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**Scrutinizing the issue of Negative Interference:
The Impact of Arabic and French languages on EFL
learners' writing proficiency and learning English as a
Foreign Language**

**Case study: First year LMD students at the English department –Ibn Khaldoun
University of Tiaret**

Dissertation Submitted in Partial Fulfillment of the Requirements of
The Master Degree in Linguistics

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Abstract

The present dissertation work is an investigation in the field of learning English as a foreign language, at the department of English university of Ibn khaldoun, taking first year EFL students as a case of study. The work attempts to explain the influence of Arabic and French languages on learning English, Thus, the overall aim of this research work is to scrutinize the impact of Arabic and French languages on the writing skill of English language in the Algerian EFL classrooms and to answer the main question "to what extent can the first language and the second language interference be a reason of EFL learners' English production?". 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 linguistics point of view. In addition a set of theories describing second language acquisition, and language transfer be it negative or positive are being set. It describes also the levels of interference of Arabic and French into English for the sake of exploring reasons and sources of students' errors. Chapter two; however, is a practical part. It aims at collecting data and analyzing them, in order to achieve the study's objective, a descriptive method has been adopted in this chapter, data are collected via three research instruments; a questionnaire for both students and teachers and a test addressed to students. In chapter three, the results are interpreted from both tools of research. Moreover, the results of the questionnaires and test have confirmed the research hypothesis. Subsequently, some suggestions and recommendations are proposed to alleviate the burden of language interference and to minimize students' production errors in the English language. As a result the findings have shown that the First language **«Negative transfer» affects negatively the EFL learner's writing and speaking proficiency.** In this light, **the low level of the student's writing proficiency is due to the L1 "Negative transfer"** and they need to develop the foreign language background that enhances their writing proficiently, in order to reduce the impact of L1 transfer.

KEY WORDS: Impact, English language production, linguistics background, EFL students, interference, Ibn khaldoun University.

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LIST OF ABBREVIATIONS

EFL : English as Foreign Language

FL: Foreign Language

TL: Target Language

SLA: Second Language Acquisition

SL : Second Language

L1: First Language

L2: Second Language

ESL: English as Second language

LA: Language Acquisition

AA: Algerian Arabic

MSA : Modern Standard Arabic

CLI : Cross Linguistic Influence

EA : Error Analysis

CA: Contrastive Analysis

General Introduction

General Introduction

It is often more hard for people to learn a language entirely new and dissimilar from what they already know. In foreign language learning, English can be particularly challenging for native Arabic speakers, EFL students will always encounter some difficulties/obstacles in mastering it, because of the differences between the two languages (a foreign language and a native language), makes the learner face problems in applying foreign language rules.

What is commonly believed is that the first language has an impact on the foreign language since learners ignore how to expound and manipulate ideas for writing and speaking in the target language, this can be considered as a perceived cause of language negative interference, which is a linguistic phenomenon or a "*major communicative strategy utilized by second language learners' in order to achieve a communicative task.*"(Faerch and Kasper 1987), language interference also known as language transfer or cross meaning, refers to speakers or writers applying knowledge from their native language to a second language or foreign language, to put it another way on different levels (grammar, phonology, morphology, semantics, lexic...etc).So the present fieldwork makes the scope larger since it deals with the multilingual acquisition.

1. Research aims

This study attempts to highlights the impact of Arabic and French languages on the English production language, similarly to explore the common errors and mistakes commit in writing skill in English of First year EFL students, and identifying the main reasons behind committing such errors.

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).

2. Research questions

This investigation is conducted to answer the following questions:

A. Why EFL students tend to interfere from Arabic and French in the process of writing in the English language?

- B. How does the mother tongue and French affect first year students writing?
- C. What common types of errors do first year students of English at Ibn khaladoun university encounter?

3. Research hypothesis

On the basis of the above research questions, this study assumes three hypotheses; to answer the questions:

- A. The reasons behind the interference of Arabic and French languages into English are due to the Algerian multilingual situation, in addition to the limited amount of English knowledge.
- B. Arabic and French interference affects students' writing negatively, which lead them to make poor writing production.
- C. The common types of errors are the following: grammatical errors, syntactic errors, in addition to phonological errors.

4. Significance of the study

It is an admitted fact that English has emerged as an international language of the world, and many nations of the world are striving for learning it as a second language. It is observed that EFL students struggle a lot of when their teachers ask them to speak or write in that foreign language, and because they are not skillful in English ,they rely on the use of Arabic and French to express their thoughts which may lead them to commit different and many errors .For that reason, this study is important .Thus ,will help to analyze and identify the impact of the language interference .Furthermore to explore the main reasons behind these committed errors .Conducting such research may help the EFL teachers and students to become more familiar with the concepts of language interference.

5. Research methodology

This study used mixed methods: quantitative and qualitative approaches. In order to examine the subject being studied, a questionnaire is distributed to a random sample of 40 students from Ibn Khaldoun English Departement of Tiaret and 12 university teachers, in addition to a proficiency test administered to first year EFL

students. Using those type of research instruments help the researchers to reach the objective of this research work to test the above hypothesis.

6. Research process

The structure of this work is divided into three chapters. The first chapter addresses an overview into the field of FL learning by highlighting and treating some important issues to be taken into account when carrying out the present study, the chapter contains some key concepts related to researches in this field such as; the concepts of language ,second language acquisition (SLA),besides its factors, language transfer (LT) ,interlanguage (IL) ,contrastive analysis (CA) ,cross linguistic influence (CLI) and error analysis (EA) are discussed .

The second chapter, however, is devoted to the practical part of this research work; it aims at collecting and analyzing data. The third and last chapter deals with data interpretation and results, besides some fruitful recommendations and suggestions that help EFL students and teachers to asses and minimize this linguistic phenomenon “language interference”.

