

Actas

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EL BILINGÜISMO A DEBATE

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El bilingüismo a debate

Actas del IV Congreso Internacional de Enseñanza Bilingüe en Centros Educativos

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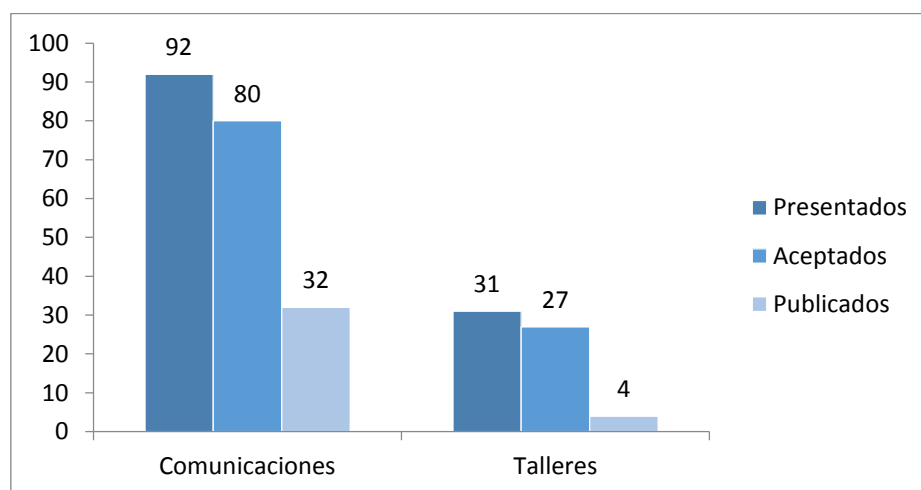
CIEB 2017

En el IV Congreso Internacional de Enseñanza Bilingüe en Centros Educativos (CIEB 2017) se presentaron para su valoración un total de 92 comunicaciones y 31 talleres.

Tras la revisión de todas las propuestas por parte del Comité Científico, se aceptaron un total de 80 comunicaciones, siendo rechazadas 12 propuestas, y un total de 27 talleres, siendo rechazados cuatro propuestas. No obstante, no todos los participantes enviaron su artículo para su publicación dentro del plazo previsto.

Por tanto, en estas Actas no se recogen las ochenta comunicaciones y los veintisiete talleres que fueron presentadas oralmente durante el Congreso, sino solamente las treinta y dos comunicaciones y los cuatro talleres cuyo texto completo fue recibido, revisado, evaluado y aceptado por los editores para su publicación. El Programa completo del Congreso puede consultarse en la página web del congreso: <http://www.cieb.es/>.

Para la publicación de la Actas del Congreso, se propone un formato digital con ISBN. En el siguiente gráfico, se muestra un resumen de los datos finales.



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PRESENTACIÓN IV CONGRESO INTERNACIONAL DE ENSEÑANZA BILINGÜE EN CENTROS EDUCATIVOS “LA ENSEÑANZA BILINGÜE A DEBATE”

La Universidad Rey Juan Carlos y la Asociación Enseñanza Bilingüe, fueron los organizadores del IV Congreso Internacional de Enseñanza Bilingüe en Centros Educativos –CIEB 2017– que se celebró en Madrid, en el Campus de Vicálvaro de la Universidad Rey Juan Carlos los días 20, 21 y 22 de octubre de 2017.

CIEB 2017, bajo el lema “La enseñanza bilingüe a debate”, planteo no solamente seguir analizando su funcionamiento sino también debatir sobre la enseñanza bilingüe, los programas, sus ventajas e inconvenientes, su desarrollo y su gestión, sus resultados, con el fin de contribuir a la búsqueda de soluciones para los problemas que se plantearon y por lo tanto, a la mejora de la calidad de todos los programas.

Un objetivo prioritario fue generar un foro de discusión, de debate, de intercambio de ideas y de experiencias entre profesionales de la enseñanza bilingüe y la enseñanza de idiomas y, a la vez, apoyar a los miles de maestros y profesores que han entendido perfectamente el potencial que supone ofrecer enseñanzas bilingües a sus alumnos, y que trabajan incansablemente, esforzándose por adquirir el mayor dominio de la lengua de instrucción y las máximas competencias posibles, tratando de incorporar a su labor docente los últimos avances tecnológicos y de utilizar en la enseñanza de idiomas, las variadas metodologías activas en boga hoy en día.

El Congreso CIEB 2017 como siempre tuvo un carácter innovador y promovió la presencia de expertos nacionales, tanto en aspectos prácticos como teóricos del bilingüismo.

ENHANCING THE WRITTEN PRODUCTION IN L1 OF NATIVE SPANISH STUDENTS FOLLOWING THE ENGLISH NATIONAL CURRICULUM IN THE COMMUNITY OF MADRID: A NEW METHODOLOGICAL APPROACH TO COUNTERACT REVERSE TRANSFER

Eva Cano Fernández

Universidad Camilo José Cela

Abstract: This work aims at evaluating the linguistic implications studying the English National Curriculum (ENC) has for native Spanish students who attend British schools in the Community of Madrid, specifically in their written production skills in L1. As Spanish speakers, the early exposure to English as a second language will result in interferences from L1 to L2 and vice versa if compared to native Spanish students who follow the Community of Madrid English-Spanish Bilingual Program in state schools. Reverse transfer is a reality in native Spanish speakers who experience an early exposure to English. This study pursues the objective of assessing the impact following the ENC has on Key Stage 3 students' written production skills in their native language (i.e. Spanish) and seeks to provide a remedial method to counteract the reverse transfer which results from such an exposure to the L2.

