Dynamic Transfer and Relations between First Language (L1) Proficiency and Second Language (L2) Writing Skills Performance

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Abstract
This study investigates the transfer relationship between first language (L1) (Arabic) proficiency and second language (L2) (English) performance in writing skills of a Saudi bilingual graduate student. Several studies have discussed the transfer issues in language learning, yet a few of them focus on the transfer relationships between Arabic and English language writing skills. Regardless of the huge linguistic distinction between the English language and Arabic language, it is presumed that Arabic and English writing skills positively, negatively, and neutrally transferred in a dynamic relationship. The researcher has conducted observations and interviews with Fatimah, the participant of this study, and analyzed her texts in both languages to illustrate how dynamic relationships between L1 and L2 in the composition skills is and what the effects of language transfer in the composition skills between L1 and L2 are. The data were collected and analyzed in January 2018. The results demonstrate effects of L2 on L1 as the following; first, a reverse or backward transfer implemented in three ways; positive, negative, and neutral transfer. Second, they indicate that there is a dynamic relationship between second language performance and first language proficiency in composition particularly. It is hoped that this knowledge will assist students in being aware of the effects of L2 on L1 specifically in composition and taking the advantages to accelerate the rate of language learning. It is recommended for future research to conduct studies in bilingual writings to investigate how L1 could be a resource and advocate of language development.
Keywords: dynamic transfer, English as a second language (L2) writing, Arabic as a first Language proficiency (L1)

Intoduction
Learning language is a complex process occurs in one's mind. All L2 learners possess L1, so L1 is an important source for L2 learning. In fact, crosslinguistic influences and other social and psychological influences affect the development of L2 negatively and positively (Anderson, 1983; Klee & Ocampo, 1995; & Odlin, 2003). Positive and negative influences are important for a complete understanding of how second language acquisition (SLA) works. SLA theorists study and compare the differences and similarities between given language pairs in what was known as Contrastive Analysis. Interestingly, similarities between L1 and L2 learners' mistakes within the same L1 such as ''runned" and "car crashed" instead of 'ran' and 'car was crashed' exist in what they call Developmental Constraints which are undeniable (Ortega, 2013).

Eventually, Contrastive Analysis implications were not persuasive and well-manifested, in both Error Analysis and Performance Analysis; however, it sometimes provides accurate anticipations to help language learners avoid making mistakes. For instance, the case of placement of pronouns between English and French learners known as 'Evidentiality, the degree of certainty with which a statement is believed or presented to be true,' clarifies the complexity of L1 influences in L2 learning (Klee & Ocampo, 1995). Therefore, the researcher aims in the present paper to analyze the crosslinguistic influences in four texts, two in each language, Arabic and English, to illustrate if there is a transfer relationship between L2 (English language in this context) writing performance and L1 (Arabic language in this context) proficiency, and how L1 impacts L2 writing skills and vice versa.

Significant of the Study
This study will closely analyze Arabic and English texts of an English as a foreign language (EFL) learner to broaden our understanding of the dynamic L1-L2 transfer in writing. Several studies have discussed the transfer issues in language learning, yet a few of them focus on the transfer relationships between Arabic and English language writing skills. Although researchers in the area Carrel, Carson, Silberstein, Kroll, and Kuehn (1990) have looked at transfer of language skills across languages, few have investigated this phenomenon among Arabic EFL learners even though Arabic-speaking students represent a large proportion of the EFL body all around the world.

Question of the study
How is the dynamic relationship between L1 (Arabic language) and L2 (English language) in the composition skills, and what are the effects of language transfer in the composition skills between L1 and L2?

Literature Review
Contrastive Rhetoric (CR) research start with Kaplan's 1966 pioneering study, which find that speakers of different language backgrounds organize their paragraphs in a unique way related to their L1 environment. It has been hypothesized that each language and culture have unique rhetorical conventions and that they negatively transfer with L2 writing (Kaplan, 1966, 1972, 1988; Grabe & Kaplan, 1989).

