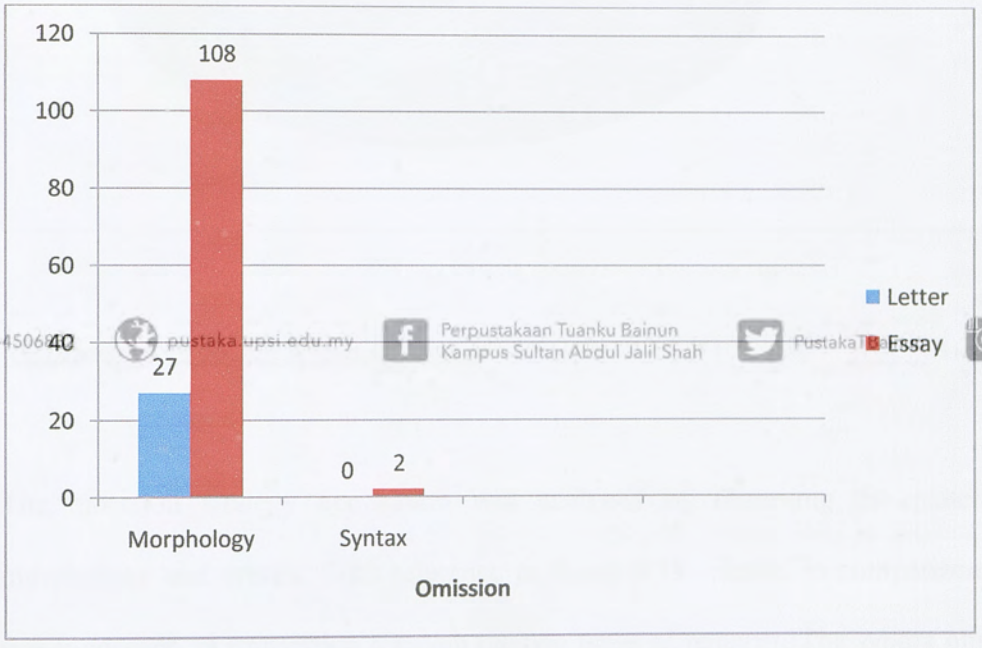
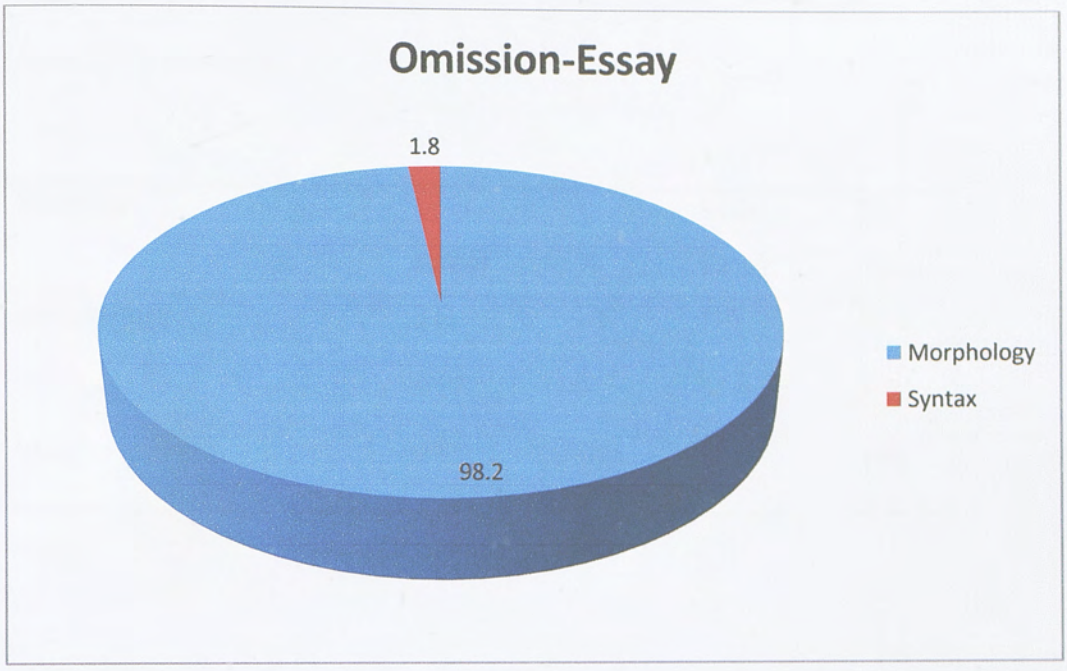


Figure 4.18. Comparison of omission in letter and essay

Figure 4. 18, demonstrates the comparison of omission strategy in letter and essay documents. The evidence showed that omission strategy in morphology patterns were higher compared to in syntax patterns.

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Figure 4.19 Omission Strategy-Essay

The omission strategy application was analyzed by observing the patterns of morphology and syntax. With reference to figure 4.19 above, in comparison there was a contrast of application between the two types of patterns. The syntax omission had a recording of 1.8% in comparison to morphology omission which was recorded as 98.2%.

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Table 4.26

Strategy of Omission

Deletion	**Sum Letter**	**∑ %**	**Sum Essay**	**∑ %**
Morphology	27	100	108	98.2
Syntax	0	0	2	1.8
Total	27	100	110	100

With reference to Table 4.26 , the strategy of omission employed was deletion. Deletion was observable in two surface structure namely morphology and syntax (Alhaysony, 2012). There were no traces of syntax deletion in letters. However, only 1.8 % of syntax deletion was recorded in essays. The frequently used omission is morphology deletion which was extensively found in essays compared to in letters. However in comparison, morphology deletion was extensively used in essays although there were evidences of this type of deletion in letters but the usage outnumbered in letters which contributed to 100%.

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Table 4.27

Evidences of Omission- Morphology

Student	Evidence-Text	Morphology-L1	Plausible Version
10 Letter	Make sure you send my regards them all at home.	வீட்டில் உள்ள அனைவரையும் நான்கேட்டதாகச் சொல்லுங்கள்.	Make sure you send regards to everyone at home.
10 Essay	I was coming back from my home to my campus that situated in Hulu Kinta At first, I was nervous because it was new place I took bus to Medan Kidd.	நான்வீட்டிலிருந்து உளுகிந்தாவிலுள்ளஎன் கல்லூரிக்கு வந்தேன். புது இடம் என்பதால் முதலின் எனக்கு பயமாக இருந்தது	I was coming back from my home to my campus in Hulu Kinta. I was nervous because it was a new place.
24 Letter	I would like to invite you to come my birthday party will be held at my home which situated in No 25 Taman	நான் உன்னை எண் 25, தாமான் த்தாமாவில்லுள்ள என் வீட்டில் நடைப்பெறும் பிறந்தநாள் விற்குஅழைக்க விரும்புகிறேன்	I would like to invite you to my birthday party which would be held at my home in No 25, Taman

Table 4.27 demonstrates examples of omission in morphology. Omission is the absence of an item in a structure (Alexandra Cabrera Solano et al., 2014).

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In conclusion, there was a similar pattern of design when the data from document analysis, questionnaire and interview were triangulated. The pattern showed a phenomenon and the contributing factors and effects. The phenomenon determined was interference and the contributing factors and effects of omission strategy were differences of language, second language learning and interlanguage. The omission strategy was applied in order to avoid certain sentence structures which caused confusion or were different from L1. The omission strategy complemented the contributing factors and effects which were determined through the triangulation of data from questionnaire, document analysis and interview. Therefore it can be concluded that omission strategy leads to interference and the contributing factors and effects are differences in languages, second language learning and interlanguage.

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4.3.2 Questionnaire

The first section of the questionnaire comprises of components to investigate the types of errors in the written document (Refer to Appendix 1). The qualitative data would enable the researcher to analyze the learning strategies and the contributing factors to answer Research Question 3. Item 10 enables the researcher to interpreted the data as mentioned in Table 4. 28 below.

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Table 4. 28

Descriptive statistics of questionnaire items Part A- Types of errors

PART	N	ITEM NO	ITEM	MEAN± SD		MODE (IQR)
10		I simplify the difficult words.		4.65±0.48	5.00 (1.00)	5.00

All the participants strongly agreed that they simplify the difficult words (Kaweera, 2013). The second action looks at the causes of errors. A total of ten questions are structured to enable the researcher to analyze the learning strategies and the contributing factors. Items 5.6.8 and 9 as illustrated in Table 4.29 below helped to analyze the learning strategies and contributing factors to answer Research Question 3.

Table 4.29

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Descriptive statistics of questionnaire items Part B- Causes of errors

PART B	N 60	ITEM NO	ITEM	MEAN± SD	MEDIAN (IQR)	MODE
		5	There is interference of my L1 when I want to write in L2.	4.48±0.50	4.00 (1.00)	4.00
		6	I memorize and apply grammar rules.	4.58±0.50	5.00 (1.00)	5.00
		8	I prefer to use L1 and L2 interchangeable.	2.23±0.79	2.00 (0.00)	2.00
		9	I think as a whole sentence in L1 and then write in L2.	4.00±1.32	5.00 (3.00)	5.00

All the participants strongly agreed that they memorized and applied the grammar rules (Khansir, 2012). All the participants strongly agree that they think in L1 then

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write in L2 and there is interference of L1 in L2 (Abusaeedi & Asghar, 2015). All the participants did not agree to using L1 and L2 structures interchangeably.

The third section discusses the application of grammar. A total of ten questions are structures to enable the researcher to analyze the learning strategies and the contributing factors. All the items in this section enabled to answer Research Question 3.

Table 4.30

Descriptive statistics of questionnaire items Part C- Application of Grammar

PART	N	ITEM NO	ITEM	MEAN± SD	MEDIAN (IQR)	MODE
C	60	1	Studying grammar formally is essential for mastering grammar.	3.95±1.21	4.00 (2.50)	5.00
		2	The study of grammar helps in learning L2.	4.53±0.75	5.00 (1.00)	5.00
		3	I write better in L2 by knowing the grammar rules.	4.58±0.74	5.00 (1.00)	5.00
		4	Grammar is the most important part of learning L2.	4.57±0.50	5.00 (1.00)	5.00
		5	My L2 improves if I study grammar of the language.	4.68±0.72	5.00 (0.00)	5.00
		6	I make errors if I have no knowledge of grammar.	4.73±0.45	5.00 (1.00)	5.00
		7	L2 writing is bad if there are many errors.	4.77±0.43	5.00 (0.00)	5.00
		8	My L2 improves if I study grammar of L1.	4.78±0.42	5.00 (0.00)	5.00
		9	Grammar should be taught by teaching rules.	4.78±0.42	5.00 (0.00)	5.00
		10	Grammar should not be taught by teaching rules.	2.00±0.00	2.00 (0.00)	2.00

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All the participants strongly agreed to all the items as contributing factors for learning strategies of simplification. All the participants disagreed that grammar should not be taught by teaching the rule (Zain, 2007).

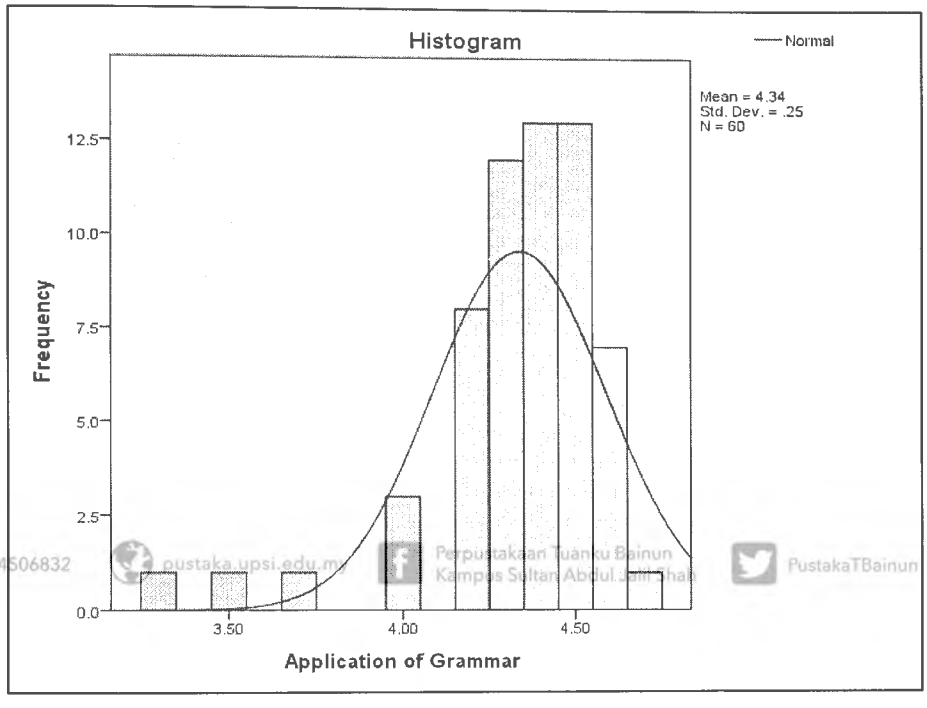


Figure 4.20. Histogram and normal curve for application of grammar

The histogram and normal curve are negatively skewed and has violated the normality assumption of kurtosis which is (-3 to3).

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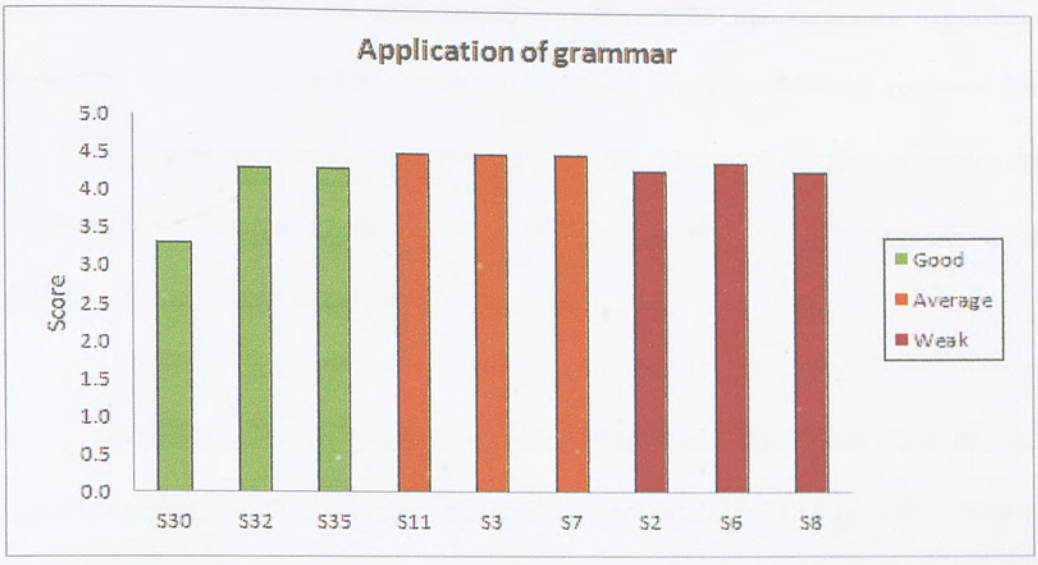


Figure 4.21. Score of individual students for Construct of Application of Grammar

The above graph shows there was a statistically significant difference in application of grammar among the good, average and weak students. The average and weak students applied more grammar rules compared to good students. Therefore it can be concluded that the there was significance difference in application of grammar rules among the groups of students.

