The effect of multilingualism on the writing skills of Moroccan students learning Turkish as a foreign language (A1-A2)

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ABSTRACT

As in teaching other languages, the most difficult of the four basic skills in teaching Turkish as a foreign language is writing; it includes very different strategies from sequencing to analysis and synthesis. In addition, foreign language learners tend to transfer the forms and meanings of their own culture and language to the target language and culture. Transfer means mutual benefit to be taken from their mother tongue as well as the other language(s) at the students' disposal and it can be observed more in bilingual or multilingual individuals. In this sense, interfering negative transfer is a type of transfer that can exhibit itself as words, affixes/suffixes and syntax, while bilingual or multilingual individuals learn Turkish. The primary purpose of this study is to identify the mistakes caused by interfering negative transfers, show the effect of multilingualism on students, and help the instructors of Turkish as a foreign language. The study group consisted of 115 Moroccan students at the level of A1-A2 who learnt Turkish in the second and third course period of the 2021-2022 academic year at the ULUTÖMER language teaching center of Bursa Uludağ University. The writing skills course papers of these students at the A1-A2 level the end-of-course exam were chosen as samples. The research model was qualitatively patterned, and the research data were obtained through document analysis. The writing skills course examples included in the study were examined using the scanning technique. As far as the goals of this study are concerned, it was found that the participant students benefited from their mother tongue as well as the other languages at their disposal in their writing skills the end-of-course exam papers. The writing skills of the end-of-course exam paper of the students were evaluated within the framework of the titles of words, affixes/suffixes and syntax. This study is significant in the sense that it reveals which languages at their disposal the Moroccan students benefit from when they use Turkish in their writing skills course. After identifying the interfering negative effects of the languages that the students knew over the target language, suggestions were offered about how to eliminate those negative effects.

Keywords: Moroccan students, mother tongue, multilingualism, teaching Turkish to foreigners, writing skills.

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INTRODUCTION

It is not very clear how long the teaching of Turkish as a foreign language extends historically. However, some limited data from the Hun and Gokturk States period show that Turkish as a foreign language dates back to ancient times. There are several works devoted to the Turkish language teaching especially at Arab and Persian societies during the period of ten centuries: from the writing of Divanu Lügati't-Türk, which is considered to be a milestone in the 11th century to the foundation of the modern Turkish Republic; however, since the teaching of Turkish was not planned as a cultural policy, all the previous studies should be viewed as individual works.

The main breakthrough in teaching Turkish to foreigners begins began with the foundation of the

Turkish Teaching Center (TÖMER), which was established within Ankara University in 1984. Afterward, Turkish teaching centers were established at other universities in Turkey. Teaching Turkish to foreigners, which has become a significant field of study due to political, social, and economic developments in Turkey as well as in the World: Turkish is taught at those language centers and Turcology departments were opened in many countries of the world with the efforts of Yunus Emre Enstitüsü, TIKA, and Türkiye Maarif Vakfı (Turkish Educational Foundation).   Today, Turkish is taught to foreigners at 125 higher education institutions in 55 countries including the USA, Russia, Spain, Germany, England, Holland, South Korea and Belgium (Erdil, 2018: 111). Education and training activities in those centers and departments are carried out to teach the students the four basic skills in line with the achievements of the Common European Framework of Reference for Languages, which was created in 2001 to draw a general framework for language teaching. Within the framework program, the understanding of the development of four language skills in parallel with each other has been adopted.

Among the four language skills of reading, listening, speaking, writing, the writing skill is the most difficult one for both students to learn and for teachers to teach Turkish as is the case in the learning and teaching of other languages (Çakır, 2010: 166-167) as writing skill includes strategies such as sequencing, cause-effect, process, reasoning, the establishment of semantic connections, analysis, synthesis, and planning (Yalçın, 1997: 381 as cited in Maden et al., 2015: 749-750). It is thought that the problems that students face while acquiring the writing skills are: the difference of alphabets, structural differences between the mother tongue and the target language, motivation, the education system in the home country, and the teacher factor (Gezer and Kıymık, 2018: 48).

In foreign language teaching, when it comes to practicing the four skills, learners tend to transfer the forms and meanings of their own culture and language to the new language they learn (Bölükbaş, 2011: 1358). Moreover, as will be the case in this study, this transfer is more common in colonized societies where local people were exposed to a second or even to a third language other than their mother tongue. Furthermore, in addition to French - as can be seen in other societies of the world - the effects of English are observed in the media and the education system of those societies. This is evident in the writing skills work of bilingual Moroccan students who have learned French as a second tongue as the language of instruction and common vernacular in their home country as well as those students who have a certain level of English as Lingua Franca.