Several empirical studies have been conducted to compare the rhetorical, organizational patterns, and quality of writings between L1 and L2. In a contrastive rhetoric study, Hirose (2003)

investigates and compares L1 (Japanese) and L2 (English) organizational patterns in the argumentative writing of Japanese English as a foreign language (EFL) students. The results of this study indicate that multi-faceted influences are involved in students' choices of L1/L2 organizational patterns. Several factors such as instructional background, perceptions about the decent organization, and task (including time) influence the students' choices.

Kubota (1998) in another important study has investigated the possibility of positive transfer between L1 and L2 in composition skills. She examines the individual Japanese students utilize the same discourse pattern in L1 and English as a second language (ESL) writing and how it affects the quality of ESL essays. The results reveal a positive correlation between Japanese and ESL organization scores.

An important track that SLA researchers demonstrate the deficiency of Error Analysis is Interlingual Identification, defined by Odlin as "The judgment that something in the native language and something in the target language are similar" (2003, p.437). For instance, when a gap in L2 knowledge exists, then the best available strategy for language learners is to rely on their L1 knowledge. Singleton (1987) illustrates Interlingual Identification strikingly in his interview with Philip. During the interview, Philip speaks French and he makes errors consciously. When he asks him about these errors, he replies "I knew that it probably was not right, but it was the nearest I could get to something that might be right" (1987, p.327). Since the researcher is a bilingual speaker, his experience in learning an additional language, namely English, proves that his L1 (Arabic) accelerates the learning process rate of L2 (English) development in several aspects such as understanding the fact that English and Arabic are subject-prominent languages. Subject-prominent means that language typically organizes sentences around a subject and verb and marks topics only when pragmatically needed and through other exceptional means.

Interestingly enough, that to understand L1 transfer, one needs to go beyond L1–L2 formal correspondences. Sometimes L1 and L2 share similar grammatical rules such as relative clauses in the English, Persian, and Arabic language, yet researchers find that learners with L1 in e.g. Persian make more mistakes than those whose L1 has not relative clauses such as Japanese. They find that Japanese learning English as L2 avoid using relative clause format and that is known as Avoidance (Schachter, 1974). In fact, L1 knowledge accelerates L2 learning process consciously and subconsciously, and all previous known languages can influence knowledge of additional language, and this holds universally true of all L2 learners (Ortega, 2013).

Markedness is an essential term in SLA that indicates a closed set of possibilities within a linguistic system, where the given chances rank from simplest and most frequent across languages of the world, or unmarked, to the most complex and most rare, or marked. Eckman (1977) proposes the Markedness Differential Hypothesis to describe that marked forms tend to be more challenging to learn and therefore cause more interlanguage solutions. Moreover, a style that is more marked in the L2 than the L1 leads to difficulty whereas a form that is less marked in the L2 than the L1 presents no particular learning challenge. To illustrate the notion of Markedness, there are languages (e.g. Arabic, Greek, etc..) in which passive sentences occur without expressed agents (see example 1a below), but they do not allow using passive with expressed agents (example 1b).

(1) a. The door was closed.
     b. The door was closed by the janitor.[1]

On the other hand, English, French, and Japanese languages, for instance, accept both types of passive with or without expressed agents. Obviously, there are no languages which accept passive formats with agents without also taking agents. Therefore, the occurrence of passives with agents implies the presence of passives without agents, but the reverse is not true (Jin, 2008). The aforementioned eight categories of linguistics interference illustrate how the differences and similarities between languages accelerates the rate of learning,