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Table 4.31

Kruskal-Wallis H test results for score between good, average and weak students

Construct	Category	Mean Rank	γ^2	df	p-value
Types of Errors	Good	8.00	7.019	2	0.030
	Average	4.50			
	Weak	2.50			
Causes of Errors	Good	3.00	5.175	2	0.075
	Average	7.83			
	Weak	3.00			
Application of Grammar	Good	2.67	6.742	2	0.034
	Average	8.00			
	Weak	4.33			

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The Kruskal-Wallis H test also helped to determine the statistical significant difference for the three constructs among the good, average and weak students. The test showed that there was a statistically significant difference in types of errors and application of grammar among the good, average and weak students whereas causes of errors do not differ significantly.

The Kruskal-Wallis H test revealed that there was a significant effect of types of errors among the good, average and weak students at $H(2)=7.019, p<0.05$. The good students applied more strategies compared to the average and weak students. Therefore, based on the descriptive statistical analysis, the researcher concluded that the good students applied more learning strategies compared to the average and weak students.

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The Spearman rank order correlation was run to determine the relationship between types of errors and application of grammar. It demonstrated a weak, positive correlation between the types of errors and application of grammar. However, the correlation was not statistically significant ($n=60, r^s= 0.105$, p- 0.425). Similarly, a Spearman ran-order correlation was also run to determine the relationship between causes of errors and application of grammar. The result was moderate, positive correlation between causes of errors and application of grammar. The correlation was statistically significant at ($n=60, r^s= 0.441$, $p < 0.0001$).

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Table 4.32

Contributing factors of Simplification Strategy

Strategy	Items -Types	T-Causes	Application
Misordering			
Replacement	T5	C5 C8	
Addition:			
Double markin		C5 C6 C7 C8 C9 C10	A2 A6 A7
Regularized	T2 T8	C6 C7 C9 C10	A2A6 A7
Simple addition	T1	C5 C6 C7 C8 C9 C10	A2A6 A7
Misinformation:	T1 T2 T3 T4 T6 T7 T9 T10	C1 C2 C3 C4C5 C6 C7 C8 C9 C10	A1 A2 A3 A4 A5 A6 A7 A8
Regularized	T2 T7 T10	C5 C7 C8 C10	A2A3 A4 A5A6 A7A8 A9 A10
Misconception	T2 T3 T4 T8 T9	C7 C10	A2A3A4 A5A9 A10
Alter structure	T9		

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Table 4.32 indicates the items which underlie the effects and influence of learning strategies of simplification. From the analysis it was recorded that double marking strategy was caused by C5, C6,C7,C8,C9 and C 10 and A2,A6 and A7.From the questionnaire (Refer to Appendix A) the contributing factors were interference, transfer and using L1 and L2 interchangeably and wrong application of grammar rules. The contributing factors were also due to lack of knowledge of grammar and grammar application. Similarly, it was recorded that past tense form of errors were caused by T2,T8,C6,C7,C9,C10, A2,A6 and A7. From the questionnaire the contributing factors of past tense errors were caused by addition, regularized, similarity and dissimilarity of L1 and L2 and due to wrong application of grammar rules and lack knowledge of grammar rules. The most interesting analysis recorded was for misinformation strategy which was contributed by all the questions in the

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questionnaire except for questions A9 and A10. It can be considered that misinformation was due to all the contributing factors namely interference, interlanguage, learning and transfer strategies, knowledge of grammar, application of grammar and similarities and dissimilarities of L1 and L2. Another interesting analysis was regarding misconception strategy. The contributing questions were A2, A3, A4, A5,A9, A10,T2, T3, T4, T8,T9, C7 and C10. Among the contributing factors for misconception were omission, simplification, similarity and dissimilarity of L1 and L2, transfer and lack of knowledge of grammar and wrong application of grammar rules. The most interesting factor was this contributing factor agreed to the question that grammar should be taught by teaching rules. The contributing factor for alter structure as analyzed from the questionnaire which was T9 was the differences between L1 and L2.Similarly the contributing factor for replacement was T5 which was application of rules due to interference and application of transfer strategy C5 and C8. The themes enabled the researcher to triangulate to investigate the contributing factors of learning strategies of simplification used by ESL pre-service teachers in their Interlanguage system.

Table 4.33

Contributing Factors of Omission

Omission	**Items-Types**	**Items-Causes**	**Items-Application**
Morphology	T3T 9	C3 C4 C5 C6 C7 C8 C9	
Syntax	T3 T4 T9	C3 C4 C5 C6 C7 C8 C9	

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The items in the questionnaire were also categorized according to various themes to enable the researcher to investigate the contributing factors of omission strategies used by ESL pre-service teachers in their Interlanguage system. The main themes were types of errors and causes. Table 4.33 indicates the items which underlie the contributing factors of deletion. The contributing factors for morphology deletion were indicated by questions T3, T9, C3, C4, C5, C6, C7, C8 and C9. Among the contributing factors were addition, confused of grammar, interference, transfer and memorize grammar rules. The same was applicable for syntax deletion except the contributing factor was inclusive of T4 which mentioned about omission. However, none of the items in the questionnaire were applicable to match the theme of application of grammar.. The themes would enable the researcher to triangulate to evaluate the contributing factors of negative deletion strategies used by ESL pre-service teachers in their Interlanguage system.

A number of 9 participants are chosen as interviewees. This study will determine the score of each theme in comparison with the 9 chosen participants with the score of the entire sample.

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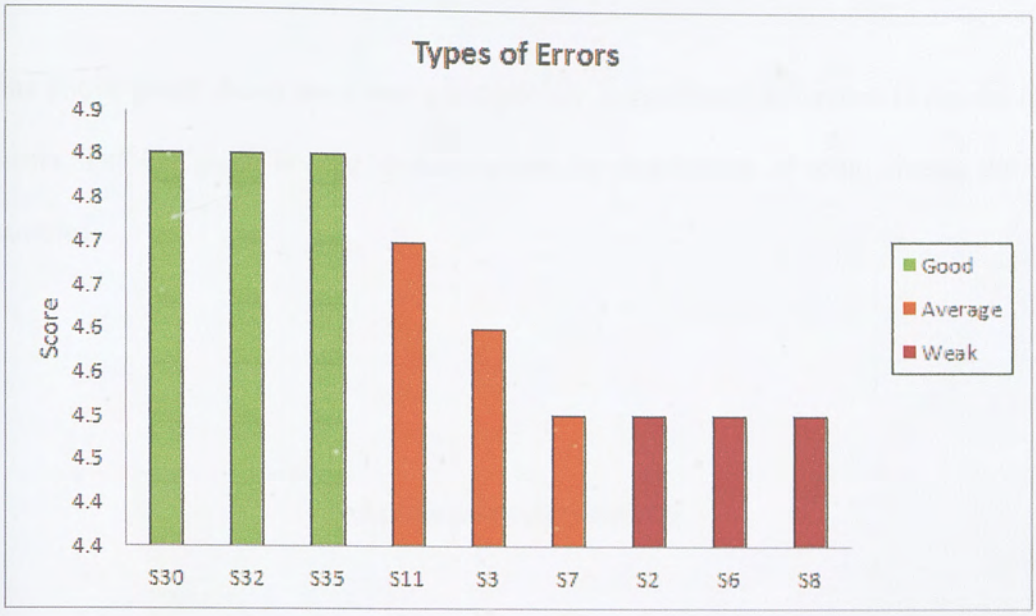


Figure 4.22. Score of individual students for Construct of Types of Errors

The graph above shows there was a statistically significant difference in Types of Errors between good, average and weak students. The bar graph is used to demonstrate the distribution of scores among the 9 samples.

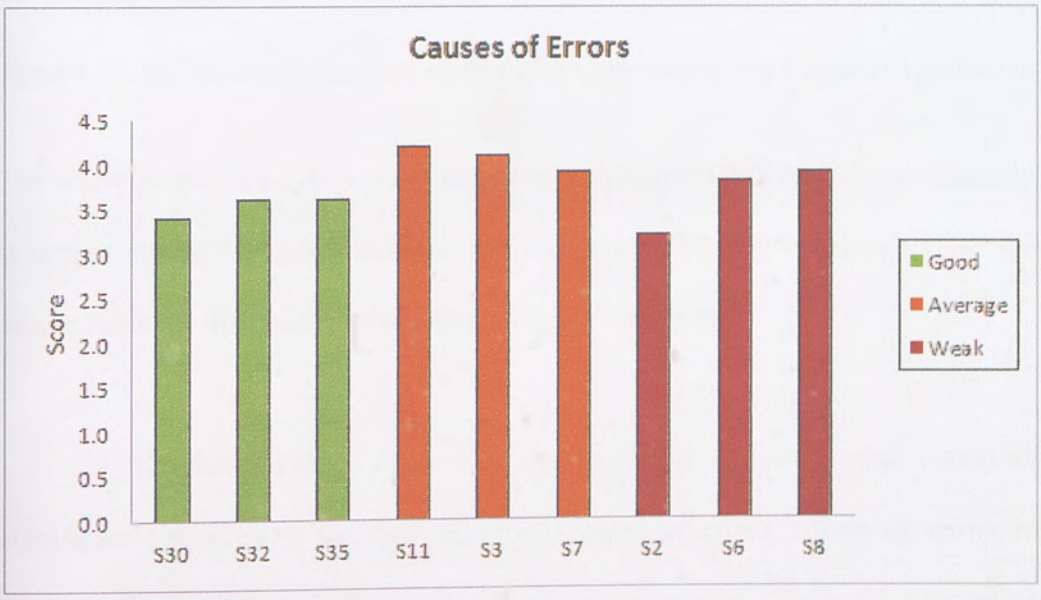


Figure 4.23. Score of individual students for Construct of Causes of Errors

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The above graph shows there was a statistically insignificant difference in causes of errors. The bar graph is used to demonstrate the distribution of score among the 9 samples.

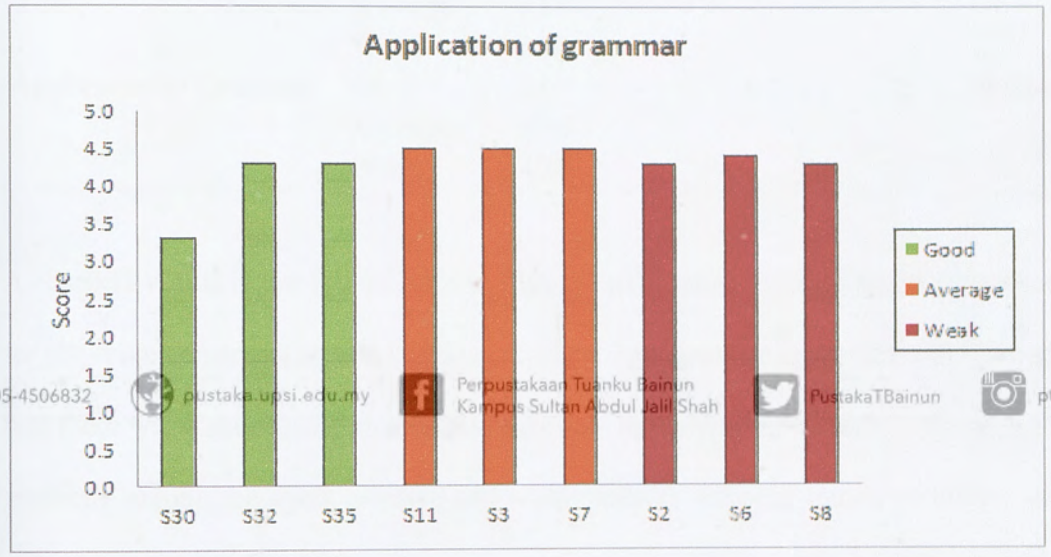


Figure 4.24. Score of individual students for Construct of Application of Grammar

The above graph shows there was a statistically significant difference in application of grammar among the good, average and weak students. The bar graph is used to demonstrate the distribution of scores among the 9 samples.

A Kruskal-Wallis H Test was conducted to determine the statistically significant difference in the three constructs, types of errors, causes of errors and application of grammar in the questionnaire survey among the good, average and weak students.

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Table 4. 34

Kruskal-Wallis H test results for score between good, average and weak students

Construct	Category	Mean Rank	γ^2	df	p-value
Types of Errors	Good	8.00	7.019	2	0.030
	Average	4.50			
	Weak	2.50			
Causes of Errors	Good	3.00	5.175	2	0.075
	Average	7.83			
	Weak	3.00			
Application of Grammar	Good	2.67	6.742	2	0.034
	Average	8.00			
	Weak	4.33			

A Kruskal-Wallis H test is conducted to determine the statistical significant difference for the three constructs among the good, average and weak students. The test showed that there was a statistically significant difference in types of errors and application of grammar among the good, average and weak students whereas causes of errors do not differ significantly.

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The Kruskal-Wallis H test revealed that there was a significant effect of types of errors among the good, average and weak students at $H(2)=7.019, p<0.05$. Therefore the researcher concluded that the good students applied more strategies compared to the average and weak students.

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4.3.2 Interview

To convey the findings, recurring themes emerging from the coding and data analysis were highlighted along with selected quotations from the interviews (Refer to Appendix C). Participant S30 mentioned that L1 and L2 have past and present tense but the usage was different therefore was confused when applying the past and present tense correctly.

Q: Are there any similarities between your mother tongue and English?
A: Yes, there are similarities between both. Tenses both got. Both English and Tamil got past tense and present tense but the usage is different.
Q: What do you understand by the past tense form of the verbs?
A: Past tense are actions that already happened. By using the word end with ed.