7. Limitation of the study

Like most other studies, this one seems to have some limitations, the most important of which is Corona Virus Pandemic, the quarantine in particular. This indeed limited us to obtain a large amount of data.

Chapter One :
Theoretical Frameworks

1.1. Introduction

Learning and getting a subsequent language is frequently challenging for learners, it is more than learning a portrayal of its developing and building, the first language will always influence the acquisition of the second one. Influences are across all parts of language acquisition from vocabulary and grammar to function and spelling than to pronunciation, as the students' native language has rules, as per which they articulate and spell words and has different patterns from their native one, which create and make issues for them. Spelling is viewed as a fundamental segment of written language, the potential mistakes in written spelling may change the meaning and understanding.

This chapter overviews the nature of learning a foreign language (FL), what FL learners should concentrate on, as well as some factors that may affect learners' output and the convenient method to engage in, our research also, some related concepts in FL researches such as spelling, phonological, and grammatical differences between French and English, in addition to Arabic and English languages, language transfer, and other familiar approaches are discussed which include cross linguistics influence (CLI) and interlanguage.

1.2. Mother Tongue, Second Language and Foreign Language

The native language, the mother tongue, first language or vernacular language is usually the language which a person acquires in early childhood because it is spoken in the family and/or it is the language of the country where the person is living. According to Ashworth (1992) the native language is " *the language which the person acquires in early years and which normally becomes his /her natural instrument of thought and communication*". On the other hand, Ashworth states that the second language is " *a language acquired by a person in addition to her mother tongue*". It is typically a language learned and adopted from individuals after learning the mother tongue. Sinhano et Al (2009) defines SL as " *an official or socially a dominant language needed for educational, employment, and other basic purposes*". As for "Foreign Language", is a language not used by the indigenous people of certain community, and not spoken in the native country of the person. This research adopts the following definition of the foreign language presented by Richards, C. John Platt and H Platt (1992.p.54):

“Foreign language is usually studied either for communication with foreigners who speak the language, or for reading printed materials in the language”.

1.3. Second language acquisition

Second language acquisition (L2) is the process of developing the ability and learning of individuals or groups who aim to acquire a language subsequent to their (L1), is characterized as language acquired after a speaker's mother tongue, it can be the third or the fourth language learnt. There are different various suppositions on acquiring L2; yet it is believed that it is considered as when a speaker can compose easily in that language and emphatically accept the procurement of this subsequent language. It can be learnt at any age after a child has developed the language's skills. Gass and Selinker (2008, p.1) define SLA as « *The study of how learners create a new language system* ». They mentioned that second language acquisition is the study of what is learned of a second language acquisition and what is not learned.

In Longman Dictionary of Applied Linguistics, Jack Richard states that the second language acquisition is, « *the process by which people develop proficiency in a second or foreign language.* » (1985, p.252).

1.3.1. Factors of second language acquisition

Learning a second language is convoluted and multilateral phenomenon which is associated with multiple factors and concepts that contribute in a successful realization of this process.

1.3.1.1 External factors

Are those features that identify the specific language learning status and influence the learners' attitude.

➤ Motivation and attitude

Is all depend on the individual's goal and the motive reason behind learning and acquiring a particular language; it can be a hobby or a cultural pursuit or a communication purposes; so here motivation would be essential and very important for successful learning, especially in schools. People who are giving continuing and appropriate encouragement will generally achieve better result than those who are not. Motivation and attitude in SLA has been investigated by GARDNER and

LAMBERT(1972) who define motivation in term of « *the learner several goal or orientation* »and attitude as « *the persistence shown by the learner in striving for a goal* » (ELLIS,1985.P.117) .They distinguish two types of motivation :

A) Integrative: when the learner's goal of acquiring a second language is his/her interest in people and culture of object language.

B) Instrumental: when the goal is functional.

➤ **Curriculum**

For ESL college student especially, it is critical that the entirety of their educational practice is appropriate for their needs. Language learning is much less promotable to locating if university students are completely submersed into the mainstream program without any assist not allowed to be part of mainstream until they have got reached a sure stage of language proficiency.

➤ **Access to native speakers**

Interaction with native speakers may enhance the chance of learning a second language because they are considered as a pure linguistic model of that particular language especially in the oral /aural aspects of LA.

➤ **Culture and status**

Radgaa(1993)says that« *language is the most solid background for culture. For the person who tries to reach understanding with the community but does not know its language is a foreigner who is difficult to understand ...culture is a set of social organization, and language constitutes the full image of this culture.* » Radgaa(1993.P.81-82.)

Culture can effects language and behaviors since language is a part of people's culture, so to acquire a language means to acquire its culture context.

1.3.1.2. Social effect

Social factors have a big impact on learning as Labove (2006) indicated that social status can affect lexicon and pronunciation. The main social factors that may influence learners' second language acquisition are:

➤ **Gender**

One of the main social factors that have noticed by sociolinguists is gender, researchers have shown that women may be better language learners, they are more willing to share their new language background and combine their linguistic forms into their speech and they can understand difficult patterns than men and they are more motivated.

➤ **Age**

There is a critical period for acquiring a new language; kids are more willing to share external norms.

➤ **Social class**

Here we shed light on socioeconomic status of learner. Socioeconomic status of learners' affect the way of learning, learners from lower socioeconomic groups are less likely and successful in acquiring and learning a new language than those from higher groups because of the level of education and schools systems.

➤ **Ethnic identity**

Is how an individual identifies himself/herself in society so here it becomes a psychological matter. Acquiring an L2 is likely to involve some change or addition to the learner's sense of identity change, or an addition to the person identity may encompass the learner over coming of social obstacles and will affect how successful the L2 is acquired.