Keywords: Reverse transfer, early second language acquisition, cross-linguistic influence

Resumen: El presente trabajo tiene como objetivo evaluar las implicaciones lingüísticas que tiene estudiar el Currículum Nacional Británico (ENC en sus siglas en inglés) para estudiantes nativos españoles que asisten a colegios británicos en la Comunidad de Madrid, especialmente en lo que se refiere a su producción escrita en L1. Como hablantes de español, esta temprana exposición al inglés como segunda lengua generará muchas más interferencias lingüísticas entre su L1 y L2 que las que se producen en estudiantes nativos españoles que siguen el Programa Bilingüe español-inglés de la Comunidad de Madrid en institutos públicos. La transferencia inversa es una realidad en hablantes nativos de español que experimentan una exposición temprana al inglés. Este estudio pretende analizar el impacto del ENC en las habilidades de expresión escrita en lengua materna (español) de los alumnos en la etapa de Key Stage 3, así como proporcionar un método didáctico de ejercicios para corregir la transferencia inversa derivada de dicha exposición temprana a la L2.

Palabras clave: Transferencia inversa, adquisición temprana de segundas lenguas, influencia intralingüística

Introduction

An early exposure to a second language entails uncountable benefits, especially in young children. Communicating in a language different to their mother tongue makes children develop complex cognitive processes which enable them to strengthen not only their linguistic skills but also their reasoning and critical thinking skills. However, if the

influence of the L2 is very strong, as happens in real bilingual contexts, proficiency in the L1 may be diminished.

Such is the case of native Spanish students following the English National Curriculum in British schools in the Community of Madrid, where all of their schooling takes place in English. These students possess an L1 plus an L2 interlanguage (and an 'under-construction' L3 interlanguage). In the case of the L2 interlanguage, it works as the students' dominant language in the academic environment they are in during their school hours. Due to this, the students are influenced by their L2 when writing in their L1 because "acquired language systems do not exist side by side in 'mutual harmony' but start to interfere with each other" (Herdina & Jessner, 2000, 90).

Bilingualism: Between-language competition

There is no universal definition of bilingualism. However, for the purposes of this study, the term "bilingual" will be used to refer to a person with full command over two languages, mastering them equally well (Bloomfield, 1933). Bilingualism is thus considered as the ability to encode and decode linguistic signs from different languages (Blanco, 1981) where the speaker possesses a high proficiency level. As Grosjean argues, bilinguals are "unique speaker-hearers" (1985), and not "failed monolinguals" who have partial knowledge of each language (2010).

Word frequency may help to explain word finding difficulties bilinguals encounter when they are speaking in their L1. In fact, in all communicative interactions, bilinguals face competition of both linguistic systems –which are active and available despite one of them not being used (Bialystok, 2008)–, in terms of phonology, orthography, lexis, syntax and prosody (Kroll, Bobb, & Wodniecka, 2006). For example, in production contexts, lexical nodes or lemmas compete for selection and bilinguals must resolve this competition problem by selecting one of them. Such competition can be resolved through inhibitory control, which consists in inhibiting (i.e. deactivating) any non-target language competitor which may be active in the communication act (Green, 1998).

However, transfer from one language to another sometimes happens due to the fact that it is impossible for bilinguals to keep their languages completely separate at all times. As a result, features of the inhibited or deactivated language can appear in the target language. This fact confirms that bilinguals process language differently to monolinguals.

Language interference: Reverse transfer

The sociolinguist Weinreich (1953) was the first one to introduce the concept of *transfer* in L2 acquisition defining it in his book *Languages in Contact* in the following way: "those instances of deviation from the norms of either language which occur in the

speech of bilinguals as a result of the familiarity with more than one language, i.e. as a result of language contact” (1953, 1).

When transfer takes place in the reverse way, i.e. from an L2, L3, L4, etc. to the person’s L1, we talk about *reverse transfer* (c.f. *forward transfer*, i.e. from an L1 to an L2, and *lateral transfer*, i.e. from an L2 to an L3). For the purposes of this study, transfer or interference is understood as an *interlinguistic influence* or *cross-linguistic influence*, that is, “the interplay between earlier and later acquired languages” (Kellerman & Sharwood Smith, 1986, 1), regardless of the direction of the language influence. Ascribing to Cook’s view (2000), it can be stated that bilingual speakers are not “cumulative monolinguals” but rather unique individuals who think differently from monolinguals due to the “richness of the L2 mind”.

The native Spanish British school students subject of this study experience L2 (English) and L3 (French) interference in their L1 written production. This interference takes the form of lexical and grammar (i.e. syntactic) errors in their L1 production. The tangible evidence of this influence will be examined below in terms of the negative lexical and grammar transfers from English –and, more superficially, French– native Spanish students produce when writing in their L1.

Empirical research: The ‘Diagnostic test’

This research constitutes a case study where linguistic deviation takes place from the students’ L2 (English) to their L1 (Spanish). The students subject of this study are native Spanish students who attend a British school in the Community of Madrid, and thus follow the ENC. Despite having acquired Spanish in their early years of life and using it at home, these students spend most of their hours being exposed to English due to the bilingual environment they are immersed in at school.

The initial phase in the study was to carry to out a ‘Diagnostic test’ on 12-year-old students from two different educational contexts: 100 first of E.S.O. native Spanish students attending a state school which follows the Community of Madrid English-Spanish Bilingual Program, and 100 Year 8 native Spanish students attending a private British school which follows the ENC, both in the Community of Madrid.