Interviewee: S30(Appendix C)

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Interviewee S30 also gave evidence of using addition strategy by adding 'ed' to form past tense of the verbs (Alhaysony, 2012). The interviewee's understanding of past tense form of verbs in English language was by adding 'ed'. This was also agreed by interviewee S35 and S3 who used the similar strategy. The interviewee was confused especially of past tense form of the verbs therefore added 'ed' to verbs. Similarly interviewee S3 and S6 also mentioned that they added 's' to form the present tense form of the verbs. Learners used addition strategy due to the factor of faulty comprehension which led to incorrect usage of grammar items (Alhaysony, 2012). .

Q: What do you understand by the past tense form of the verbs?
A: Past tense are things already happened. From the word 'ed' if there is 'ed' it is the past tense of the verb.

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Q: Are the English past tense forms similar to your mother tongue?
A: If past tense in English, I had my lunch. I ate my lunch. In Tamil it is, Naan uavu sapiten. In English it is I lunch eat. It is not the same. It is different so I am confused because it is not the same..

Interviewee S35 (Appendix C)

Q: What do you understand by present tense form of the verbs?
A: Present tense is when I add 's' to the word. For example, She jumps. In Tamil it is aval kudikinran. It is the same in Tamil but in English I add the 's' so it is easy.

Interviewee:S3 (Appendix C)

Q: What do you understand by present tense form of the verbs?
A: I add 's' to form present tense of the verbs.

Interviewee:S6(Appendix C)

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Interviewee S3 who represented the average category of students shared experience by mentioning of being confused sometimes with grammar rules. The interviewee also shared experience of being confused with tenses especially when using them in context (Nooshin, 2014). The interviewee's understanding of past tense is by adding 'ed' to the verbs and adding 's' to form the present tense form of the verb. Learners have a definite SL rule in their system but are restricted of application therefore confused with the grammar rules (Bennui, 2008).

Q: Are you confused with grammar rules?
A: Yes, sometimes I am confused.
Q: Why?
A: It is confusing because got many rules of grammar in English.
Interviewee S3: (Appendix C)

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Interviewee S30 who represented the good student category also applied the misinformation strategy especially the misconception when there was confusion of grammar items to be used. This case was also identified in the written documents which were analyzed by the researcher. The misinformation strategy especially the misconception was used extensively by majority of the students in both the written documents.

Q: Are the English past tense forms similar to your mother tongue?
A: No, not the same. Normally the Tamil word can find out its past tense at the end of the sentence. Example, Avan kadiki sentran in English it is He went to shop. It differs end of sentence.
Q: Do you think your mother tongue grammar interferes when you write in English?
A: No.
Q: Why do you say so?
A: Normally I don't translate from Tamil to English but I think in English.

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Interviewee:S30 (Appendix C)

Interviewee S30 a mentioned using the simplification strategy of misinformation when applying the grammar rules. The interviewee simplified the words and did not translate the words from L1 to L2 (El-dali, 2012).Similarly interviewee S32 and S6 agreed that grammar rules were confusing and if the wrong learning strategies were applied they formed incorrect sentences (Abusaeedi & Asghar, 2015).

Q: Are you confused with grammar rules?
A: Yes.
Q: Why?
A: sometimes because we accidently use the rules to the other part and finally get it wrong.
Interviewee:S32 (Appendix C)

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Q: Are you confused with grammar rules?
A: Yes.
Q:Why?
A: Because there got lots of rules in grammar in English.

Interviewee: S6 (Appendix C)

To avoid forming incorrect sentences interviewee S6 agreed to have memorized the grammar rules and applied them inadvertly(Khansir, 2012) . This was also shared by interviewees S5 and S8. Students 6 and S8 are representatives from the weak category of students.

Q: Which grammar item do you find easy/difficult?
A: Adjectives are easy. Tenses are difficult.
Q:Why?
A: Adjectives are easy because in Malay it's easy that's why... Tenses are difficult because I use it wrongly and my marks go wrong
Q: If you do not understand a word, do you simplify?
A: Yes, if I do not understand a word, I replace it with a simple word to make it easier.

Interviewee: S32 (Appendix C)

Q: Which grammar item do you find easy/difficult?
A: Articles are easy. Tenses are difficult.
Q:Why?
A: Articles are easy because only got 3 items, a an the
Tenses are difficult because lot of things need to remember before I start to write.

Interviewee: S8 (Appendix C)

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Q: Are you confused with grammar rules?
A: Yes, sometimes.
Q: Why?
A: There are lot of things to memorize.
Q: Do you memorize the grammar rules?
A: Yes, I always memorize the grammar rules.
Q: If you do not understand a word, do you delete it?
A: No.
Q: Then what do you normally do?
A: I try to use the almost same word to the meaning of the word if I don't understand the word. Try to get the same meaning word.

Interviewee:S35 (Appendix C)

Interviewees S35, S7, S6 and S8 also shared their experience that they used replacement strategy when they were uncertain of certain words or rules (Kaweera, 2013). However there was very little usage of replacement strategy as detected from the written documents.

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Q: If you do not understand a word what do you normally do?
A: I will try to get the simples word I can use. If the meaning is the same I will replace with other words

Interviewee: S7 (Appendix C)

Q: If you do not understand a word what do you normally do?
A: I try to find other words and replace it.

Interviewee: S8 (Appendix C)

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Interviewees S11 and S7 shared their experience that they were confused with grammar rules especially the tenses. They added that tenses were difficult because of the application of rules (Bennui, 2008).

Q: Are you confused with grammar rules?
A: Yes.
Q:Why?
A: Because of the usage of the grammar rules. It is confusing.
Q: Which grammar item do you find easy/difficult?
A: Articles and conjunctions are easy. Tenses are difficult.
Q:Why?
A: Because articles got only 3 it is a, an, the. Conjunctions are connection of two sentences so it is easy. Tenses are difficult because it got lot of rules of grammar
Q: If you do not understand a word do you delete it?
A: Yes.
Q:Why?
A: It is difficult so I don't understand therefore I delete it.

Interviewee: S11 (Appendix C)

Q: Are you confused with grammar rules?
A:Yes.
Q:Why?
A: I am confused with the usage of the tenses in writing. I am confused with the past or present tense of verbs.

Interviewee: S7 (Appendix C)

Q: If you do not understand a word do you delete it?
A: Yes.
Q: Why?
A: I delete if I do not understand the word.

Interviewee : S30 (Appendix C)

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Q: If you do not understand a word do you delete it?
A: Yes.
Q: Why?
A: I delete if it is difficult.

Interviewee : S32(Appendix C)

Q: If you do not understand a word do you delete it?
A: Yes.
Q: Why?
A: I delete if I don't understand the word.

Interviewee : S11 (Appendix C)

Q: If you do not understand a word do you delete it?
A: Yes.
Q: Why?
A: I delete if I don't understand the word.

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Interviewee : S3 (Appendix C)

Q: If you do not understand a word do you delete it?

A: Yes.

Q: Why?

A: I delete if it is difficult.

Interviewee : S7(Appendix C)

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4.4 Findings for Research Question 1

What are the interference factors of syntax and morphology patterns?

From the analysis, it was generated that the interference factors were due to the similarities and dissimilarities of L1(Tamil) and L2(English). If the structures of languages are similar then learning takes place but on the other hand if the languages are different in features and aspects of sentence structures, then learning is difficult This was supported by Gvarishvili (2013) in a similar study conducted.. Tamil is a agglunative language whereas English belongs to the Indo-European group of language. It was also noted that there were differences in the structure and grammar of both L1(Tamil) and L2(English), which contributed to the interference in the interlanguage system. When learners transfer some aspects of structure and grammar items this results in interference. This was the finding in a related study conducted by El-dali (2012).

The next factor was the wrong application of grammar rules in the interlanguage system. This was a result of faulty learning derived from L1(Tamil) . In this study faulty learning refers to the mismatch of monitor that learner's switch between a range of correct and incorrect structures (Abler, 2006). Students were confused with the grammar structures since both L1(Tamil) and L2(English) have different grammar rules. To overcomc the problem, learners memorized the grammar rules. This was the notion found in a study conducted by Chan (2010). Learners of second language sometimes applied previous learnt rules on target language without appropriate knowledge of their application (Lin & Texas, 2014). According to

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Behaviorist, old habits get in the way of learning new habits(Crowley, 2014). Therefore in L2 acquisition, the patterns of learning L1(Tamil) that are different from those of L2(English) get in the way of learning L2(English) . When learning a second language, learners tend to generalize target language rules, reduce grammatical redundancies and omit hose rules that they have not learnt. (Abushihab, 2014). This study generated that learners simplified the target language features and avoided grammatical structures which caused confusion and lastly they over generalized the rules by reducing into simpler forms. To conclude L2 learners failed to achieve the native like competence due to fossilization of interlanguage as supported by Ang, (2011) in a related study. The good students were confused with grammar rules and applied the strategies frequently. When they used the strategies wrongly or inappropriately the tendency to commit errors was significant among good students as mentioned by Hu (2011). The frequency of strategies were less among weak students. Similarly, Omioggio Hadley (1993) supported the view that learners need to have acquired certain proficiency level to compose adequate accurate sentence structures. Failure to acquire proficiency level as well as certain employ the appropriate strategies will lead to interference in the sentence structures. Therefore it can be concluded that there is significance difference between the types of errors and the level of proficiency of participants. The frequency of strategies applied were more among the good students compared to the weaker students as found in the present study.

The researcher has recorded the findings based on three different aspects; interlanguage, application of grammar rules and the second language learning and acquisition. These contributing factors were reported as the complementary factor to

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the phenomena of interference. Interference was stated as the transfer which was the effect or the influence that learners of L1 exert over the acquisition of L2. According to Behaviorist, interference arise when learners are confused with L1 and L2 features when they have established a well-set defined rule governed L1 as supported by El-dali (2012). According to Corder (2000), interference is due to the language learning processes involved. In certain context, when the learners borrow certain features of the first language and transfer them onto the second language especially when there is familiarity between the two languages , this results in interference. This was the finding the present study discovered. Similarly, second language acquisition is associated when a learner has learnt a language besides the mother tongue. As discovered in this study, since the learners already have the idea of how languages work, it should be an advantage. But the present study discovered that when learners have specific knowledge of their mother tongue, they tend to make incorrect assumptions about the second language. This was the notion supported by Selinker (2001). However, the present study found that the interference occurs in certain aspects and context and not in others. This was the notion supported by Bolton and Kachru (2006).

4.5 Findings of Research Question 2

What are the transfer strategies used by pre-service teachers and the contributing factors in their writing?

Learners tend to use transfer strategies in their interlanguage system. This strategy was applied when learners translated L1 features to L2 writing and used both L1 and

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L2 interchangeably. This was also found in a study conducted by Bennui, (2008) in a related study. When there were differences in the structures and grammar of L1 and L2, it results in negative interference. The notion was supported by Abusaeedi & Asghar (2015). Most of the learners used the literal translation from L1(Tamil) to L2(English) to avoid or overcome the problem of being confused of grammar rules. The researcher did not identify any substitution strategy in any written documents analyzed. However during the interview sessions and data analysis from questionnaire survey, there were evidences of substitution strategy. The items in the questionnaire which were related to substitution strategy were T5, T9 and C7. There were inter-relation factors of substitution strategy which was applied when learners were in a state of confusion. There were also evidence of this application which was applied as literal translation and lastly this strategy was used due to differences of L1 and L2 This was supported by Nooshin (2014) in a similar study conducted.

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According to Behaviorist theory, the notion of transfer is the extinction of earlier habits whereas acquisition second language does not lead to any replacement. Transfer is regarded as falling back on old knowledge of L1 rule when new knowledge is lacking as supported by Crowley (2014). Learners also applied this strategy to replace certain features to overcome the problem of grammar rules (Moattarian, 2013). It was also recorded that learners who lack first language strategies displayed lack of strategies for writing in second language which was also found by Abeywickrama (2011) in a similar study. It was noted in this study that when learners do not have good strategies in L1 they do not have appropriate strategies to transfer in second language as supported by Khansir (2012). This evidence is substantiated when all the 3 students from the weak category related that

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they were confused with grammar items because there were too many rules to memorize (Lin & Texas, 2014). Therefore to avoid the problem the interviewee applied the literal translation strategy by substituting the item (Chan, 2010). This was also similar to item T5, T9 and C7 in the questionnaire which stated that learners used substitution when they were confused with the differences of L1 and L2. The similar finding was detected in a study conducted by Lin & Texas (2014). However, there were no traces of substitution in the written documents which were analyzed in this study. According to Behaviorist, learners set a new habit when learning a second language therefore they encounter problems because they have set a well-established rule in their L1 system as mentioned by Crowley (2014). This theory also implies that learners memorized complex sentences especially when learning grammar of L2 as mentioned by Lin & Texas, (2014) in a similar study conducted. This study also gathered that interference was due to learner's influence of old habits when learning a new language. This was evident from the writing among the students. Learners need to have cognitive processes to enable them to write appropriate sentence structures. As found in this study, the learners lack the knowledge to formulate ideas to form meaningful sentence structures as gathered from the evidence from the document analysis. This notion was supported by Hyland(2003) who mentioned that writing is a complex cognitive process involving strategies and writing processes. Failure to achieve or accomplish either aspects of the above mentioned skills, would result in inaccurate sentence structures. This was the evidence found in the present study.

Learners used the transfer strategy when they translated word for word features of L1 onto L2. Learners used lexical transfer when they understand the meaning of words from L1 to L2. When learners transfer some grammar rules from

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L1 onto L2, this resulted in discursive transfer. It was also found that due to mother tongue interference, when learners think in L1 then translated into L2. It was also found that when learners used both L1 and L2 interchangeably, this resulted in negative transfer. When learners were found to have used the strategy unconsciously, it resulted in incorrect or inaccurate sentence structures. It was also found that when the languages have common features, the learners tend to transfer certain features from their L1 onto L2 as found in the document analysis. However, when the languages are different in features and certain aspects as in this study L1 (Tamil) and L2 (English), learners have the tendency to transfer features of L1 onto L2 as found in the document analyzed. In this study, the researcher identified inaccurate sentence structures which resulted due to interference of mother tongue and learners old habits as supported by Corder, (2000).

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To conclude, transfer strategies were used due to similarities and dissimilarities of languages, misinterpretation of grammar rules, inadequate knowledge of target language and incompetence in target language.

4.6 Finding of Research Question 3

What are the learning strategies used by pre-service teachers and the contributing factors in their writing?