1.3.1.3. Internal factors

They are factors which come from inside the individual, and those the language learner brings with him to the particular learning situation like age, personality, cognition, experience.

➤ **Age**

One of the substantial factors that manipulated the SLA learners; the younger or children learners are in the high conditions to acquire a new language because of their solid literacy skills, in comparison with the older people and this is propped by ELLIS (1999.P.484) that « *There is a widely-held lay belief that younger L2 learners generally do better than older learners* ».

➤ Personality

Is concerned with how learners explain their own capacity and how persons believe themselves to be capable, significant and successful (ability, effort, task, difficulty, luck of self-efficacy), and how they treat and state the language anxiety, so anxious learners make gradual progress in the development of their oral skills. The most important personality factors are:

A) Self-esteem

In order to achieve and succeed in acquiring second language, learner needs a high degree of self-confidence, self-esteem is a personal judgment and worthiness, which is expressed in attitude that the individual holds toward himself and it appears to be an important variable in SLA particularly in view of cross-cultural factors of SLA.

B) Inhibition and risk taking

Learners are more ready to show up uncertainty and try out new methods to develop their language production skill, they must accept the fact of being depended on others and take the risk without letting the walls of inhibition influence their self-esteem and confidence, so it is necessary to make mistakes and exchange some ideas with a few people, for example by the TPS exercise which helps learners to find confidence to take a risk, it allows them to pose questions, provides time for individual's thought and a time to discuss possible answers.

C) Anxiety: *BROWN (1994)* describes anxiety as « *A state of mind connected with feeling of uneasiness, frustration, self-doubt and worry* ». *BROWN(1994 .P.141)*. Anxious learners make gradual progress in the development of their skills.

D) Empathy and extroversion: *"The willingness and capacity to identify with others"*. (Stern 1993. P.381). People need some essential readiness in order to acquire a foreign language, extroverts learners who are sociable and open to other people are more successful in obtaining new languages than introverts, those who are quiet and prefer non-social activities.

➤ Intrinsic motivation

Richards and Schmidt (2002) agreed that « *the intrinsic motivation is the enjoyment of language learning itself* » Richards and Schmidt (2002.P.343).

This kind of motivation concerns the learners 'interest and curiosity in acquiring new language, and his/her pleasure while learning this target language so as a result they will feel some fulfillment and shows positive perspective towards speaking.

➤ **Cognition**

« *The goal is not only to exchange words with people who speak that language, but actually to understand what they mean* » (Kramsch .2000.P.34). Cognitive approach is the realization and recognition of the language knowledge ,some linguists believe that there is a specific innate language learning ability that is higher in some learners than others.

1.4. Language status in Algeria

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

1.4.1.The Arabic language

❖ **Modern standard Arabic (MSA)**

Today modern standard Arabic (MSA), or the Classical Arabic (CA) ; the language of Quran is officially recognized as the Algerian country's national and official language, it is the dominant language at the written, as well as the oral form and the formal conversation it is connected with various domains such as: media, commerce, sectors of education...etc.

❖ **Algerian Arabic (AA)**

The Algerian Arabic is a face term for varieties consists of a considerable number of Dialects (what is known as "addaridja"), it is used at home and between friends and is not often written down. Most of the time, linguistic variation does not appear only in pronunciation, but also in grammar and vocabulary.

1.4.2. The French language

During French colonization, French language was the only official language in Algeria at that time. "Statically, Algeria is the most francophone country among the old colonies" (Calvet 1974, p219). It is a part of the standard school curriculum, 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. In fact, a report for the High Council of Franco phony in Paris (1986) stated:

" In Algeria, over a total population of 21% million, 150000 spoke French as a first foreign language and six million spoke it as a second language at that time. In 2008, 11,2 million Algerians (33%) could read and write in French".

1.4.3. The English language

The Algerian authorities, performed the English language in the curriculum as, the second 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 it is brought into the educational system to open doors to cultural, scientific, economic, political and technological advancement. The power of this language today led Algerians to include it at multiple levels in their education.

1.5. Language transfer

Lastly, Odlen provides well known definition of language transfer as « *The influence resulting from the similarities and differences between the target language and any other language that has been previously and (perhaps imperfectly) acquired* ». (Odlen. 1989 :27). This means when a speakers or writers applying knowledge or expressions from one language to another or use some of the rules that they have already acquired in another language; this is what is known as "transfer" or "interference", are sometimes used interchangeably.

Lott defines interference as «*Errors in the learners 'use of the foreign language, that can be traced back to the mother tongue*».(LOTT,1983.P256).While production of an L2 speakers transfer their knowledge of L1 to L2 ,for example making plurals in a same way in L1.

1.5.1.Positive transfer

Generally, in SLA when two languages resemble each other and share same linguistic similarities this may lead to positive language transfer. ELLIS maintains that «*If the two languages were identical learning could take place easily through"positive transfer "of the native language pattern*». We can spot some examples in both form and meaning in French and English words for instance: post /post, music/ musique, alphabets/ alphabet information/ information, classification/ classification ...

Positive transfer can occurs even on some sentences patterns' and the complete words' classification in sentence. Example:

English: he has visited all the countries of the world.

French : il a visité tous les pays du monde.

1.5.2.Negative transfer

Negative transfer happens when contrasts between two languages structures lead to methodical errors in the acquiring of the subsequent language, according to APA dictionary, negative transfer or interference occurs when differences between the two languages structures lead to systematic errors in the learning of the second language or to fossilization.Odlen sees that transfer error may be through:

- A) (where Under production or avoidance.
- B) Over sue of structure/lexic.
- C) Error in speech and writing (literal translation, or using a particular politeness strategy).
- D) Misinterpretations the mother tongue guides how you interpret the target language.

