Full Length Research Paper

Do L2 writing courses affect the improvement of L1 writing skills via skills transfer from L2 to L1?

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This study investigates the relationship of second language (L2) writing skills proficiency with the first language (L1) writing skills, in light of the language transfer. The study aims to analyze the positive effects of L2 writing proficiency on L1 writing proficiency. Forty native Turkish-speaking university students participated in the study. While 20 of them attended a two-semester-L2 writing course, the other 20 students did not take any writing courses in L2. At the end of the course, all of the students took an essay writing exam in L1. They were asked to write an essay on education. The exam scores prove that writing skill transfer from L2 to L1 is possible in adult English as a Second Language (ESL) learners. The study illustrates that L2 learning and acquisition enable L2 writing skills transfer from L2 to L1; and this can bring about a progress in their first language writing skills.

Key words: Writing skills, transfer, first language, second language, acquisition, learning.

INTRODUCTION

First language (L1) acquisition is a process which differs from second language (L2) acquisition in many ways. While first language acqusition reflects infant's mother tongue, second language acquisition is additional language acquisition process for both children and adults. First language acquisition starts in early years and babies start to distinguish sounds, words and basic sentences in a very short time. However, in L2 acquisition, a learner is familiar with basic L1 knowledge. In addition to this, a learner has world knowledge that helps him/her to acquire L2 easily.

First language has a great effect on second language. Researchers define this as "transfer", "interference" or "cross-linguistic influence". Transfer has long been studied in language literature. Many researches demon-strate that the effect of L1 transfer to L2 acquisition is inevitable (Gass and Selinker, 2008). Almost all second language acquisition researches went in the single direction. However, many researches state that transfer can go in both directions. When the learner acquires a second language, some properties of L1 are also transfered into L2. Among those properties, language skills are the ones that are mostly studied since they are much easier to observe and evaluate. Compared to reading, speaking and listening, writing is a language skill that is more difficult to be observed and evaluated. Thus, most researchers prefer not to study writing skills transfer.

What makes writing a challenging task is that it involves many elements such as drafting ideas, content, voca-

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bulary, organization, mechanics, cohesion, revising and editing. When a writing task is given, in L2 writing, at first lower-level L2 writers are generally inclined to use their L1 writing skills. However, Jones and Tetroe (1987) state that proficient L2 learners do not depend heavily on the L1 to drive the writing process because they have a sufficient level of L2 automaticity and knowledge to think and plan in the L2. There are many studies on the effect of L1 knowledge during L2 writing. While L1 writing proficiency affects L2 in many ways, is L2 writing skills to L1 writing skills transfer likely?

This study searches if there are any positive effects of language transfer from the L2 to the L1 in writing skills by focusing on two different adult Turkish speaking English learners. One group of these students took L2 writing course for one semester, other group did not take any L2 writing courses. In the first part, L1 and L2 tranfers are explained. In the second part, the possibility of writing skills transfer from L2 to L1 is discussed in detail. And in the final part, the methodology and the findings are submitted.

L1 and L2 transfers

The "language transfer" has been defined in different ways by various researchers. Mackey (1968) defines it as "the use of features belonging to one language while speaking or writing another". Some researchers define this as "code-switching and borrowing". As a terminology, it is very broad. Many borrowings can occur while learning and/or acquiring a language. It is clear that L2 learners interact with L1 skills while acquiring or learning L2.

There are two different kinds of hypotheses of L1/L2 transfer in literature. These hypotheses are called "the linguistic interdependence hypothesis" (LIH) and "the linguistic threshold hypothesis" (LTH). According to the linguistic interdependence hypothesis (LIH), literacy skills are acquired in the student's first language; and it may promote literacy development in the targeted second language.

This hypothesis propose that those skills such as reading and writing can easily be transferred to L2. The linguistic threshold hypothesis claims that academic skills are heavily influenced by the transfer of L1 skills (Cummins et al., 1984; Cummins,1991; Snow, 1990). By this cross-linguistic transfer, the underlying proficiencies help learners to use previously acquired L1 to acquire skills in L2. These skills generally include the language associated with written and oral forms of language (Cardenas-Hagan et al., 2007). The similarities and differences between languages have an important place in language transfer. Although the transfer effects of two languages which have similarities can be seen easily, it does not mean that there is no transfer between languages which have less common features.