Second language learning is seen as the learning of any other language after the mother tongue has been acquired (Moattarian, 2013). As a result, learners may make

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incorrect judgment about how the second language works due to their knowledge of mother tongue as supportd by Crowley, (2014). In this study, the example of learning strategies applied by students mostly were simplification and omission. Among the two apparent strategy was omission which was evident in the morphology and syntax inaccurate word order. The strategy of simplification and omission was used by L2 learners in their interlanguage system to build hypotheses of second language and this enabled them to formulate various rules based on prior knowledge thus ignoring first and second language input. This was the finding in a related study conducted by Alexandra Cabrera Solano (2014). These are habits formed by L2 learners when they have the notion to simplify constituents of target language to a systematic form of understanding. This was similar to the finding by a study conducted by Kaweera (2013). The strategy of addition which was frequently used was double addition and regularize. Learners formulate various rules based on their prior knowledge thus ignoring the second language input which resulted in the formation of inaccurate past tense errors. As a result learners tend to add 'ed" to form the past tense forms of the verbs. The above was also identified in a similar study conducted by Alhaysony (2012).

Through triangulation of data from questionnaire, interview and document analysis, the contributing factors and effects of application of grammar rules, differences of languages and interlanguage complemented the learning strategy of addition. This was similar to application of addition strategy as stated in items generated from the questionnaire which had mentioned of confusion of grammar rules, lack of knowledge of grammar application and memorizing grammar rules. Majority of the students agreed that they were confused with the irregular form of past

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tense verbs therefore made many errors especially in the formation of past tense forms of irregular form of verbs. All the students agreed that they added 'ing' to verbs to form the present tense.. This was due to the differences between L1 and L2 syntax and morphological patterns as gathered from the questionnaire. Similarly, all the students agreed of being confused when there were differences of L1 and L2 grammar items. In this situation or context, the students mentioned of applying the same rules from L1 to form sentence structures in L2 which resulted in inaccurate sentence structures. These factors were complementary contributing factors for the addition strategy. It was gathered that learners applied wrong learning strategies when in confused state and lack of grammar knowledge. This was also supported by Abushihab (2014) in a related study. Although the learning strategies were used appropriate but due to uncertainty and misconstruction of idea therefore learners formed incorrect structures. Therefore, it could be concluded that simplification strategy was due to double marking, simple addition and misinformation. These are the types of errors as a result of memorization and application of grammar rules as mentioned in a related study conducted by Lin & Texas (2014). It was noted that when learners relied the great differences in structure between the target and native language, they avoid certain structures, as mentioned by Abeywickrama, (2011) in a related study . It was also noted that learners think in L1 before they apply the rules in L2. Therefore to overcome the problem, the omission strategy was used. This was supported by Chan,(2010) in a related study.

There were also evidences of grammar rule application in the written documents. The incorrect application of grammar rules or confusion of grammar rules were identities in the application of misinformation strategy especially the

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misconception. This was supported by El-dali, (2012) in a related study. The interesting interpretation regarding misinformation strategy was that all the items in the questionnaire were related to the misinformation strategy as supported by Moattarian, (2013). Therefore it could be concluded that misinformation strategy complemented all the contributing factors of similarities/dissimilarities, second language learning, application of grammar and learning and transfer strategies. All these factors are contributing factors and effects to the phenomenon of interference. This was also supported by Abeywickrama, (2011) who conducted a similar study. This study also gathered that interference was due to learner's influence of old habits when learning a new language. This was evident from the writing among the students. An example of the interference factor detected in the sentence structures were samples of word order usage and syntax inaccuracy when students used the inaccurate word order.

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To conclude, learners were found to have generated the learning strategies from L1 and transferred the L1 features onto L2. When applying these strategies, learners tend to misinterpret and over generalize the grammar aspects . Learners used these strategies when there were differences in the languages, in this context learners used learning strategies from Tamil onto English. When learners think in their L1 to transfer some aspects onto L2, learning strategies are used.

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4.7 Summary

To conclude it was recorded that L1 learners use various learning and transfer strategies in the learners interlanguage system (Madhumathi, P. , Ramani, N. and Prema, 2014). Among the strategies are simplification, addition, misinformation, deletion and replacement. It was concluded that learning strategies enhance learner's own learning therefore applied in second language learning in accordance to the functions of the strategies (Khansir, 2012) .It was also noted that learners who lack first language strategies display lack of strategies for writing in second language. If learners do not have good strategies in first language then they do not have appropriate strategies to transfer in second language (Kaweera, 2013) . Nativist Theory also supports the views that incorrect sentences are constructed due to application of learning strategies (Crowley, 2014). Ellis refers interference as transfer which he says is the influence that learners of L1 exert over acquisition of L2(Lin & Texas, 2014). It was also noted that the interference in the interlanguage system was due to the differences in the structure and grammar of Tamil and English languages. The further apart the two languages, the higher the instances of incorrect formation of sentences as a result of strategies (El-dali, 2012).

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CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

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5.0 Introduction

The main objective of this study is to analyze the extent and effect of interference of L1 (Tamil) into L2 (English) in ESL writing among pre-service teachers. The study further seeks to determine the implications of the negative interference in the teaching and learning of the English language. It also seeks to evaluate the learning and transfer strategies used by pre service teachers in their interlanguage system. To investigate the objectives mentioned above, it is important to review the literature on interlanguage, second language acquisition theories and interference of L1 (Tamil) into L2 (English). Literature review on past research done has provided the conceptual framework to investigate interference of L1 (Tamil) into L2 (English) among pre-service teachers writing. The study has employed questionnaires,

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interviews and document analysis to collect data from the participants. The investigator was concerned that there were interference factors of L1 (Tamil) into L2 (English) sentence patterns and morphological patterns in the ESL context and including the contributing factors and effects of the learning and transfer strategies used in the interlanguage system. The theoretical mode of analysis and interpretation of data employed by the researcher has provided the conceptual basis for the presentation of findings and recommendations.

This chapter provides a summary of findings, conclusion and recommendations that were established in the course of the investigation . The various insights that have emerged in the course of this study will be dealt with in the light of the research questions that are:

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a) What are the interference factors of L1 (Tamil language) in L2 (English language) syntax and morphological patterns in the interlanguage system?

b) What are the transfer strategies used by pre-service teachers and the contributing factors in the writing ?

d) What re the learning strategies used by pre-service teachers and the contributing factors in the writing?

The first question was to obtain a clearer vision of the interference factors of L1(Tamil) in L2(English) syntax and morphological patterns in the interlanguage system. The second and third questions were to examine the effect and extent of influence of the learning and transfer strategies used by the pre-service teachers in their writing. As reported in the previous chapter, the distributional patterns for both

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interference and contributing factors on the learning and transfer strategies were analyzed in the documents however some quantitative differences were observed. In the following section, the focus of discussion will be on the major findings of the study.

5.1 Discussion

5.1.1 Discussion for Research Question 1

The researcher has classified the syntax and morphology categories under missing verbs, word order, tenses and indication of gender. It was recorded that 39% of sentences were based on missing verbs in essays and 71% in letters. This is the result of the Tamil language which not only differs in the number of letters but also in grammatical items compared to English language. The Tamil language comprises of 247 letters which are further sub-divided into 12 vowels, 18 consonants and 217 vowel consonants. All consonants have an inherent vowel a for example னா is na (with the inherent a) and ன் is n (without a vowel). Tamil scripts usually use a visible pulli (dot) to indicate a consonant without a vowel (Javed & Phil, 2012). In relation to the context of morphology, majority of the incorrect sentences were due to missing verbs. The next category identified was incorrect word order. Based on the report, it was concluded that majority of the learners wrote incorrect sentence structures which was recorded as incorrect word order . This was caused due to the factor that English language has the word order of Subject-Verb-Object (SVO) whereas Tamil is a consistently head final language (Abeywickrama, 2011).

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Furthermore, Tamil language is a null subject language therefore sentences could be constructed without the subject. This aspect was not applicable when constructing sentences in English language (Isurin, 2005). In addition, the verbs in Tamil language come at the end of the clause which follows the order of Subject-Object-Verb. Another notable difference between the languages are English is a fixed word order language whereas Tamil word order is flexible (Javed & Phil, 2012). Therefore, as reported earlier, majority of the sentences constructed were incorrect due to the respective reason mentioned above. The next category identified was tenses. It was notably clear that there were great differences in tenses between Tamil and English languages. As a result, majority of the sentences were constructed grammatically incorrect. The verbs in the Tamil language do not change to indicate time frame however, an addition of word is added to indicate the tense order. The final category identified was indication of gender. However there were no traces or evidence of incorrect sentences to indicate gender. In Tamil language, the verbs indicate the gender of the doer whereas in English language the verbs do not indicate the gender of the doer. Respective to the above statement, ESL learners find it easier to construct sentences in English language (Javed & Phil, 2012). As a result, it was evident when there were no traces of distorted sentences to indicate the incorrect verbs in the document analysis.

Lightbrown and Spada (2006) pointed out that SLA acquisition refers to all aspects of language that the learner needs to master. In this context when learners fail to master the aspects of L2 the tendency to form inaccurate sentence structure is prominent. This is further supported by Ellis (1997) who points out second language learning as the learning of any language after the acquisition of one's mother tongue

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(Abushihab, 2014). Simultaneously, they may make incorrect assumptions about how the second language works due to their knowledge of their mother tongue as evident in the current research (Lin & Texas, 2014). This is also supported by Bolton and Kachru (2006), who has the belief that first language interferes with the learning of second language and that first language interference occurs in certain contexts, but not in others. Another notion to support the above view is the belief according to the Mentalist model which claims that any individual can learn any language they are exposed to (Abler, 2006). Furthermore when one acquires the language, the underlying meaning is the acquisition of first language knowledge and some second language knowledge which consists of rules, principles and conscious attention (Száki-schwarz, 2010).

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5.1.2 Discussion for Research Question 2

Among the types of strategies applied was substitution, literal translation, alter structure and misinterpretation. Among the most applied transfer strategy was the literal translation in both the document analysis. This was undoubtedly due to interlanguage. Both L1 (Tamil) and L2 (English) languages differ in syntactic and morphological chronology therefore it was most likely that participants used literal translation in most sentence structure as one of the primary strategy in constructing or restructuring sentences (Moattarian, 2013). When participants used literal translation it was found that the sentence structures formed were ungrammatical constructed and this view was supported by (Krashen). It was clear that they translated from L1(Tamil) to L2(English) and used both L1(Tamil) and L2(English) interchangeably when constructing sentences using the alter structure in both the document analysis.

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When learners used the translation strategies they either use both L1 and L2 or used both the languages interchangeably (Bennui, 2008). This view is supported by Ellis who mentioned that learners switch between a range of correct and incorrect forms of sentence structure. It was also noted that there were differences in the structure and grammar of both languages which contributed to interference (Abeywickrama, 2011). As a result it was noted that participants employed the strategy of literal translation and alter structure (Erarslan & Hol, 2014). Ellis refers interference as transfer which he says is the influence that learners of L1 exert over acquisition of L2. He further argues that this transfer is governed by what is transferable and by the stage of development in L2 learning.

Likewise, majority of the learners used misinterpretation strategy when they were confused with the irregular form of the verbs and also omit words which caused confusion (Heydari & Bagheri, 2012). It was noted that when L1 and L2 are similar, learners tend to apply the same grammar rules therefore were confused when there were elements of differences in both L1 and L2 (Bennui, 2008). This view is in support of evidence by Schacher (1974), who mentioned that learners failed to use certain features because they were confused. This notion is further supported by Lightbrown and Spada (2008), who state that language is rule-governed because when learners acquire the grammar of a language it involves formulating a finite set of grammatical rules (Zain, 2007). In conclusion, according to Rutherford, learners add 'ed' to verbs as avoidance or they may have failed to apply the rules in a correct manner. Similarly according to Ellis, learners add 'ed' for various reasons, firstly as avoidance, secondly due to syntax and morphological patterns and lastly due to transfer from L1 to L2. However there were no traces of substitution strategy in the

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analysis carried out. According to Odlin,substitutions involve the use of native language form in the target language.

Likewise when L2 learners attempt to compose a written piece, they might use transfer as a tool to learn or as a means to convey their meaning, and they may use it to formulate hypotheses about target language and to test those hypotheses (Khansir, 2012). Many of the composing strategies are the same in the L1 and the L2, and thus, L2 learners may be able to transfer those from their L1 to their L2 writing (Száki-schwarz, 2010). Of course, for such composing strategies to be successfully carried over to the L2, these learners are required to have an adequate level of proficiency in the target language (Watcharapunyawong & Usaha, 2013) . However, lower-level proficiency learners may not be able to successfully transfer such L1-based strategies because they have not yet reached a level of linguistic knowledge. It was also noted that in some instances, L2 learners may also resort to their L1 to compensate for their deficiencies in the L2 knowledge (El-dali, 2012). In some cases, shortage of the target language knowledge may push learners to rely on the L1 to express those ideas (Hu, 2011). For these learners, reliance on the L1 can have both positive and negative consequences (Liu, 2011). Transfer is a mental and a communicative process through which L2 learners develop their interlanguage skills by activating and using their previous linguistic knowledge (Erarslan & Hol, 2014).

Many researches were conducted to investigate transfer of elements from one language to another and whether the transfer is positive or negative. Gass and Selinker (2008) state that there are two types of transfer, negative and positive. For instance, learners learning first language would learn second language in different ways, which

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may result in negative transfers (Liu, 2011). There are differences how a first and second language is learnt and these differences vary from one individual to another(Lin & Texas, 2014). However, the effects of positive transfer are only determinable through comparisions with native languages (Shaozhong, 2001). Positive transfer occurs when first language structure or rule is used in second language utterances and that use is appropriate or correct in second language, while negative transfer occurs when first language structure or rule is used in second language utterance and that use is inappropriate and therefore considered an error (Moattarian, 2013). On the other hand,negative transfer is a result of learners' errors (Ellis, 2008). Although there are differences, many words from Tamil language is present in English language and for example correct, ticket, car, slipper, bag, light and bus (Javed & Phil, 2012). If learners sense that particular structures in the target language are very different from counterparts in the native language, they may try to avoid using those structures (Khansir, 2012). This leads to negative transfer. Negative transfer involves divergence from norms in the target language therefore it is often easy to identify (Mottarian, 2010).