1.5.3. Cross-Linguistic influence

Cross linguistic influence is another use of the term language transfer, so they are two expressions used interchangeably, however cross linguistic influence is the interaction between two linguistics systems, and the way can effect each other. This phenomenon refers to the transferring of phonological or grammatical information from one language to another. When accosted to new terms in a new language speakers may discover a real cross linguistic similarities between the languages they know. CLI is « *a theory neutral term that is preferred to « transfer » or to the negative commuted term interference* » (Kellerman,1989,P.2) .Furthermore Cenoz maintains that there are many factors that might affect this phenomenon ;age, context of use, proficiency and impact on CLI .

1.5.4. Levels of interference from Arabic into English language

❖ Grammar And Lexic

Grammatical and lexical interference from Arabic into English occur on the level of rules and structures of both languages, most of students divided sentences into words and translated them individually rather than a whole entity ,then transferred the structure of the source language into the target language. The most remarkably errors that occurred in students' translation are:

- Copula: omission of copula(verb to be), '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?waḫabar).
- Preposition: Arabic has no limited number of prepositions in comparison with English, an Arabic preposition can be translated by several English prepositions, for instance,in Arabic the preposition (be) corresponds to five English prepositions "by,with, at, for, in".

The problems in using English prepositions for Arab students learning English result from two factors. First, not every Arabic preposition has a definite equivalent in English and vice versa .secondly, not every English or Arabic preposition has definite usage and meaning.

- Articles: In Arabic the definite article (al) =(the) is the basic part of all common nouns e.g.(al saada =happiness) ,Arabic has one definite article which is attached to the beginning of the nouns and their adjectives, however it has no indefinite article.

In English, abstract words referring to ideas, attributes, or qualities are used without the article equivalent to "the" in English.

The indefinite articles "a" and "an" have no existence in Arabic example; in the sentence (I am a girl), the indefinite article "a" should be used before the noun girl in English.

The third type of error in article refers to the situation in which, for example, "a" was used instead of "the" ,or vice versa. The usage of both definite and indefinite articles (a, an, the) depends on the nature of the words that follow.

1.5.5. Level of interference from French into English language

❖ Vocabulary

It is generally thought that around 10.000 words have been borrowed into English from French,this means that a significant number of English words have either exact French parallel and equivalents in French,most of these words are related in law, administrations,military,art, food drinks, science and knowledge...etc.

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,frau

	d, 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, visua

Table 1: English words coming from French language

❖ Spelling and pronunciation

Both English and French belong to the Indo-European language family, they share some similarities, most remarkably the same alphabets and cognates, but are different, the most difficult contrasts are in word spelling and pronunciation. Frequently in French, the way to express words with suffixes involves silent letters or unusual sounds, (likely unforeseen in English which has progressively clear spelling).

According to (Zhang QungXang, 2001): English is “*an intonation language and intonation is meaningful* ».

French and English have hundreds of cognates (words that look and/or are pronounced alike in the two languages), including true cognates with similar meanings, false cognates with different meanings, and semi-false cognates (some similar and some with different meaning).

One major similarity which leads to some confusions or uncertainty for those

who learn English is spelling, as a set of plenty of identical words among a set of languages with subtle spelling differences. The following table is a compilation of such words :

French	English
Alarme	Alarm
Danse	Dance
Exemple	Example
Transfert	Transfer
Theorie	Theory
Agressif	Agressive
Adresse	Adress
Terrase	Terrace
Appartement	Apartment
Calendrier	Calendar
Auteur	Author
Carotte	Carrot
Scientifique	Sientific

Table2 : French and English cognates

- In French exist words contain an extra e which is usually omitted speech.
- Ch in French, most words pronounced [K]like in the word psychologue.
- The letter(c) in English could only pronounced[k] as in calculator or [tʃ] as In chocolate, however in French the letter(c) could either be pronounced [K] in front of the vowels a, u or [s]- in front of the vowels ,e, y.
- There are few words in French which has an additional syllable like in the word département.
- The production of the French nasalized vowel [ɛ̃] instead of the English

Vowel [i] in the graphemes 'in', 'im', 'en', and 'yn'.

- The production of the French dental stop [t] instead of the English alveolar stop.
- The [t] in English is an alveolar consonant produced by tongue tip touching the alveolum.
- The confusion between producing [ʒ] / [dʒ], problems in pronouncing the [dʒ] sound in words beginning with the letter (g) or (j) such as :
 General, gel, gender, jump, jeans...etc. some pronounce [ʒ] instead of [dʒ] as their tendency to pronounce the (g) and (j) in the French language.
- Difficulties in recognizing whether to produce [ʃ] or [tʃ] for
 the letter patterns (ch-sh) in words such as challenge, shave, shower
 chance...etc

❖ Phonology

Both English and French use a Latin alphabets.

- English uses a Latin alphabets that consists of 26 letters and ligature.
- French uses a Latin alphabets that consists of 26 letters, 2 ligatures and 5 diacritics. A lot of consonants sounds came to spell differently ,because of French influence .("French Alphabets ",n.d.)

Vowels

Both English and French have five vowels,

- In French: a, e ,ɛ ,o, and u with 12 distinctive sounds .
- In English: a, e ,ɪ ,o, and u with 20 distinctive sounds .

("Descriptive Grammar", n.d.)

Many of the French consonants sounds are very similar to English except the "r" sound which is pronounced in the back of the mouth and the letter "k" and "w" are not used in French words,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:/ /ε:/
- Short vowels: /ɪ /, /ε /, /ə/, /ɔ /, /ʊ /, /a/, /c/
- Diphthongs: /æɪ /, /eɪ /,/aɪ /, /uɪ /, /oɪ /, /ɪ u/, /ε v/, /av/, /ɔ ɪ.

