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*The Impact of Arabic and French Languages on The Skill of
Writing in English*
*(Fourth-Year Middle School Learners at Ghazaouet and
Beni Snous)*

*Dissertation Submitted to The Department of English as a Partial Fulfillment of
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DEDICATIONS

To my loving parents namely: Amar and Rabia

To my brothers: Yacine, Mohamed Faycel and Soulef

To my friends

Soumia

DEDICATIONS

This research work is dedicated to:

My dear parents, my real source of life, my beloved sisters, my cute niece: Malek and my nephew: Abedelghani and to all my friends. I appreciate their everlasting love, encouragements, and support and without them I couldn't accomplish this research work.

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ABSTRACT

The present research work is an investigation in the field of Teaching English as a Foreign Language, taking pupils from middle schools of “Ain Sbaa Ali-Ghazaouet-and “Boumediene Mohamed-BeniSnous as a case study. The work attempts to explain the influence of Arabic and French languages on the writing skill in English language of middle school pupils’. Thus, the overall aim of this research work is to investigate the impact of Arabic and French languages on the writing skill of English language in the Algerian middle school classrooms. Three chapters constitute the present research work. Chapter one sheds light on the linguistic situation in Algeria dealing with Arabic, French and English languages from both historical and linguistic points of view. In addition, a set of theories describing language interference, and language transfer be it negative or positive are being set. This chapter also describes levels of interference of Arabic and French into English for the sake of highlighting reasons and sources of pupils’ errors and improving their writing skill. Chapter two, however, is a practical part. It aims at collecting data and analysing them. It consists, on the one hand, in providing information about the teaching and learning situation as it is conducted in EFL classrooms and on the other hand, it provides information about the impact of Arabic and French languages on the writing skill in English of middle school pupils. For this purpose, forty nine fourth-year middle school pupils and five teachers at the middle schools of Ghazaouet and BniSnous were involved through two research instruments: a semi guided questionnaire and a language proficiency test. In chapter three, the results are interpreted from both tools of research .therefore, the main outcomes correlate with the set hypothesis. Subsequently, some suggestions and recommendations are proposed to alleviate the burden of language interference and to minimize pupils’ writing errors in the English language.

TABLE OF CONTENTS

Acknowledgements	I
Abstract	II
Table of Contents	III
List of Acronyms	VII
List of Figures	VIII
List of Tables	X
GENERAL INTRODUCTION	1
Chapter One: The Linguistic Situation and Languages Contact	
1.1. Introduction	4
1.2. The Linguistic Situation in Algeria	4
1.2.1. Before Independence	4
1.2.2. After Independence	4
1.2.3. The Process of Arabization	6
1.3. Languages Status in Algeria	7
1.3.1. The Arabic Language	7
1.3.1.1. Standard Arabic (MSA)	7
1.3.1.2. Algerian Arabic (AA)	7
1.3.2. The French Language	8
1.3.3. The English Language	8
1.4. Language Interference	9
1.4.1. Contrastive Analysis and Language Transfer Theory	9
1.4.2. Strong Version vs Weak Version	10
1.6.2.1. Strong Version	10
1.6.2.2. Weak Version	11

1.4.3.	Criticism to Contrastive Analysis Hypothesis (CAH)	11
1.5.	From Contrastive Analysis to Error Analysis	12
1.5.1.	Definition of Errors	12
1.5.2.	Definition of Mistakes	13
1.5.3.	Sources of Errors	13
1.5.4.	Models of Error Analysis.....	14
1.5.5.	Error Analysis Criticism.....	14
1.6.	The Interlanguage Approach.....	15
1.6.1.	Learning Strategies in Creating Interlanguage.....	16
1.6.2.	Language Transfer.....	16
a.	Positive Transfer.....	16
b.	Negative Transfer (Interference).....	17
c.	Avoidance	17
d.	Over-Use	17
e.	Overgeneralization.....	17
f.	Simplification	17
1.7.	Levels of Interference from Arabic to English	18
*	Grammar.....	18
*	Tense	18
*	Present/ Past Perfect vs. Simple present/ Past Tense	18
*	Agreement	19
*	Articles	19
*	Prepositions	19
*	Vocabulary	20
*	Syntax.....	20
*	Word Order.....	20
*	The Absence of Copula.....	21
*	Coordination	21
*	Orthography (Spelling)	21
1.8.	Levels of Interference from French to English	22
*	Vocabulary	22

* Phonetics/phonology.....	23
* Spelling and pronunciation.....	23
* Grammar.....	24
1.9. Conclusion	26

Chapter Two: Research Background Methodology and Data Analysis

2.1. Introduction.....	27
2.2. Sample Population.....	27
2.2.1 Learners' Profile	27
2.2.2 Teachers' Profile.....	28
2.3. The Research Instruments.....	28
2.3.1. Learners' Test	28
2.3.2. Teachers' Questionnaire.....	30
2.4. Data Collection and Analysis.....	30
2.4.1 Learners' Test Analysis	31
2.4.2 Teachers' Questionnaire Analysis	47
2.5. Conclusion	61

Chapter Three: Data Interpretation and Suggestopedia

3.1. Introduction.....	62
3.2. Interpretation of Language Proficiency Test (L.p.t).....	62
❖ Auxiliary "To be Errors"	62
❖ Word Order Errors	63
❖ Prepositions Errors.....	63
❖ Articles Errors.....	64
❖ Tenses Errors	64
❖ Semantic Errors.....	65
❖ Agreement Errors.....	65
❖ False Friends Errors.....	65
❖ Morphological Errors	66
❖ Lexical Errors.....	66
3.3. Interpretation of the Questionnaire.....	66

3.4.	Suggestions and Recommendations	70
3.4.1	Practical Recommendations	70
3.4.1.1.	Motivation	71
3.4.1.2.	Integrating the Reading Skill with Writing	71
3.4.1.3.	Strategies for Correcting Errors.....	72
3.4.1.4.	Text book Elaboration.....	72
3.4.1.5.	Writing and Technology.....	73
3.4.2	Methods for Teaching the Writing Skill	73
3.4.2.1.	The Controlled-to- Free Approach	73
3.4.2.2.	The Free-Writing Approach	74
3.4.2.3.	The Paragraph-Pattern Approach	74
3.4.2.4.	The Grammar –Syntax –Organization Approach.....	74
3.4.2.5.	The Communicative Approach.....	74
3.4.2.6.	The Process-Approach	74
	Extra Classroom Activities	75
3.4.3.1.	Teaching of Capitalization and Learning Difficulties	75
3.4.3.2.	Teaching Looking Similar Words.....	76
3.4.3.3.	Treating Difficulties in The Structure of English	77
3.4.3.4.	Teaching Pupils to Structure Paragraphs	77
3.4.3.5.	Teaching Comparison between Two Elements (Similarity and Difference) .	79
3.4.3.6.	Teaching Cohesion.....	81
3.4.3.7.	Teaching How to Reveal Attitudes.....	82
3.4.3.8.	Teaching Learners to Suppose.....	83
3.5.	Conclusion	84
	BIBLIOGRAPHY	87
	APPENDICES	
	APPENDIX A	92
	APPENDIX B.....	94

List of Acronyms

AA: Algerian Arabic

CA: Contrastive Analysis

CAH: Contrastive Analysis Hypothesis

EA: Error Analysis

EFL: English As a Foreign Language

FL: Foreign Language

L1: First Language (Arabic)

L.P.T: Language Proficiency Test

L2: Second Language (French)

MSA: Modern Standard Arabic

SL: Second Language

SVO: Subject-Verb-Object

VSO: Verb-Subject-Object

USA: United State of America

List of Figures

Pie Chart 2.1. Analysis of Auxiliary “to be “	36
Pie Chart 2.2. Analysis of Word Order	37
Pie Chart 2.3. Analysis of Prepositions	38
Pie Chart 2.4. Analysis of Articles	39
Pie Chart 2.5. Analysis of Tenses	40
Pie Chart 2.6. Analysis of Semantic	42
Pie Chart 2.7. Analysis of Agreement	43
Pie Chart 2.8. Analysis of False Friends	44
Pie Chart 2.9. Analysis of Morphological	45
Pie Chart 2.10. Analysis of Lexical Errors	46
Pie Chart 3.1. Teachers’ Points of View about the Affection of Arabic language Interference on Pupils’ Development in the Writing Skill	47
Pie Chart 3.2. Teachers’ Points of View about the Occurrence of Arabic Interference	48
Pie chart3.3. Teachers’ Points of View about the Affection of French Language Interference on the Development of the Writing skill	49
Pie Chart 3.4. Teachers’ Points of View about the Occurrence of French Language	50
Pie Chart 3.5 Teachers’ Points of View about the Reasons that Lead Pupils to Interfere from Arabic and French Languages to English Language	51
Pie Chart 3.6 Teachers’ Points of View about which Language (Arabic/French) is more Interfered with English than the Other	52

Pie Chart 3.7 Teachers' Justifications about the Language which is more Interfered with English	53
Pie Chart 3.8 Teachers' Reactions when Pupils Make Errors in a Composition.....	54
Pie Chart.3.9. The techniques used by Teachers to Improve Pupils' Writing Skill.....	55
Pie Chart.3.10. Teachers' Points of View about the Errors which are Mostly Occurred in Arabic Interference with the English Language.....	56
Pie Chart.3.11. Teachers' Points of View about the Errors which are Mostly Occurred in French Interference with the English Language	57
Pie Chart.3.12. Teachers' Attitudes about English Textbook	58
Pie Chart.3.13. Teachers' Attitudes about hours Devoted to English Language Teaching	59
Pie Chart.3.14. Teachers' Evaluations about Writing Skill in Comparison with Speaking.....	60
Pie Chart.3.15. Teachers' Recommendations.....	61

List of Tables

Table. 1.1. English Words Coming from French Language	22
Table. 2.1. False Friends (Faux amis)	25
Table. 3.1. Examples of Negative Transfer from Arabic language	34
Table. 3.2. Examples of Negative Transfer from French language	35
Table. 4.1. Showing Apparently Similar Words	76
Table. 4.2. Showing the Learning Difficulties in the Structure of English.....	77

GENERAL INTRODUCTION

General introduction

In these days, learning a foreign language has been a growing need in the empire of globalization. As it is known, foreign language learning does not occur in a year or two; Hence, in the process of learning English as a foreign language, EFL learners need to develop the four macro skills: listening, reading, speaking and writing. However, the writing skill reserves a crucial role in the learning process and requires a considerable time from EFL learners to become skilful writers. English writing is one of the most important skills for language learners in the academic world and outside the academic institutions. What is commonly believed is that the first language has an effect on the foreign language since learners do not know enough about how to generate or create ideas for writing in the foreign language, in this field of study several researchers shed light on the factors that influence EFL writing negatively, here the interference of the mother tongue is widely observed phenomenon in the foreign language learning and it has become a center of attention for a long time.

In the light of the recent views coming from cognitive psychology, transfer is considered a major communicative strategy utilized by second language learners in order to achieve a communicative task. (Faerch and Kasper1987).

Language transfer also known as (L1 interference, or linguistics interference, and cross meaning) refers to speakers or writers applying knowledge from their native language to second language or foreign language, to put it another way, it means two or more language systems influence each other on different levels(grammar , phonology , morphology , semantics , lexis) . This problem can be generalized to the majority of non-native speakers of English; this is due to the fact that foreign language learners do not come to the classroom with an empty mind but with a great deal of experience and knowledge of the mother tongue.

Similarly the current research work aims to highlight the impact of Arabic and French languages on the writing skill in English of Algerian middle school pupils, so that the present research work makes the scope larger since it deals with multilingual acquisition, to use Cenoz's words: "the acquisition of a language other than the first and the second .namely this research work is devoted to depict the interference of both Arabic (Algerian learners' mother tongue) and French (Algerian learners' second language) in English (Algerian learners' foreign language). Such type of problem is typically remarkable on beginners who are not yet competent in the English language. Subsequently, they apply Arabic or French rules and

background knowledge to express certain ideas in English. The fact is that they think in their native language and translate their thought literally into English language, or borrow some French words to fulfil in the existing gaps once writing in the target language. Hence, linguistics interference can occur in any situation when someone does not have a native – like level command of a language.

It is worth mentioning that the problem of teaching how to write appropriate English product unaffected by other languages is of great importance and challenging task for EFL teachers who suffer from such problem.

To put it in a nutshell, the problematic of the present research work lies on the fact that: Algerian learners of English are facing two dimensional problems: transfer from Arabic and French in addition to the influence of Algerian dialect. In such a multilingual society, avoiding negative transfer could not be totally avoided.

So, this work is set to find answers to the following research questions:

1. Why beginners tend to interfere from Arabic and French in the process of writing in The English language?
2. What types of errors are common in the writing of EFL pupils?
3. What are the techniques used by EFL teachers to reduce interference from Arabic and French languages.

The hypotheses suggested for the research questions are the following:

1. The reasons behind the interference of Arabic and French languages in the writing skill of English are due to the Algerian multilingual situation, besides to the insufficient knowledge in English language.
2. The common types of errors are the following: grammatical errors, lexical errors, syntactic errors, in addition to many other types of errors.
3. The best technique used by EFL teachers is to motivate their pupils to read a lot in order to master the writing skill and to become more competent in the English language.

The structure of this work is divided into three chapters .The first one is a literature review about the linguistic situation in Algeria and languages in contact .thus it treats the status of the three languages: Arabic, French and English. Then, it sheds light on language interference theories to better understand such linguistic phenomenon and finally it deals with

the levels of interference from Arabic to English and from French to English .The second chapter however, deals with the practical part of this research work. It aims at collecting and analyzing data.The third chapter concerns with the data interpretation and suggestopedia,therefore, it expose some fruitful recommendations that help EFL teachers to assess and develop pupils' writing skill. Relatedly, this research work is based on the following research instruments: a proficiency test administered to fourth-year pupils at the middle schools of Beni Snous and Ghazaouet , and a questionnaire conducted with 5 middle school teachers from those middle schools.

Using those types of research instruments help the researchers to reach the objective of this research work and to test the above stated hypotheses.

Chapter One: The Linguistic Situation and Languages Contact

1.1.	Introduction.....	4
1.2.	The Linguistic Situation in Algeria.....	4
1.2.1.	Before Independence.....	4
1.2.2.	After Independence.....	4
1.2.3.	The Process of Arabization.....	6
1.3.	Languages Status in Algeria.....	7
1.3.1.	The Arabic Language.....	7
1.3.1.1.	Standard Arabic (MSA).....	7
1.3.1.2.	Algerian Arabic (AA).....	7
1.3.2.	The French Language.....	8
1.3.3.	The English Language.....	8
1.4.	Language Interference.....	9
1.4.1.	Contrastive Analysis and Language Transfer Theory.....	9
1.4.2.	Strong Version vs Weak Version.....	10
1.6.2.1.	Strong Version.....	10
1.6.2.2.	Weak Version.....	11
1.4.3.	Criticism to Contrastive Analysis Hypothesis (CAH).....	11
1.5.	From Contrastive Analysis to Error Analysis.....	12
1.5.1.	Definition of Errors.....	12
1.5.2.	Definition of Mistakes.....	13
1.5.3.	Sources of Errors.....	13
1.5.4.	Models of Error Analysis.....	14
1.5.5.	Error Analysis Criticism.....	14
1.6.	The Interlanguage Approach.....	15
1.6.1.	Learning Strategies in Creating Interlanguage.....	16
1.6.2.	Language Transfer.....	16
a.	Positive Transfer.....	16
b.	Negative Transfer (Interference).....	17
c.	Avoidance.....	17
d.	Over-Use.....	17

e.	Overgeneralization	17
f.	Simplification.....	17
1.7.	Levels of Interference from Arabic to English	18
*	Grammar	18
*	Tense.....	18
*	Present/ Past Perfect vs. Simple present/ Past Tense.....	18
*	Agreement	19
*	Articles.....	19
*	Prepositions	19
*	Vocabulary	20
*	Syntax	20
*	Word Order	20
*	The Absence of Copula.....	21
*	Coordination.....	21
*	Orthography (Spelling).....	21
1.8.	Levels of Interference from French to English.....	22
*	Vocabulary	22
*	Phonetics/phonology.....	23
*	Spelling and pronunciation	23
*	Grammar	24
1.9.	Conclusion.....	26

Chapter One: The Linguistic Situation in Algeria and Languages in Contact

1.1. Introduction

This chapter is divided into three parts, the first part provides an outlook about the Linguistic situation in Algeria, by passing along the “pre” and “post-colonialism periods” then, this chapter treats the status of: Arabic, French and English in Algeria. The second part presents an overview of the theories that have contributed to the explanation of language interference as a linguistic phenomenon, starting by Contrastive Analysis(CA)in 1960s,based on the linguistic notions «interference and transfer» moving to error analysis ,a philosophy that studies errors in SLA/EFL learners systems, that focused on intralingual sources of errors and marginalized interlingual errors and finally the discovery of interlanguage theory, which has been viewed as independent linguistic system constructed by EFL learners following certain strategies in order to simplify the foreign language learning. The third part deals with the levels of interference from both languages: Arabic and French: which make learners mix language systems when they write in English as a foreign language i.e. they mix Arabic with English, or French with English, which appears at different levels mentioned in details below.

1.2. The Linguistic Situation in Algeria

Algeria experienced multiple colonial movements during its history which draw the identity of Algerians and as a result, it is quite difficult to confirm the origins of the inhabitants and thus, comprehend their linguistic roots. In order to clarify this ambiguity, it is important to deal with the two periods before and after colonialism.

1.2.1. Before Colonialism

The original inhabitants of Algeria were “the Berbers “whose ancient historical origins are still mysterious. Many civilizations came to Algeria and made their fingerprint, among them: Romans, The Vandals, The Byzants, The Arabs and the Turks. Among those, the Arabs’ invasions of the 7th and 11th centuries left the most remarkable traces on people.

1.2.2. After Colonialism

After the French invasion of Algiers, which started in june1830, the new conquerors were going to implement a new language and consequently «a new culture». In this phase, the Algerian linguistic situation was complex and the French policy to impose their language

Chapter One: The Linguistic Situation in Algeria and Languages in Contact

was difficult. In fact, many languages existed in Algeria, which are: "Arabic" (which is regarded as the native language, and was taught in Quranic schools known as: the Zawiyat, and Madariss); "Berber and "French". In this case, Qufflec et al (2002) explained that the succession of the invasions and the occupation of the maritime counters and the great agglomeration involve the establishment of languages and various linguistic dialects. In 1932, the duke of Ravigo imposed the French language as the "language of instruction" to reinforce their domination in Algeria. He claimed that: "the real pedagogy to operate will be to replace progressively Arabic by French" :(quoted in CALVET) .Also, Genty De Bussy (1932) claimed that it was more urgent to teach French to Algerians than to teach Arabic to French people. Arabic was marginalized, and the implementation of French as the medium of instruction started progressively in public schools and other domains such as commerce administration...etc.

To summarize, the French invaders in Algeria harshly imposed the French language and culture over all the varieties that existed in Algeria at that period, for the sake of breaking the Arabo-Islamic identity and at changing it radically, but the Algerian revolution stood against those charts and as an example of that cultural revolution, is that one month before independence, the leadership of the Algerian revolutionary movement committed the future state to the policy of "linguistic arabization" as follows:

The role of the revolution is above all (...) to restore the Arabic –the very expression of the cultural values of our country-its dignity and its efficacy as a language of civilization" :(Gordon, 1978:149).

After the independence, the constitution of Democratic and Popular Republic of Algeria, gives the Arabic language the character of "the national, and official language of the state". On the opposite, there is no mention to the status of French language in the Algerian constitution since 1963.

"In fact, the assimilationist ideology of the colonial France, which undervalued Literary/Classical Arabic, turned this language into the language of liberation": (Djelté 1992:16).

Chapter One: The Linguistic Situation in Algeria and Languages in Contact

After the colonial era, the Algerian population spoke Algerian Arabic and Berber and Tamazight (in some local varieties) in addition to French. The arabization policy overlooked the country's linguistic diversity, Denied any status to the languages spoken in Algeria and promoted Literary/Classical Arabic developed as the: lingua franca: of the Arab Middle East. The process of Arabization was made after independence to restore Arabic language, and Islamic culture.

1.2.3. The process of Arabization

“Algeria's first president Ben Bella, initiated the policy of linguistic Arabization in primary schools and early as October 1962, he declared that Literary Arabic was to be introduced to the educational system” (Grandguillaume, 2004:27).

Arabic teaching became obligatory in all programmes and at all levels during the period 1963-1964 and the amount of time spent on French-language teaching decreased gradually (Bennoune,2004:228) ,hence, French turned out to be «the first target of Arabization”(Lewis,2004),the following year grade one (for 5-6 years old) of the primary cycle was fully arabized and the amount of time devoted to Arabic-language teaching rose to 10 hours in all other levels. In 1962-1963,the authorities hired 10.988 monitors(assous,1985:106),but the majority of those teachers were members of the Muslim Brotherhood “:and interested more in the ideological indoctrination of the students than in teaching”: (Saad 1992:60) .More than that, those instructors were unable to coexist with linguistic conditions that characterized Algeria after the independence, because their spoken Egyptian Arabic was incomprehensible to Algerians also, their traditional pedagogy were not well acceptable by Algerians.

After June 1965 military coup led by Colonel Boumediene, Arabization gained momentum under the latter's presidency(1965-1978).President Boumediene Arabization drive is best illustrated by the following declaration made by his first minister of education Ahmed Taleb Ibrahim, during a government session in the 1960s : ”this”(arabization)”will not work, but we have to do it”:(Grandguillaume,1995:18).

In September 1976,educational reforms were introduced to favour among other things, linguistic ”arabization” as a means of increasing the population's competence in Literary Arabic (Benachenhou,1992:210; Bennoune,2000:301).

Chapter One: The Linguistic Situation in Algeria and Languages in Contact

Until the 1970, the educational structure inherited from the colonial period, consisted of 3 levels: primary school (lasting 5 years), middle school (4years) and secondary school (3 years).