5.1.3 Discussion for Research Question 3

The study defined learning strategies into two categories namely simplification and deletion or also known as omission strategies. Learning strategy is applied by L2 learners to learn another language (Ellis, 2008). This strategy is important because it is student centred (Ambigapathy, 2011). There are two types of learning strategy, firstly seen from the behaviourist theory and secondly the mentalist. The behaviorist theory of learning strategy is where students repeat words to memorise words

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(Abeywickrama, 2011). The second theory is mentalist where learners make inferences of the meaning by using linguistic situations and in contexts(W. Yu, 2011). Among the simplification strategy, misinformation was the most applied strategy in both the document analysis. Misinformation strategy is further classified under various categories such as regularized, misconception and alters structure. It was recorded that among the mentioned strategies, the misconception is the most applied strategy by learners in written letter. This was followed by addition and replacement strategies. However, there was no evidence of misordering strategy application in the written letter document. Instead in applying the rules in English language they use the misconception strategy especially when there are differences in the grammar rules(Alhaysony, 2012). To form the past tense form of the verbs the participants used the addition strategy. This was usually formed by adding the 'ed' form to the verbs (Gvarishvili, 2013). This is supported by Saville-Troike (2006), who mentioned that when an L1 structure or rule is used inappropriately in an L2 utterance there is an error. Lightbrown and Spada (2006), support this view that learners have sub-conscious knowledge of English grammar which allows them to make judgment about grammaticality and structure of English sentences. They agreed that among the misinformation the misconception strategy was widely used. As a result learners apply the simplification strategy especially the misinformation and addition(Gvarishvili, 2013).

Spolsky's model supports the processes of language learning and thus is appropriate to be referred to in this study. Spolsky's model comprises of two stages of processes of language learning. Firstly, through unconscious processes of acquisition and learning, learners tend to formulate aspects of generalization, transfer and

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simplification. On the other hand, conscious processes of acquisition and learning result in application of strategies (Abler, 2006). Both these processes have implication on the proficiency level of individual, the types of errors made and the interference due to interlanguage (Kaweera, 2013). In the interlanguage continuum, learners employ various strategies to develop interlanguage (Ang, 2011). Similarly, Selinker(2001) lists five distinct processes which he suggests are central to SLA among which is strategies of second language When learning a second language, learners tend to use various strategies when they encounter problems in learning L2 (Abushihab, 2014). The various types of errors committed by learners reflect on the various types of strategies (Khansir, 2012). According to Ellis (2008), L2 learning is a process where learners perceive input by assimilation and simplification of previous knowledge. Therefore, the learning strategy used in this research is strategy which takes place in the mental process of L2 learners and not merely by the manner learners learn the particular L2 (Ahmed Ismail & Alsheikh, 2012). In the process of learning a second language, learners commit errors due to wrong usage of learning strategies (Kaweera, 2013).

5.2 Summary

In conclusion the findings of the present study provide ample contemporary data for the interference and contributing factors and effects for learning and transfer strategies used in the ESL context. This study also highlights to the SLA theories the extent of interference of L1(Tamil) on L2(English). As many current SLA theories acknowledge the importance of L1 interference on L2 therefore the assumption that learners use learning and transfer strategies in their interlanguage system provide

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enhanced theoretical underpinnings of these theories. Based on the findings and the shortcomings of the study, the reseacher would like to forward some suggestions for future research. Although the findings were based on samples collected from an institution it led the researcher to arrive to a conclusion that there are contributing factors of interference of L1(Tamil) into L2(English) syntax and morphological patterns and learning and transfer strategies used in the interlanguage system. This study supports Krashen's views that learning is to act as a monitor of learner's output (Abler, 2006). This study concludes that grammar rules should be taught implicitly (Zain, 2007). It was concluded that when learning and transfer strategies were applied incorrectly the tendency to form incorrect sentence structures are prevalent as indicated in this study.

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5.3 Recommendations

The researcher would make recommendations for further research to be conducted. There is no one single method of best teaching practices especially in the SLA continuum. The suggestion put forth are for improvement on better results especially in teaching methodology and practices in the ESL context. With proper and adequate reference to curriculum development, English language could be taught in a more meaningful manner in institutions of higher learning. The recommendations for improvement are as stated below:

5.3.1 Recommendations for practice

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Educators play an important role in curriculum development especially in the ESL context. Therefore proper implementation and application of the theories of SLA in the ESL context is indeed a necessity. Educators need to be equipped with the application of the latest technology and have the requisite knowledge of the latest curriculum development in line with Education Blueprint (Kim, Kim, Lee, Spector, & DeMeester, 2013). The Malaysian Blueprint aims to transform Malaysian education system with strategic and operational plans. It aims and aspires for excellence, quality, equity, efficiency and access. These aspects could also be implemented in the teacher education institutions in Malaysia. (Musa, 2012) Among the education emphases which could be incorporated in the curriculum are learning to learn, mastery learning, self access learning, contextual learning, constructivism, futuristic learning, and application of ICT, application of multiple intelligence and thinking skills (Kim et al., 2013). These emphases can be employed in the ESL setting in the Malaysian teacher's education institutions. This would equip pre-service teachers with knowledge, thinking skills of inquiry and lifelong learning, ability to connect knowledge and create new knowledge, gain cognitive skills and be creative and innovative especially in the ESL contexts. These skills would enable pre-service teachers to be aspiring teachers with sound background knowledge. The implementation of ICT application to provide virtual learning, online best practices and video library can be practiced in teacher education institutions to teach English language Proficiency.

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In line with 21st Century education system, a reformed policy to teach English language Proficiency in the teacher education institutions needs a review. The methodology and practices in teacher education institutions need to be in line with the 21st century education system for example ICT to be incorporated to teach English language Proficiency through virtual learning, video library and on line learning for best teaching practices in English language (Kim, 2013). These would enable pre-service teachers to access wider sources of information to increase innovation, creativity and also encourage critical thinking for problem solving in line with 21st century education system. Among the aspiration of 21st century education system are learning to learn, mastery learning, self-access learning, contextual learning, constructivism, futuristic learning, application of ICT, application of multiple intelligence and thinking skills. These could be incorporated to teach English language in the teacher education institutions in the syllabus and course outline.

Past researchers and studies have indicated that ESL teachers employed personal teaching methodology to teach grammar in classrooms. Teachers create their own personal ideologies to teach grammar in an ESL classroom (Borg, 2003). Teachers perform in ESL classroom with no clear defined guidelines (Zain, 2007, Kim 2013). Therefore this study would recommend a defined methodology to teach grammar based on the findings as recorded. Learners especially in the ESL context need to be equipped with the learning of grammar rules. Therefore ESL learners should be taught the rules and writing conventions (Hiew, 2012). Based on a study conducted (Razianna, 2003), the researcher would like to recommend a literary curriculum that would suit the learners in the non native climate and in this context learners from vernacular schools to learn, acquire and master the proficiency level

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English language (Yamat, 2014). This would enable the learners to acquire the language by learning and doing. This would be more practical especially in vernacular schools or for learners representing vernacular schools in higher institutions (Yamat., 2014).

5.3.2 Curriculum designer

The curriculum for English Language Proficiency subjects in teacher education institutions should be designed in line with 21st century education system and Blueprint and most importantly to promote life- long learning process . This could include the objectives and goals set by the policy makers in line with the latest development and innovation in the education system (Michael, 2012). The researcher would like to recommend that the various stakeholders collaborate and design a curriculum together to promote Malaysia as a centre of education excellence, both regionally and internationally (Selvaraj, 2010). Among the component which could be included or revised are in the aspects of education emphases, the goals, aspiration, objectives and learning outcomes (Michael, 2012). Among the elements which could be included are ICT, higher order thinking skills, constructivism, futuristic learning and mastery learning (Kim, 2013). Among the suggestion to be included would be the assessment criteria for English Language Proficiency subjects to be revised to incorporate higher order thinking skills and geared toward the 21st century education (Hetherington, 2012) .

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5.4 Recommendations for Future Research

Among the suggestion to improvise for future aspiration is to design a model which could be used to teach English Language Proficiency subjects in the teacher education institutions in line with the 21st century education. Among the elements suggested to be specifically included are self access learning, virtual learning and to incorporate multiple intelligence skills (Jamil, Razak, Raju, & Mohamed, 2011). It would be recommended to incorporate higher order thinking skills in all the four language components namely listening and speaking, reading, grammar and writing (Hiew, 2012). The researcher would like to suggest that the recommended model to include the elements in the theoretical framework prescribed in this study, which was based on Mentalist and Behaviorist theories. The model to be designed according to the Four Threshold Integrated Model of SLA which includes constructs of interference by Ellis, language acquisition device by Krashen and Spolsky's interlanguage system. This would assist to promote planning ahead for futuristic education to train pre-service teachers who will be elite professional with best teaching practices incorporated with ICT application (Hetherington, 2012). Besides that, this would also help to promote future aspiring teachers to be elite professional graduates who are able to command in excellent English language to gain global recognition (Selvaraj, 2010).

This research further recommends a methodology based on Behaviorist theory for an English language classroom in an ESL context. This would be appropriate as it would promote activities which encompass repetition and habit formation and inculcate a teaching centered environment in an ESL classroom (Hiew, 2012).

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Furthermore, the emphasis would be on immediate error correction to avoid fossilization (Mohd Sofi, 2003). The researcher also suggests training subject matter specialist to be accountable, knowledgeable, critical, creative, innovative and well equipped in ICT skills especially when applying the behaviorist theory to teach English language in an ESL context (Jamil , 2011).

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This study would like to suggest on approaches to teach writing. In a study, Chen (2005), investigate the better approach to teach writing and concluded that product approach suited lower proficiency students and process was favored for high proficiency students. Lim (2002), however suggested process approach which according to his findings has positive effects on writing. Despite benefit of process approach but if not implemented practically due to inexperienced educators, it would not be beneficial (Palpanadan, Rahim, Salam, & Ismail, 2014). However, there has not been much research on the application of process as well as product approaches in the classroom practices and curriculum design of writing instructional materials. Therefore this study would recommend future research to investigate both the process and product approaches in an eclectic approach and with particular reference to issues in pedagogical principles (Hasan & Akhand, 2011).

This study would also suggest to conduct a cross sectional study of a related research with emphasis of Contrastive Analysis. Previous studies of Error Analysis did not include Contrastive Analysis, therefore failed to identify errors and suggestions of possible pedagogical recommendation (Khansir, 2012). Therefore the researcher would like to recommend future research to be carried out with diverse

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sample groups from vernacular schools using the Contrastive Analysis. This would help to increase generalize the findings and shed light not only on interference factors and contributing factors on learning and transfer strategies but also on other factors in an ESL context. Some recommended factors suggested to be included or researched on would be on aspects of motivation, attitude, interest, aptitude and emotional quotient as mentioned in Spolsky's Good Learner's Model .

This study would also like to suggest conducting a comprehensive comparative study by analyzing the differences between the advanced level learners and the beginner learners in the ESL context . This would provide insights in many areas such as in investigating the correlation contributing factors of methodology and teaching practices to the learning or acquisition of L2 (Jamil , 2011). This would lead to many findings especially in the areas of methodology and pedagogy and would recommend the appropriate approach of methodology to be applied in the ESL classroom.

This study did not include the assessment criteria of giving feedback as a corrective measure. Therefore the researcher would like to recommended future research of similar base to include feedback as conducted by Ferris and Roberts (2001) who studied both errors and feedback. This would be possible with a reliable rating instrument to provide feedback to learners. The items in the rating instrument can be computed for a more reliable and systematic score.

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5.5 Conclusion

To conclude, the approach adopted by the present study may not be theoretically innovative but the findings posses a posterior explanatory power. The findings of the study informed the teaching professionals of the factors due to interference of languages in the ESL context and equipped them with the key note for the design of appropriate instructional materials. This would help syllabus design, curriculum writers as well as ESL educators. This would be beneficial for identifying teaching strategies, designing curriculum and syllabus, error correcting and restructuring material and module in the SLA field.

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APPENDIX A

Consent Form

Title of research: An Analysis of L1 Interference In L2 Writing In ESL Context.

Investigator: Punethawathi Rajagopal

Purpose of research:

I_____ have been informed that this research is to investigate the interference of L1 in L2 writing. This study will also be able to rule out the transfer of languages and the learning strategies that are due to interference of L1 in L2.

Procedure:

I understand that I have to answer the questions provided in the survey questionnaire truthfully and this will be done under the instruction and supervision of the researcher. I am also aware that I have to follow instructions given in the questionnaire before attempting to answer any of the questions.

Request for more information:

I understand that I may ask questions about the research conducted at any time. Copy of the consent form would be given to me to keep for my careful reading.

Confidentiality:

I understand that all personal information provided by this study will be confidential. If the data is used for publication in the literature review or for teaching purpose, no names will be used and other media such as audio or video tapes will be used only with permission.

Refusal or withdrawal of participation:

I understand that my participation is wholly voluntary and I may refuse to withdraw consent and discontinue participation at any time. I understand that I can withdraw from the study without repercussions, at any time, whether before it starts or while I am participating. I understand that anonymity will be ensured in the write up by disguising my identity

I confirm that the researcher has explained to me the research procedure and the benefits that I may experience. I have read and understood the consent to participate as a subject in this research study. I agree to participate in this research and I am participating voluntarily. I understand that extracts from my information may be quoted in the thesis and any subsequent publications if I give permission below:

(Please tick one box)

( ) I agree to quotation/publication of extracts from my information given in the questionnaire.

( ) I do not agree to quotation/publication of extracts from my information given in the questionnaire.

Signature of participant:_____ Date:_____

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APPENDIX A

Questionnaire

Section 1: Demographic Data

A.Personal Background questionnaire

Instructions: Please answer all the following questions as they describe you.

1.Age: ☐

2.Gender: Male ( ) Female( )

3. Race: Malay( ) Chinese( ) Indian( ) Others ( )

4. Marital status: Single( ) Married( )

B. Family background questionnaire

Instructions: Please answer all the following questions as they describe your family.

1. Number of members in your family
   Three or below ( )
   Four to six ( )
   More than six ( )
2. The languages spoken at home
   Bahasa Melayu ( )
   English ( )
   Tamil ( )
   Mandarin ( )
   Others ( )

C. Course Background questionnaire

Instructions: Please answer the questions as they describe your course background.