1.6. Interlanguage

None of us can deny the fact that interlanguage has a strong role when conducting a research that is related to second language acquisition this last was defined by many linguists among time.

The term “interlanguage” was defined by three linguists, Nemser (1971) referred to learner language as an “approximate system”,and Corder (1971,1981) called it “transitional competence”, eventually the term “interlanguage “ was the one that caught on. Larry Slinker in January 1972 in his article “interlanguage”said that this term refers to the separation of second language learner system; a system created by learners that has a structurally intermediate status between the native language and target language.

1.6.1. Contrastive Analysis hypothesis

Contrastive analysis is the comparison between two languages that means the mother tongue language and the second or foreign language identifying their structural differences and similarities. The errors committed by FL learners are the result of negative transfer from their native language cause of the difficulties they face while using second language. This method helps and informs teachers of FL learners in order to avoid such errors of interference.

There were two different views developed regarding to the framework of CAH, one is strong care only about the comparison between the two languages and the other one which is weak focuses on analyzing the errors made by FL learners .

1.6.2.Error Analysis hypothesis

This approach covers the study of errors that learners make while speaking or

writing this last shed light on what CAH was unable to predict a lot of errors. The method of EA errors analysis highlighted that the errors made by learners are caused by the faulty inference about the rules of new language. EA is used precisely for identifying, describing and explaining learners' errors .it is important to give a brief comparison between error and mistake while we analyze errors.

EA is an activity to identify, classify and interpret or describe the errors made by learners in speaking or writing, and it carried out to obtain information on common difficulties faced by EFL speaker or writer. Since the writing skill is regarded as one of the complex skill to master by EFL learners, a lot of researches have intended to identify the common errors EFL students make in their production, of course better understanding of the errors, and the origins of such errors in the process of EFL writing, will help teachers know their students' difficulties in learning that language. The purpose of this analysis is to identify the common difficulties a learner faces in learning a language, the strategies used by him and the causes of errors that occur.

1.6.3.Errors VS Mistakes

In the study of second and foreign language learning, error is a key concept that contributes to understand the learning process.

Chomsky (1965) made a distinguishing explanation of competence and performance on which, later on, the identification of mistakes and errors will be possible, Chomsky stated that "*We thus make a fundamental distinction between competence (the speaker-hearer's knowledge of his language) and performance (the actual use of language in concrete situations.*" (1956, p. 4). In other words, errors are thought of as indications of an incomplete learning, and that the speaker or hearer has not yet accumulated a satisfied language knowledge which can enable them to avoid linguistics misuse. That is to say performance mistakes are all breaking rules done consciously under some circumstances which mean that the writer or speaker know the form but they know that they beak the rule as well that means it was a miss tape or resulted from loss of rules , carelessness or lack of attention, However competence errors are deviation caused by lack of knowledge of the right rules of target language and the foreign language .Beside Chomsky also, Corder (1973) claimed: "*Errors enable the teacher to decide whether he can move on to the next item on the syllabus or whether he must devote more time to the item he has been*

working on. This is the day-to-day value of errors. But in terms of broader planning and with a new group of learners they provide the informagramme of teaching". Errors also has two distinct groups according to errors analyses.

1.6.4.Types of Errors

Specialists compare learners' sentences with the correct ones in the target language, and find the errors. Then they come to the next step which is the stage of finding the source of errors. In error analysis study, it is necessary to determine the reasons behind learners' errors. According to a number of studies that have been done on this issue, there are two main reasons behind EFL learners' errors which are interlingual and intralingual. Even though EA and CAH are seeking for more possibilities to explain errors but analysis range errors into two groups.

1.6.4.1.Interlingual errors

Interlingual errors are those errors caused by transferring rules from the mother tongue language to second language i.e. the interference from L1 to L2 and it is also known as interference, linguistic interference, and cross linguistic influence.

1.6.4.2.Intralingual errors

Intralingual errors are those errors that occur due to faulty or partial learning of target language. Littlewoods (1998) declared that errors of this type show that learners processing the FL/L2 in its own term i.e. independent of the native language.

1.6.5.Ways of Error Analysis

In order to analyze errors and after gathering data and checking a sample formed by learners of second language we need to follow these steps

1.6.5.1.Collecting data

According to Corder, the first step is collecting samples. In this step, the researcher has to state the number of students that will be the sample of study, after giving them a test.

1.6.5.2.Identifying errors

In this step, teachers or researchers are supposed to highlight the main errors that are stated in a particular piece of writing or a sample. Here, the teacher

compares between learners errors and standard features of the target language he have.

1.6.5.3.Describing errors

After identifying a list of errors committed by learners,The teacher or the researcher should describes them by following five distinct steps.

According to Corder (1973), errors can be classified into four categories: omission of some required elements, addition of unnecessary or incorrect elements, selection of an incorrect element, and miss- ordering of elements". (Chelli, 2006, p. 58). Thus, learners may omit, add, select incorrect elements or they disorder. The researcher in this step provides a full description of deviations stated in the sample such as omission, addition, selection and mis-ordering. Moreover, the applied linguist Dulay divides errors as the following:

a) Omission undoubtedly, learning a second language is a difficult process. Because of this difficulty, learners omit some necessary linguistic element in a sentence or utterance to facilitate learning the TL. In morphology, learners always omit some important items. In present simple tense for instance, learners drop the third person singular morpheme in present simple tense s like she play , or plural "s" like kid .

b) Addition Unlike omission, addition errors occur when learners add unnecessary or wrong elements in written productions. It operates at many levels. At morphological level, learners may apply one language pattern to other equivalents; for example, they overuse the morphological item s to all nouns. At syntactic level, learners perhaps add wrong elements that may melt the meaning of a sentence like "Speech it is a way of communication between the human". Here, the learner adds it while he/she uses speech.

c) Misinformation Besides addition and omission, selection is another kind of errors. That is to say, learners select wrong linguistic elements while writing. This kind operates at many levels. At phonological level, Arab learners pronounce B instead of P due to the absence of similar system between their first language and target one and the existence of the sound ب in Arabic language. At the morphological level, learners may select some irrelevant items like the comparative adjectives est instead of er like Algeria is biggest than Tunisia.

d) Disordering Learners may locate some linguistic elements in a wrong place. At phonological level, learners say *task* instead of *take*, while at morphological level they move *ing* from its correct place to the wrong ones like *He is get upping*.