Jarvis & Odlin (2000) discover the hypothesis that L1 knowledge could prevent certain L2 choices and prime others, thus resulting in the underuse or overuse of certain L2 forms in spoken and written learner production. They reanalyze the L1 Finnish and L1 Swedish adolescents' written retellings. Underuse of prepositions in general is attested in the sample of English written retellings produced by the Finnish-speaking adolescents. Many of them produce instances of zero preposition. Together with the underuse of prepositions, Jarvis and Odlin find that the Finnish speaking adolescents overuse the preposition *in*, and when they do, they overextend it to many contexts. This linguistic choice is non-native-like. Rather, Swedes never overextend *in* to denote the meaning from. Overuse of *in* among the Finns seems to have been motivated by semantic transfer. Jarvis and Odlin suggest that this difference in the L1–L2 semantic mapping misled Finnish learners to collapse all the uses of *in* into a general internal location meaning. The findings typically suggest that there are noticeable differences in the frequency of use for certain linguistics forms according to L1 influences semantically or syntactically and that the L1 make underuse or overuse of certain types may be typical at different stages of L2 development for certain L1–L2 learner groups.

Another important aspect which plays a vital role in analyzing the L1 transfer whether negative or positive is the information structure of L1 and L2. Languages in the world are categorized into two types, topic-prominent languages such as Mandarin Chinese, Japanese, and Korean, and subject-prominent languages like Arabic, English, and Spanish. Most of the researchers investigate only the surface meaning and structure of L2 learners, and they misinterpret or misdiagnose L2 leaners' error(s) in the target language structure. For instance, findings contributed by Rutherford and Schachter provide a well-known illustration about how the information of structure of L1 and L2 have bidirectional influences (Rutherford, 1983; Schachter and Rutherford, 1979). They analyze Chinese L1 learners of English from Schachter & Celce-Murcia study in 1971. They closely-analyze this example:

1- There are so many Taiwan people live around the lake.
At the first look, sentence (1) shows a relative pronoun missing, so a language teacher would consider this error as a relative clause error. However, Schachter and Rutherford interpret this error as an influence of L1 (Chinses) that is a topic-prominent language. They claim that the L2 writers may be unconsciously attempting to organize information following principles of their L1.

Carroll, Murcia-Serra, Watorek, & Bendiscioli (2000) mention that information of structure in the L1 continues to employ a pivotal part on influencing the L2 structure, even in high-level proficiency. They said that English and Romance languages will favor "existential constructions for the introduction of new referents as in *There is a fountain on the square*, whereas German will favour locational constructions of the kind Auf dem Platz ist ein Brunnen ('On the square is a fountain')" (Ortega, 2013, p. 46). Their findings show that ten L1 English speakers preferred to use existential construction even though they were at high advanced levels of L2 German.

As Odlin (2003) points out crosslinguistic influences will always be probabilistic, and they still are formed by mutually interacting forces that come from learners' psychological decision of transferability, learners' current proficiency level in the L2 and the nature and relative density of the given L2 subsystem at hand (Ortega, 2013, p. 41). Indeed, Transfer is a highly complex phenomenon in language learning.

Langan (2000) also mentions that composition process is such a discovery that involves a series of steps starting by discovering a thesis often through prewriting, developing support for the thesis, organizing the thesis by start writing a first draft, revising and then editing to ensure an effective and error–free paper. This inspires writing teachers, educators, and researchers to investigate the transfer of writing skills between languages. In fact, it is commonly known among researchers and linguists that the similarities and differences between the two languages determine the degree and nature of transfer (positive or negative transfer) (Odlin, 1989; Ellis, 1996; & Dweik, 1986).

The influence of the mother tongue cannot explain all phenomena of interlanguage development because there are other universal influences impact and exercise powerful effects on the interlanguage system. Notwithstanding, those linguistic systems and subsystems that are transferable linguistically are the ones that play a pivotal role in promoting L2 skills development. These schemes frequently occur in language learning and diverge from one language to another (Odlin, 1989).

In the past, transfer studies compare and contrast between learned languages only (Kaplan, 1966, 1972, 1986; Odlin, 1989, 2003, 2004; Grabe & Kaplan, 1989). Nowadays, the new trends of transfer or preferably crosslinguistic influences studies tend to investigate transfer knowledge that goes beyond target language boundaries. As what Leonard & Nowacek argue about transfer and translingualism in composition skills:

 Both transfer and translingualism acknowledge that writers do make mistakes and do not always have complete control over communicative production. But under a translingual approach, language deviations in writing can be considered not always failure to transfer standard writing knowledge, but instead a norm of language-in-practice, one of its meaning-making functions (2016, p.261).