1. Which faculty are you in?
   Mathematics ( )
   Science ( )
   Tamil ( )
   Chinese ( )

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Pre school ( )
Physical Edu. ( )
Special Edu. ( )

2. Which semester are you in?
   Semester 1 ( )
   Semester 2( )

3. What are the languages you proficient in?
   Bahasa Melayu ( )
   English ( )
   Tamil ( )
   Others ( )

4. What are your spoken languages?

   Bahasa Melayu ( )
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   English ( )

   Tamil ( )

   Others ( )

5. What are your written languages?

   Bahasa Melayu ( )

   English ( )

   Tamil ( )

   Others ( )

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Appendix 3

INSTRUMENT TO INVESTIGATE INTERFERENCE OF L1 IN L2 WRITING

SECTION A: PERSONAL PARTICULARS

Age:_____ Gender:_____

Class:_____ Place of Birth:_____

SECTION B: ANALYSIS OF ERRORS

Read the items below and choose the best option which is applicable to you.

a) Types of errors

No.	Items	Options		
		Yes	No	N/A
1	I usually add "ed" to form past tense verbs			
2	I am confused with the irregular form of past tense verbs.			
3	I am confused with grammar rules.			
4	I usually keep grammar rules in mind when I write in L2.			
5	I will think one word by one word in L1 and then write in L2.			
6	I will think as a whole sentence in L1 and then write in L2.			
7	My knowledge of grammar is correct use of tense form only.			
8	L1 grammar is similar to L2 grammar so I apply the same rules.			
9	L1 grammar is different from L2 grammar so I am confused.			
10	I learn grammar by memorizing rules.			

b) Causes of Errors: Differences and Similarities of L1 and L2

No.	Items	Yes	No	N/A
1	I am confused with the rules of grammar.			
2	I am confident with the rules of grammar.			
3	My L1 and L2 have similar grammar rules.			
4	My L1 and L2 have different grammar rules.			
5	There is interference of my L1 when I want to write in L2.			
6	I memorize the grammar rules so most time I am confused.			
7	I make errors unconsciously.			
8	I think one word by one word in L1 and then write in L2.			
9	I think as a whole sentence in L1 and then write in L2.			
10	I do not understand the rules of grammar.			

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c) Application of grammar: Learning Strategies and Transfer Strategies

No.	Items	Yes	No	N/A
1	Studying grammar formally is essential for mastering grammar.			
2	The study of grammar helps in learning L2.			
3	I write better in L2 by knowing the grammar rules.			
4	Grammar is the most important part of learning L2.			
5	My L2 improves if I study grammar of the language.			
6	I make errors if I have no knowledge of grammar.			
7	L2 writing is bad if there are many errors.			
8	My L2 improves if I study grammar of L1.			
9	Grammar should be taught by teaching rules.			
10	Grammar should not be taught by teaching rules.			

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Appendix 5

INSTRUMENT TO INVESTIGATE INTERFERENCE OF L1(TAMIL) IN L2(ENGLISH) WRITING

SECTION A: PERSONAL PARTICULARS

Age:_____ **Gender:**_____

Unit:_____ **Place of Birth:**_____

SECTION B: ANALYSIS OF ERRORS

Read the items below and choose the best option which is applicable to you.

Please state your choice using the indicator given below:

SA: Strongly Agree A: Agree N: Neither agree nor disagree D: Disagree SD: Strongly Disagree

a) Types of errors

No.	Items	Options				
		SA	A	N	D	SD
1	I usually add "ed" to form past tense verbs					
2	I am confused with the irregular form of past tense verbs.					
3	I usually add –ing to verb to form present tense.					
4	I omit words which cause confusion.					
5	I will think in L1 then apply rules in L2.					
6	I am confused with application of tenses.					
7	My knowledge of grammar is correct use of tense form only.					
8	L1 grammar is similar to L2 grammar so I apply the same rules.					
9	L1 grammar is different from L2 grammar so I am confused.					
10	I simplify the difficult words .					

b) Causes of Errors

No.	Items	SA	A	U	D	SD
1	I am confused with the rules of grammar between L1 and L2.					
2	I am confident with the rules of grammar of L2.					
3	My L1 and L2 have similar grammar rules.					
4	My L1 and L2 have different grammar rules.					
5	There is interference of my L1 when I want to write in L2.					
6	I memorize and apply grammar rules.					
7	I translate from L1 to L2.					
8	I prefer to use L1 and L2 interchangeabe.					
9	I think as a whole sentence in L1 and then write in L2.					
10	I do not understand the rules of grammar.					

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c) Application of grammar

No.	Items	SA	A	U	D	SD
1	Studying grammar formally is essential for mastering grammar.					
2	The study of grammar helps in learning L2.					
3	I write better in L2 by knowing the grammar rules.					
4	Grammar is the most important part of learning L2.					
5	My L2 improves if I study grammar of the language.					
6	I make errors if I have no knowledge of grammar.					
7	L2 writing is bad if there are many errors.					
8	My L2 improves if I study grammar of L1.					
9	Grammar should be taught by teaching rules.					
10	Grammar should not be taught by teaching rules.					

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APPENDIX B

SEMI-STRUCTURED INTERVIEW

Based on three themes: Error Patterns, Sentence Patterns and Methodology

A: Patterns of errors: Grammar items

1. Do you like to study grammar? Why?
2. What do you understand by the word grammar?
3. Are you confused with grammar rules? Why?
4. Do you memorize grammar rules?
5. Which grammar item you find easy/difficult? Why?

B: Sentence patterns: Differences and similarities of L1 and L2

1. What is your mother tongue?
2. What do you say about the grammar of your mother tongue?
3. Is there any differences between your mother tongue and English? Why do you say so?
4. Are there any similarities between your mother tongue and English?
5. What do you understand by past tense form of the verbs?
6. Are the English past tense forms similar to your mother tongue ?
7. What do you understand by present tense form of the verbs?
8. Are the English present tense form of the verbs similar to your mother tongue?
9. What do you understand by subject and verb of a sentence?
10. Are the English subject and verb similar to your mother tongue?

C: Application: Transfer of language and Learning strategies

1. Do you like the manner grammar is taught in class?
2. Do you think your mother tongue grammar helps you when writing in English? Why?
3. Do you think your mother tongue grammar interferes when you write in English? Why
4. How would you like grammar items to be taught to you? Briefly explain.
5. Do you think in your mother tongue before you write in English?
6. If you do not understand a word what do you normally do?
7. Do you use translation when writing in L2?
8. If you use translation do you translate word by word or sentence by sentence?
9. If you do not understand a word do you simplify?
10. If you do not understand a word do you delete it?

THANK YOU FOR YOUR CO-OPERATION

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APPENDIX C

SAMPLE - TRANSCRIPTION OF INTERVIEW

PARTICIPANT 1 (S 30)

	Responses	Themes	Coding
Q1	Do you like to study grammar? Why	Learning	L
A1	Yes, I like. Grammar is fun to do exercises.	Learning	L
Q2	What do you understand by the word of grammar?	Learning	L
A2	Grammar is…..	Learning	L
Q2	What is grammar? What comes in your mind…. Anything that comes in your mind about grammar….	Learning	L
A2	Its about actions, verbs and explain about what you do	Learning	L
Q3	Are you confused with grammar rules? Why?	Learning Strategy	LS
A3	Yes, sometimes. Because like conjunctions and some grammar rules are difficult to understand/memorize	Learning Strategy	LS
Q4	Do you memorize grammar rules?	Learning Strategy	LS
A4	No, I use to do exercises.	Learning Strategy	LS
Q5	Which grammar item do you find easy/difficult? Why?	Interlanguage	IL
A5	Tenses are easy. Because it indicates time. Interrogatives are difficult because sometimes I confuse when I do that part exercises.	Interlanguage	IL
Q6	What is your mother tongue?	Language	L
A6	Tamil	Language	L
Q7	What do you say about the grammar of your mother tongue?	Similarities/ Dissimilarities	Si/Dis
A7	It is much more difficult than English.	Similarities/ Dissimilarities	Si/Dis
Q8	Is there any differences between your mother tongue and English? Why do you say so.	Dissimilarities	Dis
A8	Lot of differences. The sentence types in English is different compared to Tamil and subject verb also differs. Tense same	Dissimilarities	Dis
Q9	Are there any similarities between your mother tongue and English?	Similarities	Si
A9	Got tenses. Both English and Tamil got past tense and present tense but usage is different.	Similarities	Si
Q10	What do you understand by the past tense form of the verbs?	Learning Strategy	LS
A10	Actions that already happened. By using the word end with ed	Learning Strategy	LS
Q11	Are the English past tense forms similar to your mother tongue?	Similarities Dissimilarities	Si/Dis
A11	No, not the same. Normally the Tamil word can find out its past tense at the end of the sentence. Example, Avan kadiki sentran in English it is He went to shop. It differs end of sentence.	Similarities Dissimilarities	Si/Dis

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Q12	What do you understand by present tense form of the verbs?	Learning Strategy	LS
A12	Actions that happening now…	Learning Startegy	LS
Q13	Are the English present tense form of the verbs similar to your mother tongue?	Similarities Dissimilarities	Si/Dis
A13	Time frame same but still the sentence not. For example, He goes to shop. Avan kadiki pogiran.	Similarities Dissimilarities	Si/Dis
Q14	What do you understand by subject and verb of a sentence?	SL Learning	SLL
A14	Main point and verb is the action. In Tamil start with subject and end verb.	SLLanguage	SLL
Q15	Are the English subject and verb similar to your mother tongue?	Similarities Dissimilarities	Si/Dis
A15	In English She eats. Tamil it is Aval sapitan.	Similarities Dissimilarities	Si/Dis
Q16	Do you like the manner grammar is taught in class?	SL Learning	SLL
A16	Yes, I like it.	SLLearning	SLL
Q17	Do you think your mother tongue grammar helps you when writing in English? Why?	Interlanguage	IL
A17	No, maybe the ideas I can use to write essays but need English to get to know more vocabulary to write in English.	Interlanguage	IL
Q18	Do you think your mother tongue grammar interferes when you write in English? Why?	Interlanguage	IL
A18	Normally I don't translate from Tamil to English but I think in English.	Interlanguage	IL
Q19	How would you like grammar items to be taught to you? Briefly explain.	SLLearning	SLL
A19	With exercises.	SLLearning	SLL
Q20	Do you think in your mother tongue before you write in English?	Transfer Learning strategy	TS/LS
A20	No	Transfer Learning Strategy	TS/LS
Q21	If you do not understand a word what do you normally do?	Transfer Learning Strategy	TS/LS
A21	I use a dictionary. If no dictionary I will search internet.	Transfer Learning Strategy	TS/LS
Q22	Do you use translation when writing in L2?	Transfer Strategy	TS
A22	Yes, sometimes	Transfer Strategy	TS
Q23	If you use translation do you translate word by word or sentence by sentence?	Transfer Strategy	TS
A23	Word by word	Transfer Strategy	TS
Q24	If you do not understand a word do you simplify?	Learning Strategy	LS
A24	No	Learning Strategy	LS
A25	If you do not understand a word do you delete it?	Learning Strategy	LS
A25	Yes, I delete.	Learning Strategy	LS

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PARTICIPANT 2 (S32)

	Responses	Themes	Coding
Q1	Do you like to study grammar? Why	Learning	L
A1	Ya, I like it because there is a lot of things I should know.	Learning	L
Q2	What do you understand by the word of grammar?	Learning	L
A2	Ok, grammar is like how to tell like combination of the adjectives things, the superstitions lots of things including in that.	Learning	L
Q3	Are you confused with grammar rules? Why?	Learning	L
A3	Yes, sometimes because we accidently use the rules to the other part and finally get it wrong.	Learning	L
Q4	Do you memorize grammar rules?	Learning Strategy	LS
A4	Yes, of course	Learning Strategy	LS
Q5	Which grammar item do you find easy/difficult? Why?	Learning Strategy	LS
A5	Adjectives are easy because in Malay its easy that's why… Tenses are difficult because I use it wrongly and my marks go wrong	Learning Strategy	LS
Q6	What is your mother tongue?	Interlanguage	IL
A6	Tamil	Interlanguage	IL
Q7	What do you say about the grammar of your mother tongue?	Language	L
A7	It is not easy but ok ok.	Language	L
Q8	Is there any differences between your mother tongue and English? Why do you say so.	Similarities/ Dissimilarities	Si/Dis
A8	Lot of differences.	Similarities/ Dissimilarities	Si/Dis
Q9	Are there any similarities between your mother tongue and English?	Dissimilarities	Dis
A9	They are same but not much	Dissimilarities	Dis
Q10	What do you understand by the past tense form of the verbs?	Similarities	Si
A10	It's the things that already happened. Ended with ed at back	Similarities	Si
Q11	Are the English past tense forms similar to your mother tongue?	Learning Strategy	LS
A11	A bit ya. For example, Avan padithan . He reads. It's the same	Learning Strategy	LS
Q12	What do you understand by present tense form of the verbs?	Similarities Dissimilarities	Si/Dis
A12	Things still happening.	Similarities Dissimilarities	Si/Dis
Q13	Are the English present tense form of the verbs similar to your mother tongue?	Learning Strategy	LS
A13	The same. Ok. In Tamil Avan Padikiran. In English He reads.	Learning Startegy	LS
Q14	What do you understand by subject and verb of a sentence?	Similarities Dissimilarities	Si/Dis
A14	Subject is normally the person who is doing something and verb is action	Similarities Dissimilarities	Si/Dis

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Q15	Are the English subject and verb similar to your mother tongue?	SL Learning	SLL
A15	A bit ya. For example, subject ilivai and saipadi porul in tamil avan putagam padikiran. He book read. Direct translation not right.	SLLanguage	SLL
Q16	Do you like the manner grammar is taught in class?	Similarities Dissimilarities	Si/Dis
A16	Ya	Similarities Dissimilarities	Si/Dis
Q17	Do you think your mother tongue grammar helps you when writing in English? Why?	SL Learning	SLL
A17	Ya most of time sometimes I translate using Tamil.	SLLearning	SLL
Q18	Do you think your mother tongue grammar interferes when you write in English? Why?	Interlanguage	IL
A18	Ya, because I think first of all in Tamil then translate into Engish and find something somewhere for example….. hmmmmm… Avan putigam padithan. He book reads.	Interlanguage	IL
Q19	How would you like grammar items to be taught to you? Briefly explain.	Interlanguage	IL
A19	Hmmmmmm…maybe multilingual	Interlanguage	IL
Q20	Do you think in your mother tongue before you write in English?	SLLearning	SLL
A20	Ya	SLLearning	SLL
Q21	If you do not understand a word what do you normally do?	Transfer Learning strategy	TS?LS
A21	I ignore the word	Transfer Learning Strategy	TS/LS
Q22	Do you use translation when writing in L2?	Transfer Learning Strategy	TS/LS
A22	Sometimes, I translate if couldn't do it then I leave it	Transfer Learning Strategy	TS/LS
Q23	If you use translation do you translate word by word or sentence by sentence?	Transfer Strategy	TS
A23	Whole sentence then I translate	Transfer Strategy	TS
Q24	If you do not understand a word do you simplify?	Transfer Strategy	TS
A24	Yes, make it easier	Transfer Strategy	TS
A25	If you do not understand a word do you delete it?	Learning Strategy	LS
A25	Yes, I wont use	Learning Strategy	LS