1.6.5.4.Explaining errors

It refers to the categorization of the errors. According to Ellis (1994), "*this stage is the most important for SLA research as it involves an attempt to establish the process responsible for L2 acquisition*", that is to say it is the most important step while analyzing errors by explaining those errors and comparing them to the target language. These errors can be interlingual or intralingual. Interlingual refers to negative transfer of first language, whereas intralingual consists of overgeneralization, ignorance of rule restrictions, and incomplete application of rules.

1.6.5.5.Evaluating errors

This step is all about evaluating the gravity of errors that means that means it tests the errors and suggests strategies that help learners overcome their difficulties. The main goal behind error analysis is to help learners acquire any foreign language easily and correctly.

1.7. Conclusion

By way of concluding ,the forgoing chapter shows that learners' output can be affected by various factors; the most known are external, internal ,and social ,also may be affected by cross linguistic influence as well as by other factors such as interaction .Besides, the chapter has shed light on language acquisition learners and how they are different ,they learn with different speed and different methods ,in addition to that , individuals differences are important factors in SLA ,learners need to explore their psychological process in language learning so that they can enhance their understanding of errors ,some of it is resulted from the interpretation, use of words and the problem of interference « negative transfer »based on learners' prior knowledge of the mother tongue and second language ,the chapter deals also with the levels of interference of both Arabic and French into English from , finally we discussed the types of errors and how it can be analyzed.

Chapter Two:
Research Methodology and
Data Collection

2.1.Introduction

The present chapter shows the methodology that is used in conducting this research, it deals with data collection and provides information about the sample, the tools used to collect data, and a detailed description of each tool is stated. The purpose of this research is to discuss language interference among First Year University students .It is necessary to point out that this study work investigated a bi-sided perspective of students and teachers in order to give better insight on the context of English learning and teaching in Algerian universities.

2.2.Research Methodology

The aim of this part is to describe and justify the choice of methodology for the work, this research is a case study involving 40 first year students and 8 teachers in the English Department of Ibn khaldoun university in Tiaret ,the purpose behind this choice is to provide an in-depth understanding the impact of mother tongue and second foreign language "French" on EFL students writing and spelling.

In order to accomplish the objective of the work and answer the research questions, we mixed the two methods; the quantitative was adopted through questionnaires administrated to a sample selected randomly, that represents 08 teachers and 40 first year students, the qualitative method was used in analyzing a short test giving to students.

2.2.1. Quantitative research

Defined as "*A formal, objective, systematic process in which numerical data are utilized to obtain information about the world*" Burns and Grove.(p.70).Quantitative research is thought to be objective because analyses, interpretation, and conclusions are based on numbers. Second, its' result can be generalized if conducted properly with appropriate sampling techniques, relevant methods, and among others appropriate data analysis tools.

2.2.2. Qualitative research

Qualitative approach ,according to Denzin and Lincoln is "*a multi-method in focus involving an interpretive ,naturalistic approach to its subject matter*"; (Denzin,Nk&Lincoln,Ys,2004,P.2).

This means it involves the studied use and collection of a variety of empirical materials case study, personal experience, observational, interactional and visual texts that describe the problem.

2.2.3. The Target Group

For methodological clarity and research and in order to investigate the study we limited our sample to both teachers and first year university students on English department at Ibn Khaldoun University in Tiaret. We choose group randomly with the variety of age and gender (20 males and 20 females) aged between 18 to 21 years old, all of them are native Arabic speakers and studied the French language since elementary school.

The sample was based on the consideration that; the majority of first year students face the same difficulties of L1 and L2 interference in English production, most of them are weak in writing. Thus the result can be significant as possible.

Furthermore, the teachers who contribute the sample equals 08 teachers, all of them teach first year, they are chosen because they are supposed to know more about their students' abilities and provide as with more information and explanation.

2.2.4. Research Setting

"One of the important tasks for a researcher is selecting setting and negotiating access to participants" (Steyn & Van wyk, 1999. p38).

In fact, it is very necessary to describe the setting where this research takes place. Tiaret or the Berber name Tihert (Lioness) , is a major city in central Algeria ,it is located in the south-west of the capital of Algiers in the western region of high plains, in the Tell Atlas, and about 150 km from the Mediterranean coast, with the population estimated to be 180.000 in 2008. It is mentioned in " Britannica encyclopedia" that Tahart was an Arab town of note in the 7 th century, it became the capital of "Ibadiyyah" kingdom of " Abd al-Rahman ibn Rustam "in 761.Tiaret is a major agriculture center ,Tihert was attacked by the "Fatimids" and the "Ibadis" withdrew to the Sahara to found "Mzab",then passed through "Turkish" control and was taken by the French in1843.

2.2.5. Research Instruments

In the present work ,online questionnaires were addressed to both students and teachers in order to approach the analysis of the issue ,it is the appropriate tool to know their point of view and prove a set of hypothesis .Moreover students were requested to do a short test which may reflect their L1 and L2 effect on their English knowledge. The students test answers is another tool was intended to gather more information about the topic and collect accurate data.