The ‘Diagnostic test’ consists in three parts: An initial questionnaire (Part 1), a written text in Spanish where students had to identify lexical and grammar transfers from their L2 and mistakes in their L1 (Part 2), and a creative writing activity (Part 3).

As an example of Part 1 of the ‘Diagnostic test’, we can mention the following:

¿Cuándo te sientes más cómodo, cuando escribes en español o en inglés?

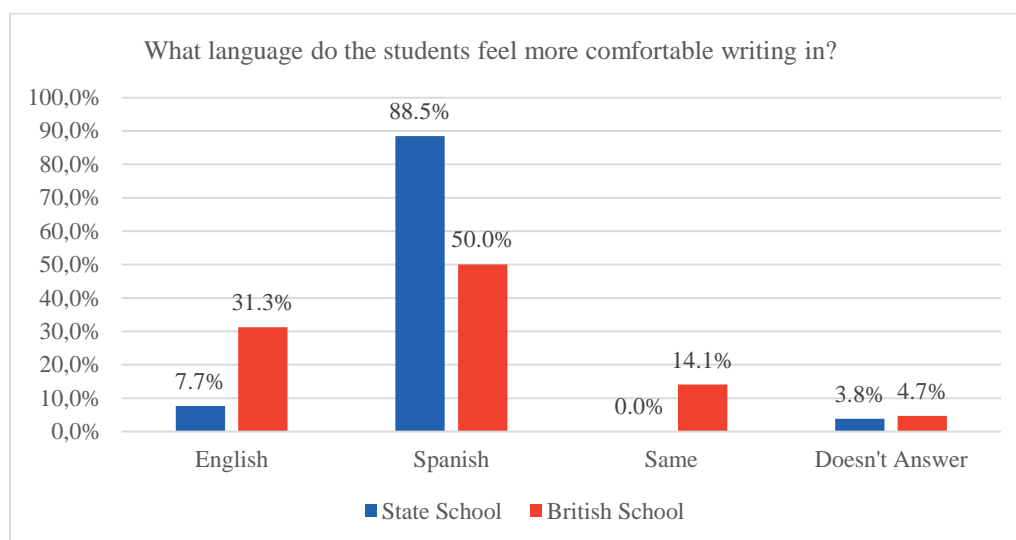
Cuando escribo en español.

Cuando escribo en inglés.

Question 4 has the objective of identifying what the innate, subconsciously-used and preferred language of the students subject of this study is.

Indeed, the question reveals that, overall, state school students feel more comfortable writing in Spanish (88.5% of the students) than British school students (50.0% of the students), and British school students feel more comfortable writing in English (31.3% of the students) than state school students (7.7% of the students).

Bar chart 1: Comparison of the degree of comfort native Spanish state school students feel when writing in their L2 (English) and in their L1 (Spanish) as opposed to native Spanish British school students]




From this information we can conclude that, even if British school students feel more at ease when writing in Spanish than in English, the difference between both results is only of 18.7% as opposed to 80.8% difference in the state school students' results. Similarly, 14.1% of the British school students claim to feel equally comfortable when writing in either language whilst for state school students that figure is 0.




In Part 2 of the 'Diagnostic test' the students were asked to read a text in Spanish and underline any lexical and grammar transfers from English they identified, as well as any mistakes in Spanish they detected.

The transfers the students should have identified are the following:

Lexical transfers:


 False friends (words or expressions with similar forms but different meanings):	<ul style="list-style-type: none"> • <i>corredor</i> • <i>pasamos</i> • <i>librería</i> • <i>introdujo</i> • <i>moverme</i> • <i>suburbios</i>
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Grammar transfers:

 Expression of subject pronouns:
<ul style="list-style-type: none">• <i>él no me lo quiso decir</i>• <i>ella se me acercó</i>
 Possessive determiner instead of definite article:
<ul style="list-style-type: none">• <i>nos dieron nuestros resultados</i>
 Literal transfer of syntactic constructions from English into Spanish:
<ul style="list-style-type: none">• <i>¡lo más que la miro, lo más que me gusta!</i>• <i>jugar más tenis que fútbol</i>• <i>era un ingeniero</i>

The mistakes the students should have identified are the following:

Grammar mistakes:

 General mistakes:
<ul style="list-style-type: none">• <i>suponí</i>• <i>a los suburbios</i>

In Part 3 of the ‘Diagnostic test’ I was able to evaluate the accuracy of the texts produced by the students. In order to do this, I took into consideration the average number of negative transfers from English they included in their texts and the number of mistakes the students made in Spanish, both calculated on an average transfers or mistakes/total words basis.

Remedial work: The ‘Method’

Through the ‘Diagnostic test’ I was able to analyse the language deficiencies Spanish natives following the ENC encounter when writing in their L1 and, consequently, design a ‘Method’ aimed at reducing the negative interferences in the fields of lexis and grammar caused by the bilingual environment the students are immersed in.

The ‘Method’ is a remedial work, a set of practical exercises which focus on the recurrent transfers and mistakes the students are inclined to make. These exercises were specifically designed for the Key Stage 3 Year 8 native Spanish students following the ENC.

In order to effectively measure the effects of the 'Method', the Year 8 students were divided into two groups: two thirds of them constituted the 'target group', and the remaining third, the control group. The 'Method' was implemented for 1.5 years on the target group, which worked through it in two stages: In Year 8, the students completed a first set of 25 exercises, followed by a second set made up of 37 exercises, which they completed when they moved on to Year 9 on the following academic year.

The exercises contained in the 'Method' owe their origins to the transfers and mistakes which appear in Part 2 of the 'Diagnostic test', most of which the students failed to identify, and recurrent transfers the students included in their written production texts in Part 3 of the 'Diagnostic test'.