Thus, composition knowledge can be transferred from L1 to L2 in a bidirectional way positively and negatively. Some writers do make mistakes while they are borrowing knowledge from their L1 during their L2 writing, yet linguists should not consider all transfer knowledge as a failure.

Methodology: Bilingual Texts Analysis
Participant and Context
The focal participant of this study is Fatimah who specializes in English in the B.A. at King Faisal University, Saudi Arabia. She speaks Arabic as a native language and English as a foreign language. She has been studying English since 2011 and has pursued learning English in the English Language Institute (ELI) at Illinois State University for almost one full academic year, consists of Fall 2017 and Spring 2018. Her Arabic proficiency is limited to school textbooks information, i.e., in Saudi Arabia, textbooks of Arabic language provide shallow information with limited proficiency in writing and reading Arabic texts. Specialized books with dense information that assist students to write professional Arabic essays, articles, or research papers are taught in colleges of arts at universities or in private institutes. Therefore, the Fatimah's proficiency in the Arabic language writing is high-school level according to Saudi school curricula.

On the other hand, her proficiency in the English language based on the International English Language Testing System (IELTS) is a competent user i.e. she has generally effective command of the language despite some inaccuracies, inappropriacies, and misunderstandings. She can use and understand fairly complex language, particularly in familiar situations. Once she accomplishes the ELI requirements and fulfills the admission conditions, she is going to pursue her study to obtain a master's degree in Teaching English to Speakers of Other Languages (TESOL). She always thinks about her writings in Arabic and English and how an interrelationship occurs between each other. When she performs writing tasks in the ELI, she found her L1 demystifies difficulties in planning ideas, organizing structure, reviewing texts, searching lexical, and editing writings. She also recognizes that L2 (English) impacts other writing skills in the L1 (Arabic) such as punctuation marks negatively and positively. Because of that, the researcher asks Fatimah to participate in this study by writing four texts, two in each language, Arabic and English, to closely analyze how L1 proficiency affects L2 writing.

Data Collection and Analysis
The data sources of this study include interviews and different types of written texts. The researcher assembles four academic narrative and persuasive texts, two in each Arabic and English (see Appendix A). These texts are required tasks for Fatimah in the ELI, and they are in different genres of writing, i.e., narrative and persuasive. In analysis and evaluation of Fatimah's writings, the researcher adheres to the rules and criteria of the Test of English as a Foreign Language (TOEFL) for the English composition tasks. Alike assessment and evaluation rubrics were used in the Arabic composition. For more information about evaluation questions, assessment, and rubric guideline (see Appendix B). The instructions of these prompts were as follow;

> Task 1: Who is a hero to you? It could be someone in your family, such as your mother, father, or grandparent. Or maybe it is a teacher or boss. Think of someone in your life that has been a hero to you. This would be someone you respect and admire and have learned from. Answer the following questions:

1. Who is this person?
2. Why do you feel like they are a hero?
   o What characteristics do they have that you admire or respect?
   o Did they do something heroic?
   o What did you learn from them?

Task 2: Write about whichever question you did not answer for Journal Entry 8. Your response should be 250-300 words long.
1. Why did you choose to come to Illinois State University?
2. Should high school students be required to learn a foreign language? Why?

The researcher selects the texts from the ELI tasks that are suitable to Fatimah's level and appealing to her common knowledge so that she would demonstrate interest while writing about the topics in the Arabic language. During writing the texts, the researcher asks the participant about her cognitive process, and the strategy of planning, organizing, and formulating ideas and sentences in both L1 and L2 writing to understand the effects of L1 proficiency in L2 writing. Some of the tasks were written in Fall 2017, the others were written in Spring 2018. The purpose behind that is to analyze Fatimah's transfer strategies and cognitive knowledge in L1 and L2 writing process and proficiency. In other words, the researcher examines the effects of Fatimah's L1 proficiency in the L2 writings, and the effects of L2 on L1 writing.