The use of more than one language both in education and in daily life can be defined as bilingualism or multilingualism depending on the number of languages available, even though there are different opinions on this particular issue (Haugen, 1953; Diebold, 1961; Macnamara, 1967; Bloomfield, 1973; Aksan, 1982; Hamers and Blanc, 2004; Grosjean, 2010). While the effects of bilingualism on learning a third language are debated, it is also stated that it is beneficial in certain areas of language learning (Alonso et al., 2017; Klein, 1995). Bilingual people try to establish parallels with their mother tongue while learning a new language and apply the rules of the languages they know when they encounter linguistic difficulties (Tiryaki, 2014: 182). It is observed that bilingual people can transfer from the languages they know while learning a third language. This situation can occur in the transfer from three known languages to the new fourth language, as is the case in this study. The phenomenon of mutually benefiting from the resources of the mother tongue (words, affixes/suffixes and syntax) and the learned language is called language interference. These transfers have both positive and negative aspects. While positive language interference makes language learning easier, negative language interference makes learning difficult (Ergenç, 1984: 40). Different forms of negative language interference are encountered in multilingual individuals; grammatical errors, accented speech, and the use of an equivalent or similar items called substitution-substitution are among them (Ergenç, 1984: 43-44). This study examined the negative language interference in the end-of-course writing skills exam papers of Moroccan students learning at the Turkish Teaching Center (ULUTÖMER) of Bursa Uludağ University.

LITERATURE REVIEW

It is seen that the studies that examine the effects of mother tongue/known languages on the newly learned language in foreign language teaching focus on different dimensions of language interference. In one of these studies, "The Influence of Mother Tongue in Foreign Language Writing," Rushidi (2012) made long and comprehensive analyzes of the writing skills of 26 Macedonian students learning English as a foreign language. The author, who focused on different forms of language interference in the context of mother tongue and learned foreign languages, also included errors originating from the mother tongue in his analysis.

Tauchmanova's study (2016), which investigated how to reduce the negative language interference that might arise in the foreign language learning process and eliminate unnecessary mistakes, also included the thoughts on how to use positive transfer. Tauchmanova, who focused on language interference, showed the effects of English, which was the first foreign language, on German, which was the second foreign language, in her study with 48 students from the Czech Republic who learnt German in addition to English. The affinities

between the two languages due to their origins were revealed as the reason for language confusion.

Denizer (2017), who investigated the effects of Turkish on English among 20 Turkish students, sought answers to the questions on which skill the mother tongue interference had the most significant impact and how the language background affected the student's performance in the target language. According to the results obtained in the study, the mother tongue interference heavily affected the speaking skill and general language proficiency. In addition, according to the students' opinions, the research results show that the mother tongue affects the writing skill in a foreign language.

In the study of Fernandez and Korneeva (2017), they identified the writing errors of 30 Russian students learning English as a foreign language. In the sentence-level comparisons of the study, it was stated that the students attempted to choose the equivalent of the word in the target language, the grammatical structure of the mother tongue was given in the form of tables that they conveyed while forming sentences in the target language, and it was also stated that some of these interferences were negative ones in terms of the differences between the Russian grammar and English grammar.

Saffari et al. (2017) identified similar results in their study of 50 Iranian students learning English as a foreign language regarding their writing skills and errors. In their study, the interference of the mother tongue rhetoric of Iranian students to English was examined in terms of rhetorical structure selection. After the rhetorical features of the two languages were given, it was found that the students were more likely to use the rhetorical styles preferred in Persian when writing in English. This study is significant in that it demonstrated that foreign language learners used not only words and sentences but also the rhetoric of their mother tongue in a negative way. In his study with 120 students whose mother tongue was Arabic and who learnt English as a foreign language, Mohammed (2021) revealed the effect of Arabic tenses, prepositions, adjectives, and pronouns on writing skills in English, which was a different language in structure. He found that negative transfer (interference) was at a higher level than a positive one.