1.3. Languages Status in Algeria

The status of Arabic, French and English languages represents crucial component in the Algerian society and it is classified as follows:

1.3.1. The Arabic language

The Arabic language in Algeria is characterized by two types ,which are different from each other in which: Modern Standard Arabic(MSA) and Algerian Arabic (AA) .the explanations of those types are mentioned as follows:

1.3.1.1. Modern Standard ARABIC (MSA)

Classical Arabic, which is the language of the Quran, was simplified to Modern Standard Arabic (MSA) for the medium of instruction and for some formal conversations with the Arabic world. Today in Algeria, MSA is officially recognized as the country's national and official language. The use of Arabic in administration and political matters created problems for the population. French educated people worry about their future, and as a result, they constitute an opposition to arabization. Meanwhile ,Arabic is becoming the dominant language at the written, as well as the oral form, in which the Algerian Arabic consists of a considerable number of dialects.

1.3.1.2. Algerian Arabic (AA)

Algerian Arabic (AA) consists of a set of Dialects. Both Arabic and Berber dialects have a large oral literature that strengthened Algerian identity during colonialism. Different types of Arabic are spoken in different regions of Algeria. Most of the time, linguistic variation does not appear only in pronunciation, but also in grammar and vocabulary. Some variations are not regional, but reflect social background that distinguishes individuals from one another, such the Tlemcenien dialect, where special social group that speaks this dialect can be noticed.

Chapter One: The Linguistic Situation in Algeria and Languages in Contact

1.3.2. The French Language

Though the French left Algeria a long time ago, their language has not, this can be clearly noticed at several levels. In Algeria, French was inherited from the colonial power and became the “language of bureaucracy”:

”Statically, Algeria is the most francophone country among the old colonies” (Calvet1974, p219).

The maintenance of French in Algeria is due to migration to France up to now and inter-marriage, French language still have no mention in the Algerian constitution.

”In the national charter of 1976, it was clearly stated that: “French language, so expended in use, must be at present be considered as a foreign language” (translated by: Benrabah, B. unpublished Doctorate thesis 2013-2014:p151)

The quotation mentioned above, reveals the political will in giving a specific status to French as a foreign language though its widespread use in the social context is imposingly placing it as a second language :”(ibid). The status of French language is considered as a puzzling matter in Algeria because it is not mentioned in the constitution and its use differs between Algerians .Some Algerians consider French as their mother tongue, since they learned it at an early stage before entering school. And others ignored completely the use of French language in their society. Whereas the remaining members unconsciously use only some French words and AA is their mother tongue, which represents a mixture of MSA and French. This group represents the majority of Algerians.

1.3.3. The English Language

English is said to be a foreign language. The majority of subjects and documents in numerous fields like : psychology , law , economics :are taught in Arabic ,except in scientific domains such as :biology ,medicine architecture : where the teaching/learning process depends completely on French language . English has been included in each field curriculum as a compulsory/optional subject , moreover ,with the adoption of English as an international language for communication and its wide use all over the world ,the Algerian authorities implemented English in the curriculum ,as the second foreign language .As a result of

Chapter One: The Linguistic Situation in Algeria and Languages in Contact

globalization process and the increasing power of the English language today led Algerian leaders to include it at multiple levels in the educational field .So ,English is brought into the educational system to open doors to cultural ,scientific ,economic ,political and technological advancement.

1.4. Language Interference

When two languages or more become in contact, or when a person becomes familiar with more than one language. These languages cannot stay separate and they affect each others on various aspects of language (phonetics, word-formation, syntax, semantics..... etc).Such influence appears either in speech or writing or both of them , This phenomenon is known as language interference or language Transfer in the Field of linguistics . In fact, language interference has been the subject of controversy for a long time among linguists, researchers and EFL teachers throughout the world. The following approaches have been studied language transfer from different views:

1.4.1. Contrastive Analysis and Language Transfer Theory

Contrastive Analysis or contrastive linguistics is considered as a part of applied linguistics, whose final aim is establishing the similarities and differences between the learner's native language and L2/FL being learned at the level of structure. It was the favored paradigm for studying SL/FL. It was based on structuralism and behaviorism which gained great popularity in the 1950's and 1960's in USA. In fact behaviorists believe that learning a language is a matter of habit formation, so that learners tend to carry the habit of their mother tongue into the second language learning in the sense that the old habits will interfere with the new ones in the learning process. In this field of study Charles Fries may be considered as a pioneer in the field of contrastive analysis (CA) and later on it was developed by his student Robert Lado.

So, the basic assumption of CA is that L2/FL learners are inclined to transfer the forms and features from their mother tongue to their L2/FL as Lado(1957:02) stated in his book "*Linguistics across cultures*":

Chapter One: The Linguistic Situation in Algeria and Languages in Contact

” Individuals tend to transfer the forms and the meanings and the distribution of forms and meanings of their native language and culture to the foreign language and culture “.

As well as Weinreich (1953:01) in his book :“*Languages in contact*” he provided a new concept called Interference that refers to:” Those instances of deviation from the norm of either language which occur in the speech of bilingual as a result of their familiarity of more than one language “.

1.4.2. Strong version VS Weak version:

According to Wardhaugh (1974) CA has two versions: CA a priori which is also called the predictive or strong version and CA a posteriori, which is called explanatory or weak version:

1.4.2.1. Strong Version

It has been made under two assumptions: if the structure of both languages is similar; the learning process will be easier, i.e., Positive transfer. But when the structure of both languages is different it creates problems or errors, i.e., Negative transfer as Lado (1957 :02) said:

« Those elements that are similar to the (learner’s) native language will be simple for him, and those areas that are different will be difficult for him » .So the strong version claims that L2/FL learning problems “errors” can be predicted on the basis of linguistics differences between L1 and L2/FL. Lado also said in his book *Linguistics across cultures* that:

« We can predict and describe the patterns that will cause difficulty by comparing systematically the language and culture to be learned with a native language and culture of the student». This claim can be summarized like this: differences between L1 and L2/FL →interference of L1 into L2/FL →difficulty in learning L2/FL.

Chapter One: The Linguistic Situation in Algeria and Languages in Contact

1.4.2.2. Weak version

It claims that linguistic difficulties are explained a posteriori instead of being a priori by observing difficulties and problems made by learners and tried to find solutions .According to (Schachter .Torrijos,R. 2009: 150):

“Learners of language A are found by the process of errors analysis to make recurring errors in a particular construction in their attempts to learn language B , the investigators make an analysis of the construction in language A , in order to discover why errors occur”. So the weak version of CA can be summarized as follows: limited knowledge of L2/FL→recourse to L1 →difficulty in learning L2/FL.

1.4.3. Criticism to Contrastive Analysis Hypothesis (CAH)

The main reasons for the downfall of Contrastive Analysis hypothesis CAH are the following:

- ✚ The association of CAH with behaviorism and structuralism, and then criticized by Chomsky on his book: *Review of Skinner verbal behavior: (1957)* in fact Chomsky brought about a change of attitude in this sphere, language came to be viewed as not simply verbal behaviour but also as a complex system of internalized rules underlying this behavior .This system of internalized rules empowers a person to create infinite original sentences. So that L1 and L2 learning is conducted by universal innate principle or rather inborn capacities that enable the human being to acquire any language.
- ✚ The adequacy of CAH as a predictive was questioned by Whitman and Jackson (1972) on the basis of a comparison of the results of two administered test to Japanese student learning English with predictions of the relative clause difficulty of the test items derived from four contrastive analysis .They arrive at the conclusion that contrastive analysis does not predict subject performance (Aarts,M. 1980),i.e., this argument shows clearly the main deficiencies of CA are the following :the over-prediction or the prediction of L2/FL learning difficulties which do not occur . On the counterpart, it ignores to predict learning problems which occur or what is called under- prediction.

Chapter One: The Linguistic Situation in Algeria and Languages in Contact

- ✚ The narrow view of CA ignores the intralingual effects of learning which are related to the target language itself and are not due to L1 interference as Aarts (1980:50) stated :
- ✚ ” All mistakes of the language learner are due to the make-up of his native language (.....) Is demonstrably false “(1980:50).
- ✚ The latter development of applied linguistics including: errors analysis, interlanguage theories criticized CAH and listed a number of sources of errors of which L1 is only one source.

1.5. From Contrastive Analysis to Error Analysis

Error analysis is an alternative approach that comes due to CA criticism, in fact Corder is the initiator of error analysis , he is known as the father of error analysis, in his Article *The significance of learner error* (1967) he paved the way to error analysis in linguistics studies to detect the sources of errors ,such approach has two functions : the first function is theoretical ,which has its place in methodology and describe the learner’s knowledge of the foreign language ,it also helps the researcher to find out the relation between the knowledge and the teaching the learner has been receiving. The practical part of EA is to overcome the mismatch between the knowledge of the learner and the demands of the situation.

Corder et al (1967) distinguished between mistakes and errors (Chomsky’s distinction between competence and performance led to the distinction between errors and mistakes).

1.5.1. Definition of Errors

The term error was defined differently by many experts. These definitions contain the same meaning while the difference lies only on the way they formulate it. Corder (1967) defines errors as:

”Incomplete mastering of aspects of the language indeed errors reflect gaps in students knowledge”.

Norrish (1987:07) refers to errors as:

”A systematic deviation when a learner has not learnt something and consistently gets in wrong”.

Chapter One: The Linguistic Situation in Algeria and Languages in Contact

From these definitions it is clear that errors are systematic, i.e., those errors occur repeatedly and not recognized by the learner as James (1983:83) stated:” Errors cannot be self corrected “, i.e., errors reflect Chomsky’s competence.

1.5.2. Definition of Mistakes

The term mistake refers to types of random mistakes like: slips of the tongue, confusion, hesitation...etc as Richards and Schmidt (2002) put in the dictionary of *Language teaching and applied linguistics*:

”A learner makes mistakes when writing or speaking because of lack of attention ,fatigue or, carelessness or some other aspects of performance ,thus mistakes can be self corrected when attention is called” ,i.e., mistakes reflect Chomsky’s performance.

1.5.3. Sources of Errors

EA as an approach of applied linguistics focuses on the errors L2learners make in order to analyze them and investigate their sources .In fact EA started with the identification of errors, according to Richards (1974) the classification of errors can be attributed to one of the possible origins:

- 1- Those resulting from interlingual sources as Corder (1971) stated :”Those attributed to the native language ,there are interlingual errors when the learner’s L1 habits (patterns ,systems or rules) interfere or prevent him/her to some extent from acquiring the patterns and rules of second language “.
- 2- Or that resulting from intralingual sources as Richards (1970:06) refers to it as:”Items produced by the learner which reflects not the structure of the mother tongue, but generalization based on special exposure to the target language”. i.e., it is related to the target language itself which is the main concern of EA, indeed scholars in EA regarded errors as a device the learner uses in order to learn the foreign language, in this respect Gass and Selinker (1994) define errors as “Red flags” that provide evidence of learner’s knowledge of the second language.

Chapter One: The Linguistic Situation in Algeria and Languages in Contact

1.5.4. Models of Error Analysis

Many models have been adopted by EA , the following one is done by Corder (1974):

1- Data collection, 2- description of errors, 3- explanation of errors .Brown (1994:207-211) and Ellis (1995:51-52) elaborated on this model .Ellis (1997:15-28) and Hubbard et al (1996:135-141) gave a practical advice and provided clear examples of how to identify and analyze learner's errors . The initial step requires the selection of a corpus of language followed by the identification of errors. The errors are then classified. The next step after giving a grammatical analysis of each error demands an explanation of different types of errors.

So EA is considered as a diagnostic since it may show the learner's state of language at a given point during the learning process and prognostic because it can tell the course organizers to reorient language materials on the basis of the learner's current problems as Corder (1975:02) pointed out:

“Errors provide feedback, they tell the teacher something about the effectiveness of his teaching, and show him what parts of the syllabus he has been following have been adequately learned or taught and need further attention, they enable him to decide whether he can move on the next item on the syllabus or whether he must devote more time to the item he has been working on “.

1.5.5. Error Analysis Criticism

EA as an approach might has many merits, but it has not escaped criticism at the hands of certain linguists due to the weaknesses in methodological procedures as Ellis (2008) pointed out, as well as it focuses on intralingual errors and denies the language transfer theory, at that time many researchers claimed that CA need to be carried out because not all CA hypotheses are wrong and they suggested that teachers should accompany CA with EA. In this respect, Fisiak (1981) said:

“(.....) Error analysis as a part of applied linguistics cannot replace contrastive analysis but only supplements it”

Ellis (1996) emphasizes the importance of exploring transfer and he argues that any SLA/FL learning theory is not complete if it does not include transfer in the same vein Ziahosseini (2006) believes that:” For learners of English as a second language English

Chapter One: The Linguistic Situation in Algeria and Languages in Contact

spelling proved to be more difficult for people whose native language use Roman scripts (e.g. French, Spanish) than for those native language used non-Roman scripts (e.g. Arabic, Japanese).”

1.6. Interlanguage Approach

To avoid controversies between CA and EA ,interlanguage is a term coined to cover all types of linguistics influences among learners of languages ,it was introduced by Selinker (1972) , Corder (1967) refers to it as” Transitional Competence” and Nemser (1974) as” The Approximative System” which may be differ from one learner to another because of many factors such as : proficiency ,level of communication ,learning ability ,learning experienceetc .In Crystal’s Dictionary of Linguistics and Phonetics , interlanguage is defined as:” interlanguage reflects the learner’s evolving systems of rules, and results from a variety of processes including: the influence of first language (Transfer), contrastive interference from the target language, and overgeneralization of newly encountered rules”.

It is worth mentioning that interlanguage has been extended to L3 learning ,indeed De Angelis and Selinker stated that transfer of interlanguage cannot take place involving just 2 linguistics systems rather it includes the third language or more due to the fact that , it must involve “the influence of a non-native language on another non- native language “(ibid:43). Though studies on multilingualism competence are in fact, considered as a more recent field and research into L2 instead of L1 transfer, still in its infancy in this respect De Angelis and Selinker (2001:44) state that:” Current language transfer theories are highly restricted, being primarily based on the interaction between two systems “.

Scholars have been considered interlanguage as a linguistics grammar bridge constructed by EFL learners who use L1 and /or other language learned previously (L2) in order to learn the foreign language. In other words interlanguage has been regarded as a dynamic linguistics system that all FL learners developed through it but never reach full FL competence .A central characteristics of any interlanguage is fossilization which refers to a stage during a language learning that ceases to develop at some points in the foreign language ,so that FL learners never achieve a level of facility in the use of the foreign language comparable to that achievable by any child acquiring the foreign language as a native language. There is thus a crucial and central psycholinguistics difference between child native language and adults FL, there is a structure in the brain called the latent psychological

Chapter One: The Linguistic Situation in Algeria and Languages in Contact

structure that is activated for the purpose of learning another language after the close of the critical period, ie., children always succeed in acquiring their native language but adults only rarely succeed in completely learning FL.

To put it in a nutshell, the term interlanguage is applied for both FL speaking and writing, in the sense that FL learners develop their speaking skill as well as their writing skill in a manner that approach the target language norms in which errors take place in the process of foreign language learning.

1.6.1. Learning Strategies in Creating Interlanguage

Many scholars provide the following as the major strategies used by learners in creating interlanguage for the purpose of simplifying the foreign language learning:

1.6.2. Language Transfer

Different types of transfer are stated in the definition given by Ellis (1994:341) in which he said:” transfer is to be seen as a general cover term for a number of different kinds of influence from the language other than L2.The study of transfer involves the study of errors (negative transfer), facilitation (positive transfer), avoidance of target language norms and over-use “.

a. Positive Transfer

It is the transfer of skill X which facilitates the learning or has positive influence on the command of a skill Y because of the similarities between both languages as: the same alphabetical system, the same rhetorical conventions, the same linguistic features...etc.Hellen and Corder maintain that “positive transfer helps new learning, for instance, it is easy to learn to pronounce aspirated voice less stops in a second language if the language also has aspirated voice less stops».

So, prior knowledge can be very helpful in learning a new language for example: in French, the verb: *découvrir*:/dekuvrir/: has the same meaning as the verb:discover:/dɪskʌvə/: in English.Also, the adjective :*évocateur*:/evɔkatœr/: in French has the same meaning as the adjective:evocative:/ɪ'vɒkətɪv/ in English And in Arabic, the noun:*الكيمياء*:/ælkimjæʔ/: has the same meaning as the noun; alchemy:/ælkəmi/ in English.Also, the noun:*ليمون*:/leimu:n/ in Arabic has the same meaning as the noun :lemon:/lɜmən/ in English.

Chapter One: The Linguistic Situation in Algeria and Languages in Contact

b. Negative Transfer (Interference)

According to Richard (1992):” making an error and using wrongly the rules of L2 is due to the application of L1 on L2”.

That is to say if the learner traced back to his mother tongue or any other language learned previously, the result of such occurrence would be a deviation from the target language norm which has a negative influence on learning the target language.

c. Avoidance

It is a cognitive strategy that results in the absence of certain structures in the target language; thus L2/FL learners avoid using certain structures that are very different from their L1 or any language learned previously. In a study, Schachter (1974) found that Chinese and Japanese students committed fewer errors in English relative clauses than did Persians and Arab students, it was thought that English relative clauses were less difficult for the Chinese and Japanese students than for Arab students and Persians students because the placement of relative clauses in Chinese and Japanese differs so much from their placement in English language.

d. Over-Use

Learners may demonstrate a preference of certain grammatical forms, words and discourse types in L2/FL as a result of the avoidance of some difficult structures. For instance, Arab EFL learners over-use simple present and simple past since those tenses found in Arabic language as well, while they avoid using tenses which do not exist in their native language Arabic like: the continuous and perfect tenses.

e. Overgeneralization

It is associated with redundancy reduction; it covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language. It may be the result of the learner reducing his linguistic burden for instance: using the mark of the past form “ed” and apply it even for irregular verbs as the case of the verb to go → goed.

f. Simplification

It is a strategy used by foreign language learners to simplify structures and rules that are difficult for them to grasp, for example EFL learners may write “two year” instead of “two

Chapter One: The Linguistic Situation in Algeria and Languages in Contact

years” such example can be explained as the result of negative influence from standard Arabic because Arabic language has the dual form, whereas English has no counterpart as a result of this learners omit the “S” of the plural to simplify their task in English.

1.7. Levels of Interference from Arabic into English

Arabic is from a Semitic language family, hence, its grammar is very different from English. There is a large potential for errors of interference when Arab learners produce written or spoken English.

Arabic has a three consonants root as its basis -all words (parts of speech) are formed by combining the three- root consonants with fixed vowel patterns and sometimes an affix.

Arab learners may be confused by a lack of patterns in English that would allow them to distinguish nouns from verbs or adjectivesEtc.

So, interference of Arabic on the writing skill in English is seen at different levels:

***Grammar**

In relative to tense, prepositions, articles, agreement ...etc.

***Tense**

According to Selinker (1969), Arabic has different concepts of time. In Arabic, there are only the perfect and imperfect (past and present). Progressive and perfect aspects are especially difficult for Arab learners of English (Mukattash, 1978: Al-buainain, 1992).

In Arabic, verbs show two indicative conjugation for aspects: the imperfect (morphologically marked by prefixes) and the perfects (marked by suffixes) which may indicate whether the action is viewed as uncompleted or completed respectively in the absence of any further temporal specification, the imperfect serves to indicate the action which is regarded as in progress at the present or repeated action, or with future time adverbials.

***Present/ Past Perfect vs. Simple present/ Past Tense**

Several attempts have been made to establish meaning for the English perfect (Sweet, 1983 Crystal, 1986). It may be indicate an action completed in the past, but which result is still in effect. The duration or time of the action is not emphasized. The nearest Arabic equivalent to this use is V+(perfect), but no grammatically encoded category can be considered an exact equivalent to the English present perfect. However, Semantically

Chapter One: The Linguistic Situation in Algeria and Languages in Contact

speaking, Arabic is capable of conveying the different uses of the English present perfect , this involves the use of the particles like /qad/ and adverbs such as /Litawi/ (just , now). (Al-Buainain, 1988:226).

***Agreement**

Arabic verbs agree with their subjects in person, number and gender (Scotton and Tucker, 1974:83). , i.e., English and Arabic follow the same verb agreement rule except in some cases (singular vs. plural) e.g. the word ‘statistics’ ends with the plural form ‘S’ but is also a plural word in Arabic , however in English the word ‘statistics’ takes the plural form , but it is singular in number.

Another kind of agreement is different in both languages ; in Arabic adjectives or adverbs agree with the nouns they modify , while in English ,few adjectives show agreement in number with the nouns they modify ,such as: ‘this-these’ and ‘that’- those ‘ , other adjectives are used to modify singular as well as plural nouns , in Arabic however the situation is different.

***Articles**

In English , abstract words referring to ideas , attributes ,or qualities are used without the article ‘the’ to refer to that idea or attribute which belongs to everybody ,or everything .In Arabic , however, such abstract words preceded by a definite article equivalent to ‘the’ in English. Moreover, abstract words become specific when they are preceded by the article ‘the’ in English (Kinneavy and Warriner, 1993:607). They become the possession of a certain person, groups, objects ...etc.The usual way of expressing this possession is by a phrase starting with ‘of’, or ‘for’. In contrast, Arabic does not make use of an article before an abstract term when it is the possession of a specific person or object, rather the abstract word is rendered specific by the modifying noun that follows it.

***Prepositions**

Prepositions seldom have a one to one correspondence between English and Arabic. An Arabic preposition may be translated by several English prepositions, while an English usage may have several Arabic translations (Scott and Tucker, 1974:85). For example in Arabic the preposition /bi/ corresponds to five prepositions in English “by, with, at, for, in”. (Hajjar, 1986:60).For instance:

Chapter One: The Linguistic Situation in Algeria and Languages in Contact

1- Kana bilmabna.

He was **in** the building.

2- Kana bilmadrassa.

He was at school.

3- Akala biyadihi.

He ate **with** his hand.

4- Ijtara –al-qalam biḡamsat dananiir.