Results and Discussion
Dynamic Effects between L1 and L2 in writing
The results of the study are presented with respect to the research question: How is the dynamic relationship between L1 (Arabic language) and L2 (English language) in the composition skills, and what are the effects of language transfer in the composition skills between L1 and L2? The findings of this study could enrich the literature of L2 (English) effects on L1 (Arabic) as the effects of the L2 on the L1 previously were so little studied because of the belief in the native-speaker standard (Cook, 2003).

The analysis of the data was conducted in order to investigate the issue of correlation between English writing skills with the same skills in the Arabic language. The researcher has observed the participant during her writing of the required tasks in both languages, Arabic and English. During the observation, the researcher listened to the participant's thought while she was writing to analyze if there are dynamic effects of L1 and L2 proficiency in writing. Jessner clarifies the dynamic system as "a set of variables that mutually affects each other's changes over time" (2003, p.235). The dynamic relationship between language maintenance, attrition, and growth exist in Fatimah's texts. Interestingly, the findings clarified that the influences of L2 on L1 writings appear to be what is sometimes called 'reverse' or 'backward' transfer. While it was thought that the L1 would influence the L2 more, the findings of the texts analyses illustrate the L2 actually influences the L1 in many ways. Moreover, the results of the observations and the interview portrayed the L2 (English) writing performance and competence and L1 proficiency are dynamically affecting each other in three ways: positively, negatively, and neutrally.

The question of the L2 effect on the L1 arose out of the notion of multi-competence, knowledge of two of more languages in one mind (Cook, 1999). The researcher categorizes the effects of L2 on L1 in Fatimah's writings into three venues: First, a positive effect such as her

hook statements that she applies it in her Arabic writing unknowingly. For instance, she commences one of the Arabic texts with "كثير ماينتردعلي هذالسؤال من موقدوتكفيالحياة؟" asking question as a 'hook' strategy that she transfers from her knowledge of English writing skills. The second venue is a negative effect as in sentence-connecting, punctuation marks, and oddly repeating first person singular pronoun 'I' 'أنا'. And finally, a neutral effect such as repeating أيضا which means 'also'.

Laufer (2003) mentions two effects of L2 on L1: The first situation is the proportion of infrequent words used in writing e.g. 'asked' instead of 'inquiry', for several reasons; one of them is difficulty to access. The second situation is L1 collocation as correct or incorrect. For instance, in Fatimah's writings, masculine and feminine verb-subject agreement in the Arabic Language was affected by the English language because it is a neutral-gender language. Obviously, Fatimah writing proficiency in L2 is dynamically affected by L1 proficiency because the L2 texts were academic, formal, well-organized, and cohesive the same as the L1 texts. In the L2 texts, the paragraphs are written cohesively, while the organization of L1 texts is absent. When the researcher asks the participant about the essay organization, she replied that she has never studied how to divide an essay into paragraphs in the Arabic Language (L1). If so, she would be able to organize the L1 texts into paragraphs as she did in the L2. To shed light on her response, her L1 writing competence is not as proficient as L2 writing due to an intensive study program in the L2 from undergraduate until the time of this research, approximately ten years, that ends up with mutual effects between L2 and L1 in writing. Indeed, the findings portrayed the reciprocal influence of L2 on L1 in Fatimah's texts.

In addition to well-organized paragraphs in the L2 texts, their conclusions and dictions (i.e. the choice and use of words and phrases in writing) are more academic than her L1 texts. L1 texts conclusions are unclear and mixed with a previous paragraph, while in the L2 are signalized and well-stated. Based on the analysis of her texts, similarities in the academic essay format and structure between L1 (Arabic) and L2 (English) did not benefit her to utilize the three main parts of an essay in her L1 texts due to ignorance, as she indicated. Furthermore, Fatimah stated that she has never written any formal writing in the Arabic language (i.e. الفصحى) for ten years. Thus, the different styles between formal and informal writing (العامية) in the Arabic language impact her academic writing proficiency.