RESEARCH METHOD

In this study, the effects of Arabic, English and French on the writing skills of 115 Moroccan students at the A1-A2 level who learnt Turkish as a foreign language in Turkey were examined. The end-of-course exam papers of these A1-A2 level students in the writing skills course were selected as the sample. The research model was qualitatively designed and data of the study were obtained through document analysis. Content analysis was used to evaluate the data obtained from the students' end-of-course writing skills exam papers. "The

basic process in content analysis is to gather similar data within the framework of certain concepts and themes and to interpret them in a way that the reader can understand" (Yıldırım and Şimşek, 2018).

After the texts of the students' end-of-course writing skills papers were transferred to the Microsoft Word environment, an index of all words used in the exam papers was prepared with an indexing program called Cibakaya 2.0. In this index created, Arabic, French and English words with different spellings from Turkish were taken, tabulated, and evaluated according to their usage patterns. The Arabic, French and English words in the students' exam papers, which were widely used as quotations in Turkish and those written following the spelling rules of Turkish were excluded in the evaluation.

Study group

The study group consisted of 115 Moroccan students at the level of A1-A2 who learnt Turkish as a foreign language in the second and third course of the 2021-2022 academic year at the ULUTÖMER language teaching center of Bursa Uludağ University. The end-of-course writing skills exam papers of these students were chosen as a sample. Based on the A1-A2 writing achievements in the Common European Framework of Reference for the basic level working group (Maarif Vakfı, 2020: 46-47, 55-56), the following questions were asked as optional and they were asked to answer them with at least 80 words:

1. Describe your monthly plan.
2. What do you do in your spare time? Please explain.
3. Why are you learning Turkish? Please explain.
4. Introduce someone in your family.
5. What will you do after learning Turkish? What are your plans?

FINDINGS

The findings obtained from the exam papers demonstrated that Moroccan students made transfers (language interference) from all the three languages they knew when writing in Turkish. As can be seen in the tables, these transfers appeared in French, Arabic, and English, especially at the word level. On the other hand, the sentences and word groups that differed from the sentence structure of Turkish emerged in the exam papers of almost all students. This particular result indicated that the transfer did not occur only in word size and that the student chose to transfer the syntactic features of the languages they knew to the language they had just learned, that is Turkish. When the writing papers of the students are evaluated, it is possible to say that the transfers (language interference) made by the students

should be considered as negative transfers. However, it should be remembered that the ultimate aim of communication is to be able to understand and be understood mutually, and the individual has to use all the means at his disposal for this purpose. In this context, it can be seen as a natural and positive situation for students to mobilize the linguistic resources of the three languages they know while learning a new language. The findings obtained in the study are grouped under five headings. In order to interpret them more accurately, the original and correct spellings of the words in Turkish, which language the student preferred to spell words, and how many students used the words are given in tables. The online TDK dictionary, which also provides the etymological information of each item (https://sozluk.gov.tr/) was used.

Languages in which Moroccan students make negative transfers in their Turkish written expressions

The results revealed that students were primarily influenced by their mother tongue, Arabic. Secondly, it was found that they were influenced by the French, which they knew as a second language which was close to their mother tongue in terms of proficiency, and which they used as the language of education and communication, from which Turkish also borrowed many words. The students used the words they borrowed from French with the spelling in the source language. Words quoted from English were commonly used words that almost everyone in the world can recognize; football, basketball, London, chocolate, restaurant, hamburger, television, radio, internet, social media, etc. Very few Italian and Spanish words were identified in the writing skills studies, but these words were the words like banca, piano, etc., which are also the words that were borrowed from many world languages.

Arabic influence

It is seen (Table 1) that Moroccan students took 28 words from their mother tongue, Arabic, in their end-of-term writing skills exam papers. Even though there are many borrowed Arabic words in Turkish, the majority of these words are spelled according to the phonetic structure of Turkish. However, regarding almost all of the words preferred by the students, it was revealed that they did not use the Turkish spelling, but the spelling or mixed-language spelling of the languages at their disposal.

The words in Turkish borrowed from Arabic and those with a soft consonant at the end are spelled with a hard consonant in Turkish. Some of the above words used by the students were spelled in their original form in Arabic since this rule in Turkish is not available: These words

are; *ihtiyāc*, *iktisād*, *kitāb*, *sebeb*. It was observed in the word *resm* that the phonetic phenomenon, which occurs in the form of vowel insertion between double consonants at the end of the word is not known by the students.