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PARTICIPANT 3 (S 35)

	Responses	Themes	Coding
Q1	Do you like to study grammar? Why	Learning	L
A1	Yes, because grammar is easy and I love to do grammar exercises when im free	Learning	L
Q2	What do you understand by the word of grammar?	Learning	L
A2	Its about nouns, verbs,adverbs, conjunctions and all of it	Learning	L
Q3	Are you confused with grammar rules? Why?	Learning	L
A3	Yes, sometimes there a lot of things to memorize.	Learning	L
Q4	Do you memorize grammar rules?	Learning Strategy	LS
A4	Ya, sure	Learning Strategy	LS
Q5	Which grammar item do you find easy/difficult? Why?	Learning Strategy	LS
A5	Present tense is easy because the things that happen currently and I can talk easily. I don't know how to use prepositions when to use and how to use the correct word.	Learning Strategy	LS
Q6	What is your mother tongue?	Interlanguage	IL
A6	Tamil and Telugu	Interlanguage	IL
Q7	What do you say about the grammar of your mother tongue?	Language	L
A7	A bit difficult.	Language	L
Q8	Is there any differences between your mother tongue and English? Why do you say so.	Similarities/ Dissimilarities	Si/Dis
A8	Avan panthiviladigiran. He ball plays. In English He plays football.	Similarities/ Dissimilarities	Si/Dis
Q9	Are there any similarities between your mother tongue and English?	Dissimilarities	Dis
A9	Yes.	Dissimilarities	Dis
Q10	What do you understand by the past tense form of the verbs?	Similarities	Si
A10	Things already happened. From the word ed if there is ed it is past tense.	Similarities	Si
Q11	Are the English past tense forms similar to your mother tongue?	Learning Strategy	LS
A11	If past tense in English I had my lunch I ate my lunch. Naan unavu sapiten. I lunch eat. It is not the same. It is different so Im confused because it is not the same.	Learning Strategy	LS
Q12	What do you understand by present tense form of the verbs?	Similarities Dissimilarities	Si/Dis
A12	Things that happens	Similarities Dissimilarities	Si/Dis
Q13	Are the English present tense form of the verbs	Learning Strategy	LS

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	similar to your mother tongue?		
A13	English….. can I give the same example…. He plays football. Avan pande vilatigiran. This is present tense. Plural nange pandevilatigirom.	Learning Startegy	LS
Q14	What do you understand by subject and verb of a sentence?	Similarities Dissimilarities	Si/Dis
A14	Subject is the main things and verb is action verb	Similarities Dissimilarities	Si/Dis
Q15	Are the English subject and verb similar to your mother tongue?	SL Learning	SLL
A15	In English . He eats. In Tamil Avan sapithan. Sapitan means verb.	SLLanguage	SLL
Q16	Do you like the manner grammar is taught in class?	Similarities Dissimilarities	Si/Dis
A16	Yes.	Similarities Dissimilarities	Si/Dis
Q17	Do you think your mother tongue grammar helps you when writing in English? Why?	SL Learning	SLL
A17	Yes, sure	SLLearning	SLL
Q18	Do you think your mother tongue grammar interferes when you write in English? Why?	Interlanguage	IL
A18	Yes	Interlanguage	IL
Q19	How would you like grammar items to be taught to you? Briefly explain.	Interlanguage	IL
A19	In the form of games, practices and like that	Interlanguage	IL
Q20	Do you think in your mother tongue before you write in English?	SLLearning	SLL
A20	Of course.	SLLearning	SLL
Q21	If you do not understand a word what do you normally do?	Transfer Learning strategy	TS?LS
A21	I try to read the paragraph and try to understand if not I ignore	Transfer Learning Strategy	TS/LS
Q22	Do you use translation when writing in L2?	Transfer Learning Strategy	TS/LS
A22	Yes from mother tongue than to English.	Transfer Learning Strategy	TS/LS
Q23	If you use translation do you translate word by word or sentence by sentence?	Transfer Strategy	TS
A23	Whole sentence then I translate	Transfer Strategy	TS
Q24	If you do not understand a word do you simplify?	Transfer Strategy	TS
A24	Yes	Transfer Strategy	TS
A25	If you do not understand a word do you delete it?	Learning Strategy	LS
A25	No, Im trying to like to use the almost same word to the meaning	Learning Strategy	LS

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PARTICIPANT 4 (S11)

	Responses	Themes	Coding
Q1	Do you like to study grammar? Why	Learning	L
A1	No, I think it is difficult.	Learning	L
Q2	What do you understand by the word of grammar?	Learning	L
A2	Grammar is rules or structure of language.	Learning	L
Q3	Are you confused with grammar rules? Why?	Learning	L
A3	Yes, the usage of tenses in writing.	Learning	L
Q4	Do you memorize grammar rules?	Learning Strategy	LS
A4	Sometimes, when doing exam time.	Learning Strategy	LS
Q5	Which grammar item do you find easy/difficult? Why?	Learning Strategy	LS
A5	Articles and conjunctions are easy. Because articles got only 3 it is a, an, the. Conjunctions is connection of two sentences so it is easy. Tenses are difficult because it got lot of rules of grammar	Learning Strategy	LS
Q6	What is your mother tongue?	Interlanguage	IL
A6	Tamil	Interlanguage	IL
Q7	What do you say about the grammar of your mother tongue?	Language	L
A7	Tamil elakaram is easier than English.	Language	L
Q8	Is there any differences between your mother tongue and English? Why do you say so.	Similarities/ Dissimilarities	Si/Dis
A8	The formation of sentences is different. For example, Ramu is playing football. Ramu kal pandu vilathikiran . It is in present tense. If translate Ramu football play.	Similarities/ Dissimilarities	Si/Dis
Q9	Are there any similarities between your mother tongue and English?	Dissimilarities	Dis
A9	The subject and verb. Meera vina mitingirai. Meera plays the veena. He eats. Avan sapithigiran. Both got subject and verb.	Dissimilarities	Dis
Q10	What do you understand by the past tense form of the verbs?	Similarities	Si
A10	Past tense is the action already happened.	Similarities	Si
Q11	Are the English past tense forms similar to your mother tongue?	Learning Strategy	LS
A11	No they not same. For example when eat goes to past tense it is ate. Another example is sentran is went.	Learning Strategy	LS
Q12	What do you understand by present tense form of the verbs?	Similarities Dissimilarities	Si/Dis
A12	Present tense is the action happening now.	Similarities Dissimilarities	Si/Dis
Q13	Are the English present tense form of the verbs similar to your mother tongue?	Learning Strategy	LS
A13	Not the same. For example. He goes. Here got es. He goes to the bookshop. In Tamil Avan putagam kadiki sendigiran. In English He book shop go. Another example is He goes to school. In Tamil Avan palikudom sendigiran. Not the same	Learning Startegy	LS
Q14	What do you understand by subject and verb of a sentence?	Similarities Dissimilarities	Si/Dis

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A14	Subject is the main point or the person who plays the role and verb is action	Similarities Dissimilarities	Si/Dis
Q15	Are the English subject and verb similar to your mother tongue?	SL Learning	SLL
A15	The structure only change but it is the same.	SLLanguage	SLL
Q16	Do you like the manner grammar is taught in class?	Similarities Dissimilarities	Si/Dis
A16	Yes.	Similarities Dissimilarities	Si/Dis
Q17	Do you think your mother tongue grammar helps you when writing in English? Why?	SL Learning	SLL
A17	Yes, because they are the same	SLLearning	SLL
Q18	Do you think your mother tongue grammar interferes when you write in English? Why?	Interlanguage	IL
A18	Yes, because if direct translation got many mistakes	Interlanguage	IL
Q19	How would you like grammar items to be taught to you? Briefly explain.	Interlanguage	IL
A19	With games.	Interlanguage	IL
Q20	Do you think in your mother tongue before you write in English?	SLLearning	SLL
A20	Yes.	SLLearning	SLL
Q21	If you do not understand a word what do you normally do?	Transfer Learning strategy	TS/LS
A21	Refer to dictionary and if no dictionary I will translate.	Transfer Learning Strategy	TS/LS
Q22	Do you use translation when writing in L2?	Transfer Learning Strategy	TS/LS
A22	Yes.	Transfer Learning Strategy	TS/LS
Q23	If you use translation do you translate word by word or sentence by sentence?	Transfer Strategy	TS
A23	Whole sentence then I translate.	Transfer Strategy	TS
Q24	If you do not understand a word do you simplify?	Transfer Strategy	TS
A24	Yes	Transfer Strategy	TS
A25	If you do not understand a word do you delete it?	Learning Strategy	LS
A25	Yes.	Learning Strategy	LS

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PARTICIPANT 5 (S 3)

	Responses	Themes	Coding
Q1	Do you like to study grammar? Why	Learning	L
A1	Yes, because it is a fun and also crazy language	Learning	L
Q2	What do you understand by the word of grammar?	Learning	L
A2	Hm…….	Learning	L
Q3	Are you confused with grammar rules? Why?	Learning	L
A3	Yes, sometimes because it is confusing	Learning	L
Q4	Do you memorize grammar rules?	Learning Strategy	LS
A4	No	Learning Strategy	LS
Q5	Which grammar item do you find easy/difficult? Why?	Learning Strategy	LS
A5	Articles are easy because it contains a, an , the . Tenses are difficult because I don't know how to use or I am confuse using it in paragraphs	Learning Strategy	LS
Q6	What is your mother tongue?	Interlanguage	IL
A6	Tamil	Interlanguage	IL
Q7	What do you say about the grammar of your mother tongue?	Language	L
A7	Elakanam for example erantakalam is past tense. Nina kalam ethir kalam.	Language	L
Q8	Is there any differences between your mother tongue and English? Why do you say so.	Similarities/ Dissimilarities	Si/Dis
A8	Not all are different but there are some which are different	Similarities/ Dissimilarities	Si/Dis
Q9	Are there any similarities between your mother tongue and English?	Dissimilarities	Dis
A9	They are both same	Dissimilarities	Dis
Q10	What do you understand by the past tense form of the verbs?	Similarities	Si
A10	Past tense is adding ed.	Similarities	Si
Q11	Are the English past tense forms similar to your mother tongue?	Learning Strategy	LS
A11	Yes, for example She ate. In Tamil it is Aval sapithan.	Learning Strategy	LS
Q12	What do you understand by present tense form of the verbs?	Similarities Dissimilarities	Si/Dis
A12	Adding s to the word for example She jumps. Aval kudikinran. It is the same but English add s.	Similarities Dissimilarities	Si/Dis
Q13	Are the English present tense form of the verbs similar to your mother tongue?	Learning Strategy	LS
A13	Yes	Learning Startegy	LS
Q14	What do you understand by subject and verb of a sentence?	Similarities Dissimilarities	Si/Dis
A14	The subject is the main point and verb is action.	Similarities Dissimilarities	Si/Dis
Q15	Are the English subject and verb similar to your mother tongue?	SL Learning	SLL
A15	They are same. For example. She eats. Aval sapitan.	SLLanguage	SLL
Q16	Do you like the manner grammar is taught in class?	Similarities Dissimilarities	Si/Dis
A16	Yes.	Similarities	Si/Dis

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		Dissimilarities	
Q17	Do you think your mother tongue grammar helps you when writing in English? Why?	SL Learning	SLL
A17	Yes, because same.	SLLearning	SLL
Q18	Do you think your mother tongue grammar interferes when you write in English? Why?	Interlanguage	IL
A18	Yes, if direct translate got many mistakes	Interlanguage	IL
Q19	How would you like grammar items to be taught to you? Briefly explain.	Interlanguage	IL
A19	Games.	Interlanguage	IL
Q20	Do you think in your mother tongue before you write in English?	SLLearning	SLL
A20	Yes.	SLLearning	SLL
Q21	If you do not understand a word what do you normally do?	Transfer Learning strategy	TS?LS
A21	Refer to dictionary and if no dictionary I will translate.	Transfer Learning Strategy	TS/LS
Q22	Do you use translation when writing in L2?	Transfer Learning Strategy	TS/LS
A22	Yes.	Transfer Learning Strategy	TS/LS
Q23	If you use translation do you translate word by word or sentence by sentence?	Transfer Strategy	TS
A23	Read whole sentence then I translate.	Transfer Strategy	TS
Q24	If you do not understand a word do you simplify?	Transfer Strategy	TS
A24	Yes	Transfer Strategy	TS
A25	If you do not understand a word do you delete it?	Learning Strategy	LS
A25	Yes.	Learning Strategy	LS

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PARTICIPANT 6 (S7)

	Responses	Themes	Coding
Q1	Do you like to study grammar? Why	Learning	L
A1	No, because I think it is difficult	Learning	L
Q2	What do you understand by the word of grammar?	Learning	L
A2	Rules or structure of the language	Learning	L
Q3	Are you confused with grammar rules? Why?	Learning	L
A3	Yes with the usage of tenses in writing	Learning	L
Q4	Do you memorize grammar rules?	Learning Strategy	LS
A4	Sometimes especially doing exam	Learning Strategy	LS
Q5	Which grammar item do you find easy/difficult? Why?	Learning Strategy	LS
A5	Articles and conjunctions are easy. Articles only got 3 a, an the and conjunctions is to connect two sentences. Tenses are difficult because it got many rules of grammar to study	Learning Strategy	LS
Q6	What is your mother tongue?	Interlanguage	IL
A6	Tamil	Interlanguage	IL
Q7	What do you say about the grammar of your mother tongue?	Language	L
A7	.Elakaram. Tamil elakaram is easier	Language	L
Q8	Is there any differences between your mother tongue and English? Why do you say so.	Similarities/ Dissimilarities	Si/Dis
A8	The formation of sentences is different. For example Ramu is playing football. Ramu kal pandu vilathikiran in Tamil. It is in the present tense	Similarities/ Dissimilarities	Si/Dis
Q9	Are there any similarities between your mother tongue and English?	Dissimilarities	Dis
A9	The subject and verb are similar. For example Meera vina mitingirai. In Tamil and in English Meera plays the veena. Another example is He eats. In Tamil it is Avan sapithidan.	Dissimilarities	Dis
Q10	What do you understand by the past tense form of the verbs?	Similarities	Si
A10	Past tense is the action already happened. For example eat when goes to past tense is ate.	Similarities	Si
Q11	Are the English past tense forms similar to your mother tongue?	Learning Strategy	LS
A11	No because they change… eat comes ate go comes went	Learning Strategy	LS
Q12	What do you understand by present tense form of the verbs?	Similarities Dissimilarities	Si/Dis
A12	Present tense is the action happening now For example He goes got s. He goes to bookshop. In Tamil Avan putagam kadiki sendigiran. In the sentence, He goes to school, the goes go behind of the school.	Similarities Dissimilarities	Si/Dis
Q13	Are the English present tense form of the verbs similar to	Learning Strategy	LS