Four skills and transfer

The transfer of four skills may vary based on learners' initial competence in L1 and L2. Because of varied strengths and weaknesses in L1 and L2, the transfer may produce varying results for different groups of language learners. If vocabulary and language skills are developed in L1, it creates a leading high competence in L2. On the contrary, before sufficient proficiency in L1 vocabulary and language skills, L1 may not influence L2 acquisition in a positive way. In this case it can be said that low levels of L1 vocabulary and language skills have a limited effect on the development of L2.

In literature, there are many researches on L1 four skills and their effects on L2 acquisition. Cummins (1984) explains that students who begin school with higher L1 skills are hypothesized to acquire L2 more easily. Lopez and Greenfield (2004) also support Cummins' suggestion in their study. Cobo et al. (2002) state that it is critical for children to have a grasp on language skills in L1 before beginning the process of learning to read in L2. Urdenata and Lorenzo (2011) in their study, examine the influence L1 written structure has on L2 written structure when students are asked to carry out assignments in the L2. Twenty four students of the first semester at UNICA University were asked to write some papers in English during the semester. The results of this study indicate that the influence of L1 (Spanish) can definitely hinder the writing processes in L2. In addition, four basic mistakes (word order, missing the verb "be", implicit subject, and the incorrect use of the article "the") in student papers take place as a direct influence from L1 to L2 writing. All of these studies englighten the influence of native language and transfer effects in languages.

Some researches show that multi-lingual people differ from their monolingual peers in diverse ways (Cook, 2003). In 1991, Cook (2003) introduced 'multi-competence' to mean 'knowledge of two or more languages in one mind'. It was originally defined as 'the compound state of a mind with two grammars'. Later, Cook (1994) defined multi-competence as 'the knowledge of more than one language in the same mind'. Cook (1994) explains that multi-competence presents a view of second language acquisition (SLA) based on the second language user as a whole person rather than on the monolingual native speaker. Multi-competence opened up reverse transfer from the second language to the first and other forms of transfer (Jarvis and Pavlenko, 2009).

Some researches have proved that knowing a second language affects the first language in different ways. Kesckes and Papp (2000) state that knowing another language compliments first language. According to them, this situation invokes the concept of 'brain-training'. They explain that Hungarian children who know English use more complex sentences in their first language than those who do not. Cook (2003) found that the cues to the processing of L1 word order change when another

language is known. Pavlenko (2003) analyzed that Russians who knew English interpret film sequences differently from monolinguals. The researches show that the effects of the L2 on the L1 are not limited with grammar or vocabulary. According to some researches the intonation, pronunciation, lexicon, syntax, pragmatics can be changed in L1 via L2. Zampini and Green (2001) states that the duration of silence that distinguishes voiced and unvoiced consonants changes (Voice Onset Time) in the L2 user's first language, for example English Spanish. Mennen (2004) in his study, explained that L1 intonation is influenced by the L2.

In recent researches, different areas have been studied related with language transfer. Montrul (2010) in the study searches if L1 influence in adult L2 learners is similar to L2 influence in the L1 of early bilinguals. Results of the study shows that there are advantages for the heritage speakers in some areas, but similar effects of transfer fom English in the two groups. These findings reflect the vulnerability of certain linguistic interfaces in language and for theories that stress the role of age in L2 acquisition and permanent transfer effects. In another study, Siu and Ho (2015) examine the roles of different dimensions of syntactic skills in predicting reading comprehension within and across two languages (Chinese and English) with contrasting structural properties. The findings suggest that young bilingual students may draw on the correspondence between L1 and L2 syntax to support their L2 learning.