He bought the pencil **for** five dinars.

5- Dahaba ?ila al-madrassa biṢajara.

He went to school **by** car.

***Vocabulary: (Semantics and Lexis):**

There are very few English Arabic cognates; hence, one word in Arabic can be translated into English by several words, i.e., word 'A' in a certain English sentence co-exists with word 'B' and not with 'c' even though 'B' and 'C' may be synonymous (English collocations).

***Syntax**

As far as syntax is concerned, there are some points to set forward. These points are as follows:

***Word Order**

In English, adjectives usually precede the nouns they modify (Kinneavy and Warriner, 1993:606). However, in Arabic, they generally follow them.

A similar rule applies for adverbs since an adverb that modifies an adjective or another adverb usually precedes that adjective or adverb (ibid1993:616). Once again, in Arabic this is not the case.

Chapter One: The Linguistic Situation in Algeria and Languages in Contact

For the structure of Arabic sentences, there are three main types of sentences:

- 1- The nominal sentence begins with a noun (SVO).
- 2- The verbal sentence (VSO).
- 3- The equational sentence is composed of a subject and a predicate with no verb.

While in English language the usual word order is (svo).

***The Absence of Copula**

In cases of intensive complementation (Quirk, et al 1972: 820), i.e., when a co-reference relation exists between the subject and the subject complement English requires the use of a linking verb 'copula'.

The copula itself carries a little meaning, yet it functions as a link between the subject and its complement. 'Be' is the typical copula in English, on the other hand Arabic does not have auxiliaries similar to those found in English, the tense is marked in the main verb, in Arabic an equational sentence is called (mubtada? wa ?abar), in neutral sentences, the copula is not realized (Ferguson, 1971:142).The auxiliary constituent a present in the surface structure of an Arabic equational sentence, when a non-present point of temporal reference is to be indicated. This is signaled by the presence of the incomplete verb /Kana/.

***Coordination**

In English, items in a series are separated by commas and the coordinate conjunction 'and' is used before the last word, whereas in Arabic, each item in series is preceded by the conjunction 'wa' which is equivalent to 'and'.

***Orthography: (Spelling):**

English spelling is irregular which makes it difficult for ESL/EFL learners to master, the English language is lacking spelling sound correspondence since it has many words that has the same sounds, but spelt differently like in threw and through which are pronounced as /θru:/ and other words that has the same spelling but are pronounced differently as in through and trough /trɒf/.As Harmer stated that learners of English need to be aware about how we use different spellings to distinguish between homophones.

Pairs of words that sound identical like Sun and Son, Sew and So but are immediately differentiated in writing. As opposed to Arabic since there are no silent sounds and orthography and spelling are almost identical.

Chapter One: The Linguistic Situation in Algeria and Languages in Contact

1.8. Levels of Interference from French into English

Like many other languages all over the world, English has witnessed different foreign influences through its history, changing it from “an almost pure language” to a completely mixed one”. This was a result of the Norman conquest in 1066 and the interference of many French words into English language. This interference is classified into different levels:

***vocabulary**

The vocabulary of English, was mostly enriched by words that came from the romantic elements of French language, as LAWLESS (2006:4): “As a result of the Norman occupation of England, English

Adopted about 10.000 French words; of which around three Fourth are still used today. This vocabulary found in every Domain: art, literature, cuisine, law, government. More than a Third of all English are derived from French either directly or Indirectly. An English speaker who has never studied French Already knows around 15.000 French words”.

It has been estimated that about 10.000 of English words, are taken from French language, these words are related to “law, administration, military, food drink, leisure and arts, science and knowledge”.Crystal (1995:47) listed some English words coming from French:

LEVELS	EXAMPLES
Administration	Authority,court,duke,servant,council,baron
Law	Arrest,adultery,jury,crime,executor,prison,fraud, verdict, punishment
Military	Army,defend,captain,sergent,enemy,combat,lieutenant,retreat,guard,soldier, siege, lance
Food and drink	Salad,appetite,beef,cream,dinner,fruit,olive,orange,raisin,juice,sardine,vinegar, toast, tart, biscuit
Home	Basin,cheminey,lamp,lantern,tower
Leisure and the arts	Conversation,music,theatre,image,debat,tragedy, volume,danse,preface,prose,rhyme, romance,title,poet,melody,literature,sculpture,painting,contemporary art
Science and knowledge	Calendar,anatomy,gender,geometry,geology,grammar,logic,mental,study, research,sphere,physician,poison,visual

TABLE. 1.1. English words coming from French Language.

Chapter One: The Linguistic Situation in Algeria and Languages in Contact

The table mentioned above, was created by Crystal (1995:47) where he presents a list of English words, which are originated from French language, and are still used in the present time

***phonetics/phonology**

The phonetics of Middle English was different, the huge changes are clearly seen in the pronunciation of vowels which evolved in the Great Vowel Shift: these shifts were accompanied by changes in realization of consonants particularly in pronouncing many letters that became silent in certain positions, like what Crystal (1995) puts:

- /k/ before /n/ in knixt
- /G/ before /n/ in gnaw
- /L/ before vowels and /f/, /v/, /k/; calf, halve, folk

Several consonants sounds came to spell differently especially because of French Influence, for instance Old English /sc/ is gradually replaced by /ʃ/ or /tʃ/. In sum, here is A list of Middle English consonants and vowels put by (Crystal 1995:42):

- Consonants: /p/, /b/, /t/, /d/, /k/, /g/, /tʃ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, /j/, /f/, /v/, /s/, /z/, /θ/, /h/
- Long vowels: /i:/, /e:/, /u:/, /o:/, /ɑ:/, /ɛ:/
- Short vowels: /ɪ/, /ɛ/, /ə/, /ɔ/, /ʊ/, /a/, /ɔ/
- Diphthongs: /æɪ/, /eɪ/, /aɪ/, /uɪ/, /oɪ/, /ɪu/, /ɛv/, /av/, /ɔɪ

***Spelling and pronunciation**

Concerning spelling, the French people didn't pronounce the letter /h/ at the beginning of a word. Under the influence of French loan words with initial /h/ were pronounced with or without /h/ in Middle English. However, /h/ gradually came to be pronounced in some words, such as *honor*, *honest*, *hour* and *heir*, as it is the case in England, where the word "hote" is pronounced with and without /h/. Moreover, the sound /j/ was spelt as /ʒ/ in old English and because of French influence has changed to [y] as in: *ieldan*, *yield* and both /j/ and /g/ were spelt [ʒ] in old English. The sound system of English has also known some changes because of the introduction of French words, for instance, the introduction of a number of Norman French loans beginning with /z/ and /v/ such as: *zodiac* or *victory*, where introduced into contexts where they have not previously appeared, as a result of this, they became separate phonemes. Moreover, the French diphthongs /li/ and /ui/ have been adopted.

Chapter One: The Linguistic Situation in Algeria and Languages in Contact

Another example of the French influence on English is seen in the pronunciation of some Old English words which have been recently changed to accord with French spelling such as: *Biscuits* which is the form of *biskets* in old English. Moreover, the accent of some old words have been changed, *police* and *marine* are old English words whose pronunciation changed because of the French influence. The pronunciation of English changed to some extent under the influence of French and did the spelling for instance; the Old English spelling *cw*, *sc* and *c* became *qu*./ *Sh*/ and/ *ch*/ too. So “queen” is written with “qu” rather than “cween”, “ship” rather than “scip” and “should” rather than “scolde”. As believed by Lawless (2005) English pronunciation was also affected by French. Old English had the unvoiced fricatives sounds /f/ as in “fat”, /s/ as in “Same”, /sh/ as in “shin” and the /th/ as in “thin”. And French helped to distinguish the voiced sounds /v/ as in vote /z/ as in zone and /zh/ as in “mirage”. French also contributed to the introduction of the diphthong “oy” as in “boy”.

***Grammar**

The influence of French grammar on English grammar was not so important in comparison with the influence at the vocabulary and phonology level. Moreover, French syntactic patterns consisting of nouns and followed by adjectives were introduced into English for example: *court martial* or *proof positive*.

As well as for the borrowings, a great number of French affixes were introduced and added in the English language, such as: prefixes: con-, de-, ex-pre-, en-, pro-, trans-. And suffixes like: -ee, -ance, -ant, -ation, -ment, -ism, -ity, -able, -al, -ous, -fy, -ize.

In this case, interference between French and English increases and thus; errors reveal. To clarify this, a list of “false friends/faux amis” must be mentioned.

Chapter One: The Linguistic Situation in Algeria and Languages in Contact

French	English
-blessé	-blessed
-bouton	-button
-monnaie	-money
-déception	-deception
-envie	-envy
-grand	-grand
-jolie	-jolly
-journée	-journey
-location	-location
-coin	-coin
-passer	-pass
-raisin	-raisin
-abuser	-abuse
-accéder	-accede
-accidenté	-accidental
-achever	-achieve
-acompte	-account
-actuellement	-actually
-addition	-addition
-adresse	-address
-agenda	-agenda
-aimer	-aim
-amateur	-amateur

TABLE .2.1. False Friends (Faux Amis).

Chapter One: The Linguistic Situation in Algeria and Languages in Contact

The table mentioned above, represents a list of false friends (faux Amis) which characterizes French and English languages

1.9. Conclusion

This chapter was a description of the situation in Algeria towards the three languages "Arabic ,French and English ",by treating them from a historical and linguistic framework; that part is also related to foreign language learning, by dealing with theories of Contrastive Analysis, Error Analysis and Interlanguage, then levels of interference of both :Arabic and French :into English ,in order to clarify reasons and sources of learners' errors and thus enabling teachers as well as pupils, to discover errors and improve learners' writing skill.

Chapter Two: Research Background Methodology and Data Analysis

2.1.	Introduction.....	27
2.2.	Sample Population.....	27
2.2.1	Learners' Profile	27
2.2.2	Teachers' Profile.....	28
2.3.	The Research Instruments.....	28
2.3.1.	Learners' Test	28
2.3.2.	Teachers' Questionnaire.....	30
2.4.	Data Collection and Analysis	30
2.4.1	Learners' Test Analysis	31
2.4.2	Teachers' Questionnaire Analysis	47
2.5.	Conclusion	61

Chapter Two: Research Background Methodology and Data Analysis

2.1. Introduction

The purpose of this chapter is to discuss language interference in Algerian middle schools at Beni snous and Ghazaouet; and to give a practical evidence to prove that the problem exists.

The data of this research work were collected from a test administered to Fourth year pupils of Boumediene Mohamed middle school at Beni Snous and Ain Sbaa Ali middle school at Ghazaouet, and a questionnaire directed to English middle school teachers in the above mentioned middle schools. It is necessary to point out that this research work investigated a bi-sided perspective of pupils and teachers in order to have better insight on the context of English learning and teaching” writing” in Algerian middle schools.

This chapter consists of a description of both teachers and pupils enrolled in this research work, and provides information about research instruments used in the present research work. Also, it deals with the data analysis obtained from teachers’ questionnaire and learners’ test.

2.2. Sample population

In order to investigate the issue presented in this research work, the researchers addressed two different populations to examine and to gather as much as possible amount of useful information. So, both teachers and pupils were solicited to participate during the process of data collection. To test the population, forty nine fourth- year pupils were involved on it from two middle schools: Boumediene Mohamed-Beni Snous, and Ain Sbaa Ali-Ghazaouet, as for the questionnaire to be completed, the researchers approached five teachers from those middle schools.

2.2.1. Learners’ profile

The researchers have chosen one group of twenty pupils from Boumediene Mohamed middle school at Beni Snous and twenty-nine pupils from Ain Sbaa Ali middle school at Ghazaouet. The total number of these groups includes twenty two girls, and twenty seven boys, the participants’ age varies between 13 and 18 years old.

Those pupils have at least 3 years’ experience of studying English language, thus, they possess insufficient knowledge about English language and are exposed to Arabic as their

Chapter Two: Research Background Methodology and Data Analysis

mother language and French as their first foreign language, whereas English is their second foreign language.

2.2.2. Teachers' profile

Concerning middle school teachers, there are five teachers; three of them are in charge of teaching fourth year middle school. The total time allotment to teaching English is estimated to four hours per week. Teachers' experiences vary between 5 to more than 20 years old.

2.3. The Research instruments

In order to collect data, two research instruments are used they are namely: a language proficiency test and a semi guided questionnaire.

On one hand, the test was administered to fourth year middle school pupils in order to check the common errors committed by those pupils that result from Arabic as a native language of learners, and French as a second language. On the other hand the questionnaire was directed to middle school teachers to find relevant information about the phenomenon related to the current research work in order to analyze their significant points of view regarding this issue.

2.3.1. Learners' Test

A proficiency test was given to fourth -year pupils in order to inquire the frequent errors made by pupils from their answers in this test, since the scope of this study is devoted to the writing skill. The only two linguistic levels taken into account are: Grammar (syntax and morphology), Semantics (lexis), while discourse level (style and pragmatics) is not taken into account because of learners' limited knowledge of pragmatics. Besides, the phonological level (pronunciation) is not included in the test since the writing skill is the cornerstone of the current research work. It is worth mentioning that some questions that pupils did not understand were translated to them in Arabic in order to achieve the aim of this research work.

This test is divided into three parts:

- **Part One:** contains two questions, these questions have two purposes; one purpose is related to learners' profile, while the other purpose is related to the use of copula "to be" since Arabic has no counterpart to this auxiliary, so it aims to check if learners influenced by Arabic when answering these two questions.

Chapter Two: Research Background Methodology and Data Analysis

- **Part Two:** is devoted to the levels of interference from Arabic to English ,i.e., this part is related to the differences between Arabic and English in terms of the sentence structure , the use of prepositions, tenses, agreement ...etc . More obviously question(a) aims to show if learners follow English words order or Arabic words order , in question (b) learners were asked to insert the appropriate English preposition in each sentence , here the first sentence is the case where Arabic language uses the preposition , while English does not use it. In the second and third sentences it is clearly mentioned that the two languages use different prepositions. In question (c) they were given a two alternative- choice, and they were asked to choose the correct one in English. In here, the correct choice follows the English rule of articles, while the wrong choice follows the Arabic rule of articles. In question (d) learners were asked to fill in the gaps with correct forms of verbs between brackets in the passage. This passage is likely related to present simple and present continuous since the latter is not found in the Arabic language. Commonly the majority of EFL learners face a great difficulty in learning and applying English tenses which do not exist in Arabic ; thus, the aim here is to know if is it the case of Algerian pupils. In question (e) they were asked to choose the appropriate choice by giving them a two-pair choice: each pair presents a semantically correct English, whereas the other pair is a literal translation from Arabic to know if learners have a large or little tendency to translate literally from Arabic in their writing tasks in English. Finally in question (f) learners were asked to eliminate the wrong choice. In here, the wrong choice follows the Arabic rule of agreement, whereas the correct choice follows the English rule.
- **Part Three:** is devoted to the levels of interference from French into English, since the two languages have the same Alphabets and both of them are written from left to right. Accordingly borrowing is the common strategy used by learners to fill in the existing gaps in the English language. In this vein, this part contains words that look similar in both languages, but have different meaning. Hence, this is the case of false friends. Therefore, learners were asked to identify the English equivalent of each French word. The purpose is to discover learners' background about false friends , and if they transfer negatively from French language to understand the English words (question one).Then they were given the roots of words and asked to match with the English suffix . Purposefully, one suffix is given in English , while the other in French. The aim behind is to show if learners differentiate between English and

Chapter Two: Research Background Methodology and Data Analysis

French suffixes or they mix them (question two). The last question then, learners were given four lists of words: those words are names of seasons, colors, months, fruits and in each list there is an intrusive word (this intrusive word is a French word). So they were asked to circle such words, to check if learners master the two languages separately or they mix both of them.

2.3.2. Teachers' Questionnaire

In order to round up the objectives of this research work, a semi-guided questionnaire is added. It contains 15 questions. It is directed to five middle-school teachers of English from two middle schools: Boumediene Mohamed-Beni Snous, and Ain Sbaa Ali-Ghazaouet. The design of the questionnaire is divided into two rubrics:

- **Rubric One:** is made up of two questions involving personal information about teachers' degree of education and the number of years that they have been working as teachers of English.
- **Rubric Two:** contains 13 questions concerning teachers' views about the influence of interference from both languages Arabic and French on the development of the writing skill in English of their learners and to what extent does this interference occur. On one hand, they were asked about the language which is more interfering with English than the other. In addition to that, teachers were asked about their views about the speaking skill in comparison with the writing skill as productive skills. On the other hand, the other questions are about the research questions namely: the most frequent types of errors that pupils commit in their writing tasks, the possible reasons that lead pupils to interfere from Arabic and French languages, and the techniques that teachers use to improve their pupils writing skill by giving them a set of choices. Moreover, they were asked if the current English text book helps them to discover their learners errors and if the small number of hours devoted to English affects their writing skill of English. The last question then, is about the suggestions and recommendations teachers can give to decrease such linguistic phenomenon.

2.4. Data Collection and Analysis

This phase of research work is devoted for data collection from both pupils' answers in the test, and teachers' answers in the questionnaire in order to analyze them quantitatively

Chapter Two: Research Background Methodology and Data Analysis

and qualitatively. The results and finding obtained from the two research instruments may help the researchers to answer the research questions being set in the present research work.

2.4.1. Learners' Test Analysis

In order to analyze the data collected from the test, two tables are presented to demonstrate the types of errors committed by pupils. One of them shows some examples of negative transfer from Arabic, while the other shows some examples of negative transfer from French. Subsequently, some graphs are set to show percentages of correct and wrong answers to get a clear image about the common errors made by learners.

- The following table demonstrates some examples of pupils' answers in the part of the test devoted to the levels of interference from Arabic to English:

Questions	Examples of Pupils' Answers	Types of Errors	Types of Transfer
1- What is your name?	*My name fatima	-Syntactic error (omission of auxiliary "to be" and mechanic error "no capital letter in proper names)	-Negative transfer from standard Arabic and Algerian Arabic.
	*My nom mohamed	-Spelling error and mechanic error.	-Negative transfer from French and standard Arabic
	*I 15 year.	-Syntactic error (omission of auxiliary to be)	-Negative transfer from standard Arabic -Negative transfer from standard Arabic
	*I'm in 14year.	-Semantic error	-Negative transfer

Chapter Two: Research Background Methodology and Data Analysis

2-How old are you?	*I'm 14 ans	(literal translation) -Lexical error	from French
3- Words Order 1-poet/is /an Algerian Moufdi Zakaria 2-Built/they /school /a new /last year/in our village 3-Watched/ film/a nice/I	*Moufdi Zakaria is poet an Algerian *Built they a school new last year in our village *Watched I a nice film	-Syntactic error(wrong placement of adjective) -Syntactic error (wrong sentence structure, wrong placement of adjective) -Syntactic error(wrong sentence structure)	-Negative transfer from standard Arabic -Negative transfer from standard Arabic -Negative transfer from Standard Arabic
4-Prepositions 1-He enjoyedthe film. 2- Spring begins.... the twenty first of March.	*He enjoyed by the film. *He enjoyed with the film *Spring begins in the twenty first of March.	-Grammatical error -Grammatical error -Grammatical error	-Negative transfer from Algerian Arabic -Negative transfer from standard Arabic -Negative transfer from standard Arabic
2- Spring begins.... the twenty first of March.	*Spring begins from the twenty first of March	-Grammatical error	-Negative transfer from standard Arabic

Chapter Two: Research Background Methodology and Data Analysis

<p>3- I saw a foot ball matchTV.</p>	<p>*I saw a foot ball match in TV.</p> <p>*I saw a football match at TV.</p>	<p>-Grammatical error</p> <p>-Grammatical error</p>	<p>-Negative transfer from standard Arabic</p> <p>-Negative transfer from standard Arabic.</p>
<p>5- Articles</p> <p>- Pair One :</p> <p>1-I know man who has on climbing expeditions in many parts of the world.</p> <p>2-Iknow a man who has on climbing expeditions in many parts of the world.</p> <p>- Pair Two:</p> <p>1- The success is a final aim of every humman being</p> <p>2-Success is a final aim of every humman being.</p> <p>6-Agreement</p> <p>-There good news for the exam.</p>	<p>*I know man who has been on climbing.....etc.</p> <p>*The success is a final aim of every humman being.</p> <p>*There are good news for the exam</p>	<p>-Grammatical error(omission of indefinite article” a”)</p> <p>-Grammatical error((addition of the definite article “the”)</p> <p>-Grammatical errors</p> <p>Grammatical errors</p>	<p>-Negative transfer from standard Arabic</p> <p>-Negative transfer from standard Arabic</p> <p>-Negative transfer from standard Arabic</p> <p>-Negative transfer from standard Arabic</p>

Chapter Two: Research Background Methodology and Data Analysis

<p>7- Tenses</p> <p>-I' m looking out of my window .I can see some children on the street .The children (play)foot ball They always (play).Now a little boy (kick)the ball, another boy (run)after him but he can not catch him.</p> <p>8- Semantics</p> <p style="padding-left: 20px;">- Pair one :</p> <p>1-My health is right. 2- I'm healthy.</p> <p style="padding-left: 20px;">- Pair Two:</p> <p>1-He made a mistake. 2-He fell in the mistake.</p>	<p>*Plays *Played *kick *run</p> <p>*My health is right *He fell in the mistake</p>	<p>-Grammatical errors (over-use simple present ,avoid present continuous)</p> <p>-Semantic error(literal translation from Arabic) -Semantic error (literal translation from Arabic)</p>	<p>-Negative transfer from standard Arabic and Algerian Arabic -Negative transfer from standard Arabic</p> <p>-Negative transfer from French -Negative transfer from standard Arabic</p>
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Table. 2.1. Examples of Negative Transfer from Arabic language

The above table presents examples found on the majority of pupils 'answers in the part of Arabic language.