Similarly, apart from the exact examples taken from Parts 2 and 3 of the 'Diagnostic test', the exercises include other examples which build on those ones, including lexical transfers (false friends, transfers caused by phonetic or orthographic similarities, and literal translation of words or expressions), grammar transfers (expression of subject pronouns, use of possessive determiner instead of definite article, and literal transfer of syntactic constructions), and grammar mistakes (general mistakes and mistakes derived from the influence of other languages, i.e. French).

Monitoring: 'Progress test 1' and 'Progress test 2'

Two progress tests were carried out by both the target group and the control group in order to measure the impact of the 'Method'. 'Progress test 1' was implemented after having completed the first set of 25 exercises from the 'Method', and 'Progress test 2', halfway through the second set of 37 exercises.

On the one hand, 'Progress test 1' contains the same lexical transfers, grammar transfers and grammar mistakes which appear on Part 2 of the 'Diagnostic test' so as to measure the real impact the 'Method' has had on counteracting reverse transfers and grammar mistakes in the students' L1. The exercises they were asked to do were different to the 'Diagnostic test' ones but the items (i.e. transfers and mistakes to be identified) were the same.

On the other hand, in 'Progress test 2' the students had to identify lexical transfers (false friends, and phonetic and orthographic similarities), grammar transfers (personal pronouns, possessive adjectives and literal syntactic construction translations), and grammar mistakes, which they had worked on in the 'Method'. The exercises contained in this test were not only extracted from Part 2 of the 'Diagnostic test' inventory but also from Part 3 of the 'Diagnostic test' and from all the other exercises contained in the 'Method', which are based on similar transfers and mistakes from each category.

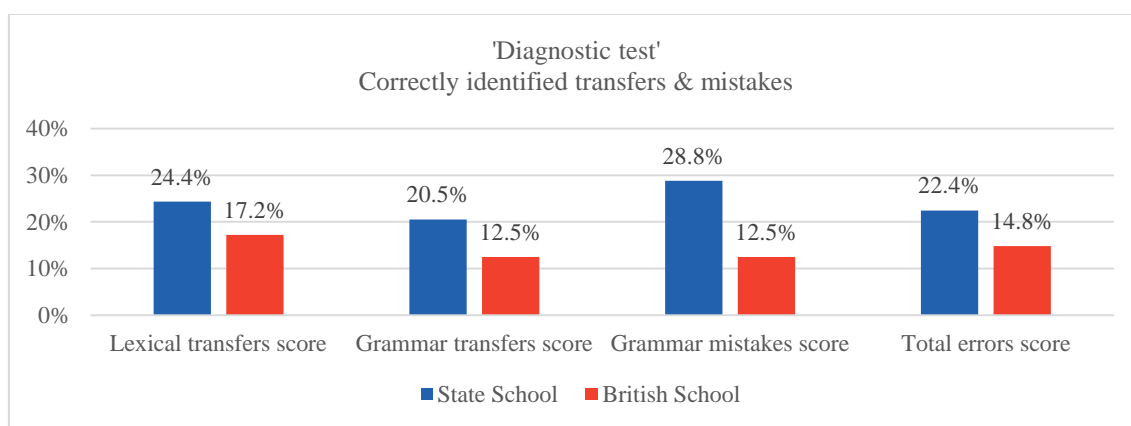
Results

Receptive skills: Identification of transfers and mistakes

a) The 'Diagnostic test'

The findings derived from the 'Diagnostic test' reveal significant differences concerning the correct identification of transfers and mistakes by British and state school students in a text written in Spanish, as well as considerable differences in terms of accuracy (i.e. the presence of transfers from English and mistakes in Spanish) in the students' written production.

Bar chart 2: Transfers and mistakes native Spanish state school students and native Spanish British school students identified in the text in Part 2 of the 'Diagnostic test'.



As can be seen in the graph above, British school students identified less transfers from English in the text and recognised less grammar mistakes in their native language than native Spanish state school students. British school students identified a total average of 14.8% of the lexical and grammar transfers (i.e. total errors score) present in the text, as opposed to 22.4% of a total average of errors identified by their state school counterparts.

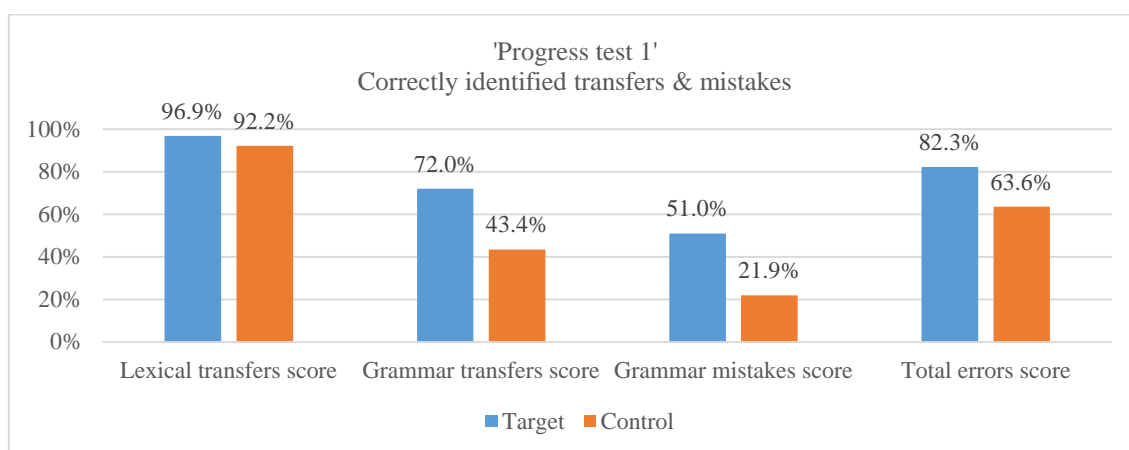
British school students have the same difficulty in identifying transfers (14.8%) than in recognising mistakes (12.5%). However, state school students do present a tendency in recognising mistakes (28.8%) more easily than transfers (22.4%). This may be caused by the fact that the latter receive all their schooling in Spanish (except for the English language subject) and read more in Spanish whilst the former are immersed in an English speaking environment (except for the Spanish language subject) for most of their time at school and the majority of their readings –both academic and literary– are in English.