Some words borrowed from Arabic in Turkish are not used with their original spelling and meanings. As in other languages that borrow words from other languages, it is seen that some sound and meaning changes were made on some borrowed words in Turkish. The words *eşyā*, *hayvānāt*, *hikāyet* (story), *manzar* (landscape), *meselen* (for example) and *siyāhat* (journey) are remarkable in this regard. Of these, the word *eşya* is particularly noteworthy. This word, which is very widely used in Turkish, was not used by the students in the sense it acquired in Turkish meaning "human-made, movable inanimate objects used for various purposes", but used in the sense meaning "an indefinite word used in the name of a substance, thing, word, event, job, or situation.

Hayvanat, on the other hand, is not used as the plural of the word *hayvan* (animal) in Turkish, but only in the phrase "zoo". These examples bring to mind other interesting citation approaches: It is known that in the interaction of the Turkish language with Arabic until the Republican period (Foundation of the Turkish Republic), several new and unique words not available in Arabic were derived by using Arabic affixes and roots or by combining Arabic words with Turkish and Persian words and affixes. Examples of such words are: Derivation of words such as *mefkûre* (ideal) from the root of *fikr* in Arabic and *intellectual* from the root of *nur*; The derivation of Arabic and Persian words such as *bed-dua* (curse) *ez-cümle* (one of them), *hurde-ât* (hirdavat-ironmongery), Turkish and Arabic words such as *ağa-ât* (ağavât-overseer), *gidiş-ât* (gidişat-course of events). This seems to be one of the main reasons why more advanced students, whose mother tongue is Arabic, cannot make sense of some words of Arabic origin used in Turkish.

From the examples of *kahkaha film*, *muhasıb* and *salat etmek*, it was observed that students tried to find the words in their mother tongues as they did not know the meanings of the words *komedi filmi* (comedy film), *muhasebeci* (accountant) and *namaz kılmak* (praying) in Turkish. In the word *yaani* (meaning 'that is to say'), the students attempted to adapt the letter "ayn" in the Arabic alphabet to the Turkish spelling. Since the students did not know the Turkish spelling of this word, their solution was to spell two "a" letters one after another.

It was also observed that the students preferred to use the French and English spellings in Arabic words such as *Kur'ān*, *hacc*, *inşā'allāh* and *maşāallāh*.
When the words in the table above are examined, it was found that the majority of them were used in the daily and personal lives of the students. Furthermore, it was observed that the words *iktisād*, *mekteb*, *muhāsib* and *ticārāt* were used in the profession and occupation-related contexts.

Table 1. Arabic words in Moroccan students' writing skills exercises.

Arabic words						
Original spelling and Turkish spelling/equivalent		**Student spelling and frequency**				
No.	**Original spelling**	**Turkish spelling /equivalent**	**French spelling**	**English spelling**	**Arabic spelling**	**Interference**	**f**
1	Arabiyyun	Arapça	-	-	-	Arabca	
2	Kur'ān	Kur'an	Coran	-	-	-	3
3	eşyā	şeyler	-	-	şeyler	-	9
4	hacc	hac	hajj	-	-	-	1
5	hayvānāt	hayvanlar	-	-	hayvanat	-	2
6	hicāb	başörtüsü	-	hijab	-	-	1
7	hikāyāt	hikâyeler	-	-	hikayat	-	1
8	hikāyet	hikâye	-	-	hikâyet	-	1
9	ihtiyāc	ihtiyaç	-	-	ihtiyac	-	1
10	ihtiyācāt	ihtiyaçlar	ihtiyajat	-	-	-	1
11	iktisād	iktisat	-	-	iktisad	-	1
12	inşā'allāh	inşallah	inchallah	-	-	-	1
13	-	komedi filmi	-	-	-	kahkaha film	1
14	kahva	kahve	-	-	kahva	-	1
15	kitāb	kitap	-	-	kitab	-	10
16	Kur'ān	Kur'an	-	Koran	-	-	2
17	manzar	manzara	-	-	manzar	-	2
18	meselen	mesela	-	-	-	masala	1
19	māşāallāh	maşallah	-	-	-	masalah	1
20	mekteb	mektep	-	-	-	mektab	1
21	muhāsib	muhasebeci	-	-	-	muhasıb	1
22	Muslim	Müslüman	-	-	Muslim	-	1
23	resm	resim	-	-	resm	-	1
24	sebeb	sebep	-	-	sebeb	sabab	61
25	salāt	namaz kılmak	-	-	-	salat etmek	1
26	siyāhat	seyahat	-	-		siyahet	18
27	ticārāt	ticaret	tijarat	-	-	-	1
28	ya'nī	yani	-	-	-	yaani	7
Total			**5**	**2**	**11**	**11**	