- The following table shows some examples of pupils' answers in the part of the test devoted to the levels of interference from French to English:

Questions	Examples of Pupils' Answers	Type of Errors	Type of Transfer
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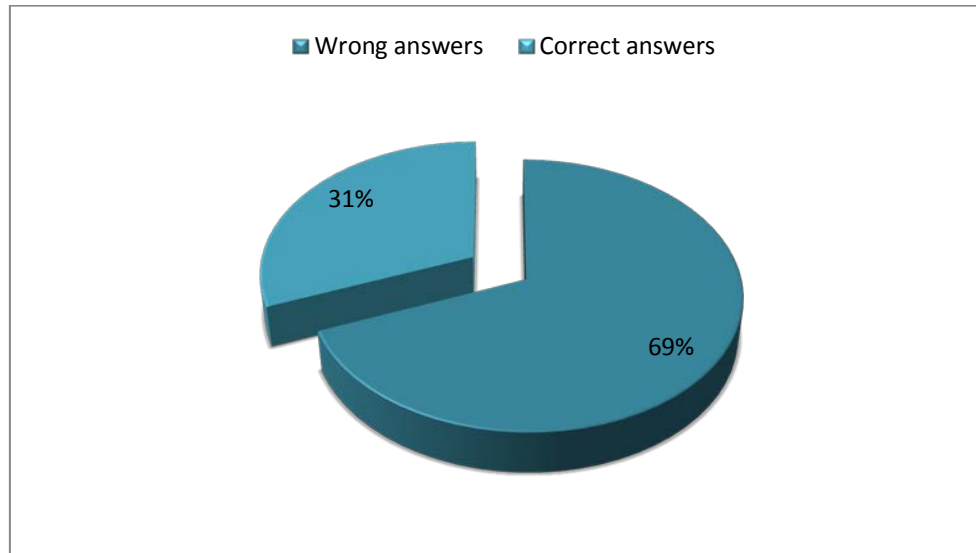
Chapter Two: Research Background Methodology and Data Analysis

- ✓ 43% of pupils did not use auxiliary “To be” correctly, while 57% used it correctly.

Question 2: How old are you?

- ✓ 96% of pupils had wrong answers and 4% had correct answers.
- Total average of errors in part one is: 69% errors

The following chart will explain the results:



Pie Chart.2.1.Analysis of Auxiliary “to be” Errors

The above graph shows a large portion of pupils making auxiliary “to be” errors, in comparison to the small portion which presents correct answers.

Chapter Two: Research Background Methodology and Data Analysis

❖ **Part two:** in question (a) the three sentences were planned to know if learners follow Arabic word order or English word order.

1-Poet /is / an Algerian / Moufdi Zakaria

✓ 59% of pupils had wrong word order and 41% had a correct word order.

2-Buit/they/school/a new /last year in our village.

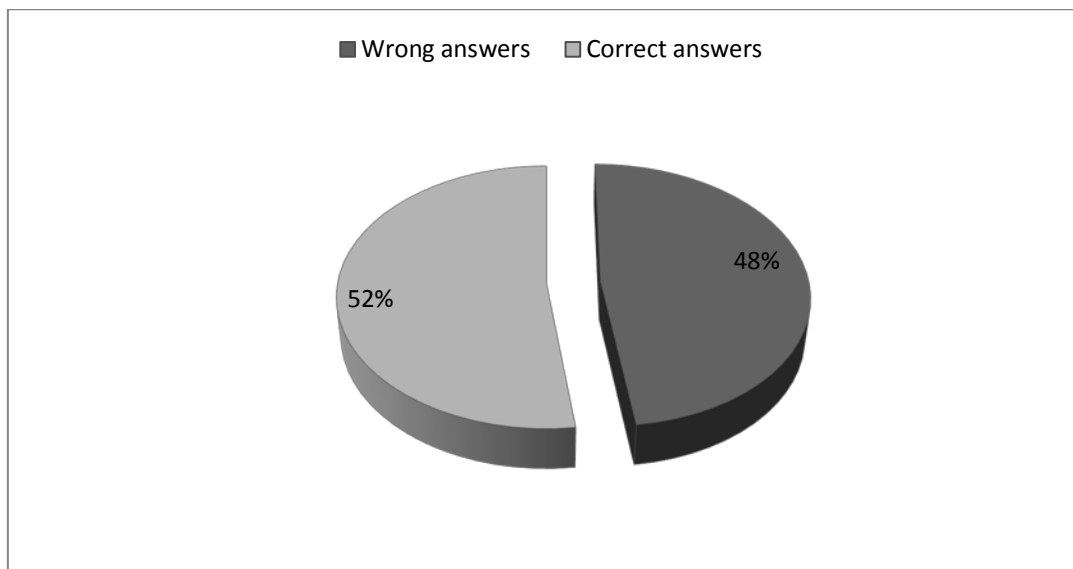
✓ 56% of pupils had wrong word order and 41% had correct word order.

3- Watched/ a nice / yesterday /I/ film.

✓ 30% of pupils had wrong word order, while 70% had correct answers.

➤ Total average of errors in question (a) is: 48% errors.

The following chart will explain the results:



Pie Chart. 2.2. Analysis of Word Order Errors.

Chapter Two: Research Background Methodology and Data Analysis

The above presentation shows that more than a half of pupils make word order errors, while the remaining have correct word order.

- In question (b) the three sentences were designed to know if learners influenced by Arabic language to select the appropriate English prepositions.

1- He enjoyedthe film (by, with,∅).

- ✓ 84% of pupils have inserted wrong prepositions (with, by) and 16% have answered correctly.

2-Spring begins The twenty first of March (on, in, from).

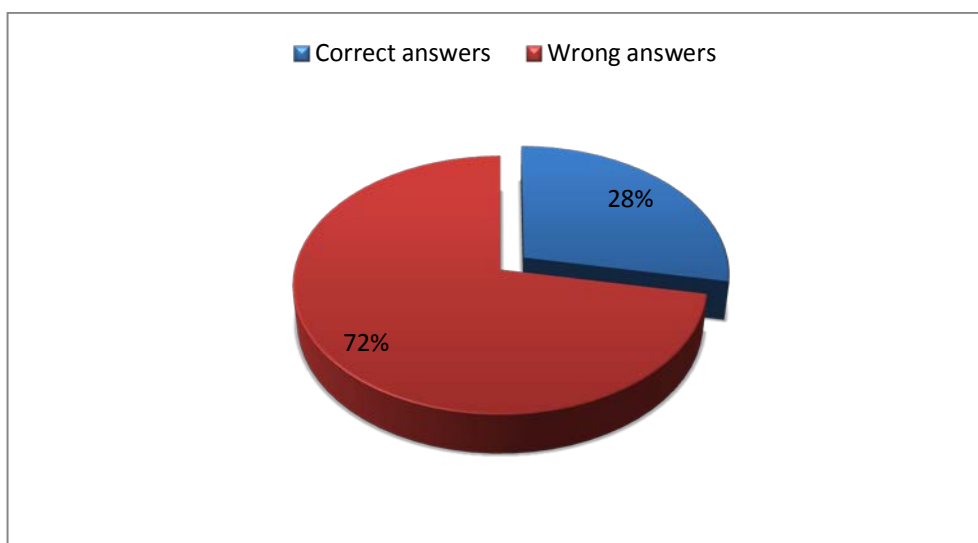
- ✓ 76% of pupils have inserted the wrong prepositions (in, from), whereas 24% have inserted the correct preposition (on).

3-I saw a foot ball matchTV (on, in, at).

- ✓ 59% of pupils have inserted the wrong prepositions (in, at), while 41% have inserted the suitable preposition (on).

- Total average of errors is: 72% errors.

The following chart will explain the results:



Pie Chart. 2.3. Analysis of Prepositions Errors.

Chapter Two: Research Background Methodology and Data Analysis

The above chart shows that the overwhelming majority of pupils make prepositions errors; while on the other side a small portion of pupils have a correct insertion of prepositions.

In question (c) two- pair choice were planned to know if learners follow Arabic rule of articles or they apply English rule correctly.

- **Pair One:**

1-I know man who has been on climbing expeditions in many parts of the world.

2- I know a man who has been on climbing expeditions in many parts of the world.

✓ 49% of pupils have chosen the wrong choice (1), while 51% have chosen the correct one (2).

- **Pair Two :**

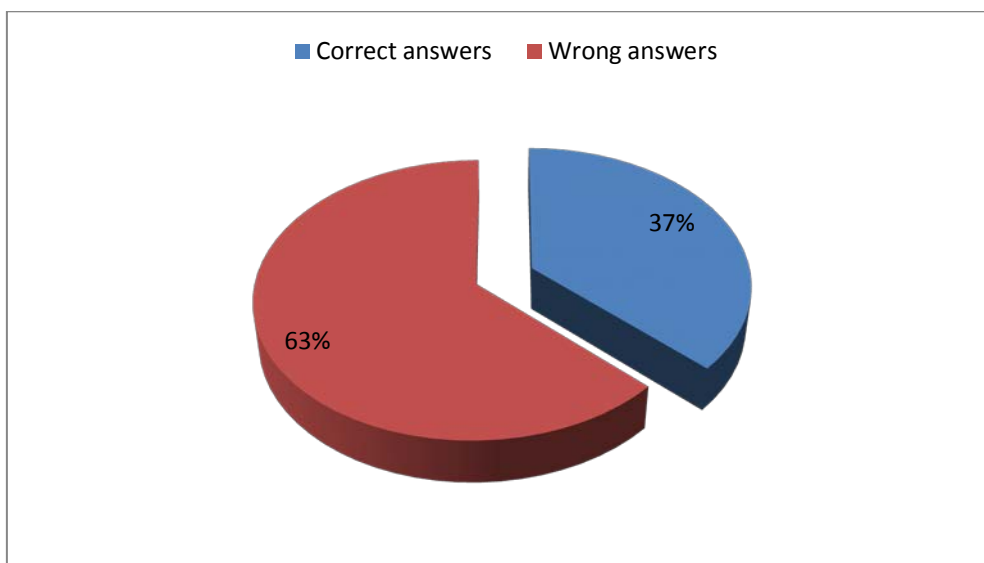
1-The success is a final aim of every humman being.

2- Success is a final aim of every humman being.

✓ 78% of pupils have chosen the wrong choice (1) and 22% have chosen the correct one (2).

➤ Total average of errors in question (c) is: 63% errors.

The following chart will explain the results:



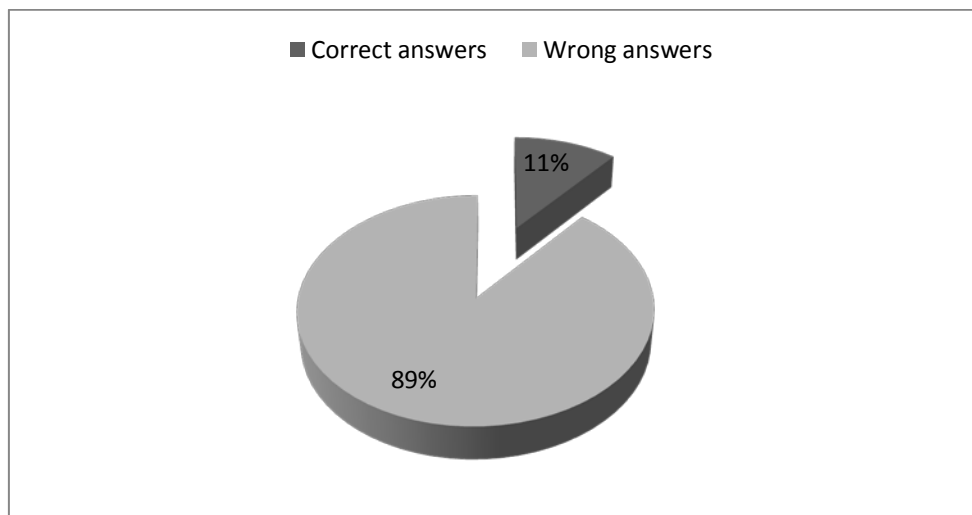
Chapter Two: Research Background Methodology and Data Analysis

Pie Chart. 2.4. Analysis of Articles Errors.

The above presentation shows that a large portion of pupils make articles errors, while only a small portion of pupils have correct answers.

- Question (d) was designed to know if learners influenced by Arabic in dealing with English tenses.
- ✓ 11% of learners used present simple and present continuous correctly; whereas 89% of learners avoid using present continuous and over-using present simple and few of them used past simple.

The following chart will explain the results:



Pie Chart .2.5. Analysis of Tenses Errors.

Chapter Two: Research Background Methodology and Data Analysis

The above chart shows that the overwhelming majority of pupils make tenses errors, whereas, the small portion of pupils have correct tenses answers.

- In question (e) two- pair choice were planned to know if learners translate directly from Arabic when they write in English.

- **Pair One :**

1- My health is right.

2- I' m healthy.

- ✓ 41% of learners have chosen the wrong choice (1), while 59% have chosen the correct one (2).

- **Pair Two:**

1-He made a mistake.

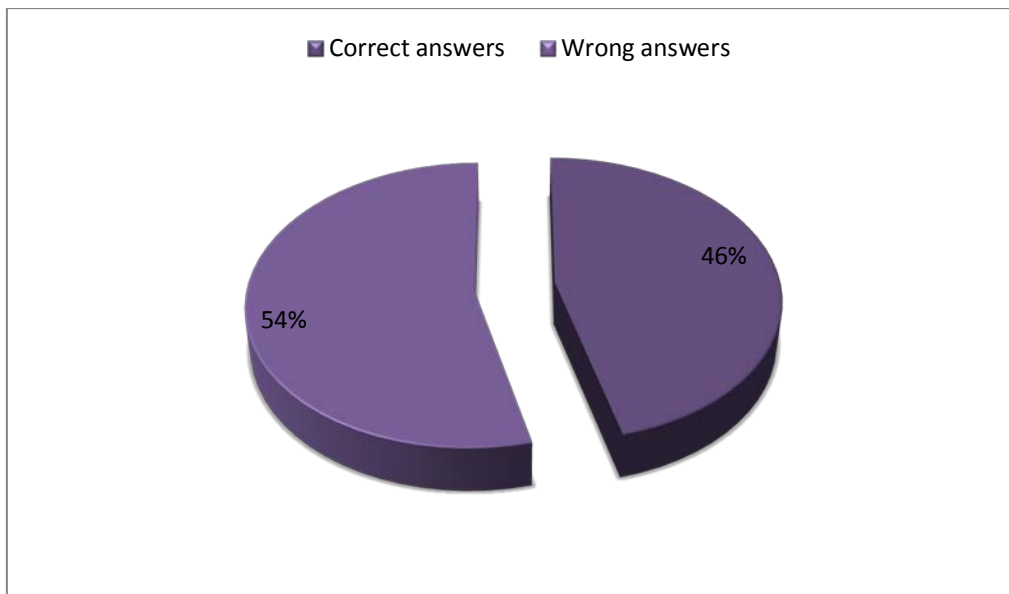
2- He fell in the mistake.

- ✓ 68% of learners have selected the wrong choice (2), whereas 32% have selected the correct one (1).

- Total average of errors in question (e) is: 54% errors.

The following chart will explain the result:

Chapter Two: Research Background Methodology and Data Analysis



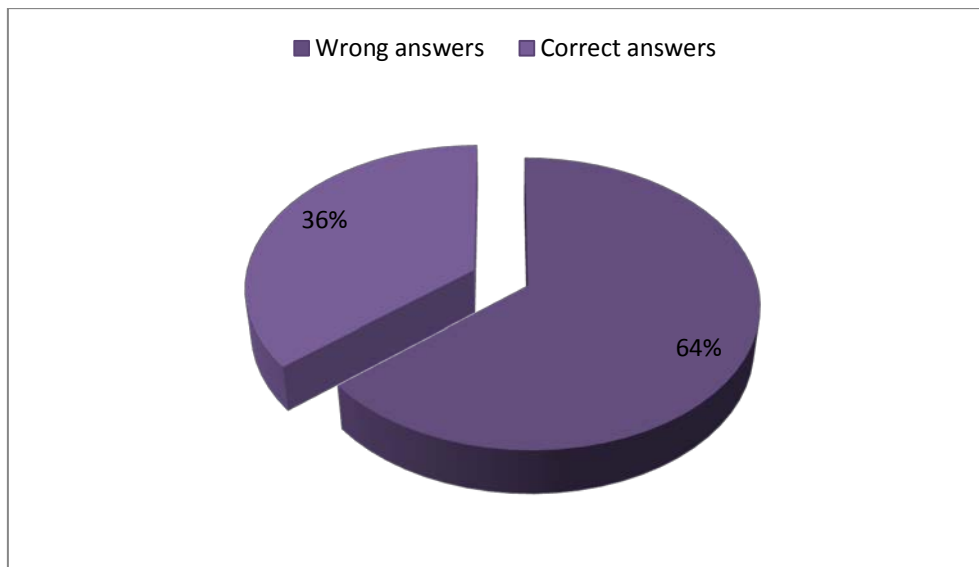
Pie chart. 2.6. Analysis of Semantic Errors

The above chart shows that more than a half of pupils commit semantic errors, while less than a half answers correctly.

- Question (f) was designed to know if learners apply Arabic or English rule of agreement.
 - ✓ 64% of learners have selected the wrong answer (are) and 36% have selected the correct one (is).

The following chart will explain the results:

Chapter Two: Research Background Methodology and Data Analysis



Pie Chart.2.7.Analysis of Agreement Errors.

The above chart shows a large portion of pupils who commit agreement errors, while the other small portion is for the correct answers.

❖ **Part Three:** is devoted to French and English interference.

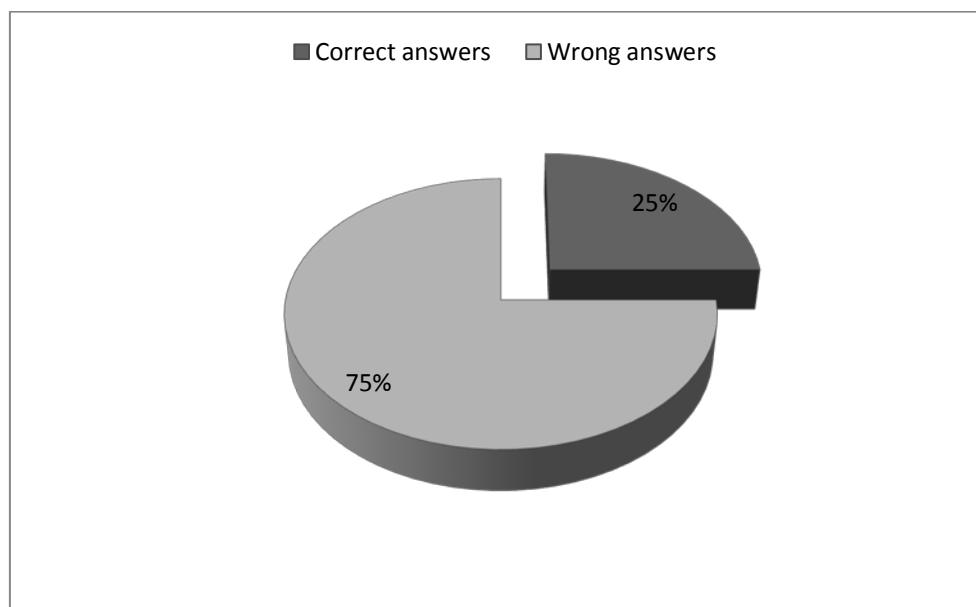
- **Question 1:** was planned to know if learners influence by French to understand English words.
-
- **Sensible:** A- Sensitive
B-Sensible
C-Wise
 - ✓ 71% of pupils have chosen the wrong answers (sensible, wise), and 29% of learners have chosen the correct one.
- **Assister:** A- to attend
B-to assist
C-to give ear
 - ✓ 89% of pupils have chosen the wrong answer (to assist), while 11% have chosen the correct one (to attend).

Chapter Two: Research Background Methodology and Data Analysis

- **Journal:** A-magazine
B-news paper
C-journal
- ✓ 65% of pupils have chosen the wrong answers (journal,magazine), while 35 % have chosen the correct one (newspaper).

➤ Total average of errors in first question is: 75% errors.

The following chart will explain the results:



Pie Chart .2.8. Analysis of False Friends Errors.

The above presentation shows the overwhelming majority of pupils make false friends errors, whereas the small part is for correct answers.

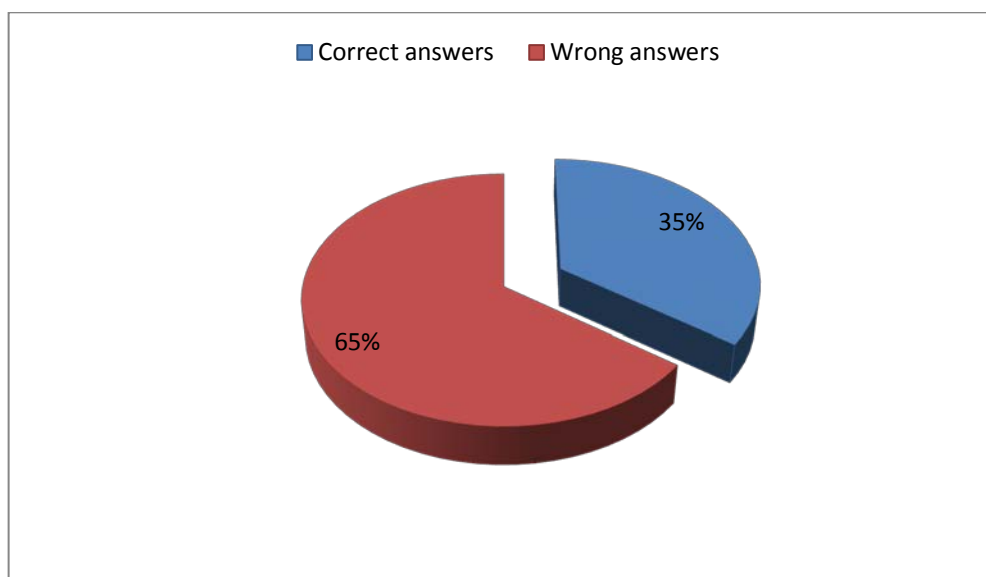
- **Question 2:** was planned to know if learners confuse between the French and English suffixes.
- Phono logy
logie
- ✓ 61% of learners matched with the wrong suffix (logie), while 39% matched with the correct one (logy).