2.2.6. The Questionnaire

A questionnaire is research instrument and method that consists of a set of questions used for collecting data from a pre-defined group of respondents to gain, collect and analyze that data; is typically a mix of close-ended questions and open-ended questions. The data collected from a data collection questionnaire can be both qualitative as well as quantitative in nature.

It is a tool that can serve as a means of getting a considerable amount of data with a minimum of time and effort; as pointed out by Anderson "*Allow the gathering of reliable and valid data, relatively, in a short time.*" (1990, p.207).

Brown claims that "*Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.*"(Brown,2001 p.6).

2.2.6.1. Types of Questions in a Questionnaire

You can use multiple question types in a questionnaire. Using various question types can help increase responses to your research questionnaire as they tend to keep participants more engaged. The best customer satisfaction survey templates are the most commonly used for better insights and decision-making.

Some of the widely used types of questions according to the software company "Question Pro" are:

- **Open-Ended Questions**

It helps collecting qualitative data in a questionnaire where the respondent can answer in a free form with little to no restrictions.

- **Dichotomous Questions**

The dichotomous question is generally a “yes/no” close-ended question. This question is usually used in case of the need for necessary validation. It is the most natural form of a questionnaire.

- **Multiple-Choice Questions**

Is close-ended question type in which a respondent has to select one (single-select multiple-choice question) or many (multi-select multiple choice question) responses from a given list of options. The multiple-choice question consists of an incomplete stem (question), right answer or answers, incorrect answers, close alternatives, and distracters. Of course, not all multiple-choice questions have all of the answer types. For example, you probably won't have the wrong or right answers if you're looking for customer opinion.

- **Scaling Questions**

These questions are based on the principles of the four measurement scales nominal, ordinal, interval, and ratio. A few of the question types that utilize these scales' fundamental properties are rank order questions, Liker scale questions, semantic differential scale questions, and Staple scale questions.

- **Pictorial Questions**

This question type is easy to use and encourages respondents to answer. It works similarly to a multiple-choice question. Respondents are asked a question, and the answer choices are images. This helps respondents choose an answer quickly without over-thinking their answers, giving you more accurate data.

- **Online Questionnaire**

In this type, respondents are sent the questionnaire via email or other online mediums. This method is generally cost-effective and time-efficient. Respondents can also answer at leisure. Without the pressure to respond immediately, responses may be more accurate.

2.2.6.2. Advantages of the questionnaire

Questionnaires are very useful tool to gather demographic information ,personal opinions facts, or attitudes from respondents ,the researcher designs a questionnaire for the reason that it has many advantages, it requires less time, less effort ,and financial resources ,by addressing one to a special category or group of people, so that can collect a huge amount of data in less than hour .Furthermore ,if the questionnaire is well designed and the researcher has a standard set of

questions to be used to his/her target audience ,there will be less chance of any bias creeping .In addition to that the responses can be compared with the data and understand the shift in respondents' choices and experiences as well as they can answer the questionnaire in anonymous way without revealing their identity ,also many survey software respond with significant data security and privacy regulation.

Other advantages are summarized by Beiske (2003,p.16) in the following points:

- The majorities of people are familiar with questionnaire, and know how to complete them.
- The respondents' opinions are not influenced by the researchers' point of views.
- Questionnaires are easy to analyze.
- The respondents can fill the questionnaire in their own place.

2.2.6.3. Questionnaire Design

It consists of close and open questions ,in the close one the respondents should select one or more choices such as "yes" or "no" ,they are easy and quick to fill in ;however, they usually take a longer time to devise than needed for open questions ,which are difficult to analyze and anticipate the range of responses.

2.2.7. Description of the Students' Questionnaire

It is composed of two sections and each section contains different questions ,the first one consists of 14 questions ,13 are closed and one is open ended .The three first questions include general background about the students' age, gender, choice of the study, than the two next questions are about their opinion on their level in mastering English language ,and their point of view about the written expression module.

Concerning the four following questions is about the linguistic level of students, it seeks information about learning the writing skill, they are asked ;whether they read books,their opinion about their English production ,and times of practicing writing .The three next questions aim at investigating the difficulties they face and in which skill ,and their feeling when they composing. The last three questions deals with the influence of the mother tongue and French on English writing ,they are about the use of Arabic and French in the classroom .Moreover ,students were

asked whether they think in one of the two languages when they write in English or translate their ideas. In addition to that the last question aims at examining students' point of view towards the main topic of the subject.

The second section was designed in form of test, which 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.

2.2.8. Description of the Students' Test

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 friend, and if they transfer negatively from French language to understand the English words, after that they were given the roots of words and asked to choose the correct English suffixes. Besides, the phonological level (pronunciation) is included in the two last questions, respondents were asked to choose the right pronunciation between similar words exist in both languages English and French.

2.2.9. Teachers' Questionnaire

In order to round up the objectives of this research work, a semi-guided questionnaire is added, it is directed to (12) university teachers of English, it contains (13) questions which are concerning their views about the influence of interference from the mother tongue and French on the development of the writing and spelling in English of their learners also to what extent does this interference occur; 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 rest questions deal with research questions namely; the most frequent types of errors that learners commit in their composition tasks, the possible reasons that lead learners to interfere, The last question then is about suggestions and recommendations teachers' to decrease such linguistic phenomenon.

2.2.10. The Aim of the Questionnaire and the Test

Both the test and questionnaire attempt to collect information from the students' writings to see to what extent the L2 negative transfer is used in the Target

language writing skill. The test is, also used as a research tool to confirm both the research hypothesis and the results obtained from.

Questionnaires addressed to teachers as well as, to students in order to give reliable findings about the research.