Language is a complex domain with a number of subskills. These skills appear in various fields such as grammar, vocabulary, pragmatics, syntax, semantics, morphology, functions, comprehensions, pronounciation, etc. Due to the complexity of the language, it can be said that transfer can ocur in different directions and fields. As it is seen in the examples, not only the L1 affects L2 skills but also the people who know a second language have transfer effects in L1. The L2 user discovers the differences in two languages so in the first language more complex linguistic, syntax and semantic organisation can occur. The transfer also takes place in pronunciation, vocabulary and language skills.

Writing skills

Writing is not an ability we acquire naturally, even in our first language has to be taught. Many things such as spelling, grammar, context, discourse, cognitive and lexical knowledge affect the development of writing skills. When children learn to write in L1, they acquire basic writing skills, such as morphological awareness, letter recognition, word recognition. Also, they reach the ability to interpret and create meaning. However, L2 learners are engaged in an experience which is very different from L1 writing skills. Firstly, one of the most important differences is that these learners have previous L1 knowledge and L1 writing abilities and skills.

The learners who start L2 acquisition, are face with differences in the two languages. Although L2 learners have their L1 writing skills from their childhood, they come across with new writing process in L2. Without question, an educated person should be able to write in a clear, coherent and comprehensible manner. The point is that language students often have very poorly developed writing skills even in their native language. Most of the students produce unclear and incoherent writings including misspellings, grammar mistakes and insufficient vocabulary usage. Composing written texts is arguably the most cognitively taxing of language production tasks requiring the integration of multiple processing demands across lower order (for example, handwriting and spelling) and higher order (for example, ideas generation and organization) skills (Bourdin and Fayol, 1994). The situation is not very different in L2. If L2 learners are not taught how to write in the new language, their writing skills are likely to get left behind. It is clear that writing aids language development at all levels in grammar, vocabulary, phonology and discourse. Writing provides the learners to engage with the language at a deeper level of processing.

Teaching writing enable learners to have a better knowledge and awareness of the new language they use. When they write, they have time to think about the language. Writing enforces listening and speaking, and commonly, students feel more confident when they are dealing with the written language. In addition to this, the writing process gives the students the opportunity to improve their writing through systematic self-correction (Franco, 1996). Teaching writing is not just about grammar, spelling, or the mechanics of the alphabet. Learners also need to be aware of and use some criteria such as generating ideas, focusing ideas, organising ideas, having cohesion and comprehension, expressing unique ideas in a proper way. Of course, the goals vary in writing. Some of them are entirely focused on the language itself, some on communication, and others on both the forms and message. During the language learning sequence, students may need to focus their attention on the components of language and to practice manipulating them (Chastain, 1988).

Franco (1996) states that it has always been focused primarily on the teaching of a language as a means of oral communication- listening and speaking skills with secondary emphasis on reading and writing skills. Second language learners' compositions are often criticized for being incoherent. It is argued that learners lack vocabulary and have difficulty describing, defining, explaining, and paraphrasing their ideas and points of views. It is clear that if the learners are not prepared well, we can not expect them to get good results in writing performance.

In the process of teaching writing, there are some crucial parts such as organising information and generating ideas in a clear way. By focusing on ideas, the relevant ideas would form the topic of the text. Another

important factor in writing is to organize the ideas. By connecting the ideas in a meaningful way, a fluent expression is created. In order to have a clear and fluent expresssion the sentences should be coherent. Cohesion refers to the grammatical and lexical connections between individual clauses. In addition to these, grammatical and stylistic devices should be taken into consideration in writing.

In the last two decades, the researches in L2 writing have undergone tremendous growth. However, there are very limited studies in writing researches in linguistics. Also, there are very few studies on how students use writing competences to learn a second language. Most of the L2 writing researchers tend to address the issue of how students learn to write in a second language. In literature, there are many studies about proficiency of language skills and its effects. Depalma and Ringer (2011) argue that discussions of transfer in L2 writing and composition studies have focused primarily on the reuse of past learning, and thus have not adequately accounted for the adaptation of learned writing knowledge in unfamiliar situations. This study theorizes a construct forged from collective insights on transfer of learning in the fields of educational psychology, education, and human resource development--namely, adaptive transfer.