French influence

The widespread use of French as the language of instruction and social daily life in Morocco inevitably impacted the Turkish writing skills of the Moroccan students. Almost all the French words in the table were used in Turkish as quoted (Table 2). The students used these words in their sentences, probably because they encountered some borrowed words in Turkish learning environments spelled in this way. However, since they were still at the basic level of proficiency in the target language, they did not know their Turkish spelling or their equivalents. Therefore, they either wrote their original form in French, preferred the English form, or mixed them with the effect of French-oriented spelling towards a form of writing.

As was the case in Arabic words, some words were spelled (written) with a mixed orthography. While the words *pratique*, *université*, and *économie* were in French, they were spelled in a way that reminded them of their English spelling. The words *doctorat*, *douche*, *jaquette*, *organisateur*, *programmation* and *télévision* were attempted to be spelled in Turkish orthography, but a mixed spelling emerged under the influence of French pronunciation. The fact that French words were frequently spelled in English as in such words as *anime*, *cinema*, *comic*, *music*, *guitar*, brings to mind the global prevalence and dominance of the English language in the world and Turkey. However, it is possible to say that the French spelling was more dominant as the table illustrates.

Karton, a word borrowed from French, is currently used in Turkish with its French meaning. As seen from the table, this word was included in the student paper with the English meaning "cartoon" (*çizgi film*). It should be noted here that the fact that the origin is French, the

Table 2. French words in Moroccan students' writing skills exam papers.

French words					
Original spelling and Turkish spelling /equivalent		**Student spelling and frequency**			
No. / **Original spelling**	**Turkish spelling /equivalent**	**French spelling**	**English spelling**	**interference**	**f**
1 action	aksiyon	action	-	-	2
2 animé	çizgi film	-	anime	-	1
3 assistant	asistan	-	-	assistan	1
4 avocat avocate	avukat	avocat ~ avocate	-	-	2
5 café	kafe	-	cafe	-	5
6 camping	kamp kurmak	-	-	kampin	1
7 cardiyologie	kardiyoloji	cardiologie	-	-	1
8 carton	çizgi film	-	-	karton	1
9 chef	şef	chef	-	-	1
10 cinéma	sinema	cinéma	cinema	-	15
11 classe	klas	-	-	klass	1
12 comédie	komedi	-	-	comidi	1
13 comique	komik	-	comic	-	2
14 commandant	komutan	-	commander	-	1
15 concert	konser	-	-	koncert	1
16 danse	dans	-	dance	-	1
17 devise	döviz	devise	-	-	1
18 docteur	doktor	-	doctor	-	4
19 doctorat	doktora	-	-	doctora	1
20 douche	duş	-	-	douş	1
21 électrique	elektrik	-	electrical	-	1
22 électronique	elektronik	-	electronics	-	1
23 exercice	egzersiz	exercice	-	-	1
24 faculté d'économie	iktisat fakültesi	-	-	economiks fakülte	4
25 France	Fransa	France	-	-	4
26 guitare	gitar	-	guitar	-	1
27 gym	jimnastik salonu	gym	-	-	1
28 international	enternasyonal	international	-	-	1
29 jaquette	ceket	-	-	jeket	1
30 management	yönetim	management	-	-	1
31 match	maç	match	-	-	3
32 mathématique	matematik	-	-	matimatic	1
33 musique	müzik	-	music	-	8
34 organisateur	organizatör	-	-	organisator	1
35 pantalon	pantolon	pantalon	-	-	1
36 parti	parti	-	party	-	1
37 passeport	pasaport	-	passport	-	1
38 pessimiste	pesimist	-	-	pisimist	1
39 pratique	pratik	-	-	praktice	1
40 professionnel	profesyonel	-	-	profisiyonal	1
41 programmation	programlama	-	-	programasyon	1
42 romantique	romantik	-	romantic	-	1
43 routine	rutin	routine	-	-	1
44 salon	salon	-	-	salone	1
45 sport	spor	sport	-	-	14

Table 2. Continues.