b) 'Progress test 1'

'Progress test 1' is an initial test which aims at evaluating the effectiveness of the first set of 25 exercises from the 'Method'. These exercises were done by the target group but not by the control group. However, 'Progress test 1' was applied on both the target and the control group in order to be able to draw comparisons between them.

The graph below reveals that the 'Method' has indeed proven to be successful at raising the target group's awareness regarding reverse transfer and grammar mistakes in Spanish.

Bar chart 3: Transfers and mistakes the target group students and the control group students correctly identified in 'Progress test 1'.



Both the target group and the control group performed extremely well at identifying lexical transfers (i.e. 96.9% and 92.2% of the lexical transfers were identified respectively).

The application of the 'Method' has marked significant differences in the grammar transfers score and the grammar mistakes score. In the case of the former, the target group recognised 72.0% of the grammar transfers present in the exercises whilst the control group only identified 43.4% of them. Similarly, in the case of the latter, the target group identified 51.0% of the grammar mistakes whilst the control group only recognised 21.9% of the mistakes.

It can be therefore said that the 'Method has contributed positively towards the correct identification of transfers from English into Spanish (i.e. 82.3% of the average total errors were identified by the target group whilst only 63.6% of them were identified by the control group) and in the recognition of grammar mistakes in Spanish.

c) 'Progress test 2'

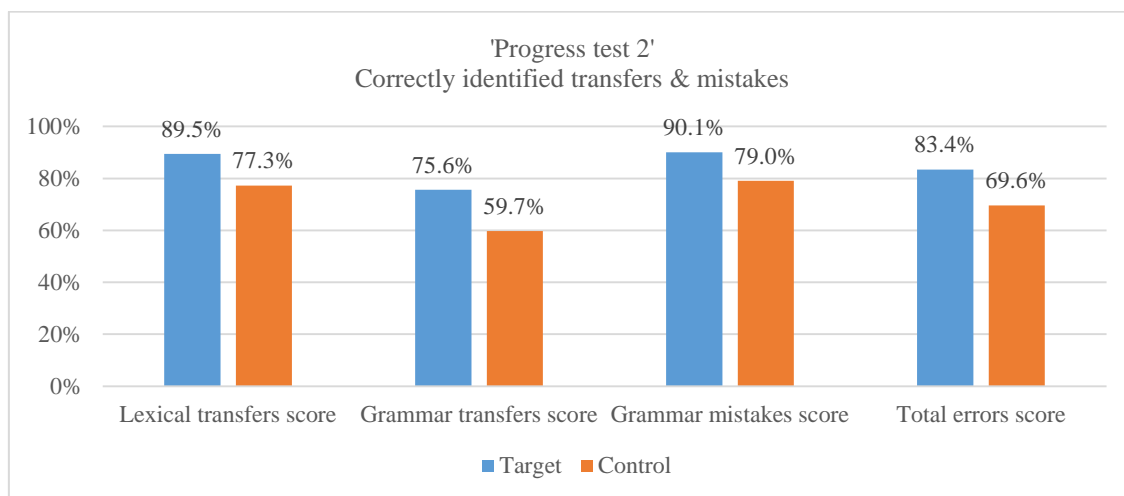
'Progress test 2' was carried out by the target group and the control group once the target group was halfway through the second set of 37 exercises from the 'Method'.

A prolonged exposure to the 'Method' has proven to equalise the scores obtained in transfer and mistake recognition: The average total errors score differs only

in 1.1% from the result obtained in 'Progress test 1' (i.e. 83.4% as opposed to 82.3%), the difference being the fact that there has been an increase in the grammar transfers score and a decrease in the lexical transfers score. It can be thus said that lexical and grammar transfer identification has levelled if compared to 'Progress test 1', standing at 89.5% and 75.6% respectively.

Similarly, a significant improvement has taken place in the grammar mistakes score, where the target group recognised 39.1% more mistakes than in 'Progress test 1'.

Bar chart 4: Transfers and mistakes the target group students and the control group students correctly identified in 'Progress test 2'.



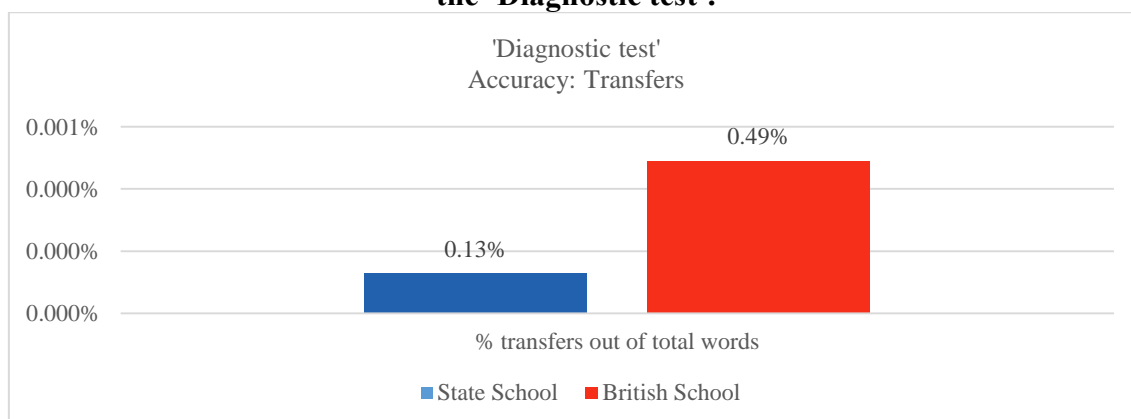
Productive skills: Transfers and mistakes found in writing

a) The 'Diagnostic test'