Chapter Two: Research Background Methodology and Data Analysis

- Actual ly
ment
 - ✓ 69% of learners matched with the wrong suffix (ment), whereas 31% matched with the correct one (ly).

➤ Total average of errors in the second question is: 65% errors.

The following chart will explain the results:



Pie Chart .2.9.Analysis of Morphological Errors.

The above graph shows a large portion of pupils commit morphological errors, while the small portion presents correct answers.

Question 3: was planned to know if learners mix English and French words.

-List One: Summer/Autumn/L'hiver/Spring.

- ✓ 49% of pupils have circled the wrong intrusive word, and 51% have chosen the correct intrusive word.

-List Two: Black/Green/Red/Bleu.

Chapter Two: Research Background Methodology and Data Analysis

- ✓ 41% of pupils have chosen the wrong intrusive word, while 39% have chosen the correct one.

-List Three: September/October/Novembre.

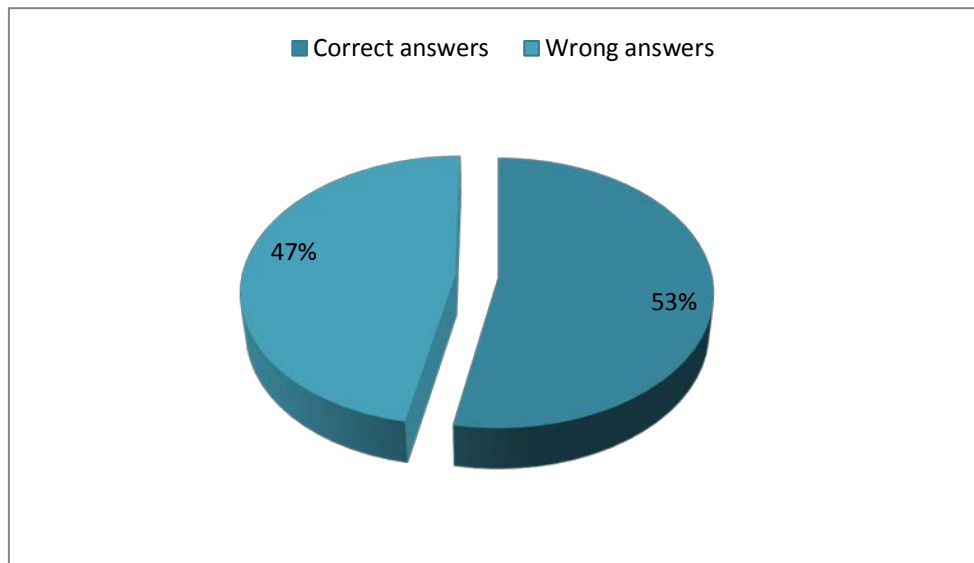
- ✓ 37% of pupils have selected the wrong intrusive word, whereas 63% have selected the correct one.

-List Four: Abricot/Apple/Avocado/Orange.

- ✓ 61% of pupils have selected the wrong intrusive word and 39% have chosen the correct one.

➤ Total average of errors in question three is: 47% errors.

The following chart will explain the results:



Pie Chart. 2.10. Analysis of Lexical Errors.

The above chart shows that less than a half of pupils make lexical errors, while more than half do not make lexical errors.

Chapter two: Research Background Methodology and Data Analysis

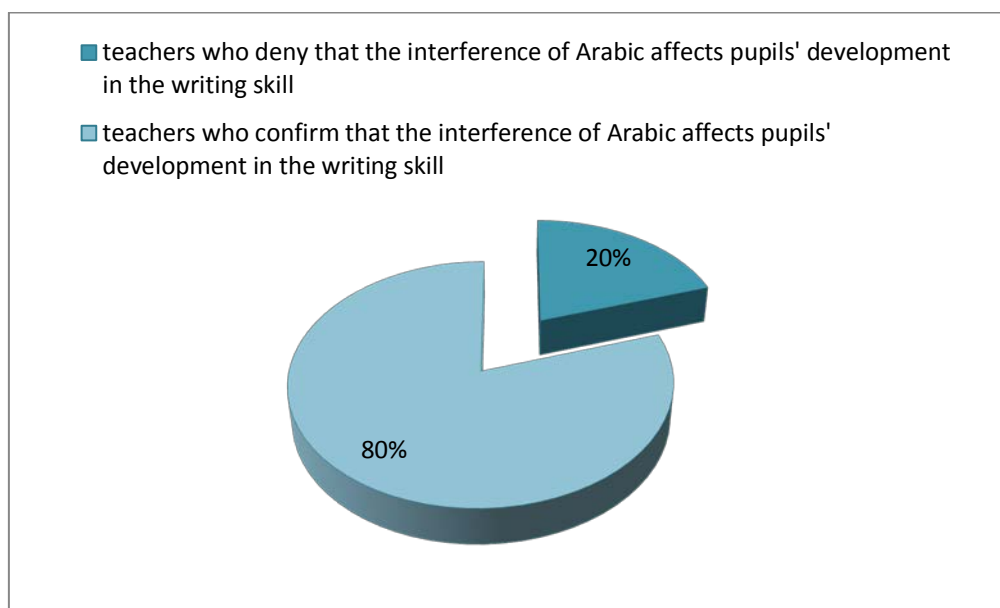
2.4.2. Teachers' questionnaire Analysis

The researchers directed a semi guided questionnaire of 13 questions to 5 teachers at the middle schools Situated at Ghazaouet and BeniSnous.

Question n°1 was planned to know if the interference of Arabic language affects pupils' development in the writing skill of English language

- ✓ 20 % of teachers deny that the interference of Arabic affects pupils' development in the writing skill
- ✓ 80 % of teachers confirm that the interference of Arabic affects pupils' development in the writing skill

The following chart will explain the results:



Pie Chart.3.1. Teachers' Points of View about the Affection of Arabic Language Interference on Pupils' Development in the Writing Skill.

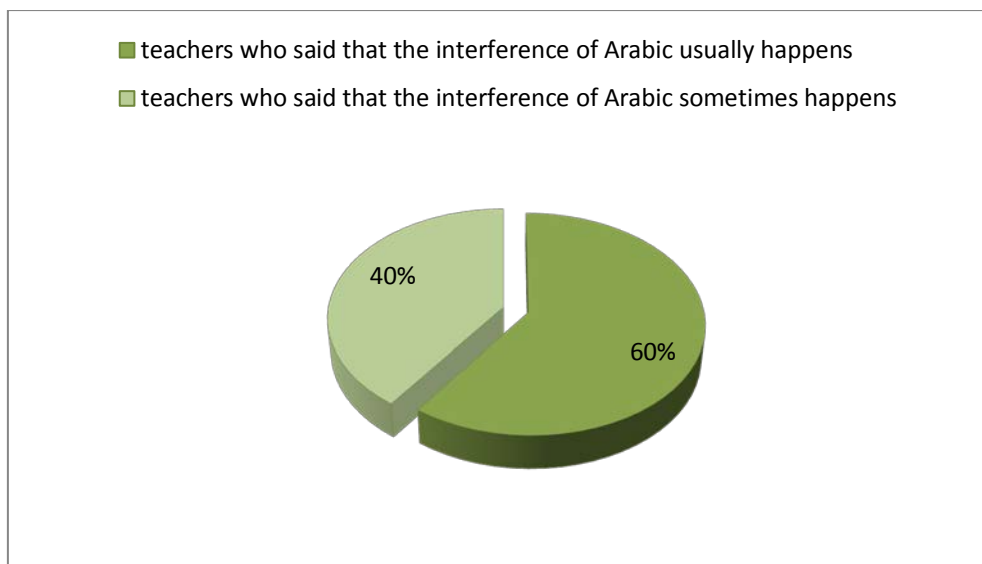
The above chart shows that the overwhelming majority of teachers confirm that, interference of Arabic language affects pupils' development in the writing skill.

Chapter two: Research Background Methodology and Data Analysis

Question n°2 was planned to know how often the interference of Arabic happens

- ✓ 40 % of teachers said that the interference of Arabic sometimes happens
- ✓ 60 % of teachers said that the interference of Arabic usually happens

The following chart will explain results:



Pie Chart 3.2. Teachers' Points of View about the Occurrence of Arabic Interference.

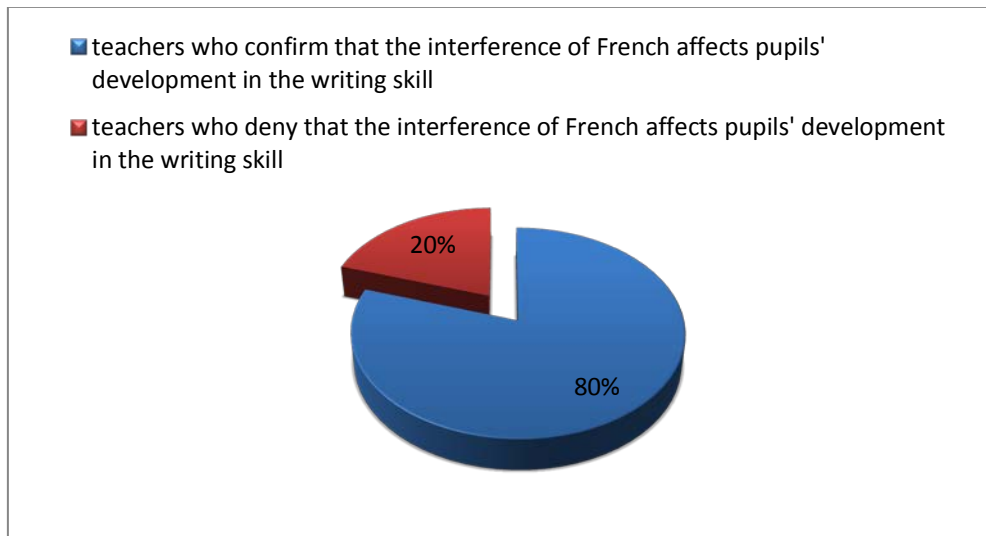
The above representation shows a large portion of teachers who said that, pupils usually make interference in Arabic when dealing with English language.

Question n°3 was designed to know if the interference of French language affects pupils' development in the writing skill of English language

- ✓ 80 % of teachers confirm that the interference of French affects pupils' development in the writing skill
- ✓ 20 % of teachers deny that the interference of French affects pupils' development in the writing skill

Chapter two: Research Background Methodology and Data Analysis

The following chart will explain the results:



Pie Chart.3.3. Teachers Points of View about the Affection of French Language Interference on Pupils' Development in the Writing Skill

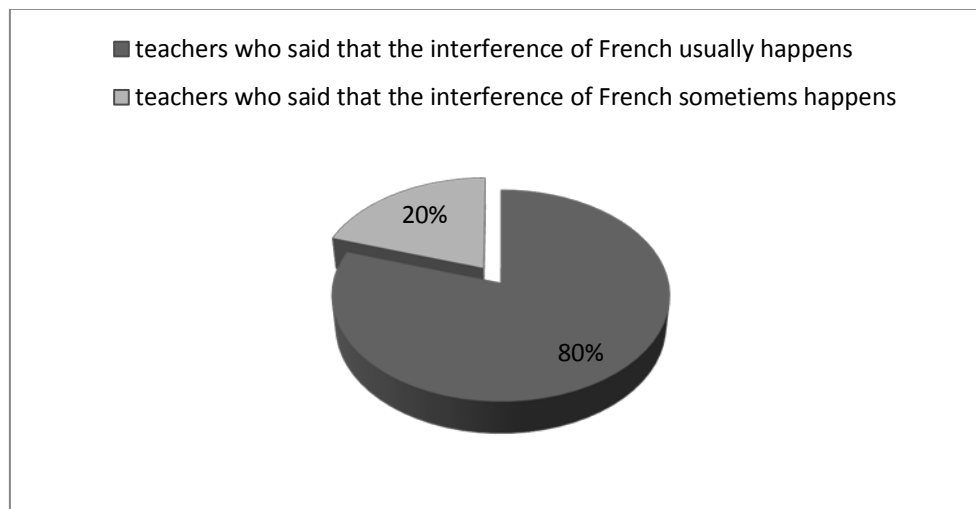
The above chart shows that the overwhelming majority of teachers confirm that French language interference affects pupils 'development in the writing skill in English.

Question n°4 was designed to know how often this interference of French happened

- ✓ 80 % of teachers said that the interference of French usually happens
- ✓ 20 % of teachers said that the interference of French sometimes happens

Chapter two: Research Background Methodology and Data Analysis

The following chart will explain the results:



Pie Chart.3.4. Teachers' Points of View about the Occurrence of French Interference.

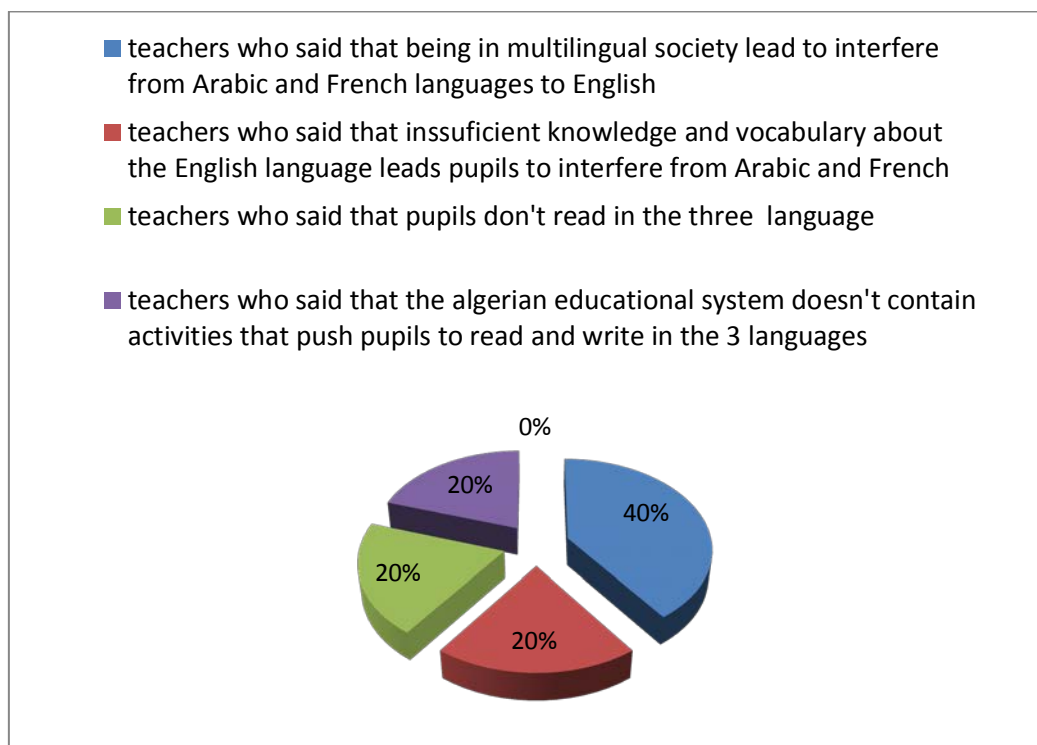
The above presentation shows a large portion of teachers who said that interference of French language usually happens with pupils when dealing with English language.

Question n°5 was designed to know the reasons that lead pupils to interfere from Arabic or French to English language

- ✓ 40 % of teachers said that being in multilingual society leads to interfere from Arabic and French languages to English
- ✓ 20 % of teachers said that insufficient knowledge about the English language leads pupils to interfere from Arabic and French languages to English language
- ✓ 20 % of teachers said that pupils don't read in the three language
- ✓ 20 % of teachers said that the Algerian educational system doesn't contain activities that push pupils to read and write in the 3 languages.

Chapter two: Research Background Methodology and Data Analysis

The following chart will explain the results:



Pie Chart.3.5.Teachers' Points of View about Reasons that Lead Pupils to Interfere from Arabic and French Languages in English Language.

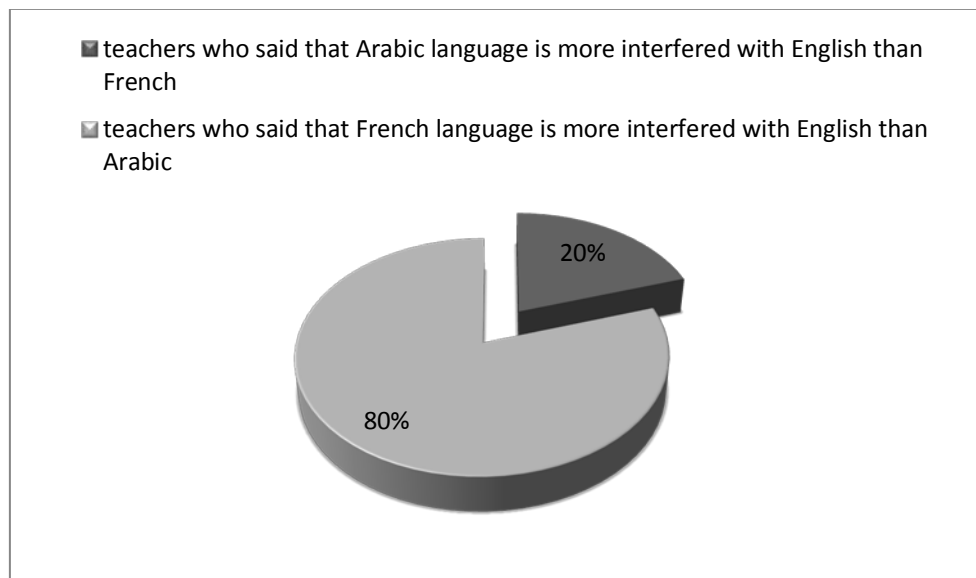
The above chart shows that being in a multilingual society takes the large portion in comparison, with the other reasons presented above in the chart.

Question n°6 was planned to know which language is more interfered with English language than the other

- ✓ 80 % of teachers said that French language is more interfered with English than Arabic
- ✓ 20 % of teachers said that Arabic language is more interfered with English than French.

Chapter two: Research Background Methodology and Data Analysis

The following chart will explain the results:



Pie Chart3.6. Teachers Points of View about which Language (Arabic/French) is more Interfered with English than the Other.

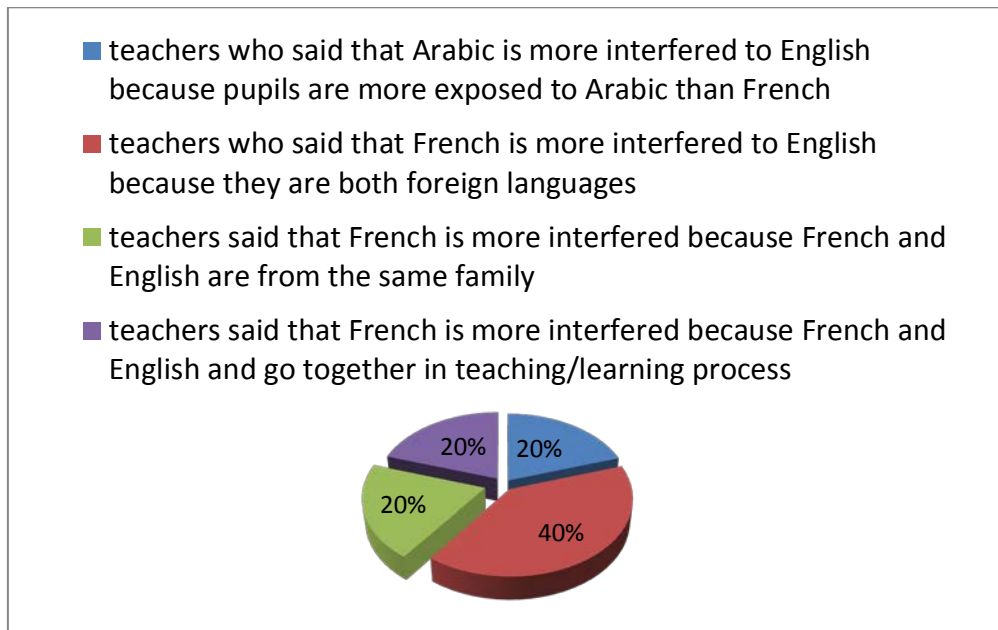
The above presentation shows that the overwhelming majority of teachers said that French language is more interfered with English than Arabic language.

Question n°7 was planned to know how teachers justify their answers about which language is more interfered with English language more than the other

- ✓ 40 % of teachers said that French is more interfered with English because they are both foreign languages
- ✓ 20 % of teachers said that French is more interfered because French and English are from the same family
- ✓ 20 % of teachers said that French is more interfered because French and English and go together in teaching/learning process
- ✓ 20 % of teachers said that Arabic is more interfered with English because pupils are more exposed to Arabic than French

Chapter two: Research Background Methodology and Data Analysis

The following chart will explain the results:



Pie Chart.3.7. Teachers' Justifications about the Language which is more Interfered with English Language.

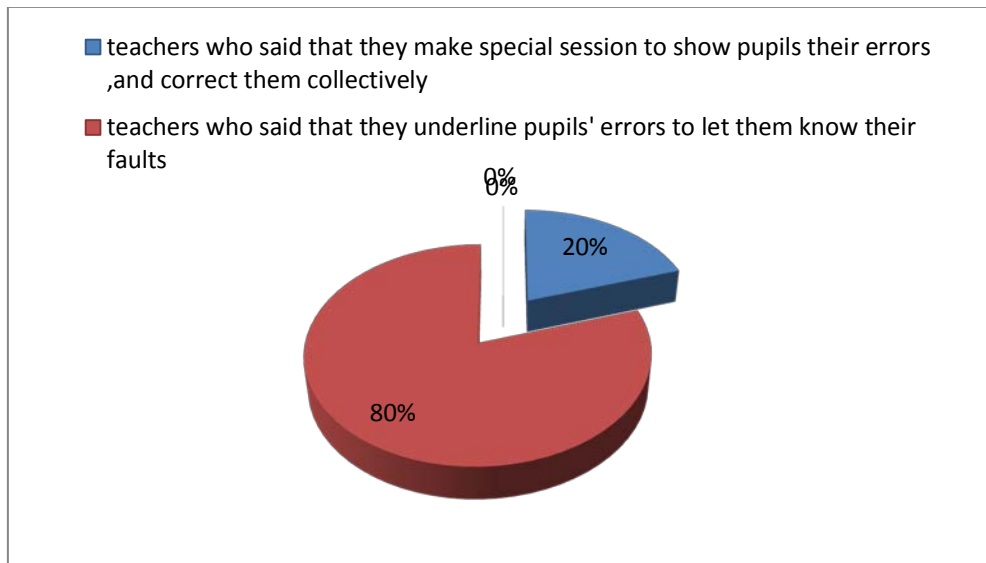
The above chart shows that French language is more interfered to English because both of them are foreign languages takes the large portion of teachers' answers in comparison with the other justification presented above.