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	your mother tongue?		
A13	No ….no s	Learning Strategy	LS
Q14	What do you understand by subject and verb of a sentence?	Similarities Dissimilarities	Si/Dis
A14	Subject is the mainpoint or the person who plays the role and verb is the action	Similarities Dissimilarities	Si/Dis
Q15	Are the English subject and verb similar to your mother tongue?	SL Learning	SLL
A15	The structure changes but the same subject and verb	SLLanguage	SLL
Q16	Do you like the manner grammar is taught in class?	Similarities Dissimilarities	Si/Dis
A16	Yes	Similarities Dissimilarities	Si/Dis
Q17	Do you think your mother tongue grammar helps you when writing in English? Why?	SL Learning	SLL
A17	Yes, at least I can get the point before I can write in English	SLLearning	SLL
Q18	Do you think your mother tongue grammar interferes when you write in English? Why?	Interlanguage	IL
A18	Yes, during formation of sentences	Interlanguage	IL
Q19	How would you like grammar items to be taught to you? Briefly explain.	Interlanguage	IL
A19	In fun ways, doing games and like that lah	Interlanguage	IL
Q20	Do you think in your mother tongue before you write in English?	SLLearning	SLL
A20	Yes	SLLearning	SLL
Q21	If you do not understand a word what do you normally do?	Transfer Learning strategy	TS?LS
A21	I will try to get the simples word I can use. If the meaning is the same I will replace with other words	Transfer Learning Strategy	TS/LS
Q22	Do you use translation when writing in L2?	Transfer Learning Strategy	TS/LS
A22	Yes	Transfer Learning Strategy	TS/LS
Q23	If you use translation do you translate word by word or sentence by sentence?	Transfer Strategy	TS
A23	No. I read the whole sentence first then I translate	Transfer Strategy	TS
Q24	If you do not understand a word do you simplify?	Transfer Strategy	TS
A24	Something like that lah, I understand the word first then only I write	Transfer Strategy	TS
A25	If you do not understand a word do you delete it?	Learning Strategy	LS
A25	Yes	Learning Strategy	LS

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PARTICIPANT 7 (S2)

	Responses	Themes	Coding
Q1	Do you like to study grammar? Why	Learning	L
A1	No because it is always confusing me	Learning	L
Q2	What do you understand by the word of grammar?	Learning	L
A2	System and structure of a language	Learning	L
Q3	Are you confused with grammar rules? Why?	Learning	L
A3	Yes, sometimes when I write essay I confuse with myself	Learning	L
Q4	Do you memorize grammar rules?	Learning Strategy	LS
A4	Sometimes when I write	Learning Strategy	LS
Q5	Which grammar item do you find easy/difficult? Why?	Learning Strategy	LS
A5	Nouns, proper nouns and common nouns	Learning Strategy	LS
Q6	What is your mother tongue?	Interlanguage	IL
A6	Tamil	Interlanguage	IL
Q7	What do you say about the grammar of your mother tongue?	Language	L
A7	.elakaram in Tamil	Language	L
Q8	Is there any differences between your mother tongue and English? Why do you say so.	Similarities/ Dissimilarities	Si/Dis
A8	The structure is different. For example Mani tani kuditan. Mani drinks water. Object comes in front but in English the object comes first.	Similarities/ Dissimilarities	Si/Dis
Q9	Are there any similarities between your mother tongue and English?	Dissimilarities	Dis
A9	Subject and verb are similar. For example She fights. Aval sandepodigiran.	Dissimilarities	Dis
Q10	What do you understand by the past tense form of the verbs?	Similarities	Si
A10	Action that has happened before. For example listen and listened	Similarities	Si
Q11	Are the English past tense forms similar to your mother tongue?	Learning Strategy	LS
A11	Yes. For example He listened. Avan kekiran	Learning Strategy	LS
Q12	What do you understand by present tense form of the verbs?	Similarities Dissimilarities	Si/Dis
A12	Present tense is an action that is happening now. For example She opens the door. Aval kadevai therikiran. The structure is different and the word formation is different	Similarities Dissimilarities	Si/Dis
Q13	Are the English present tense form of the verbs similar to your mother tongue?	Learning Strategy	LS
A13	Yes they are	Learning Strategy	LS
Q14	What do you understand by subject and verb of a sentence?	Similarities Dissimilarities	Si/Dis
A14	Subject is the main object and the verb is the action. For example He plays. Avan viladikiran	Similarities Dissimilarities	Si/Dis
Q15	Are the English subject and verb similar to your mother tongue?	SL Learning	SLL

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A15	The order is not the same but the tenses are the same	SLLanguage	SLL
Q16	Do you like the manner grammar is taught in class?	Similarities Dissimilarities	Si/Dis
A16	Yes	Similarities Dissimilarities	Si/Dis
Q17	Do you think your mother tongue grammar helps you when writing in English? Why?	SL Learning	SLL
A17	Yes I can use my mother tongue when I write my essay and I translate	SLLearning	SLL
Q18	Do you think your mother tongue grammar interferes when you write in English? Why?	Interlanguage	IL
A18	Yes For example, I mean when I use for example I go t shop. Naan kadikiporan	Interlanguage	IL
Q19	How would you like grammar items to be taught to you? Briefly explain.	Interlanguage	IL
A19	Power point presentation games	Interlanguage	IL
Q20	Do you think in your mother tongue before you write in English?	SLLearning	SLL
A20	Yes	SLLearning	SLL
Q21	If you do not understand a word what do you normally do?	Transfer Learning strategy	TS/LS
A21	I ignore them	Transfer Learning Strategy	TS/LS
Q22	Do you use translation when writing in L2?	Transfer Learning Strategy	TS/LS
A22	Yes	Transfer Learning Strategy	TS/LS
Q23	If you use translation do you translate word by word or sentence by sentence?	Transfer Strategy	TS
A23	Whole sentence I translate in Englis and it is easy	Transfer Strategy	TS
Q24	If you do not understand a word do you simplify?	Transfer Strategy	TS
A24	Yes	Transfer Strategy	TS
A25	If you do not understand a word do you delete it?	Learning Strategy	LS
A25	I just ignore it	Learning Strategy	LS

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PARTICIPANT 8 (S6)

	Responses	Themes	Coding
Q1	Do you like to study grammar? Why	Learning	L
A1	Yes, I like because it is easier than other subjects	Learning	L
Q2	What do you understand by the word of grammar?	Learning	L
A2	The structure of the language	Learning	L
Q3	Are you confused with grammar rules? Why?	Learning	L
A3	Yes because there got lots of rules	Learning	L
Q4	Do you memorize grammar rules?	Learning Strategy	LS
A4	No	Learning Strategy	LS
Q5	Which grammar item do you find easy/difficult? Why?	Learning Strategy	LS
A5	Past tense and present tense are easy	Learning Strategy	LS
Q6	What is your mother tongue?	Interlanguage	IL
A6	Tamil	Interlanguage	IL
Q7	What do you say about the grammar of your mother tongue?	Language	L
A7	.Elakaram Tamil is easier	Language	L
Q8	Is there any differences between your mother tongue and English? Why do you say so.	Similarities/ Dissimilarities	Si/Dis
A8	Some are same some are different. For example Aval pande viladigiran.She ball playing	Similarities/ Dissimilarities	Si/Dis
Q9	Are there any similarities between your mother tongue and English?	Dissimilarities	Dis
A9	Subject and the verbs are the same	Dissimilarities	Dis
Q10	What do you understand by the past tense form of the verbs?	Similarities	Si
A10	Action already happened. For example. He played. Avan viladigiran	Similarities	Si
Q11	Are the English past tense forms similar to your mother tongue?	Learning Strategy	LS
A11	Action that is happening. For example She plays. Aval viladigiran	Learning Strategy	LS
Q12	What do you understand by present tense form of the verbs?	Similarities Dissimilarities	Si/Dis
A12	Add s to the verbs	Similarities Dissimilarities	Si/Dis
Q13	Are the English present tense form of the verbs similar to your mother tongue?	Learning Strategy	LS
A13	No not the same	Learning Strategy	LS
Q14	What do you understand by subject and verb of a sentence?	Similarities Dissimilarities	Si/Dis
A14	Subject is the main point and verb is the action	Similarities Dissimilarities	Si/Dis
Q15	Are the English subject and verb similar to your mother tongue?	SL Learning	SLL
A15	Not the same. For example He plays football. Avan pande viladigiran. The word order not same	SLLanguage	SLL

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Q16	Do you like the manner grammar is taught in class?	Similarities Dissimilarities	Si/Dis
A16	Yes	Similarities Dissimilarities	Si/Dis
Q17	Do you think your mother tongue grammar helps you when writing in English? Why?	SL Learning	SLL
A17	Yes	SLLearning	SLL
Q18	Do you think your mother tongue grammar interferes when you write in English? Why?	Interlanguage	IL
A18	Sometimes yes. The word for example Avan tani kudikiran. He drinks water. The verb and subject change the order.	Interlanguage	IL
Q19	How would you like grammar items to be taught to you? Briefly explain.	Interlanguage	IL
A19	More worksheets, fun games and practices	Interlanguage	IL
Q20	Do you think in your mother tongue before you write in English?	SLLearning	SLL
A20	Yes	SLLearning	SLL
Q21	If you do not understand a word what do you normally do?	Transfer Learning strategy	TS/LS
A21	I translate it	Transfer Learning Strategy	TS/LS
Q22	Do you use translation when writing in L2?	Transfer Learning Strategy	TS/LS
A22	Yes	Transfer Learning Strategy	TS/LS
Q23	If you use translation do you translate word by word or sentence by sentence?	Transfer Strategy	TS
A23	Whole sentence is better	Transfer Strategy	TS
Q24	If you do not understand a word do you simplify?	Transfer Strategy	TS
A24	Depends on the sentence	Transfer Strategy	TS
A25	If you do not understand a word do you delete it?	Learning Strategy	LS
A25	I will replace it with a more simple word	Learning Strategy	LS

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PARTICIPANT 9 (S 8)

	Responses	Themes	Coding
Q1	Do you like to study grammar? Why	Learning	L
A1	Yes, because it is fun	Learning	L
Q2	What do you understand by the word of grammar?	Learning	L
A2	The rules of English	Learning	L
Q3	Are you confused with grammar rules? Why?	Learning	L
A3	Yes, because I need to remember many rules	Learning	L
Q4	Do you memorize grammar rules?	Learning Strategy	LS
A4	Yes, before the exam	Learning Strategy	LS
Q5	Which grammar item do you find easy/difficult? Why?	Learning Strategy	LS
A5	Articles are easy because only got 3 items, a an the Tenses are difficult because lot of things need to remember before I start to write.	Learning Strategy	LS
Q6	What is your mother tongue?	Interlanguage	IL
A6	Tamil	Interlanguage	IL
Q7	What do you say about the grammar of your mother tongue?	Language	L
A7	.Elakanam is easier than English	Language	L
Q8	Is there any differences between your mother tongue and English? Why do you say so.	Similarities/ Dissimilarities	Si/Dis
A8	Yes the structure of the sentence is different	Similarities/ Dissimilarities	Si/Dis
Q9	Are there any similarities between your mother tongue and English?	Dissimilarities	Dis
A9	Yes the subject and verb are the same in both. Example Avan viladigiran. He is playing	Dissimilarities	Dis
Q10	What do you understand by the past tense form of the verbs?	Similarities	Si
A10	The action that already happened. For example, Avan kadiki sendran.	Similarities	Si
Q11	Are the English past tense forms similar to your mother tongue?	Learning Strategy	LS
A11	They are almost same but the sentence structure is different	Learning Strategy	LS
Q12	What do you understand by present tense form of the verbs?	Similarities Dissimilarities	Si/Dis
A12	Almost the same with the order of sentence	Similarities Dissimilarities	Si/Dis
Q13	Are the English present tense form of the verbs similar to your mother tongue?	Learning Strategy	LS
A13	Yes they are but not the order of word	Learning Strategy	LS
Q14	What do you understand by subject and verb of a sentence?	Similarities Dissimilarities	Si/Dis
A14	Subject is the main point and verb is the action	Similarities Dissimilarities	Si/Dis
Q15	Are the English subject and verb similar to your mother tongue?	SL Learning	SLL
A15	The structure is not the same. For example He reads, Avan padikiran. He reads books. Avan padikiran puthagam. The word order not same	SLLanguage	SLL

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Q16	Do you like the manner grammar is taught in class?	Similarities Dissimilarities	Si/Dis
A16	Yes	Similarities Dissimilarities	Si/Dis
Q17	Do you think your mother tongue grammar helps you when writing in English? Why?	SL Learning	SLL
A17	Yes, when I start to write I get more ideas when I think in Tamil	SLLearning	SLL
Q18	Do you think your mother tongue grammar interferes when you write in English? Why?	Interlanguage	IL
A18	No, because Tamil is my mother tongue and it is different from English. It wont disturb	Interlanguage	IL
Q19	How would you like grammar items to be taught to you? Briefly explain.	Interlanguage	IL
A19	In the form of games, power point and lots of exercises	Interlanguage	IL
Q20	Do you think in your mother tongue before you write in English?	SLLearning	SLL
A20	It is just when I write I try to write the right things and don't think the wrong things	SLLearning	SLL
Q21	If you do not understand a word what do you normally do?	Transfer Learning strategy	TS?LS
A21	I try to find other words and replace it	Transfer Learning Strategy	TS/LS
Q22	Do you use translation when writing in L2?	Transfer Learning Strategy	TS/LS
A22	Yes	Transfer Learning Strategy	TS/LS
Q23	If you use translation do you translate word by word or sentence by sentence?	Transfer Strategy	TS
A23	First I read whole sentence then only I translate	Transfer Strategy	TS
Q24	If you do not understand a word do you simplify?	Transfer Strategy	TS
A24	First I try to simplify I give up then I simplify	Learning Strategy	LS
A25	If you do not understand a word do you delete it?	Learning Strategy	LS
A25	I just try to replace the word		

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