In Part 3 of the 'Diagnostic test' we measured the number of transfers from English the students incurred in when writing in Spanish as well as the number of mistakes they made in their mother tongue.

The bar chart below shows the results of the average number of transfers found in the students' written texts:

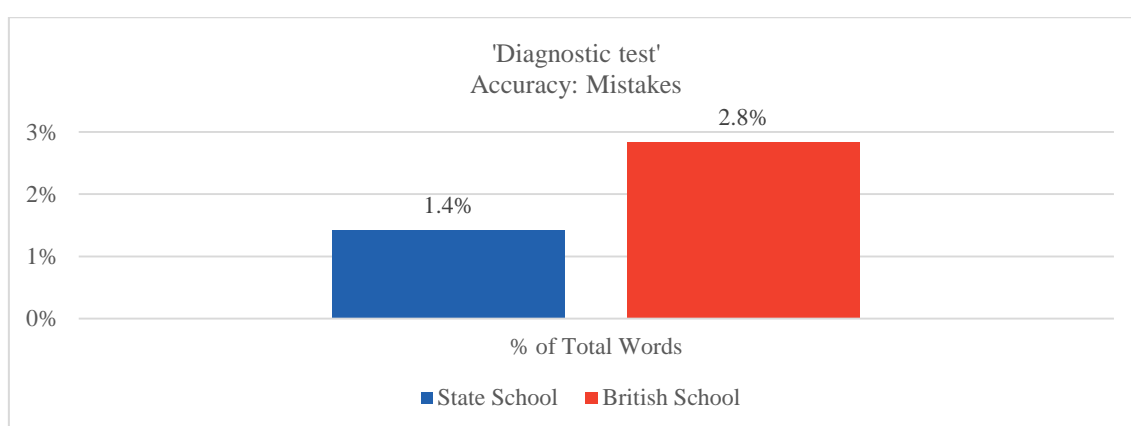
Bar chart 5: Average number of transfers (calculated accordingly on the basis of the total number of words in the text) native Spanish state school students and native Spanish British school students produced in the text they wrote for Part 3 of the 'Diagnostic test'.



When comparing the results between the British school students and the state school students it must be said that in the British school students' texts there was a much clearer influence from English than in the state school students' productions. In this this sense, native Spanish British school students produced 0.49% transfers/text whilst native Spanish state school students only produced 0.13% transfers/text.

Concerning grammar mistakes, British school students made twice as many mistakes in their texts (i.e. 2.8% mistakes/text) than their state school counterparts (i.e. 1.4% mistakes/text).

Bar chart 6: Average number of mistakes (calculated accordingly taking into consideration the total number of words in the text) native Spanish state school students and native Spanish British school students committed in the written text they produced for Part 3 of the 'Diagnostic test'.



This large difference is due to the fact that British school students, despite having Spanish as their native language, experience a very strong influence from English due to the bilingual context they study in. The fact that the students spend most

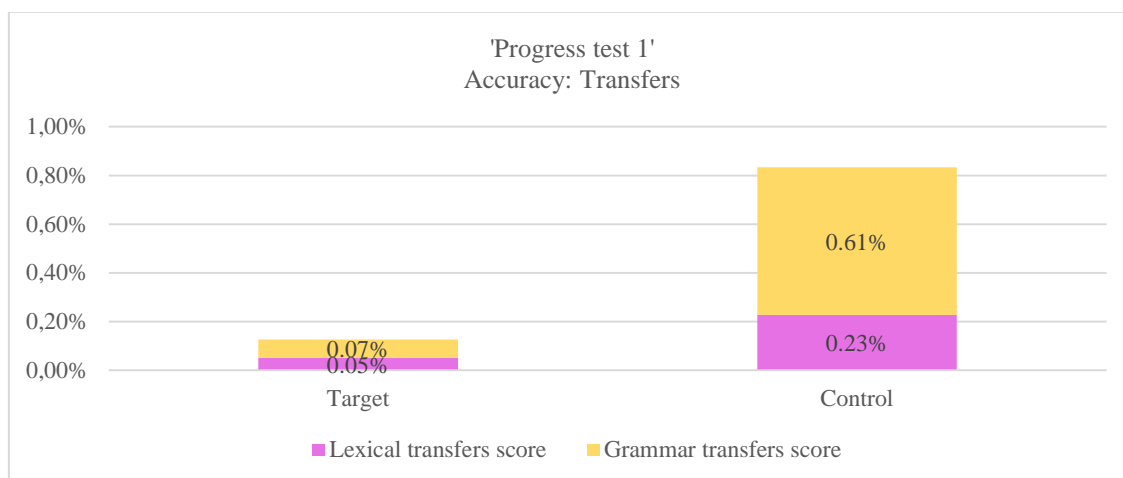
of their school hours reading and producing texts in English results in a reduction in their exposure to Spanish in written texts, thus not being as familiarised as state school students are with Spanish irregular tenses, verb collocations and spelling in the Spanish language.

b) 'Progress test 1'

Part 2 of 'Progress test 1' enables us to detect the lexical transfers, grammar transfers and grammar mistakes the students incur in when writing in Spanish. The results obtained from the analysis carried out in the written texts produced by the students were contrasted with the results from Part 3 of the 'Diagnostic test' in order to measure whether the 'Method' actually contributed towards reducing reverse transfer.