46	surprise	sürpriz	surprise	-	-	1
47	technique	teknik	technique	-	-	1
					Television	12
48	télévision	televizyon	-	-	~	
					televiziyon	1
49	université	üniversite	-	-	universiti	4
Total			**17**	**14**	**19**	

spelling is Turkish, and the meaning is English, indicates that care should be taken when evaluating the writing work of especially basic level students. Similarly, it was pointed out above that a similar situation was also true for Arabic loanwords in Turkish.

When the usage contexts of the words are concerned, it was clearly observed that professional/occupational field such as (*assistant, avocat, cardiologie, chef, commandant, devise, docteur, doctorat, électrique, électronique, faculté d'économie, management, organisateur, programmation*), media and entertainment (*action, animé, carton, comédie, comique, concert, danse, guitare, musique, party, télévision*), daily life (*camping, douche, exercice, gym, jaquette, match, pantalon, pessimiste, pratique, routine, salon, sport, université*) were predominantly emphasized.

English influence

Even though the number of English words observed in the students' written work was less than the French and Arabic, it is noteworthy that English was more commonly observed in the spelling of French origin words. Four of the English words Moroccan students used in their written work were the names of the sports branches they were interested in, which are already commonly used worldwide. The same is true for the words such as *media* and *hobby*. With the such as words *ball* and *mall*, since the students did not know their Turkish equivalents, they formed sentences with very different meanings of these words in Turkish, such as *I go to the goods* (instead of *I go to the shopping center*) and *I play a lot* (*instead of* I play football). These words, whose meaning can be deduced easily from the context in the written word, make it difficult to communicate with others in spoken language. On the other hand, about one-fifth of the students whose exam papers were analyzed spelled the English word in *Englizce/İnglizce* with the effect of the original spelling. Even though it seems to be problematic in terms of spelling rules, it is not possible to say that it is vital in terms of meaning creation.

Some of the words in the list were spelled mixed both in Turkish and in English; for example, since the Turkish phrase *iş adamı* was either not known or remembered correctly, the English equivalent of the businessman was spelled in Turkish. Another student, who thought the same way, used the words *iş erkek* as a counterpart to the word *businessman*. In another example, the student even coined a new word in the form of a push-up (after doing push-ups) by combining an English word with a Turkish phrase.

Apart from the words illustrated in Table 3, it was observed that some Turkish words were misspelled in English: *dish* (diş-tooth), *one sekiz* (on sekiz-eighteen), *kahverinci* (kahverengi-brown), *qısa* (kısa-short), *Osmanghazi* (Osmangazi), *Almania* (Almanya-Germany).

Words from Italian and Spanish

It should be noted at this point that few words in this language group have been too common to belong to a single language in the world, even though their origins are Italian and Spanish (Table 4). Nevertheless, the students preferred to spell them as they were spelled in the languages they knew, without considering their origins; it was simply because, as shown in the other tables, the students were not familiar with the spelling of the borrowed words in Turkish.

Suffix-based syntax effects

The effect of the languages that Moroccan students knew in their writing skills work was not only at the lexical level, but also many sentences and expressions contrary to the Turkish syntax rules were detected, and it was thought that this was due to the influence of the other languages that the students knew. This situation can be generalized to all students whose writing skills works were examined. The students simply did sufficiently learn the syntax, the negative sentence forms, the functions of the suffixes, the places where they were used in the new language. This eventually led the students to utilize the resources of the languages they knew when they needed to express themselves in their writing skills work regarding the use of those structures. However, this particular situation, which can be tolerated to a certain extent for beginner-level students, should be taken more seriously by both the students and the instructors. The instructors should promptly identify and correct these mistakes made due to

Table 3. English words in Moroccan students' writing skills exercises.

English words						
Original spelling and Turkish spelling /equivalent			Student spelling and frequency			
No.	Original spelling	Turkish spelling /equivalent	French spelling	English spelling	Interference	f
1	ball	top	-	-	bol	1
2	basketball	basketbol	-	basketball	-	6
3	business	İş	-	-	biznes	1
					biznıs adam	1
4	business man	iş adamı	-	-	~	
					iş erkek	1
					Englizce	15
5	English	İngilizce	-	-	~	
					İnglizce	7
6	football	futbol	-	football	-	8
7	handball	hentbol	-	handball	-	2
8	hobby	hobi	-	hobby	-	2
9	London	Londra	-	London	-	1
10	mall	alışveriş merkezi	-	-	mal	1
11	media	medya	-	media	-	1
12	push up	şınav çekmek	-	push up	-	1
13	Turkey	Türkiye	-	Turkey	-	1
14	volleyball	voleybol	-	volleyball	-	1
Total			**-**	**9**	**5**	

Table 4. Italian and Spanish words in Moroccan students' writing skills exercises.