Question n°8 was planned to know what techniques that teachers do when pupils make errors in their

- ✓ 80 % of teachers said that they underline pupils' errors to let them know their faults
- ✓ 20 % of teachers said that they make special sessions after exams to show pupils their errors and correct them collectively

Chapter two: Research Background Methodology and Data Analysis

The following chart will explain the results:



Pie Chart.3.8. Teachers' Reactions when Pupils make Errors in a Composition.

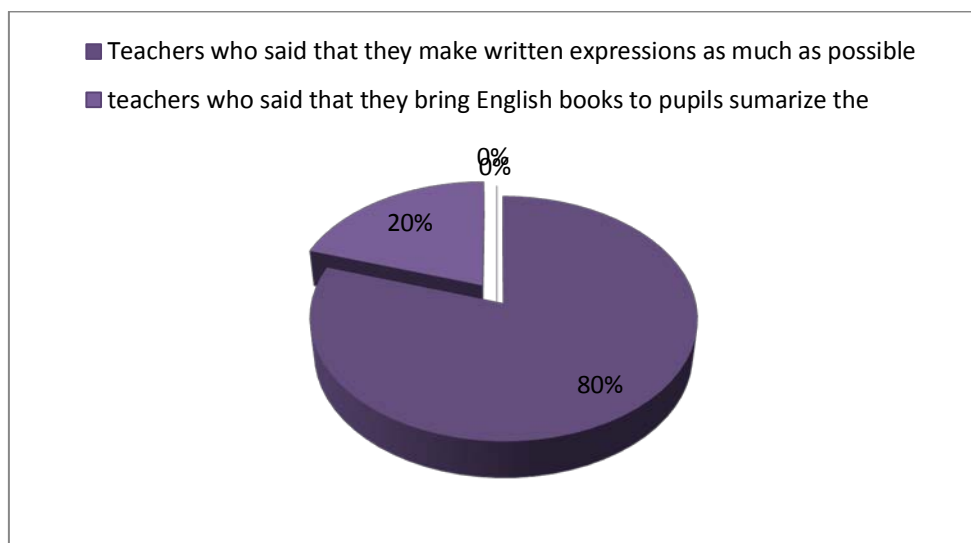
The above chart shows an overwhelming majority of teachers said that, they underline their pupils' errors to let them know their faults; while the small portion said that they make special sessions after exams to show them their errors and correct them.

Question n°9 was planned to know what techniques that teachers know to improve pupils' writing skill

- ✓ 80 % of teachers said that they make written expression sessions as much as possible
- ✓ 20 % of teachers said that they bring English books to pupils to summarize them

Chapter two: Research Background Methodology and Data Analysis

The following chart will explain the result



Pie Chart.3.9.The techniques used by Teachers to Improve Pupils' Writing Skill

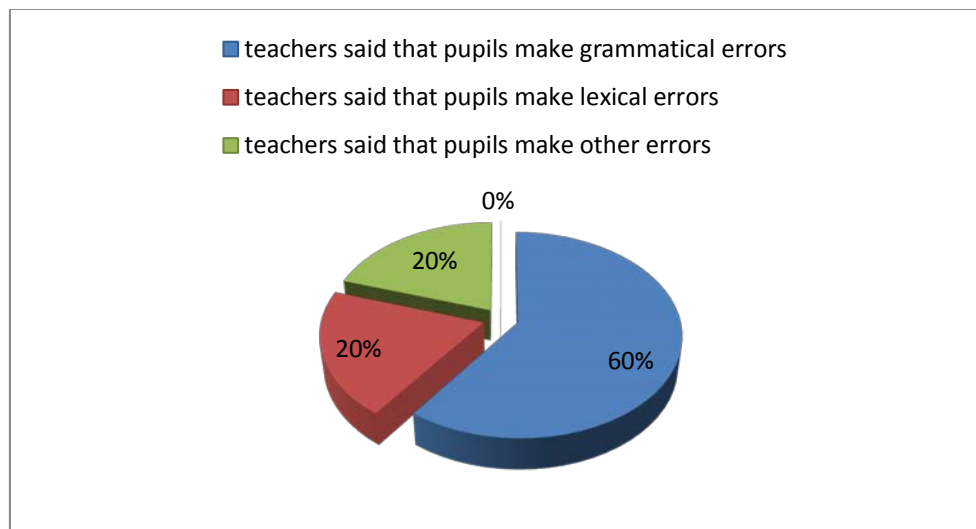
The above chart shows an overwhelming majority of teachers who said that they make written expression sessions as much as possible to improve pupils' writing skill, while the small portion presented above is for teachers who said that they bring English books to summarize them.

Question n°10 was planned to know which errors are mostly common, that result from Arabic interference with English

- ✓ 60 % of teachers said that pupils make grammatical errors
- ✓ 20 % of teachers said that pupils make lexical errors
- ✓ 20 % of teachers said that pupils make other errors

Chapter two: Research Background Methodology and Data Analysis

The following chart will explain the results:



Pie Chart.3.10.Teachers' Points of View about the Errors which are Mostly Occurred in Arabic Interference with the English Language

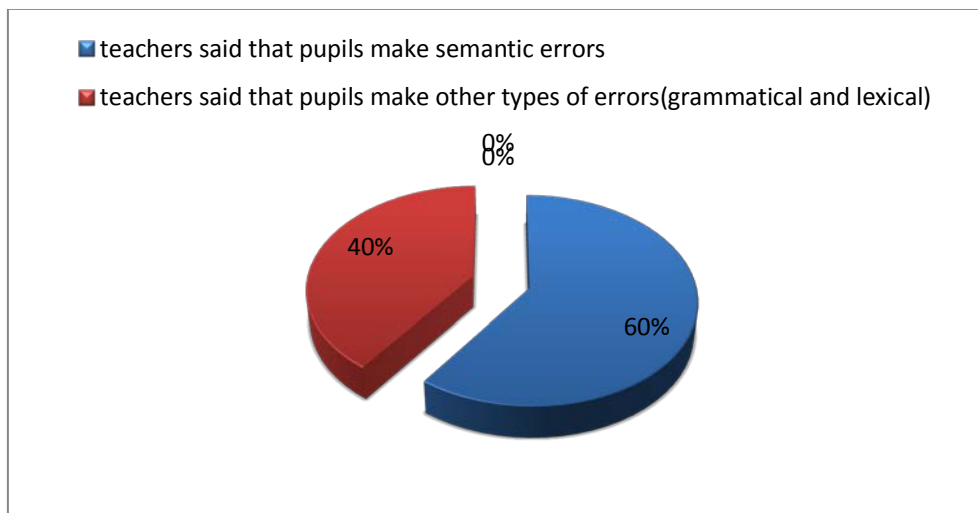
The above chart shows a large portion of teachers who said that grammatical errors resulted from Arabic language are the most types of errors occurred with pupils and the other two portions present lexical errors and other types of errors.

Question n°11 was planned to know which errors are mostly common, that result from French interference with English

- ✓ 60 % of teachers said that pupils make semantic errors
- ✓ 40 % of teachers said that pupils make other types of errors(grammatical and lexical)

Chapter two: Research Background Methodology and Data Analysis

The following chart will explain the results:



Pie Chart.3.11. Teachers' Points of View about the Errors which are Mostly Occurred in French Interference with the English Language

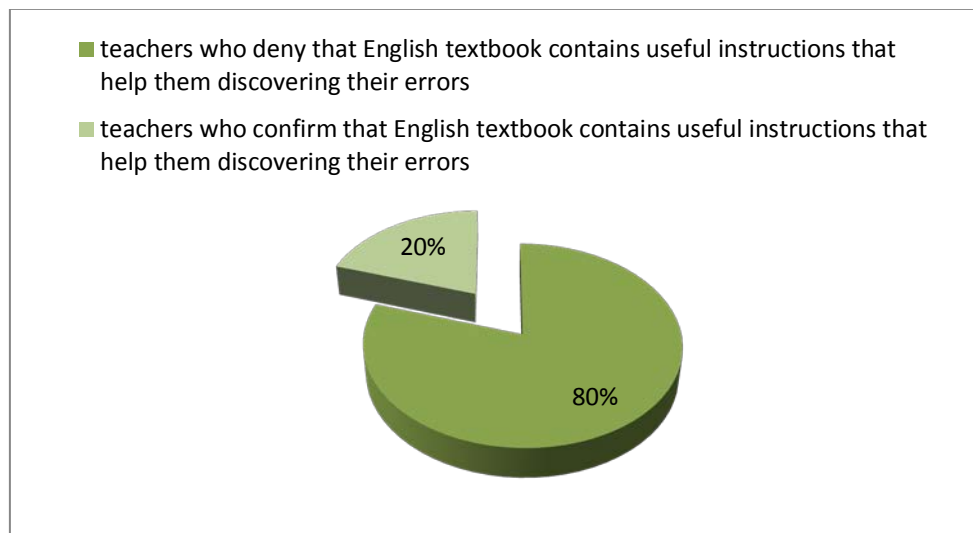
The above graph shows a large portion of teachers who said that the semantic errors resulted from French language are the most types of errors committed by pupils, while the small portion presents grammatical errors.

Question n°12 was planned to know if English textbook contains useful instructions that help them discovering pupils' errors

- ✓ 80 % of teachers who deny that English textbook contains useful instructions that help them discovering pupils' errors
- ✓ 20 % of teachers who confirm that English textbook contains useful instructions that help them discovering pupils' errors

Chapter two: Research Background Methodology and Data Analysis

The following chart will explain the results:



Pie Chart.3.12. Teachers' Attitudes about English Textbook

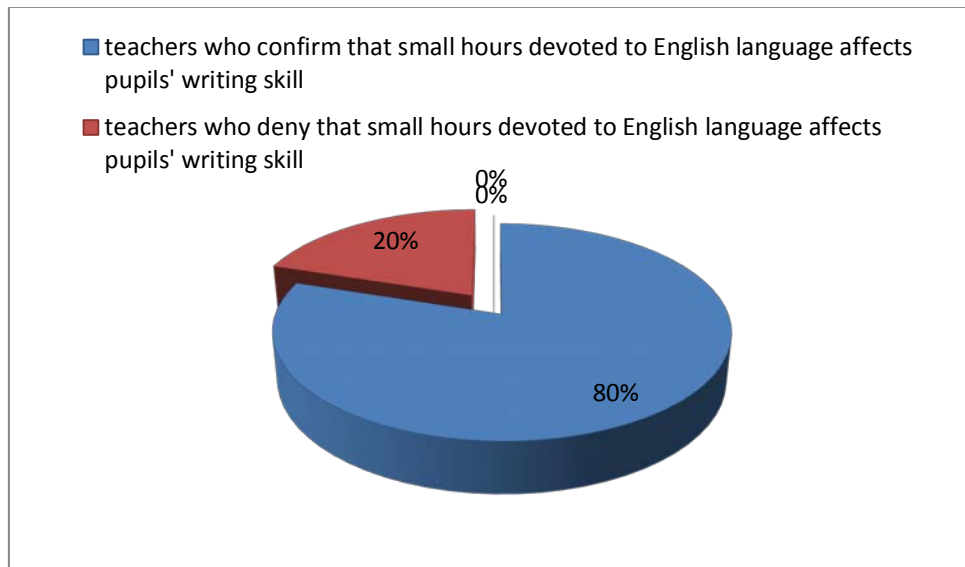
The above representation shows an overwhelming majority of teachers who deny that English textbook contains useful instructions that help them to discover errors, while the small portion presented above is for teachers who believe that English text book contains useful instructions that help them discovering pupils' errors.

Question n°13 was designed to know if small hours devoted to English language, in comparison with hours which are devoted to other languages affect pupils' writing skill

- ✓ 80 % teachers who confirm that small hours devoted to English language affect pupils' writing skill
- ✓ 20 % of teachers deny that small hours devoted to English language affects pupils' writing skill

Chapter two: Research Background Methodology and Data Analysis

The following chart will explain the results:



Pie Chart.3.13. Teachers' Attitudes about hours Devoted to English Language Teaching

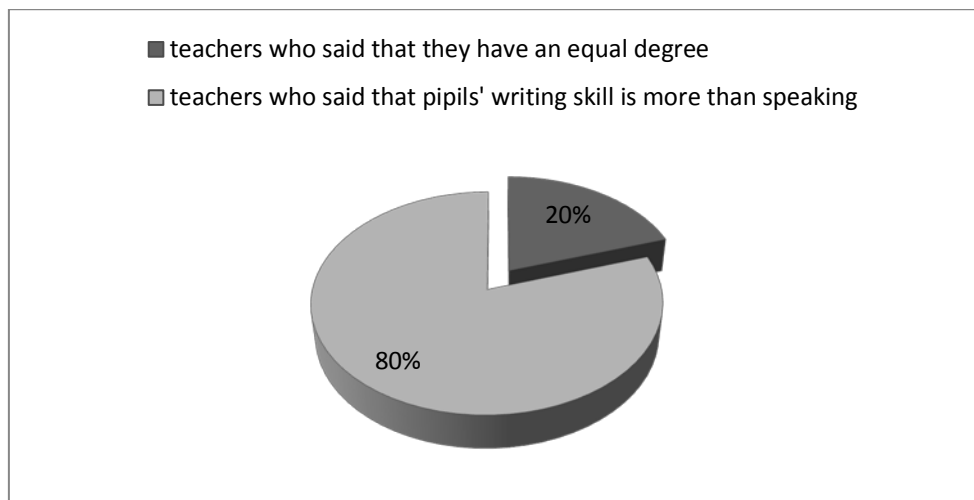
The above graph shows a large portion of teachers who confirm that the program allotment of English affects pupils' writing skill, while the small portion presents teachers who deny that this program allotment affects pupils' writing skill.

Question n°14 was designed to know how teachers evaluate pupils' writing skill in comparison with their speaking skill

- ✓ 80 % of teachers who said that pupils' writing skill is more than speaking
- ✓ 20 % of teachers who said that have an equal degree

Chapter two: Research Background Methodology and Data Analysis

The following chart will explain the results:



Pie Chart.3.14. Teachers' Evaluations about Writing Skill in Comparison with Speaking

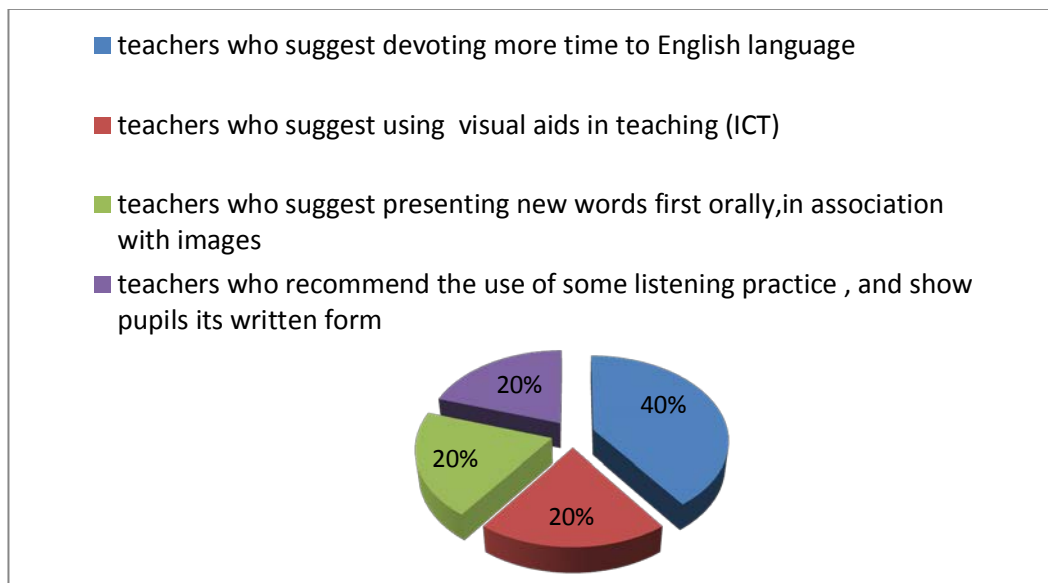
The above chart shows an overwhelming majority of teachers who said that writing skill better than speaking, while the small portion presents teachers who said that they have an equal degree.

Question n°15 was designed to know what recommendations that teachers can make, to decrease pupils' errors in the writing skill

- ✓ 40 % of teachers suggest to devote more time to English
- ✓ 20 % of teachers suggest to use visual aids in teaching such as (ICT)
- ✓ 20 % of teachers suggest presenting new words first orally , in association with images
- ✓ 20 % of teachers recommend the use of some listening practice , and show pupils its written form

Chapter two: Research Background Methodology and Data Analysis

The following chart will explain the results:



Pie Chart.3.15. Teachers' Recommendations.

The above chart shows that devoting more time to English language takes the large portion of teachers' answers in comparison to the other suggested recommendations presented above.

2.5. Conclusion

This chapter gives the quantitative side of language interference in Algerian middle schools, arguably forty- nine year pupils in Beni Snous and Ghazaouet were involved in this research work, besides to their teachers. The pupils were tested, and their teachers were approached through the questionnaire, those research instruments were used to collect data as much as possible.

In fact this chapter gives a clear image about the frequent errors committed by those pupils involved in this research work; and thus it paves the ground for the third chapter to explain the possible reasons of these errors, and the suggested techniques used by teachers to decrease language interference in Algerian EFL classrooms.

Chapter Three: Data Interpretation and Suggestopedia

3.1.	Introduction	62
3.2.	Interpretation of Language Proficiency Test (L.p.t).....	62
	❖ Auxiliary “To be Errors”	62
	❖ Word Order Errors	63
	❖ Prepositions Errors	63
	❖ Articles Errors.....	64
	❖ Tenses Errors	64
	❖ Semantic Errors.....	65
	❖ Agreement Errors	65
	❖ False Friends Errors.....	65
	❖ Morphological Errors	66
	❖ Lexical Errors.....	66
3.3.	Interpretation of the Questionnaire.....	66
3.4.	Suggestions and Recommendations	70
3.4.1	Practical Recommendations	70
3.4.1.1.	Motivation	71
3.4.1.2.	Integrating the Reading Skill with Writing	71
3.4.1.3.	Strategies for Correcting Errors.....	72
3.4.1.4.	Text book Elaboration.....	72
3.4.1.5.	Writing and Technology.....	73
3.4.2	Methods for Teaching the Writing Skill	73
3.4.2.1.	The Controlled-to- Free Approach	73
3.4.2.2.	The Free-Writing Approach	74
3.4.2.3.	The Paragraph-Pattern Approach	74
3.4.2.4.	The Grammar –Syntax –Organization Approach.....	74
3.4.2.5.	The Communicative Approach.....	74
3.4.2.6.	The Process-Approach	74
	Extra Classroom Activities	75
3.4.3.1.	Teaching of Capitalization and Learning Difficulties	75

3.4.3.2.	Teaching Looking Similar Words.....	76
3.4.3.3.	Treating Difficulties in The Structure of English.....	77
3.4.3.4.	Teaching Pupils to Structure Paragraphs	77
3.4.3.5.	Teaching Comparison between Two Elements (Similarity and Difference) .	79
3.4.3.6.	Teaching Cohesion.....	81
3.4.3.7.	Teaching How to Reveal Attitudes.....	82
3.4.3.8.	Teaching Learners to Suppose.....	83
3.5.	Conclusion	84

Chapter Three: Data Interpretation and Suggestopedia

3.1. Introduction

In this chapter, the researchers will discuss the different outcomes that can be drawn from this study and thus, it will answer the research questions being examined in this work through interpreting the research tools used in the previous chapter. Then, the researchers will expose some practical recommendations, followed by some methods to teach the writing skill, in addition to some extra classroom activities are set to be useful to develop the teaching /learning of the writing skill in EFL classrooms and thus, help learners to reduce language interference.

3.2. Interpretation of Language Proficiency Test (L.p.t)

The obtained results from language proficiency test in the previous chapter will be interpreted as follows:

❖ Auxiliary “To be Errors”

In the first and second questions more than a half of pupils (69%) had a wrong usage of the auxiliary “to be” as it is presented in the previous chapter in the table 2.1. in the following sentences:”my name fatima” and “I 15 year”. Here, Algerian EFL learners tend to omit the auxiliary “to be” as a consequence of the Arabic negative influence, since it has no alternative to the English auxiliary system. Besides, learners committed mechanic errors in writing proper names where they did not use capital letters since this rule is not found in the Arabic language. In the following sentences “my nom mohamed” and “I’ m 14 ans” are a results of negative influence of French language. In this case learners confuse between the word “name” in English with the word “nom “ in French which results in errors in spelling, and the word” years” in English with “ans” in French which result in lexical errors . In the following sentence:” I’ m in 14 year”, here the majority for learners omit the word “old” and the “s” of the plural as a kind of a direct translation from the Arabic sentence “?ana fii 14 Sana”. So, Algerian pupils often experience difficulties when trying to understand the correct functions and usage of English auxiliaries since it has no counterparts in Arabic.