In another study, Sersen (2011) aims to utilize an experimental-education technique for improving the writing skills of Thai English as a Foreign Language (EFL) students. This improvement of skills is sought by making the student-participants in this study consciously aware of those specific aspects of L1 to L2 transfer that would appear to affect their English writing products in a very direct and negative way. The results of this research suggest that making students consciously aware of negative (L1 to L2) transfer has resulted in a mitigation of certain aspects of that transfer, hence, yielding a degree of improvement in writing skills. Moqimipour and Shahrokhi (2015) in their study aim at analyzing writing errors caused by the interference of the Persian language, regarded as the first language (L1), in three writing genres, namely narration, description and comparison/ contrast by Iranian EFL students. The results reveal that the first language interference errors fell into 12 categories and different structural features required in a genre influences the writing errors made in the genre.

In fact, the instrumental role of writing in the acquisition of a second language has a very important place. The effect of writing in language acquisition is not only in one direction from L1 to L2. The interference of language items are bilateral or multileteral. However, there are very few studies on the transfer of L2 writing to L1. The purpose of the present study is to examine the components of writing skills of students academically in their L1 by the way of L2 writing skills' transfer. As this area has not received a great deal of research attention, some points have not been analyzed yet. In the study, the connection between language proficiency and writing skills in L2 and L1 is scrutinized.

MATERIALS AND METHODS

Research design

The purpose of this study is to investigate the relationship of L2 and L1 writing proficiency and writing skills transfer from the L2 to the L1. In addition to this, in the study it is searched that if there is any development in L1 writing subskills. In this research, the following questions are sought to be answered:

1. What is the relationship of the L2 to the L1 in the dimension of transfer?
2. Is it possible to transfer L2 writing skills into L1 writing skills?
3. Is it possible to develop L1 writing skills by having L2 writing courses?

In this research, literature review, document analysis and experimental data were used to search writing language transfer both quantatively and qualitatively.

Research sample

The present study examines how L2 (English) writing courses affect the performance of students in their L1 (Turkish) writing skills. The study represents a subsample of a longitudinal project focusing on L1 writing proficiency development of university ELT students in Ankara, Turkey. The sample chosen for this study was deliberately selected randomly from Turkish-speaking ESL university students. These students, who were at intermediate and upper-intermediate levels of ESL, range in age from 18 to 21.

The study was conducted with 40 adult native Turkish-speaking ELT university students who were at the same L1 proficiency level. One group of learners took two- semester-ESL writing courses. The other group didn't take any ELT writing courses. After two semesters, the participants were given an essay writing exam in L1. The subjects were given an essay topic on "education" and they were expected to write an essay in 30 min. For the assessment, a writing criteria check list were prepared. The items of the criteria were evaluated by the professionals. In the assessments, five writing criteria - content, organization, mechanics, grammar, and setting were analysed. The essay type question consist of a topic on education, and must be completed in 30 min. The topic was selected "education" because all of the students have background information on this subject. The writing criteria which were taken into consideration while evaluating these paragraphs are as follows:

The participants were divided in two groups. The first group consisted of the 20 students (n:20) who have not taken any L2 writing classes. The second group of students (n:20) were made up of students who have had a year-long-writing class experience. The students have same L1 proficiency (Turkish) backgrounds. The L1 courses in universities and their highschools have same contents and equal-course hours. So, in this study, it is accepted that these two groups have almost same L1 writing proficiency (Table 1).

Research ınstruments and procedure

Data for the study were collected after one group of students completed their L2 writing courses. An essay writing exam in L1 was used to examine explicit proficiency of first language writing. This assessment contains 300-word-vocabulary essay writing consisting of five assessment items mentioned earlier. It identifies

Table 1. Writing criteria.