Many exercises in the 'Method' put emphasis on working on the transfers and mistakes the students produced in Part 3 of the 'Diagnostic test'. The graph below shows that the students are more self-aware of transfers and mistakes and are more able to regulate their production reducing the number of transfers and mistakes in their written texts.

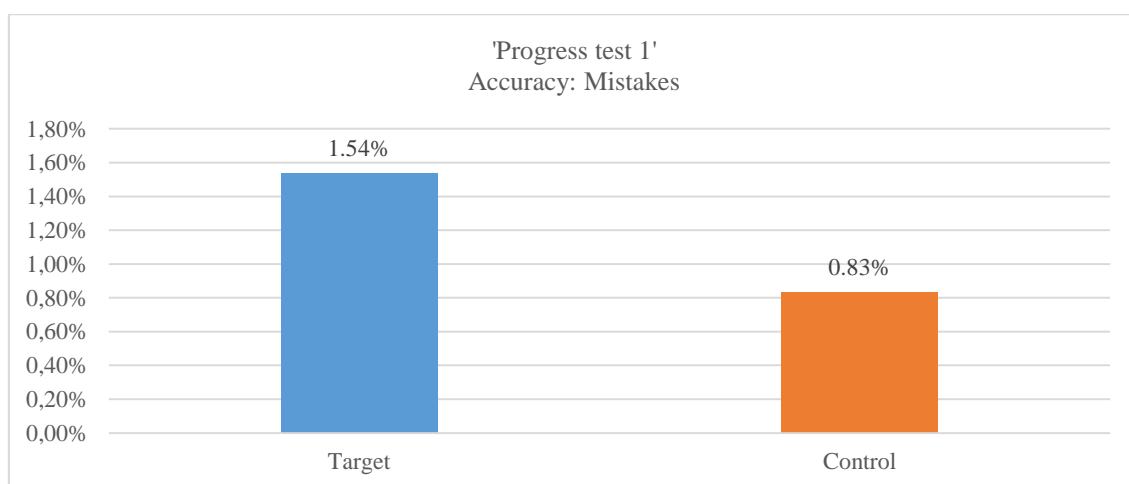
Bar chart 7: Average number of transfers (calculated accordingly on the basis of the total number of words in the text) native Spanish state school students and native Spanish British school students produced in the text they wrote for Part 2 of 'Progress test 1'.



As can be seen in the graph above, the target group produced a total of 0.12% transfers/text, a significantly lower figure than the control group's (i.e. 0.84% transfers/text). If we compare these results to the ones these same students obtained in the 'Diagnostic test', we will be able to see that the result obtained by the target group equals that obtained some months ago by the state school students (i.e. 0.13% transfers/text), who in the 'Diagnostic test' performed much better in this respect than the British school students.

Regarding grammar mistakes, the target group performed much worse than the control group (i.e. 1.54% mistakes/text in the case of the target group as opposed to 0.83% mistakes/text in the case of the control group). This result does not correspond to the logical and expected outcome, which would have been a much lower figure in the case of the target group.

Bar chart 8: Average number of mistakes (calculated accordingly taking into consideration the total number of words in the text) native Spanish state school students and native Spanish British school students committed in the written text they produced for Part 2 of ‘Progress test 1’.

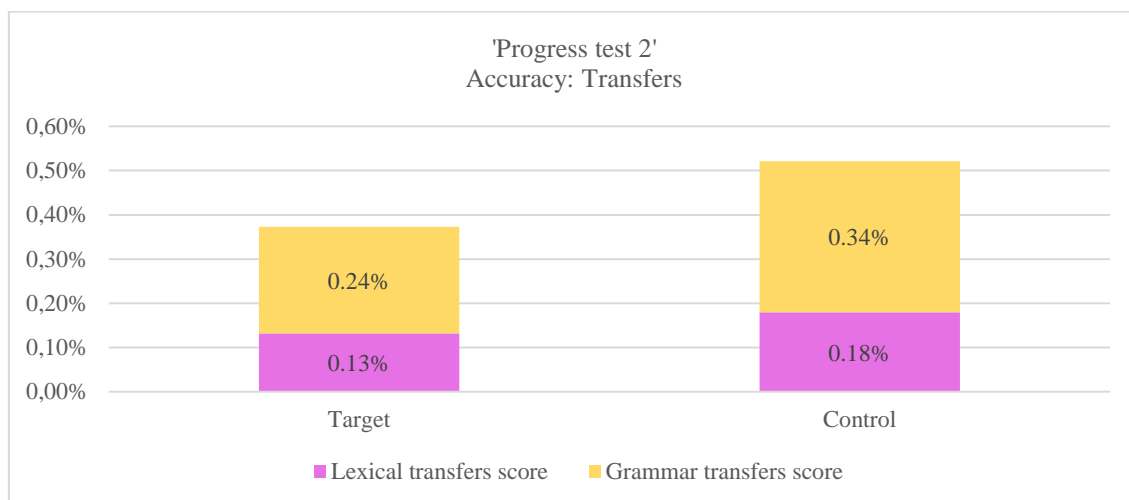


c) ‘Progress test 2’

Part 2 of ‘Progress test 2’ enabled us to continue measuring the impact of the ‘Method’ concerning reverse transfer on the students’ written production.