❖ Word Order Errors

In this study 48% of learners committed word order errors, as it is presented in the previous chapter in the table devoted for Arabic language. In the first sentence “Moufdi Zakaria is poet an Algerian”, here it is obvious that learners took the adjective word order of Arabic and applied it to English probably by translating literally from their Arabic native language directly without taking into consideration the English adjectives word order convention. Whereas, in the second and third sentences learners followed the structure of Arabic sentence (VSO) resulting in the erroneous sentence structures “built they a school new in our village” and “watched I a nice film” .Thus, this area represents difficulties for Algerian pupils to produce English correctly especially beginners.

❖ Prepositions Errors

The majority of learners (72%) faced a great difficulty in using correct and appropriate English prepositions, as it is presented in the previous chapter; in the first sentence learners inserted unnecessary preposition (by and with) i.e.” He enjoyed by the film “is the case of negative transfer from Algerian Arabic (ʔistamtaʔa belfilm), while “He enjoyed with the film” is the equivalent of standard Arabic sentence (ʔistamtaʔa bilfilmi), hence learners inserted “by” and “with” to make a relationship between the enjoyment and the film which is the case of standard Arabic, therefore they transfer negatively from Arabic language and the result is the insertion of unnecessary preposition in English, as well as on the second sentence , learners inserted the wrong preposition “in” and “from” , in fact “in” is the of the standard Arabic preposition “fii”, which expresses location in time (yabdaʔo ʔarrabiʔo fii ʔawali Marisa) and the standard Arabic equivalent of “from” is “mina” that indicate movement starts from a specific point in time (yabdaʔo ʔarrabiʔo min ʔawali Marisa),however in English “on” is used to indicate positioned point in time ; hence it is used with the twenty first of March which is a phrase that refers to a date since this is perceived as a surface or line in English and for the last sentence , if we give the equivalent of “I saw a football match on TV” it will be “ , it will be” ʔahadto mobarata ʔalqadami fii ʔattilfazi”, or “ʔahadto mobarata ʔalqadami ʔala ʔattilfazi”, so learners either gave the equivalent of (ʔala) which is (at), or (fii) which is (in), but the two languages conceptualize differently the same object (TV) resulting in differences

Chapter Three: Data Interpretation and Suggestopedia

in the usage of spatial prepositions i.e. TV is conceptualized as surface in English in which “on” is the appropriate preposition, while in Arabic language TV is conceptualized as a whole entity, in this sense it is worth mentioning that there are various prepositions in English language that have the same functions like the prepositions: in, on and at which usually indicate place with subtle differences in usage, for that reason EFL learners are unaware about the distinctions between them, and, and when they are not sure about the appropriate preposition in a given context they translate it to Arabic ignoring that one preposition in English can have the meaning of two or more prepositions in Arabic and vice versa.

❖ **Articles Errors**

More than a half of learners (63%) had chosen the wrong choice in both pairs (I know man who has been on climbing expeditions in many parts of the world) and (the success is a final aim of every human being) as the appropriate English structures, in the case of the first sentence learners followed the Arabic system because Arabic language does not employ an indefinite article system since it has no counterpart and the rule in Arabic states that indefinite nouns are used without the definite article/ ?al/ by saying “I know man” to express the idea of indefiniteness and in the second sentence learners also applied the Arabic rule which states that abstract words are preceded by a definite article/ ?al/ which is the equivalent to the definite article “the” in English; thus the word “success” is abstract word for this reason learners thought that the definite article “the” is necessary in this case. As stated by Al-Buainain in her study of writing EFL errors of Arabic learners, although articles are among the most frequently occurring morphemes they are among the last elements to be acquired by Arab learners because mastering their usage correlate with a high proficiency in other language skills.

❖ **Tenses Errors**

A big majority of learners (89%) faced a great difficulty in applying English tenses rules, due to the absence of verb conjugation in Arabic language and the existence of only the present simple and past simple, so learners avoid using present continuous where it is necessary, thus, they have written “children plays” instead of “children are playing” and “another boy run” instead of “another boy is running”,

Chapter Three: Data Interpretation and Suggestopedia

besides to that they are mistaken in the present simple in which they omitted the 'S' of third person of singular in "a little boy kick the ball" probably for the reason that Arabic grammar does not enforce such rule where third person of singular requires adding an "S" to the base form of the verb and they added "S" in "children plays" as a kind of agreement between the subject and the verb which is the case of Arabic language.

❖ **Semantic Errors**

It is important to mention that in this question, learners are tested only with reference to the sentence level and not to the discourse level; so more than a half of learners (54%) had chosen the wrong choices in both pairs (My health is right) and (He fell in the mistake), from these examples it is clear that learners thought in their native language Arabic and they often believe that a literal translation from Arabic language fits the English context, as it is pointed out by Brown (2007) in his book (The principles of language learning and teaching) lexical and semantic errors in words and expressions are the result of literal translation from mother tongue and from assumed equivalent in meaning and faulty comprehensions of distinctions between languages.

❖ **Agreement Errors**

For agreement errors 64% of learners had eliminated the correct answer which is the singular form (is) and had chosen the plural form (are) assuming that this is the correct form, here learners resorted to literal translation from Arabic language to determine whether the word "news" is singular or plural and because this word in Arabic language is plural in form and in number learners had selected the plural form "are" resulting in such type of error, whereas in English language this word is plural in form but singular in number.

❖ **False Friends Errors**

A big majority of learners (75%) identified inaccurate equivalent in English language of each French word and selected words that look similar in both languages (English and French); thus learners selected the word (sensible) in English as an equivalent of the word (sensible) in French, (to assist) in English as an equivalent of

Chapter Three: Data Interpretation and Suggestopedia

(assister) in French and (journal) in English as an equivalent of (journal) in French, although these words look similar in both languages, they have different meaning, i.e., Sensible in English means rational and conscious, while “sensible” in French language means sensitive, journal in English means a detailed personal diary, while in French language means news paper, whereas “to assist” in English means to help, whereas “assister” in French means to attend.

It is systematically implies that learners fell recurrently in the traps of false friends, Thus, cross-linguistic influence between French and English languages and learners’ ignorance about the different denotations that the same item takes in both languages have a great influence in understanding English words and thus, negative transfer from French language takes place since English written with the same letters as French language, learners often think that borrowing words that look similar from French language without making any possible changes is always possible.

❖ Morphological Errors

More than half pupils (65%) confused between English and French suffixes, where they had matched the roots of the words (phonology) →phono and (actually) →actual with the following suffixes (logie) and (ment); it is quite evidence that Algerian middle school pupils interfere from French language as their first foreign language when they write in English language as their second foreign language.

❖ Lexical Errors

Less than half pupils (47%) had mixed the English and French words, so that those participants had circled different words in each list given to them (seasons, colors, months, fruits), assuming that those words are intrusive words.

As a summary, it is clear that Algerian EFL learners confuse between these two languages and that after three years of studying English they do not have a basic and necessary vocabulary to transmit and communicate their ideas in precise and clear way.

3.3. Interpretation of the Questionnaire

The obtained results from teachers’ questionnaire in the previous chapter will be interpreted as follows:

Chapter Three: Data Interpretation and Suggestopedia

1-Arabic language is considered as the mother language for Algerian learners (Algerian Arabic AA) and standard Arabic, as their official language, according to the Algerian constitution. Thus, from 1st ad 2nd questions of the questionnaire directed to middle school teachers, Arabic language is clearly noticeable that it has a big influence on the writing skill of middle school pupils, since 80% of teachers insure that the interference from Arabic language affects pupils' development in the writing skill in the English language. While 20% of teachers deny that the interference from Arabic language affects pupils' development in the writing skill in English. In the second question 60% of teachers said that the interference from the Arabic language usually happens, whereas 40% of teachers said that sometimes such interference happens with learners in their writing tasks.

2-From the answers of the 3rd and 4th questions of teachers' questionnaire, it is remarked that the French interference influences the writing skill of pupils' in English, so 80% of teachers confirm that the interference from French language affects pupils' development on the writing skill in English, whereas 20% of teachers deny that the interference from French language affects pupils 'development of the writing skill. As a result, 80% teachers in the fourth question said that this interference usually happens with learners, while the others (20%) said that sometimes learners interfere from French language.

3- The results obtained from answers of the 5th question, reveal that the main reason that leads pupils to interfere from Arabic and French languages to Arabic is the multilingual state that Algerians live in, thus, 40% of teachers said that being in a multilingual society leads learners to interfere from Arabic and French languages to English languages, 20% of teachers said that insufficient knowledge and vocabulary about the English language leads them to interfere to English language, 20% of teachers said that lack reading books by pupils increase language interference from both languages Arabic and French and 20% of teachers said that the Algerian educational system does not contain activities that push pupils to read and write in the three languages especially in English language and thus , interference to English language grows.

4-The results taken from the answers to the 6th question reveal that French language is gaining dominance over Arabic language, so the majority of teachers (80%) said that French language is more interfered with English than Arabic language, while 20% of teachers said that the Arabic language is more interfered with English than to French language.

Chapter Three: Data Interpretation and Suggestopedia

5-Answers of question n°7, show that French language is more interfered with English language than Arabic, due to the close relationship between the two languages, so 40% of teachers said that French is more interfered with English because they are both foreign languages, 20% of teachers said that French is more interfered with English because they go together in the teaching/learning process and 20% of teachers said that Arabic is more interfered with English because pupils are more exposed to Arabic than to French.

6- From the question n°8, it is noticeable that teachers use different ways when pupils make errors in their compositions, here the majority of teachers (80%) said that they underline their pupils' errors to let them know their faults, while 20% of teachers said that they make special sessions after exams, to show pupils their errors and correct them collectively.

7-From the 9th question, the findings show that teachers use different techniques to improve pupils' writing skill, in this vein 80% of teachers say that they bring English books and stories to pupils to summarize them.

8- The results obtained from answers to question n°10, reveal that 60 % of teachers said that pupils make grammatical errors from Arabic language and 20% of teachers said that pupils make lexical errors, while 20% of teachers said that pupils make other errors.

9- The results obtained from answers to question n°11, show the common errors which resulted from French language. Thus, more than a half of teachers (60%) said that pupils make grammatical errors as well, while the remaining teachers (40%) said that the other types of errors (lexical, and semantic errors) are often found in their pupils' writing compositions.

10-The finding reached from answers to question 12 show that English textbook doesn't help teachers to discover pupils' errors. 80 % of teachers who deny that English textbook contains useful instructions that help them discovering pupils' errors, while 20 % of teachers who confirm that English textbook contains useful instructions that help them discovering pupils' errors.

11-The results obtained from answers to question 10, reveal that the reality that those small hours devoted to English language teaching are insufficient to strength pupils' writing skill in English. Hence, a big majority of teachers (80%) confirm that small hours devoted to English

Chapter Three: Data Interpretation and Suggestopedia

language teaching affects pupils' development in the writing skill, while only 20% of teachers deny that those small hours devoted to English language teaching affects pupils' development in the writing skill.

12- The results obtained from answers of question n°14 gives an evaluation about pupils' writing skill, in comparison with their writing skill as productive skills, so this question show that pupils' writing skill is better than speaking skill, thus 80% of teachers said that writing skill is better than speaking, so that the speaking skill is more affected by linguistic interference than the writing skill, whereas 20% of teachers said that that have an equal degree, so that they have the same degree on interference from both languages Arabic and French.

13- Answers to question n°15, reveal practical solutions, which are recommended by teachers to decrease pupils' errors in writing, so 40 % of teachers suggested devoting more time to English language teaching, 20% of teachers suggested using visual aids in teaching English language, such as (ICT), thus, 20% of teachers suggested presenting new words first orally and then associate them with images, and 20% of teachers recommended the use of some listening practice, and show pupils its written form.

From the data obtained from the interpretations of both research instruments, the researchers concluded that all these results reached in this study complete each others and come down under the three hypotheses being tested in the present work .Therefore, the following points can be mentioned:

- ✚ The reasons that lead pupils to interfere from both languages(Arabic and French) :
Is being in a multilingual society, in which Arabic is the mother language of Algerians (AA), in addition to Modern Standard Arabic, which is the recognized as the country's national and official language according to the Algerian constitution then French which is considered as a colonial legacy, that is widely used by Algerians in administrations, official documents and their daily life; as well as, insufficient knowledge and vocabulary about the English language lead pupils to interfere from both languages Arabic and French, besides to the Algerian educational system which does not contain activities that push pupils to read in the three languages especially in the English language.

Chapter Three: Data Interpretation and Suggestopedia

- ✚ The common types of errors that result from interference of Arabic language are: the grammatical (tenses first, than prepositions, agreements) syntactic errors (auxiliary “to be”, word order) and finally semantic errors.
- ✚ The common types of errors that result from interference of French language are: semantic errors followed by grammatical and syntactic errors.
- ✚ The best techniques used by middle school teachers are to motivate their pupils to read, by bringing English books and stories to pupils to summarize them and making written sessions as much as possible, to stimulate learners to write and thus their writing skill as well as their speaking skill will flourish.

3.4. Suggestions and Recommendations

In order to help EFL learners to decrease language interference in their writing tasks in English language, the researchers will present some practical recommendations, followed by some methods to teach the writing skill, in addition to some extra-classroom activities that help EFL teachers in their teaching process.

3.4.1. Practical Recommendations

It is noticed that Algerian middle school pupils, started to learn Arabic language first, since they entered school, then they begin to learn French language from four-year primary school. By entering middle school, they started to learn English language as a second foreign language, beginning from first-year middle school. Actually, Algerian middle school pupils have less experience in English language, in comparison with Arabic and French languages. As a point of fact, this programme allotment, was not designed in a random way, but it was put to match with the sociolinguistic situation that characterizes Algeria due to the coexistence of many languages: Modern Standard Arabic (MSA) , Algerian Arabic (AA) and French as a foreign language that is widely used by Algerians in numerous domains, as a result of the long period of French colonization ;in addition to English language which is a foreign language used as a language of scientific and cultural advancement and it is taught in Algerian schools since first-year middle school. These points mentioned above, clarify reasons behind the interference from Arabic and French languages with English language by Algerian middle school pupils .thus, for the sake of developing English language teaching in

Chapter Three: Data Interpretation and Suggestopedia

general, and pupils' writing skill in particular, the following recommendations are offered to EFL teachers :

3.4.1.1. Motivation

EFL learners must be given the following requirements: motivation, self-confidence and encouragement to write in the foreign language.

In fact, motivation is a very important factor in teaching writing, it is probably the longest stage in this process, motivating learners is somehow like what parents do to their babies that have taken a first step. A first baby step brings with it claps even though the step is not perfect, a positive reaction from parents will get the baby to attempt to another step, just as a positive reaction from the teachers, will get learners to go step further, for instance, teachers are asked to motivate their pupils to read and write, by providing written expression sessions as much as possible and bringing English books and stories for learners, to summarize them .With realizing this learners will gain courage with each step, moreover with tasks or classroom activities that allow learners to move gradually towards the final goal of success learners will build self confidence , as Krashen (1982) pointed that each writing task should be set at a level higher than the previous one, thus with each task learners will build confidence and become motivated to move on the next step.

Once motivation has taken, fear and insecurity will have been replaced with courage and self –confidence and learners certainly will show better performance in their writing tasks.

3.4.1.2. Integrating the Reading Skill with Writing

Many teachers see both reading and writing as two sides of the same coin, reading is the reception of a message transmitted through the written words and writing is the transmission of a message through the written words, too.(Hassan et.al 1993).(Abu Rass .2001) integrated reading and writing for effective language teaching, the instructors reported that:”The improvement in proficiency level was noticeable” (p33).

It is always important to show the learners how to use readings as models in order to make their own writing better.

3.4.1.3. Strategies for Correcting Errors

Tactful correction of learners writing errors is essential, Brown (2007) in his book (The principles of language learning and teaching) writes about this important aspect of teaching writing to ESL/EFL. First of all, continuous monitoring of pupils' written works, helps teachers discovering learners' errors and treating them. Consequently, it is always helpful to have different strategies when responding to errors found in learners' writing, some of them, are global /local errors, covert/overt errors, and domain/extent errors. In fact global error is one which involves "the overall structure of a sentence" and local error is one which effects "a particular constituent", thus, (Erdogan 2005:264) clarifies that global errors hinder communication. They prevent the message from being comprehended, as in the following example: "it's a great hurry around" which is difficult to be interpreted, however local errors do not hurdle the message from being understood, such as "three sisters" is a local error in "My three sisters older than me" (Principles of language learning and teaching 263). And for covert and overt errors as two connected dimensions of errors. Overt errors are superficially ill formed and ungrammatical utterances at sentence level and covert errors are superficially well formed and grammatical utterance at sentence level, but not interpretable within the normal context of the target language communication for instance: "I'm fine, thanks", is a correct sentence but it is a covert error, when it is the answer to the question "How old are you?", this category is on parallel with Corder's domain and extent errors, in which domain error is the arrangement or ordering of linguistic unit from the phoneme to discourse which should be considered as context for the error to be clear, on the other hand, extent is the arrangement or ordering of linguistic unit that would have to be omitted, alternated, supplied, rearranged to fix the sentence. (Principles of language learning and teaching). Hence, teachers could use error analysis as the core of the writing class, this could be done by writing the sentences or the errors that hinder communication as it is explained above on blackboard, in addition to those errors which are repeated by learners should be put as samples on the board and then learners should be asked to correct the errors collectively with the help of teachers when learners are incapable to correct their errors.

3.4.1.4. Text book Elaboration

Text book designers should specify areas in the middle school text books that highlight the differences between Arabic (L1) and French (L2) and English (L3) at the following language components: (phonology, morphology, syntax, semantics); more than

Chapter Three: Data Interpretation and Suggestopedia

that, the researchers suggest allotting more time to English language teaching since it has few time in comparison with the time devoted for Arabic and French languages and of course this should be proceeded in a logical order starting from lower to higher level for the sake of avoiding language interference, as well as for a more effective impact in learning English language.

3.4.1.5. Writing and Technology

Technology is one of the most developing areas nowadays, therefore, lots of technologies –enhanced tools are available to motivate learners and stimulate their interest in the writing skill for instance: ICT is one of those crucial technologies tools that help teachers to convey the intended message in a convincible and attracting way as: using visual aids and realia, like presenting recorded words or even oral words and associate them with images, as well as presenting some listening practice and then show learners its written forms, more than that using songs in each session which are related to the aim of the lessons could really help learners to memorize new words and vocabulary more than the previous time where teachers use traditional way of teaching.

3.4.2. Methods for Teaching the Writing Skill

There are several approaches to teach writing that are presented by (Raines, 1983) as follows:

3.4.2.1. The Controlled-to- Free Approach

In the 1950's and early 1960's, the audio-lingual method dominated second language learning. This method emphasized speaking and writing served to achieve mastery of grammatical and syntactic forms. Hence, teachers developed and used techniques to enable learners to achieve this mastery. The controlled-to free approach is sequential: learners are first given sentences exercises, than paragraphs to copy or manipulate grammatically by changing questions to statements, present to past, or plural to singular. They might also change words to clauses or combine sentences. With these controlled compositions, it is relatively easy for learners to write and yet to avoid errors which make error correction easy, learners are also allowed to try some free compositions after each instruction session. Such approach stresses on grammar, syntax and mechanics, it emphasizes accuracy rather than fluency.

3.4.2.2. The Free-Writing Approach

This approach stresses writing quantity rather than quality; teachers who use that approach assign vast amounts of free writing on given topics with only minimal correction. The emphasis in this approach is on fluency rather than accuracy and form. Thus, teachers may begin their classes by asking learners to write freely on any topic which interest them without worrying about grammar and spelling for five to ten minutes. The teachers do not correct these pieces of writing, they simply read them and may comment on the ideas the learners expressed in order to reach fluency, and thus learners will construct the ability to write freely without constraints.

3.4.2.3. The Paragraph-Pattern Approach

Instead of grammar or fluency of content, the paragraph –pattern approach stresses on organization. Learners copy paragraphs and imitate model passages; they put scrambled sentences into paragraph order, they identify general and specific statements and choose to invent appropriate equivalent to those sentences. This approach is based on the principle of that in different cultures people construct and organize communication with each others in different ways.

3.4.2.4. The Grammar –Syntax –Organization Approach

This approach stresses on simultaneous work on more than one composition feature. Teachers who follow this approach maintain that writing can not be seen as composed of separate skills that are learned sequentially. Therefore learners should be trained to pay attention to organization while they also work on the necessary grammar and syntax. This approach links the purpose of writing to the forms that are needed to convey message.

3.4.2.5. The Communicative Approach

This approach stresses the purpose of writing and the audience for it; learners are encouraged to behave like writers in real life and ask themselves the crucial questions about the purpose and the audience: why am I writing this? and who will read it?

3.4.2.6. The Process-Approach

In this approach, the teaching of writing moves away from a concentration on written product to an emphasis on the process of writing; thus, learners ask themselves: How do I

Chapter Three: Data Interpretation and Suggestopedia

write this?/How do I get started ? Learners are trained to generate ideas writing, think for the purpose and audience, and write multiple drafts in order to present written products that communicate their own ideas.

Teachers who use this approach give learners time to try ideas and feedback on the content of what they write in their drafts. As such, writing becomes a process of discovery for the learners as they discover new ideas and new language forms to express them.

Furthermore, learning to write is seen as a developmental process that helps learners to flourish and develop gradually.

3.4.3. Extra Classroom Activities

The following classroom activities are useful techniques that EFL teachers can use in their teaching process, for the purpose of developing learners' writing skill

3.4.3.1. Teaching of Capitalization and Learning Difficulties

Most learners don't concentrate in their writing, for example, sometimes; learners discriminate between the small and the capital letter, due to their poor mastery of English mechanical rules, in comparison with those of Arabic and French languages. It is found that the learners make excess use of 'and' and ignore using full stops and commas, In a piece of simple composition, such as a paragraph about "the family", the learners usually don't use full stops and commas until they come to the end. A teacher can explain the rule and practice through worksheets. Using direct practice after rules may be further useful in dealing with the difficulties.

The following are a few rules of capitalization:

Rule 1: (The first letter of every new sentence is capitalized).

Example: My friend is from England.

Rule 2: (The subject pronoun is always capitalized).

Example: Ali and I are going to play football.