Italian and Spanish words						
Original spelling and Turkish spelling /equivalent			Student spelling and frequency			
No.	Original spelling	Turkish spelling /equivalent	French spelling	English spelling	Interference	f
1	banca (It.)	banka	-	bank	-	1
2	piano (It.)	piyano	piano	-	-	4
3	cigaro (Esp.)	sigara	-	-	sigaret	1
4	Europa (It.)	Avrupa	-	Europe	-	1
Total			**1**	**2**	**1**	

the effects of various reasons not to become permanent.

At the same time, these sentences can be considered as an indication that students have not yet sufficiently learnt the sentence structure of Turkish since they are just beginner-level students. The use of suffixes and infinitives is particularly attention-grabbing at this point.

Lack or incorrect use of suffixes: The fact that students failed to use the possessive and accusative suffixes as well as some other case suffixes while trying to construct sentences in Turkish, which is an agglutinative language, can be considered as the interfering effect of the languages they knew. It is possible to attribute this particular situation in the examples given below to various reasons:

Since the structure of the phrase English "my sister" was taken as an example, the possessive suffix in the complement was not used. This particular potential structural error situation is commonly observed in many students learning Turkish as a foreign language.

-*Benim abla bir insan çok iyi.* < Benim abla**m** çok iyi bir insan. (possessive suffix)
One of the general issues that foreign students have the most difficulty in learning Turkish is the use of case suffixes. Students either do not use the case suffixes at all or have problems in identifying which case suffix to use.
-*Alışveriş gidiyorum.* < Alışveriş**e** gidiyorum. (dativ suffix)
-*Benim ailem 4 kişi var.* < Benim ailem**de** 4 kişi var. (locative suffix)
-*Ben Bursa seviyorum.* < Ben Bursa'**yı** seviyorum. (accusative suffix)
-*Ben boş zaman çok şey yaparım* < Ben boş

zamanlarım**da** çok şey yaparım. (locative suffix)
On the other hand, the redundant and incorrect use of some Turkish suffixes in sentences can be attributed to the interfering effect of the languages they know. The following examples illustrate that the learner knew the suffix in the target language, but made a mistake by drawing a similarity with a suffix in the languages they knew:

-*Burası yemek yiyoruz*. < Bura**da** yemek yiyoruz.
-*Fransızcayla yazabilirim*. < Fransızca yazabilirim.
-*Her gün otobüsle biniyorum*. < Her gün otobüs**e** biniyorum.
-*Fas'ta gibisi oyun var*. < Fas'ta**ki** gibi oyun var.

The verbs in Turkish can be used in sentences as infinitives and as inflectional suffixes. However, in the writing skills practices of Moroccan students, it was found that Turkish verbs were mostly used in infinitive form without inflectional suffixes in sentences. It is thought that this situation stemmed from the interfering effect of the languages they knew:

-*Futbol oynamak seviyor*. < Futbol oynama**yı** seviyor.
-*Annem öğrenmek çok seviyor*. < Annem öğrenme**yi** çok seviyor.
-*Kitap okumak çok sever*. < Kitap okuma**yı** çok sever.
-*Bazen yalnız olmak tercih eder* < Bazen yalnız olma**yı** tercih eder.

Effects of syntax: There are some differences between the sentence structures of the Semitic and Indo-European language families and the sentence structure of the Turkish language. Negative interference transfers arising from these differences were identified in the students' writing skills works. When the adverbs denoting negativity are used in Turkish, the predicate of the sentence becomes negative as well. However, this type of negative sentence structure is not used in Arabic, French, and English.

-*Ben asla kendim dışarıya çıkarım*. (I never go out by myself.) < Ben asla kendim dışarıya çıkmam.
-*Ben hiçbir film izlerim*. (I never watch movies.) < Ben hiç film izlemem.
-*Hiçbir şey yaparım*. (I do nothing.) < Hiçbir şey yapmam.
The interfering effect of the languages that the students knew also demonstrated itself in Turkish sentence construction as the students' sentences below illustrate;
-*Babam insan çok çalışkan*.< Babam çok çalışkan insan.
-*İstanbul bir çok güzel şehir* < İstanbul çok güzel bir şehir.
-*O olmak doktor istiyor*.< O doktor olmak istiyor.