Back to the interview analysis, Fatimah relies on her English proficiency more than Arabic because she has been studying the English language since 2009, the first semester in her specialization in the English language in undergraduate. Kecskes & Papp (2003) indicate two crucial influences shaping the L2-L1 relation; proficiency and transfer. Thus, the reason of L2 effects on L1in this case study is clearly because Fatimah has been studying L2 (English) since 2009 in her undergraduate in Saudi Arabia until the time of this study. Furthermore, she is currently studying L2 in the United States for a year, and she is still learning the L2 academically. Therefore, her proficiency in the L2 affects the L1 texts in sentence-connecting, punctuation marks, and repetition of first-person singular pronoun 'I' 'أنا' as she focuses on learning the English language in the last ten years naturally and academically.

Conclusion and Future Study

In this study case, the L2 competence influences the L1 texts in three venues. First, one of the positive transfers took place in the area of strategy use. For instance, one strategy she used was hooking strategy. In this strategy, Fatimah applies to ask question at the beginning of the text to attract the readers. The positive effect that Fatimah applies it in the L1 texts influenced by her knowledge of L2. Second, the negative effects as in (connections and transitions between sentences, punctuation marks, repeating first person singular pronoun 'I' 'أنا' irregularly). Last, the neutral effect as in (repeating أيضا which means 'also') affected by the L2 manner. In fact, the researcher anticipates that the L1 (Arabic) would influence the L2 (English); however, Fatimah's texts show that the L2 positively affects the L1 texts as in starting the Arabic text with an interesting hook to grasp the audience's attention. This testifies the power of L2 on L1 specifically in the writing skills. A language learner who is a sequential bilingual should learn the common similarities between his/her L1 and L2 to get the benefits of them, and then accelerate the rate of language learning and avoid negative transfers. Indeed, understanding the Interlingual identification and the dynamic relations between L1 and L2, particularly in writing skills, could demystify language literacy.

The present study supports the notion of reverse transfer in the L1 and L2 composition. It is hoped that this knowledge will assist Arab students to improve or at least maintain their writing skills in the Arabic language while they are learning the English language. It is recommended that future research examines the relationship between Arabic speakers' reading and speaking skills alongside writing skills, and to compare Arabic groups with other linguistic groups in order to establish clarity about the relationships between different linguistic backgrounds. In addition, different L1 proficiency levels should be considered as a variable in the future research to establish its effects on L1/L2 transfer because language proficiency is pivotal in language transfer. Moreover, it is recommended that any researcher investigating language transfer issues should increase the number of participants and text analysis to confirm the credibility of the dynamic transfer phenomenon. Before every other consideration, it is recommended that future research would continue to study and closely analyze the relationships for Arab ESL students at various proficiency levels. The research might reveal dissimilarity in language transfer patterns and their relationships with each other and with other social, historical, political, and ecological factors.

Note:
[1] It is ungrammatical to utilize passive with expressed agents in, for example, Arabic and Greek languages.

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Appendix A
Fatimah's Texts in both Arabic and English

Texts 1&2:

قودت يف يا لحياة

لثير ماييت ردد يلع ي هذا لسؤا ل من هو قدوتك يف يا لحياة؟ لا جواب لي حت جا لثير ا من لقلي فلكت ا بلي أ يه ا معج ة. ن عمل جواب هو أب يف لي ام ا لوي كن أب ي وهو لا لذي ض حي ضبلي لي ثيو أ لحلي و أ جل مقبتلي. لب ي هو المسؤو لي عن ف يري ا لرا لم ا لن فز ل لا و أختي ا لثلا ثة، ل هي شري كوا احد لنا قط عن قلق مص رو ف. المت أذك ري وم ا طلب ن م أب ي مالل مي عطي طي أ لوكس رب خاطي. ف هو أب ا ثلي ن أطالللل في عمرة و متعب قبلل صح حة ا لعا في ة. لن لي ه تي عيي ري ن م غير ذكر ل حت لث ة ا لذي لقي في لا ها ولديجي تي من وهتا مم. عن دم لكت ف ي لخلس ة ثبت نا وي ا لي لي ي لي مجمع فت حي قبيبا، لقيلن بعمي محمد وي ا ئلن ة لدى ع مي ولدي كي ن ري بسن ه، كل ولدم شا غا، و لئت أن قلد حلكا ته وأف عل ة. ا نا يل عب لبلا در جا لمت حرك، و كان تي قا قي بلي يا جا لمت حرك من لجه ة لا خ في يت، و لئت أن لت قلد حركة ف إلذ ل يا م سي جن ي لي أ لهي و أرل ه ي م علق في يا ل هوا ء. لكت اسم عص ر اخ امي و مرت ع مي. و لئت أرى لي لي جيه م ممد ة في يظا لرسق وطي. أت لفر شعوري جين ما لئت يخف ا لجت رق ب ل حظظ ل حظات (ض ضعي و

سقوطي.لكنت وأشاطلسقوط أل انيدبلي لمسركتنليبـي وحمانيفـي احضرل ةناا حقا مىمن قبوجود رجل عضيم في ابـي خالد فـيحياتي فـي ابـي اضظلري وألختي.220

My Hero

Everyone has a hero that s/he admires. My hero is an idol that really I respect him faithfully. Nothing can describe the love that girls have for their fathers. For me my father is my super hero. He is my idol that I want to grow like him follow his steps of upbringing because he provides me with everything that I need. In addition, he strives to gain halal money and struggles to please us with anything that my siblings and I like.

My family consists of five members, my parents and my three siblings. All of my siblings believe that my father is a hero. When I was young he saved me from a fatal accident. The story is that I was in the mall with my family. I met my cousin, and I was playing with him and copying his moves. He was holding the black belt of the escalator. I saw what he did and I thought that would be fun. Unfortunately, I personally remember when I did it, the belt took me up on the other side. I almost fell down from five-meter high, but my father came very quickly and holds my hands. Moreover, when I was studying in the high school, the system of the Ministry of Education was changed. The new system was very difficult, because the teachers of the public school were not adequate for teaching their students according to the new system. I asked my father to transfer me from the free public school to the private school. Immediately, he paid the fees of tuition and I commenced studying in the one of the best private school in my city.

To sum up, no word that describes my passion and feelings toward my hero 'father'.