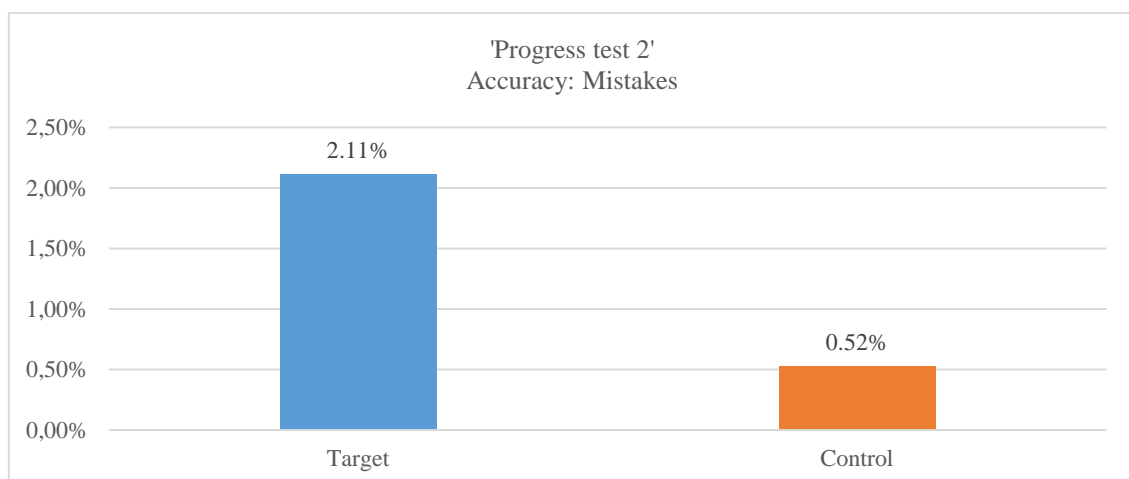
Concerning transfer, the % of transfers found per text has increased if compared to ‘Progress test 1’ (i.e. 0.37% as opposed to 0.12%), but the results are still lower than in the ‘Diagnostic test’ (0.49%). This may be due to the fact that students have been very exposed through the ‘Method’ to many different reverse transfer examples and a ‘mirroring effect’ may be taking place (i.e. the students not discriminating reverse transfers but rather incorporating them in their texts). The ‘Method’ still proves successful in that the percentage of transfers/text is lower in the target group than in the control group (i.e. 0.37% versus 0.52% respectively).

Bar chart 9: Average number of transfers (calculated accordingly on the basis of the total number of words in the text) native Spanish state school students and native Spanish British school students produced in the text they wrote for Part 2 of ‘Progress test 2’.



Concerning the presence of grammar mistakes in their texts, yet again, the target group performed much worse than the control group (i.e. 2.11% mistakes/text in the case of the target group as opposed to 0.52% mistakes/text in the case of the control group).

Bar chart 10: Average number of mistakes (calculated accordingly taking into consideration the total number of words in the text) native Spanish state school students and native Spanish British school students committed in the written text they produced for Part 2 of ‘Progress test 2’.



This result is food for thought: The target group has been exponentially improving its scores in grammar mistake identification (i.e. from 12.5% in the ‘Diagnostic test’, to 51% in ‘Progress test 1’ and 90.1% in ‘Progress test 2’). This may

be indicative of the fact that students take more time to eliminate reverse transfer from their writing (i.e. in their productive skills) than to identify it in writing when reading a text (i.e. receptive skills). Therefore, reading into these findings, we may say that the 'Method' should be extended to include more writing (i.e. production) exercises and be prolonged in time.

Conclusions

There are very few studies in the field of reverse transfer. Lately, researchers are focussing on the topic from diverse perspectives, including bilingualism theories, language pedagogy, second language acquisition and applied linguistics. However, deeper research is needed in order to shine light on this linguistic deviation which has occupied our study.

In our research, the 'Method' has proved successful at fostering the positive effects of bilingualism and mitigating the negative ones caused by reverse transfer. Indeed, it has helped reduce the lexical and grammar interferences from L2 to L1 in the Spanish written production of native Spanish students following the ENC. Another study is still being conducted in order to further assess the effectiveness of a revised final part of the 'Method' (via a 'Final test'), drawing a final comparison between the target group, the control group and the state school students group.

This 'Method' may also serve as a didactic resource for Spanish teachers. On the one hand, it may serve them to teach for positive transfer by working with the students on the similarities and the differences that exist between the structures of the L1 as regards the L2 and L3 (Sheen, 2007), and on the other, it may help raise the students' self-awareness on the way they process writing in both L1 and L2, on the general topic of transfer and, more specifically, prevent the common lexical and grammar interferences addressed in the 'Method'.

For this, teachers must have a good working knowledge of the L1 and the L2 in order to be able to determine the type of error and the source of the error (i.e. whether it is an interference error, a developmental error, a context of learning error, a communication strategies error, etc.), as well as be adequately trained in transfer analysis and error correction to be able to deal effectively with L2 interference errors in the students' L1 written production. The teachers applying the 'Method' should pay selective attention to transfer errors and decide in advance which transfer features they are going to focus on in class using the 'Method' as a supporting resource of their teaching.

Finally, it can be said that this research study entails significant implications in the areas of cross-linguistic influence, negative language transfer and L1 and L2 writing pedagogies. Indeed, it paves the way for future research in tailored course design of language methods. The findings of the present study have important implications for teachers, program designers and researchers in applied linguistics.

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