Wrıtıng crıterıa	Scores
Content	-
A clear understanding and complete analysis of the topic	-
The use of appropriate quotations and examples	-
Originality of ideas and expression	-
Purpose	-
Organization	-
A clear thesis statement	-
A variety of effective transitions to make the writing 'flow'	-
Appropriate and logical structure within the paragraph	-
Good main idea at the paragraph level	-
Maintenance of 'purpose' of the writing	-
An introduction, development and conclusion (at the paragraph level)	-
Effective sentence variety	-
Mechanics	-
Spelling—correct and consistent in usage	-
Punctuation—correct, consistent and with appropriate variety	-
Capitalization	-
Legibility, particularly of handwritten assignments	-
Grammar	-
Sentence formation; clauses and phrases appropriately formed and connected	-
Appropriate word order and form	-
Verb tense, form, voice (active or passive), direct or indirect speech and mood (indicative, imperative, subjunctive)	-
Subject-verb agreement	-
Pronoun case forms and pronoun agreement with antecedent	-
Parallelism	-
Appropriate use of modifiers	-
Style	-
Evidence of stylistic control	-
Writing at the appropriate language level (informal, general, formal)	-
Writing appropriate to content, subject, purpose, and audience	-
Demonstration of effective tone and appropriate vocabulary	-
Evidence of creativity	-
Length and complexity of sentences	-
Maintenance of consistent style	-
Total	-

the strengths and weaknesses of the students in their L1 writing. In assessment, through the writing criteria check list, sentence connectors, verb tense, question words, articles, prepositions, word forms, adjectives, pronouns, relative pronouns, adverbs and auxiliaries were also checked.

In their English writing course, the students have gained a different perspective via different types of materials such as newspapers, magazines and academic works. The main goal of the course was to teach how to organize a paragraph and to make the students to be able to write an essay in different types. To reach this goal, the students would be able to extract main ideas, supporting ideas of the texts; predict the inter-connections of the sentences and to provide high-level of writing skills. With the help of these, the students would learn how to analyze the problems and to gain critical thinking skills. In order to have practice, the students have developed their writing skills by writing subparagraphs. The students were introduced to different types of paragraphs. Also, outlining, summarizing, spelling and punctuation were taught in the courses. In paractice, the students would work on the topic, title, theme of the paragraph. Through the end of the course, the students would be able to draft an essay and analyze an essay.

Data analysis

A parametric data analysis was performed to answer 3 research questions in the study. To compare the means of two independent groups, T-test, Levene's Test of Equality, Kolmogorov-Smirnov(a), Shapiro-Wilk and Annova tests were used. The scores of essay writing exams in L1 are given in Table 2. In the tables, the students who did not take writing courses are shown as "Group A"; and the students who took writing courses are shown as "Group B".

Table 2. Comparison of exam results.

Exam scores	Sts	Content	Organization	Mechanism	Grammar	Style	Total
Group A *	1	6	8	10	10	8	42
	2	3	7	7	9	5	31
	3	8	8	8	12	9	45
	4	8	8	10	10	8	44
	5	8	10	10	10	8	46
	6	6	6	8	8	7	35
	7	7	6	8	8	7	36
	8	6	5	7	7	6	31
	9	13	14	12	13	12	64
	10	7	6	8	8	5	34
	11	14	15	12	12	12	65
	12	4	13	12	12	13	54
	13	5	10	10	10	12	47
	14	12	12	12	12	8	56
	15	18	10	13	10	10	61
	16	2	1	2	1	1	7
	17	3	3	3	3	3	15
	18	7	8	8	8	7	38
	19	4	3	4	3	3	17
	20	4	3	3	2	2	14
Total	-	145	156	167	168	146	782
Group B**	21	15	14	15	17	18	79
	22	15	7	13	14	20	69
	23	12	12	12	12	18	66
	24	7	8	12	12	8	47
	25	13	12	12	14	12	63
	26	6	6	6	7	6	31
	27	7	6	6	2	4	25
	28	17	18	18	7	18	78
	29	13	8	12	12	20	65
	30	14	14	12	12	14	66
	31	4	10	10	10	4	38
	32	7	12	12	12	18	61
	33	12	6	7	7	20	52
	34	6	8	6	6	14	40
	35	12	12	14	14	14	66
	36	6	12	12	12	14	56
	37	16	14	16	16	14	76
	38	5	12	12	12	20	61
	39	4	12	12	12	12	52
	40	6	13	12	4	16	51
Total	-	197	216	231	214	284	1142

Group A*: The students who do not take writing exam; Group B**: The students who take writing exam.