Incorrect word usage: The interfering negative transfers were identified since students used the words in the languages they knew by directly translating them into Turkish while expressing themselves in a specific social situation.

-*Kendimi dışarıya çıkarırım*. < Dışarı çıkarım.
-*Kahvaltı pişirir*. < Kahvaltı hazırlar.
-*Tabağı çok lezzetli yapıyor*. < Yemeği çok lezzetli yapıyor.

CONCLUSION

In this study, the effect of the languages the participating students knew on their end-of-course writing skills exams papers of 115 Moroccan students with basic proficiency levels who learnt Turkish as a foreign language was investigated. The effects of Arabic, French, and English were identified in the writing skills exam papers of 61 students out of 115. The total number of words used by the students in their writing skills exam papers was 11954, and 819 of them were headwords. Seven hundred twenty-four of these words were Turkish and Turkishized borrowed words. It was found that the remaining 95 words of which 28 Arabic, 49 French, 14 English, four other languages were either not used at all in Turkish or were not spelled correctly in Turkish when they were used at all.

The interfering effects of these languages in areas of word, syntax, suffix- identified in the writing skills exam papers examined emerged as a negative transfer. When we look at the negative transfers at the word level, four types of spelling, namely French, English, Arabic, and mixed-language were identified. When they used their native Arabic words, the students mostly preferred the Arabic spelling and they wrote fewer Arabic words with French or English spelling (Table 1).

Even though the native language of the students was Arabic, since French was the common language of daily communication and education, it was thought that the principal interfering influence was French. Almost all the French words used by the students were the borrowed words used in Turkish. However, these words were not spelled with their Turkish orthography due to the fact that the students were at the basic proficiency level in the target language they were written either with their original spelling in French or with a mixed French-Turkish spelling. Another striking aspect of the use of French words was that the students substantially preferred to use the English spellings of these words (Table 2). This particular finding may be related to the multitude of French words borrowed by English.

The English words used by the students were generally meaningful words that were commonly used in all languages in the world (Table 3). A small number of Italian and Spanish words were used in all languages with different spellings (Table 4).

When the spellings in the tables are examined, the most important thing that draws attention is the mixed language spellings. Here, there are some interesting examples, especially in phonetics, spelling, and word selection. These examples clearly show that multilingual students benefited from all the resources of the languages they knew when learning a new language

(Tables 1, 2, 3 and 4).

When we look at the effects regarding the syntax and affix and suffixes, it was thought that the interfering negative transfers made by the students were due to the inability to fully comprehend the learned rules about the use of affixes/suffixes and syntax in Turkish. In this case, the students either never used the affixes/suffixes or misused them. The interfering effect of the languages they knew was clearly seen in their syntax in the target language. This situation can be attributed to exam anxiety and to the fact that the student did not know the rules exactly.

Even if the students' use of these words and structures on their writing skills exam papers can be regarded as a negative transfer in language teaching, it is possible to consider it positive in terms of communication. This particular finding also illustrates that the multilingual individuals found somehow different and interesting ways to solve their linguistic problems while learning a new language. In order to minimize the negative transfer experienced by the multilingual students, it is significant to provide the students with writing skills activities based on comprehension. Learning the correct spelling of words and thus the successful use of spelling rules depends on the frequency and careful implementation of the writing skills activities. In this respect, in addition to meticulously examining student writing skills works, it will be appropriate for the instructors to immediately correct such interfering negative transfer mistakes and make the necessary explanations in the comprehension, listening and speaking activities. Furthermore, identifying the most common negative transfer in such student groups with the same mother tongue and offering students correction activities will also be effective. In addition to the above practice activities, the importance of dictation studies in teaching Turkish as a foreign language is indispensable in teaching and developing writing skills. Writing skills exercises to be offered by teachers at the words and syntax level will allow the students to notice the interfering negative transfer identified in this study and to correct these mistakes with appropriate writing exercises. It should also be considered that some of these studies are carried out with Web 2.0 supported tools because the use of these tools in foreign language teaching is attractive to students (Alabay, 2021).

In the present study, even though a classification was implemented by emphasizing the effects of Arabic, French, and English in the end-of-course writing skills exams of Turkish-learning Moroccan students, it is not possible to identify from which language the words and sentence structures used by the students are sampled with precise and clear lines.

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