Rule 3: (Proper names of places, rivers, mountains, and other geographic locations are capitalized).

Example: The Nile River, which runs through Africa.

Rule 4: (Proper names of people)

Example: My friend's name is Jasmine.

Chapter Three: Data Interpretation and Suggestopedia

Rule 5: (All proper names of: companies, religions, and languages).

Example: Most Algerians speak Arabic and French.

Rule 6: (the days of the week, and months).

Saudi National Day is on Sunday, February 18th

Adapted from: Alam Khan, I. (2014).

3.4.3. 2. Teaching Looking Similar Words

The following table is an attempt to show as to how the target learners are confused between, some similar looking words. However, such words can be differentiated with suitable examples as presented below.

Waist	Waste
Right	Write
So	Sew
Through	Throw
See	Sea

Table. 4.1. Showing Apparently Similar Words

The table mentioned above, represents a number of “looking similar words” which look similar in spelling, but they differ from each other in the meaning.

Some examples to explain:

- 1) Peter is better than Potter.
- 2) There are many cheapsheep on the ship.
- 3) I have a fan in my van.
- 4) Dogs usually bark.
- 5) I saw a park near car parking.

In such cases, EFL teachers are called to present similar words first orally, and then associate them with pictures and their definitions, as well as Making use of ICT as much as possible, in order to enrich pupils' vocabulary.

Adapted from: Alam Khan, I. (2014).

3.4.3.3. Treating Difficulties in The Structure of English

The grammar of foreign language poses great amount of problems for many reasons: L1 interference, over-generalization and undefined reasons. But, learners make mistakes, especially due to the reasons that the habit of L1, or a language previously learnt are so strong that cannot be changed easily. It happens mainly when the learners have insufficient background of the target language and solid basis of L1 (Arabic) and I2 (French).The following table includes some possible responses from the target learners.

Written structure	Expected one(s)
I go yesterday	I went yesterday.
He eat breakfast	He eats breakfast.
The Boy hasballon	The Boy has a ball
I Go to college at 8	I go college at 8
Name is X	My name is X.

Table.4.2. Showing the learning difficulties in structure of English

The table mentioned above, represents a list of sentences that teachers expect from learners to write and also another list of wrong sentences that they write, instead of the corrected sentences that teachers expect from learners to write

When treating these errors, teachers can boost pupils' enthusiasm to improve their writing skill, by providing more reading sessions, where pupils can discover their errors through grasping English structures from the passages they read. Consequently, they will differentiate between the usage of English tenses

Adapted from: Alam Khan, I. (2014).

3.4.3.4. Teaching Pupils to Structure Paragraphs

Learners, often have problems in organizing their ideas within paragraphs.The exercise mentioned below, takes an example of an unpleasant event, it relies on the chronological order of this event that can be gradually more closely joined, in order to give a sense of coherence.

Chapter Three: Data Interpretation and Suggestopedia

Grouping: learners must work in groups of four

Time: 60 mn

Materials: a video recording if available

The purpose of the video is to stimulate members of the class to focus on similar events in their own lives. Allow two or three minutes of silent thought time to recall such an incident.

(If you do not have a video, you can use an audio tape, tell a story or read a brief text)

The exercise:

1. Choose a short video recording (i.e., not more than two minutes) of some unfortunate event (real or fictional) and play it to the class. Something as simple as an incident involving the police or some domestic misfortune is fine
2. Divide the class into groups of four. Each group chooses the unfortunate event of one of its members to explore further. The group discuss and note down the sequence of events that led up to the incident. They then decide how to express the way the incident ended in a single sentence. This may be either a statement of fact, or its implications, or a judgment on it. The list of events and the single sentences must be agreed by all four in the group
3. The groups then, split into two pairs. One pair has the task of starting with the agreed sentence and describing the events leading up to it in any order so as to bring out causal or other relationships between them. The second pair works forward to the agreed sentence, which will appear as the final sentence, relating the chronologically ordered events to each other and, where possible, to the final outcome
4. Pairs stick their paragraphs to the wall, with the two paragraphs from the same group side by side. Each pair evaluates all the paragraphs on the wall, deciding in each case whether putting the outcome sentence first or last worked better with the material
5. The class shares their evaluations. They may also want to discuss the different types of writing that members of the class have to do in the real world to demonstrate how the same principles of structuring a paragraph might be useful

Adapted from: Brookes, A & Grundy, P. (1990). Cambridge University Press.

Chapter Three: Data Interpretation and Suggestopedia

3.4.3.5. Teaching Comparison between Two Elements (Similarity and Difference)

When considering how to compare one thing with another, there are three points to be mentioned:

- ✓ Any two experiences/objects may be similar, dissimilar or identical
- ✓ There is a rich choice of language in this area ,ranging from comparative adjective forms, through comparing sentences using conjunctions, such as: whereas, although, to not only, on the one hand, on the other hand,etc

(The writer needs to select from this range with care)

- ✓ Many second or foreign language learners, fail to make the comparison expected in writing, because they do not have sufficient language practice.

This exercise aims at providing to learners a considerable data, obtained from two different sources, elements of the data will be similar and dissimilar in varying degrees and therefore, learners will struggle to find a range of ways of writing about these similarities and differences.

Grouping: after filling in initial questionnaire individually, learners should work in pairs for the reminder of the exercise.

Time: 60 mn

Materials: questionnaire

The exercise:

1. Distributing the questionnaires, which are to be completed individually
2. Pair learners, who then compare their questionnaires and write a substantial paragraph reflecting the degree of similarity and dissimilarity between their two experiences
3. It is good idea to ask learners to underline all the comparing language in their paragraphs and then, to display them on the wall, encourage the class to compile a vocabulary guide from the paragraphs displayed

The following worksheet will expose an example of a questionnaire, concerning comparison (similarity and difference)

Chapter Three: Data Interpretation and Suggestopedia

Questionnaire :my last eating experience

1. I drank
2. I ate
3. How many courses did the meal consists of?
4. Were they hot or cold?
5. Precisely what ingredient did the meal contain?
6. Precisely how was it cooked?
7. When did you start it?
8. How long did it take to it?
9. Which parts were good /enjoyable?

Which parts were not?
10. Where did the experience occurred?
11. Who else was present?
12. Other notable details

Adapted from: Brookes, A & Grundy, P. (1990) Cambridge University Press.

Chapter Three: Data Interpretation and Suggestopedia

3.4.3.6. Teaching Cohesion

Learners, need to be aware of the particular lexical choices through which, cohesion is affected in English

The exercise draws learners' attention to these features of English, by inviting them to rewrite, or reformulate what has already been in a such way as to make it cohere with an existing text.

The teachers need to take account of learners' group attitudes, the version suggested is for cooperative groups, who want to work slowly and help each other, so that everyone can learn as much as possible. But a more competitive group may like more "dominoes" "each and may try to find a "winner".

Grouping: divide the class into groups of 8 to 12 learners

Time: allow 1 hour for the exercise + extra time for a tutor- led discussion of what has emerged

Materials: two dominoes per learner, i.e. sheets divided into two halves, by a line drawn down the middle

The exercise:

1. The class must first agree on a common topic to write about, distribute two dominoes to each learner, who should write four sentences on the agreed topic, that make sense together, one in each of the spaces on the two dominoes

Sentence 1	Sentence 2	Sentence3	Sentence 4
------------	------------	-----------	------------

2. Then, play a game of dominoes as follows: invite someone to put a domino on the table. The learner to their left can now add a domino to either end of the original one, but it must make some sort of general sense and the learner playing the domino, should explain how the two dominoes fit together. It is a good thing to encourage general discussion at this stage and to make it clear that the group as a whole is expected to agree that the two dominoes in amended form do indeed go together. if no agreement is reached, the player misses points

Chapter Three: Data Interpretation and Suggestopedia

3. Continue playing round the circle, until all the dominoes are on the table. Clearly, this exercise tend to get more difficult when each player is reduced to a single domino and when the existing text has become more substantial

Adapted from: Brookes, A & Grundy, P. (1990) Cambridge University Press.

3.4.3.7. Teaching How to Reveal Attitudes

When writing, it is very important to learn how to express learners' views in a way that persuades, rather than estrange the reader

In the following exercise that follows, learners are often surprised at the very wide range of more and less sophisticated ways of expressing an opinion that emerged. there is much to be learned from this exercise, about preferred ways of revealing learners' attitudes and about precisely how to do it.

Grouping: initially, learners work individually, or in pairs; subsequently in groups of 4 or 5

Time: at least 75 mn, more if teachers use television or radio recording. If it helps, this exercise be split between two sessions

Materials: new items, colored card

The exercise:

1. Choose a topic of contemporary news interest about which more or less every one may be expected to have an opinion. Choose 4 or 5 short news items or comments, each focusing on a different aspect of the issue
2. Supply lots of small pieces of cards in three different colors, and establish that each color relate to a reaction: favorable/unfavorable. Individual learners or pairs of learners study each of the items in turn.
3. When stage two is completed, the class divides into many groups as there are items, i.e., four or five groups. each group is allocated to one item, and is responsible for grading the responses to it, according to their degree of persuasiveness
4. Finally, allow learners time to circulate freely, trying to identify precisely what features of each response reveal the learners' attitudes. It helps to invite the learners to underline what they identify and/or make notes

Adapted from: Brookes, A & Grundy, P. (1990) Cambridge University Press.

3.4.3.8. Teaching Learners to Suppose

This exercise helps learners to become aware of a range of ways of introducing an additional hypothetical factor into a situation

Grouping: learners sit in circles of six or seven. There should be one more person per group, then the number of sentences that teachers are going to ask the learners to write

Time: 60 mn

Materials: none

The exercise:

1. Group the learners, and ask each learner to think of an area where they feel their sophistication rating is low and where they wish they were more accomplished. Suitable areas include impressing members of the opposite sex, dress sense, at parties, handling the bank, complaining, in an expensive restaurant or traveling by air, each learner should briefly outline the area and the nature of their lack of sophistication on sheet of paper –note- form is often best for this
2. The sheet is then passed to the next member of the group, who write a single sentence on it, giving the colleague advice on how to become more sophisticated. The sentence must begin with the word supposing....”

The sheet continues to be past round the circle, and at each movement, an additional sentence is added on learners’ instructions. Other suitable sentence starter includes:

Ifin order to

Were you toshould

Unlessimagine

3. It is quite useful to have a homework follow-up. Two suggestions are:
 - Ask learners to write a realistic paragraph under the title “how to be better at...” using the sentence starters given, and as many of the F
 - Ask learners to write a paragraph under the title” how to get on in my work”, Using the sentence starters practice in class

Adapted from: Brookes, A & Grundy, P. (1990) Cambridge University Press.

3.5. Conclusion

This chapter has gone through two phases; phase one discussed the results obtained from the research instruments used in this work, which gave an optimal view about language interference in Algerian middle schools, purposefully the second phase of this chapter attempted to provide some suggested practical recommendations, methods and classroom activities that teachers can use in their teaching process to help learners developing their writing skill and thus, language interference from Arabic and French languages to English language will be decreased.

GENERAL CONCLUSION

General conclusion

As a conclusion to this research work, the researchers can say that linguistic transfer has been a field of many studies in different disciplines. Indeed; it is the concern of applied linguistics, second language acquisition, sociolinguistics, and language teaching. Such linguistic phenomenon was tackled by many researchers who constructed different theories, and approaches stemming from different views and interpretations. Thus, a common view lies on the fact that language interference, or negative transfer from the previous background knowledge, be it the first, or the second language of learners impedes the learning of the target language.

In the light of this view, the current research work aimed to investigate language interference in Algerian middle schools, mainly, the influence of Algerian learners' mother language (Arabic) and Algerian learners' second language (French) on the writing skill in English.

The design of this research work is divided into three chapters. In the first chapter, the researchers have gone through three main phases of the literature review to pave the ground for the situation Analysis. The latter concerns the status of the three languages: Arabic, French, and English in Algeria. The second phase, then, has treated language interference theories including contrastive analysis, error analysis, and interlanguage approaches, whereas the last phase, deals with the levels of interference from both languages: Arabic and French in the English language as three different languages.

The second chapter is about collecting and analysing the data gathered from the research tools, namely: a semi-guided questionnaire and a language proficiency test.

The last chapter is concerned typically with the researchers' interpretation of the results and the testing of the hypotheses as set before. In order to answer the research questions and to validate the hypotheses, two main research instruments were used, namely: a language proficiency test which was administered to fourth- year pupils at both two middle schools: Boumediene Mohamed-Beni Snous, and Ain Sbaa Ali – Ghazaouet, in addition to a semi-guided questionnaire which was conducted with five EFL teachers from both middle schools. In this chapter, the data collected from these research instruments were interpreted

quantitatively and qualitatively and thus, it revealed that the percentages of total errors committed by the pupils in all areas given to them in the test exceed percentages of correct answers. As a case in point, in the Arabic language interference lies mainly in tenses errors, prepositions errors, which are the most common errors committed by pupils, followed by syntactic, and semantic errors. Whereas the French language interference, concerns typically semantic errors, which are the most frequent errors made by those participants followed by grammatical and lexical errors. As a whole, the last chapter was devoted, first to interpret those results and second to suggest some practical recommendations that teachers can use to help their learners to decrease language interference in their learning process in general and their writing skill in particular.

In fact, Algerian middle school teachers of English believed that pupils make those errors due to the main following reasons: being in a multilingual society and the fact that learners possess insufficient knowledge and vocabulary in English. Therefore, the researchers believed that the best techniques used to develop learners' writing skill based on motivation which is the cornerstone of learning a foreign language, by bringing English books and stories to stimulate them to write, as well as increasing written expression sessions as much as possible, so that their writing skill would certainly develop.

It is worth mentioning that the improvement of learners' writing skill is the responsibility of both: teachers of English, and syllabus designers. The syllabus designers should prepare and shape the EFL programme and textbook of middle school in a logical order, so that this textbook and program should contain instructions that show that the English language has its own proper peculiarities (phonology, morphology, grammar, syntax, semantic) different from the languages that exist in Algeria (Arabic, and French). Besides, middle school teachers should vary and adjust their teaching strategies according to the difficulties of the instructions and according to pupils' personal disparities. At a higher level, the education policy-makers in Algeria should give more importance to English as a foreign language especially EFL teaching for beginners in Algerian schools in order to give a better opportunity for syllabus designers, teachers, as well as pupils to proceed the EFL teaching learning process in general, and the writing skill in particular.

This study has dealt with a limited number of linguistics aspects and participants involved in writing due to the limitation of time, thus this area of study needs to be investigated more in the future.

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Appendices

Appendix A

Learners' Test

Level: Fourth year middle school.

Part one:

1-What is your name?

.....

2-How old are you?

.....

Part two:

A) Answer the following questions:

1-Reorder the following words to get coherent sentences:

-Poet /is / an Algerian/ / Moufdi Zakaria.

.....

2-Build/ they/school/ a new/last year/ in our village.

.....

3-watched/ a nice / yesterday/ I / film.

.....

B) Fill in the gaps with the correct preposition:

1- He enjoyed.....the film (by, with,Ø).

2-Spring beginsthe twenty first of March (in, on, from)

3-I saw a foot ball match.....TV (in, on, at).

C) Choose the correct answers in the following sentences:

✚ I know man who has been on climbing expeditions in many parts of the world.

✚ I know a man who has been on climbing expeditions in many part of the world.

✚ The success is a final aim of every humman being.

✚ Success is a final aim of every humman being.

D) Give the correct forms of the verbs in brackets:

I' m looking out of my window. I can see some children in the street. The children (play).....foot ball .They always (play).Now a little boy (kick).....the ball, another boy (run).....after him but he can not catch him.

E) Choose the appropriate answers:

1- My health is right.

1-I'm healthy.

2-He made a mistake.

2-He fell in the mistake.

F) Put a cross on the wrong answer:

-There (is) (are) good news for the exam.

Part three:

1-Identify the English equivalent of each French word:

- Sensible: a- sensitive
b- Sensible
c- Wise
- Assister: a- to attend
b-to assist
c-to give ear
- Journal: a-magazine
B-news paper
C-journal

2-Match between the root and its suffix:

1-Phono Logy
 Logie

2-actual Ly
 Ment

3-Circle the intrusive words:

-Summer /Autumn/ l' hiver /spring.

-Black/ Green/ Red/Bleu.

-September/ October/Novembre.

-Abricot/ Apple/ Avocado/ Orange.

Thank you.

Appendix B

Teachers' questionnaire

This study is intended to collect data about the influence of Arabic and French languages on the writing skill in English. You are, therefore, kindly requested to answer the following questions as your answers will help us to conduct our study. Thank you in advance.

Rubric one: personal information:

- Degree:

Licence Master others

- How many years did you spend in teaching English language in middle school?

5-10 10-15 15-20 20and more

Rubric two: information related to the topic:

1-According to your experience, does the interference of learner's mother tongue affects his development in the writing skill of English Language?

Yes No

2- If your answer was yes, how often does this interference happen?

Always Often Usually Sometimes

3-According to your experience, does the interference of French affects Learners' development in the writing skill of English Language?

Yes No

4- If your answer is yes, how often does this interference happen?

Always Often Usually Sometimes

5-According to your experience, what are the reasons that lead pupils to interfere from Arabic or French to English?

- being in a multilingual society
- insufficient knowledge about the English language

•pupils don't read books or articles in the three languages

•the Algerian educational system doesn't contain activities that push pupils to read and write in the three languages

•others

6-Which language is more interfered with English than the other?

Arabic

French

7-What would be your justification about the previous question?

.....
.....

8-What do you do when your pupils make errors in writing in a composition?

•making a special session after exams in which you show them their errors, and correcting them collectively

•re-explaining the lesson that pupils find it ambiguous

•underlying their errors to let them know their faults

•correcting their errors in their exam papers

•others

9-Which techniques do you use to improve your pupils' writing skill?

•encouraging them to read in the three languages

•bringing short stories or books in English to summarize them during holidays

•making written expression sessions as much as possible

•others

10-Which errors are most common, that result from Arabic interference with English?

Grammatical errors syntactic lexical others

11-Which errors mostly common, that result from French interference with English?

Grammatical errors Semantic Lexical others

12-do you think that English textbook contains useful instructions that help teachers discovering pupils' errors?

Yes no

13-do you think that the small number of hours, devoted to English language in comparison with hours of other languages affects their writing skill of English?

Yes no

14-how do you evaluate pupils' writing skill in comparison with their speaking skill?

Writing less than speaking

Speaking less than writing

Have an equal degree

15-What would your recommendations be?

.....
.....
.....

ملخص

يهدف هذا البحث إلى معالجة تأثير اللغتين العربية والفرنسية على مهارة الكتابة باللغة الإنجليزية من خلال الإشارة إلى المعرفة اللغوية الأساسية التي يمتلكها تلاميذ السنة الرابعة متوسط باللغات العربية والفرنسية والإنجليزية. وأثار الباحثون مشكلة أن المتعلمين الجزائريين للغة الإنجليزية يواجهون مشكلتين من الأبعاد، وهما: التحويل من العربية والفرنسية بالإضافة إلى تأثير اللهجة الجزائرية. ولإيجاد حل لهذه المشاكل، شارك تسعة وأربعون تلميذا وخمسة مدرسين من متوسطتين في غزوات وبنى سنوس في هذا البحث حيث تم تقديم استبيان شبه موجه إلى الأساتذة للإجابة عن أسئلته في حين أعطي اختبار إجادة اللغة إلى التلاميذ للإجابة عن أسئلته. وقد توصل الباحثون إلى نتائج تؤكد على جمع الجهود من قبل كل من الأساتذة ومصممي المنهج من أجل تحسين مهارة الكتابة باللغة الإنجليزية لدى التلاميذ من خلال تنسيق قدراتهم، التي تتناسب مع متطلبات التلاميذ.

الكلمات المفتاحية: تأثير، مهارة الكتابة باللغة الإنجليزية، المعرفة اللغوية، تلاميذ السنة الرابعة متوسط، التحويل، غزوات وبنى سنوس.

Résumé

Ce travail de recherche tente de traiter l'impact des Langues Arabe et Française sur l'habileté d'écrire en Anglais, en se référant à la connaissance linguistique que les élèves de la 4ème année CEM ont en Arabe, en Français et en Anglais. Les chercheurs ont soulevé la problématique que les apprenants Algériens d'Anglais sont confrontés à des problèmes bidimensionnels, qui sont: le transfert d'Arabe et du Français en plus de l'influence du dialecte Algérien. Pour résoudre ces problèmes, quarante-neuf élèves et cinq enseignants de deux collèges de Ghazaouet et Beni snous ont été impliqués dans ce travail de recherche. Les enseignants ont reçu un questionnaire semi-guidé pour répondre, tandis que les élèves ont reçu un test de compétence linguistique pour répondre. Les chercheurs ont trouvé des résultats qui mettent l'accent sur la collecte des efforts des enseignants et des concepteurs de syllabus dans le but d'améliorer les compétences d'écriture des élèves en langue anglaise en coordonnant leurs capacités, ce qui correspond aux exigences des élèves.

Mots clés : impact, l'habileté d'écrire en Anglais, connaissance linguistique, les élèves de la 4ème année CEM, transfert, Ghazaouet et Beni Snous.

Abstract

This research work attempts to treat the impact of Arabic and French languages on the skill of writing in English, by referring to the linguistic background knowledge that pupils of fourth-year middle school possess in Arabic, French and English. The researchers raised the problematic that Algerian learners of English are facing two dimensional problems, which are: transfer from Arabic and French in addition to the influence of Algerian dialect. To give solution to these problematic, forty-nine pupils and five teachers from two middle schools at Ghazaouet and Beni snous were involved in this research work. Teachers were given a semi-guided questionnaire to answer, whereas pupils were given a language proficiency test to answer. The researchers came up with results that emphasize on gathering efforts of both teachers and syllabus designers for the sake of improving pupils' writing skill in English language by coordinating their capacities, that suits pupils' requirements.

Key words: impact, skill of writing in English, linguistic background, pupils of fourth year middle school, transfer, Ghazaouet and Beni Snous.