In Table 2, the scores of students in Group A and B are shown seperately including "content, organization, mechanism, grammar and style parts. In addition to this, the total scores of each students are given in Table 2. The descriptive statistics are given in Table 3 and Table 4. In Table 3, it is seen that with 95% confidence mean score of the students who did not take writing courses is between 31,18 and 46,92. In Table 4, it is seen that with 95% confidence mean score of the students who take writing courses is between 50,03 and 64,172. The hypothesis of test of normality are given in Table 4. As it is seen in Table 4, the exam scores are distributed normally. According to the results of the test of normality, the T-test can be applied. The results of the independent sample test is

Table 3 . The descriptive statistics of Group A.

Variable		Total
Group A	Mean	39.5
	Lower bound	31.18
	Upper bound	46.92
	95 % confidence ınterval for mean	-
	Std. deviation	16.826
	Standard error of mean	3.380

Table 4. The descriptive statistics of Group B.

Variable		Total
Group B	Mean	57.10
	Lower bound	50.03
	Upper bound	64.17
	95 % confidence ınterval for mean	-
	Std. deviation	15.117
	Standard error of mean	3.380

Table 5. Test of normality.

Variable	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
	statistics	df	Sig.	statistics	df	Sig.
Group A	0.116	20	0.200 (*)	0.959	20	0.533
Group B	0.152	20	0.200 (*)	0.952	20	0.398

*This is a lower bound of the true significance; A Lilliefors Significance Correction.

shown in Table 6.

Levene's test is used to assess variance homogenity. In the table, it is seen that there is homogenity of variances. As 0.691 < α, we can accept the null hypothesis and it can be said that there is significant differences between two means. Table 6 shows that the students who have L2 writing courses are more successful in L1 writing than the students who do not take L2 writing courses. As the result of the T-test, it can be said that there is significant difference between two groups.

Statistical analyses

For all two tests, scores are based upon the mean scores of the essay writing exams. The descriptive measures (Table 3 and Table 4) are the total number of the mean, the lower bound, upper bound, the standard deviation and standard error of mean. Test of Normality, Kolmogorov-Smirnov(a) and Shapiro-Wilk (Table 5) are used to show relationships between the lower bound of the true significances. According to the results of the test of normality, the t-test can be applied. The results of t-tests are given in Table 6. T-test results indicates that the results show that there is significant difference between two groups. The means of these subskills (content, organization, mechanics, grammar and style) are demonstrated in Table 7.

As it is seen in Table 7, there is a certain evidence that means of the students who take writing courses are higher than the means of the other group. In Table 7, it is seen that the difference of the "style scores" is highly noticeable between two groups. In order to understand if there is any differences between the mean scores in content, organization, mechanism, grammar and style in "Group A" (the students who did not take writing courses), the Anova test is implemented. In Table 7, the Anova test for Group A is shown. Variance analysis results indicate that sig=0.77 > $\alpha = 0,05$. According to the results it can be said that there are no significant differences in the mean scores in content, organization, mechanism, grammar and style parts of Group A.

In order to understand if there is any differences between the mean scores in content, organization, mechanism, grammar and style in "Group B" (the students who take writing courses), the Anova test is implemented. In Table 9, the Anova test for Group B is shown. According to Variance Analysis results, as sig= 0,01 < 0,05, Ho is rejected. It shows that there is at least one different mean scores in content, organization, mechanism, grammar and style parts of Group B. In order to find the different mean scores in that group, multiple comparisons test is done. As the variances are homogenous, Tukeng test is used.

When the significance values are analyzed, between the content and style scores there is meaningful difference. As a result, it can be said that with the % 95 confidence level, there is difference between the mean scores of the students in Group B (the students who take writing courses) in content and style parts.

Table 6. Independent sample test.