Text 3&4

لتخيار يل جامعه والي ةالينو ي

عندما فتيت منذراستي لجامعي بأ حلميفـي درس ةالماجستي رلكبر . زادت رغبي عندمابيحتلي فرص ةلاو اس ه بـلاخارج مع ائلتي.فـزوجي كملدراس ةالملجستي رفبسأت لخص ص لذيطلظاليه. ولكنت وجدصعوبه حقيقي في لتخيار لجامعه ةالنماسيه لتصوير من الطالب النماعين للاو اسلاتعلي اليا. ولكن لعنيفسي محظوظه لوجوفرص هثير هلتي رفلي تحقي لجامعه والي ةالينو. فنلك لجامعه متعد دمنافضله من لجامعاتفيالياتالمتحده ال مرولي فهيتضلالمركز لالمهتسع وخمسون منبين الف من لجامعالي فمحلي ه في ع د هةلا سبب من اهم للبالليتي من فعت ر غبي في الةلي حاقيب هذه لجامعه. فهي جامعه عريق ةلهيل العلوم ولمعرفه ولاخرات. وعدالت خصص يال خصص اتفي هذه لجامعه فهئه التوي س لس ملخه النل هري هلكون لتصوير من لاخرات التي تطع لكس هـا ومعفت هـ يال ميستقبلللقريب. وتمتاز الهينو جامعه الهينو ويبقعه ةالاستىتولي جيال بأس. حيثق عـي ميني مصرغري ه وهائمتياس بعم ه ش خريتي و لقلمتي في فأنا الفضل المدن لكبير هالمزدحم هوأرى بـألا هابيؤ غيير رنماسب هلاد راس متوجد في هاالتصوير من الملميات ولمهش تلكتالبينما المدن الصغير متفربيهئه ومجمطمنلرب جد للداره والتاوزيز بتوجد يـ هذه المين هأل سيلا يالبيال تي تحتاج هاالطلب ب مثل لامرالت فـجي عاقطار المين ه هوسالبمشيكه من المرلاصر لتي يتبلي جل طلبـ التقل بلظل سـ ه ولـه واي جيـ ه. وإيضا تعد د من المدن الرماسب هلل مالهله هالماي ه لتصوير من الطالب. فـتوي فـر سيـال عيشري سعرنماسب وصمؤول. ولكم هـ بـ لكـ ر ان ميني بـلمين قتـون تبعى سريعتنا فـقط عن ميني شيهيكغلتي تعتمثالث اكبر ميني فيالي اتالمتحده ال ميكبي ه. وإيضا توجد في كللبر جيهئ ه عري هخت امهـلأطلظ عش غلهل در اس ةفي هذه لجامعه فأنا ابذلقصار ار جهي لتعز يزفرص هالقلي واألت حاقيب هذه لجامعه.

Why did you choose to come to Illinois State University?

Choosing a certain university is a hard decision that all students have to take make and think about carefully. We as students struggle to find a good university that can present us. Each one of us has a personal interest in the university that he/she wants to join. Searching about appropriate universities need a lot of time and effort since many universities open their doors to appeal and attract the prospective students who look for admissions. Therefore, I have researched

in many U.S universities for several months until I found Illinois State University (ISU) which aligns with my interests in pursuing my academic career.

The first interest of mine about ISU is its high ranking. ISU gets the rank number 159 among the national universities in 2017 according to usnews.com. It provides several undergraduate and graduate courses which are diverse and rich with knowledge. Moreover, the faculty and the students are national and international that strengthens the education environment.

The second interest of mine is the location of ISU. Many of other universities located in a very big city. Personally, I think that the small cities provide a better atmosphere for studying than the big cities do. In addition, you can find whatever you need in Bloomington/Normal. One of the things that makes me love the city is the transportation. The entire city is connected by the bus that can take you to the camps or to the central areas of the city.

To sum up, I am so eager to get an admission in the graduate school at ISU in the near future.

Appendix B

Evaluation Questions

1-Did the students appropriately respond to the prompt or did they deviate from it?

2-Did the students organize their ideas well? And how logical was the progression of these ideas?

3-Were the structures sophisticated and accurate?

4-Did the students choose suitable vocabulary to express their ideas?

5- Did the students use accurate punctuation, spelling and other writing considerations?

6-Did the students use accurate paragraphing.

7-Did the students use classical or standard Arabic? Or did they use colloquial Arabic?

The scorer used the following Warriner's (1986, p.438) guidelines in correcting the English composition prompts.

1-Did the paragraph have a topic sentence that clearly states the paragraph's main idea and arouses the reader's interest?

2-Were the structures, vocabularies, punctuation and spelling accurate?

3-Did the supporting sentences develop the paragraph's main idea with sufficient detail?

4-Would the paragraph be improved by adding a clincher, or concluding sentence that restates the main idea, summarizes specific details, or suggests a course of action?

5-Did every sentence in the paragraph directly relate to the main idea? Have all sentences that destroy the paragraph' unity been eliminated?

6-Were the ideas in the paragraphs arranged logically according to a definite plan?

7-Did the paragraph contain pronouns and transitional expressions that link ideas clearly to one another and make the paragraphs easy to follow?