Vatiable	Levene's Test for Equality of Variances		t-test for equality of means					95 % Confidence ınterval of the difference	
	F	Sig.	t	df	Sig.(2-tailed)	Mean difference	Std. error difference	Lower	Upper
Equal variances assumed	0.161	0.691	-3.56	38	0.001	-18.050	5.058	-28.28	-7.81
Equal variances not assumed			-3.56	37.57	0.001	-18.050	5.058	-28.29	-7.80

Table 7. Means of the students.

Variable	Content	Organization	Mechanism	Grammar	Style	Total
Group A: Means of the students who do not take writing courses	7.25	7.80	8.35	8.40	7.30	39.10
Group B: Means of the students who take writing courses	9.85	10.80	11.55	10.70	14.20	57.10

Table 8. Anova test (Group A).

Groups	N	Total	Means	Variance	-	-
Content	20	145	7.25	17.03947	-	-
Organization	20	156	7.8	14.90526	-	-
Mechanism	20	167	8.35	10.87105	-	-
Grammar	20	168	8.4	12.77895	-	-
Style	20	146	7.3	12.01053	-	-
Anova test (variance sources for Group A)						
Variance source	SS	df	MS	F	P value	F criterion
Among groups	24.26	4	6.065	0.44856	0.773198	2.467494
In Groups	1284.5	95	13.52105	-	-	-
Total	1308.76	99	-	-	-	-

RESULTS AND DISCUSSION

Writing is the most difficult skill in language learning as it needs many different subskills and background information. This study searched the possibility of skill transfer from L2 to L1 in writing. As this area is not studied much, the results would be interesting. The data in this study give evidence of the association between writing skills in L2 and L1. The results support the hypotheses in this research.

In the study, the five significant writing subskills

Table 9. Anova test (Group B).

Groups	Number	Total	Means	Variance	-	-
Content	20	197	9.85	19.39737	-	-
Organization	20	216	10.8	10.8	-	-
Mechanism	20	231	11.55	10.47105	-	-
Grammar	20	214	10.7	15.69474	-	-
Style	20	284	14.2	27.32632	-	-

Anova test variance sources for Group B

Variance sources	SS	df	MS	F	sig.	F criterion
Among groups	222.26	4	-	-	-	-
In groups	1590.1	95	55.565	3.319	*0.013*	2.467
Total	1812.36	99	16.737	-	-	-

Table 10. Test of homogeneity of variances.

Levene statistic	df1	df2	Sig.	
2.413	4	95	0.054	Homogenous

were analyzed. The study showed that writing skill transfer from L2 to L1 was noticeable. The results of the statistical tests show that writing courses alter the L1 writing scores. In the study, it is noticeable that the students who took L2 writing courses are more successful in essay writing in L1 than the students who didn't take L2 writing courses. In addition to this, in the study Anova tests are implied in order to understand if there are any differences between the mean scores in content, organization, mechanism, grammar and style in "Group A" and in "Group B". According to variance analysis results of Group B, it is seen that Ho is rejected. It shows that there is at least one different mean scores in content, organization, mechanism, grammar and style in Group B. To find the different mean scores in that group, multiple comparison test is done. Tukeng test results show that between the content and style scores in Group B there is difference. As a result, with the %95 confidence level, it can be said that there is a meaningful difference between the mean scores of the students in Group B (the students who take writing courses) in Content and Style parts. At the end of the study, it can be said that there is a relationship between L2 writing proficiency with L1 writing proficiency. According to the data, it can be said that the writing proficiency in L2 can be transfered to L1 writing, and it effects the improvement of L1 writing skills.

The purpose of this study was to isolate the particular skills of writing and to analyze the effects of transfer. In literature there are limited studies that tries to analyze the effects of language skills to each language. Urdaneta and Lorenzo (2011) in their study, examined the influence L1 written structure has on L2 written structure when students were asked to carry out assignments in the L2.

The results indicated that the influence of L1 (Spanish) can definitely hinder the writing processes in L2. In addition, four basic mistakes in student papers were found to be a direct influence from L1 to L2 writing: word order, missing the verb "be", implicit subject, and the incorrect use of the article "the." DePalma et al. (2011) emphasized that because adaptive transfer acknowledges both the reuse and the reshaping of prior writing knowledge to fit new contexts, this framework could have important implications for L2 and L1 writing pedagogies, and research in the areas of contrastive rhetoric, English for academic purposes and writing across the curriculum.

The role of transfer of skills in the relationship between L2 to L1 is an area which needs more in-depth investigation; however, in the current study these data clarify some of the details about the wrting proficiency transfer of L2, showing that L2 writing courses have an important impact on L1 writing. Writing is a very difficult skill, encompassing many other component skills such as comprehension, morphology, vocabulary, syntax, semantics and so on. In this study, some of those skills were picked and analyzed in detail. For further studies, different elements (which is mentioned above) can be searched in terms of writing skill transfer from L2 to L1 and L1 to L2.

Conclusions

This study focused on the transfer of writing skills from the second language to the first language. The goal was to determine whether L2 learners gain writing skills and transfer their experince to L1. Results from the analyses

Test 11. Multiple comparisons.

Dependent variable		After	Mean difference (I-J)	Std. Error	Sig.	95% confidence interval	
VAR00006						Lower Bound	Upper Bound
Tukey HSD	Content	Organization	-0.95000	1.29375	0.948	-4.5477	2.6477
		Mechanism	-1.70000	1.29375	0.683	-5.2977	1.8977
		Grammmar	-0.85000	1.29375	0.965	-4.4477	2.7477
		Style	-4.35000[*]	1.29375	0.010	-7.9477	-0.7523
	Organization	Content	0.95000	1.29375	0.948	-2.6477	4.5477
		Mechanism	-0.75000	1.29375	0.978	-4.3477	2.8477
		Gramm	0.10000	1.29375	1.000	-3.4977	3.6977
		Style	-3.40000	1.29375	0.073	-6.9977	0.1977
	Mechanism	Content	1.70000	1.29375	0.683	-1.8977	5.2977
		Organization	0.75000	1.29375	0.978	-2.8477	4.3477
		Gramm	0.85000	1.29375	0.965	-2.7477	4.4477
		Style	-2.65000	1.29375	0.251	-6 .2477	0.9477
	Grammer	Content	0.85000	1.29375	0.965	-2.7477	4.4477
		Organization	-0.10000	1.29375	1.000	-3.6977	3.4977
		Mechanism	-0.85000	1.29375	0.965	-4.4477	2.7477
		Style	-3.50000	1.29375	0.061	-7.0977	0.0977
	Style	Content	4.35000[*]	1.29375	0.010	0.7523	7.9477
		Organization	3.40000	1.29375	0.073	-0.1977	6.9977
		Mechanism	2.65000	1.29375	0.251	-0.9477	6.2477
		Grammar	3.50000	1.29375	0.061	-0.0977	7.0977

provide evidence of language transfer from the L2 to the L1 writing skills, and also writing subskills such as content, grammar, mechanics, style transfer across language groups as well. The results seem to shed light on the importance of considering the effects of L2 skills on L1 under which language transfer occurs.

This study paves the way for future researches to design language programs. In designing language programs and syllabus, language skills transfer in the L1 and the L2 should be taken into consideration to benefit from both language simultaneously. These findings have important implications for researchers, teachers and program designers. They can design their programs accordingly for students with varying L2 and L1 language abilities.

RECOMMENDATİONS

L2 and L1 writing courses in a program can be designed in the form of skill-based syllabus model (White, 1988). According to results of the present study, it can be suggested that L2 writing and composition studies would be helpful to improve L1 writing proficiency if a program is

designed in the form of adjunt courses. The followings can be designed in the program:

1. L1 and L2 writing courses which have common objectives can be planned.
2. The objectives of these courses should be integrated with two languages and writing skills.
3. The exchange of implementations from the L2 to the L1 and the L1 to the L2 can take place in the courses.

With this integrated L1/L2 writing skill courses, positive transfer would take place in both languages and writing skills. This kind of syllabus design will open way to have procedural and cylical teaching in the L1 and L2 writing courses.

Conflict of Interests

The authors have not declared any conflict of interests.

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