2.3. Data Collection and Analysis

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

2.3.1. Learners' questionnaire analysis

1/ Students' Profile

It is observed that the majority of respondents are females ,they are 32 that represent 80% from the whole population ,whereas only 8 males participated in the study .This may indicate that most of population are about to learn foreign languages are females. First year student's age is between 17 and 21 years. Furthermore, 85% of the students' choice of English were personal; 35 of respondents choose English because for them English is language of the world .Another reason is that it is the language of technology .In contrast just 06 of students had been obliged to study English, some of them were obliged from their parents, whereas others because English were the most suitable choice among the available specialties at that time.

Yes	85%
No	15%
Total	100%

Table 03: students' choice of English

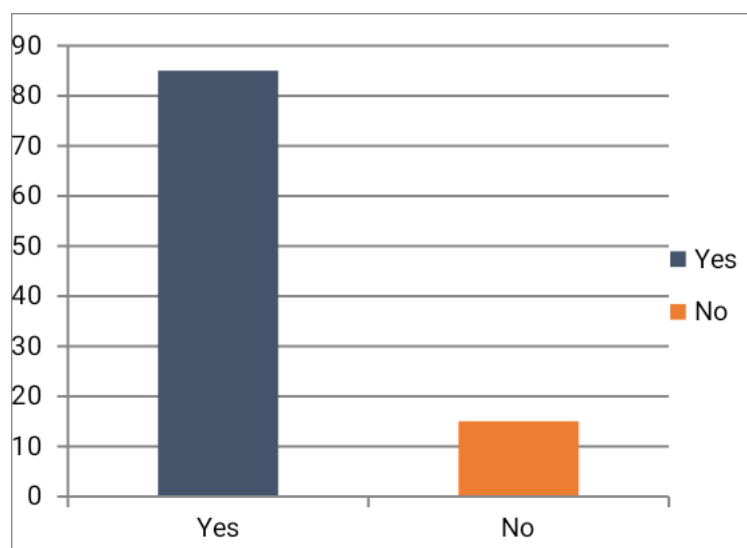


Figure 01: Description of students' choice of English

B/STUDENT' level

The results of this question show that 20% of the respondents have good level in English, while 62% of them are average, against 17.5% who indicate that their level is low.

Good	20%
Average	62%
Low	18%
Total	100%

Table 04: students' level in English

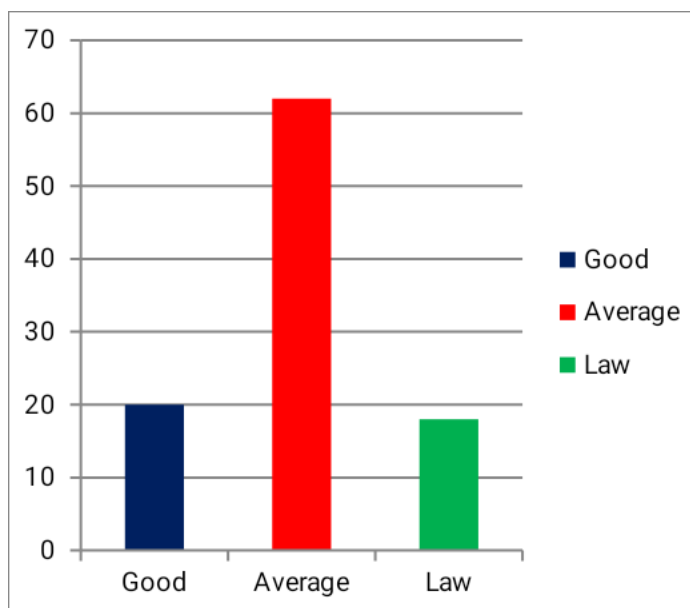


Figure 02: Description of the students' level in English

C/Motivation

Based on the results shown in the table below, (63%) of the students find the module written expression interesting, meaning that ;they are aware of the importance of writing skill. Whereas 47% of respondents pointed out that is not interesting.

Yes, interesting	65%
Not interesting	35%
Total	100%

Table 05: motivation

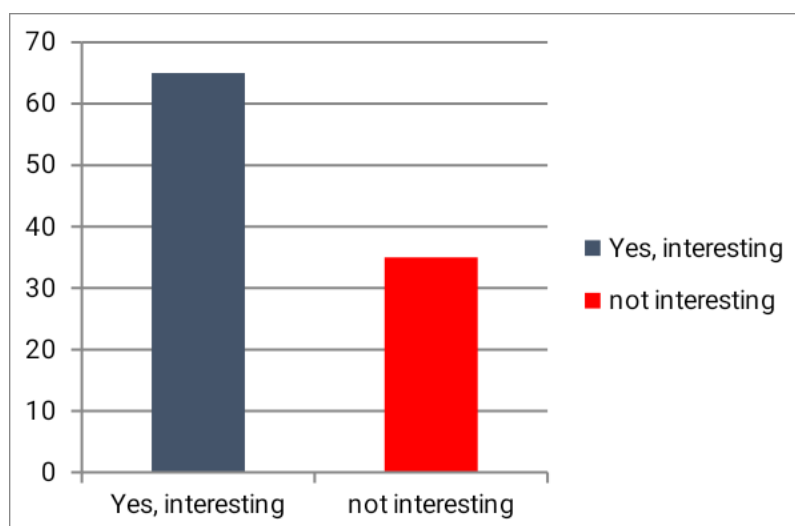


Figure 03: description of the students' opinions about written expression module

D/Reading frequency

The table below shows that 10% of participants always read books, however large portion 90% of respondents read from time to time.

Always	10%
Rarely	90%
Never	0%
Total	100%

Table 06: Reading frequency.

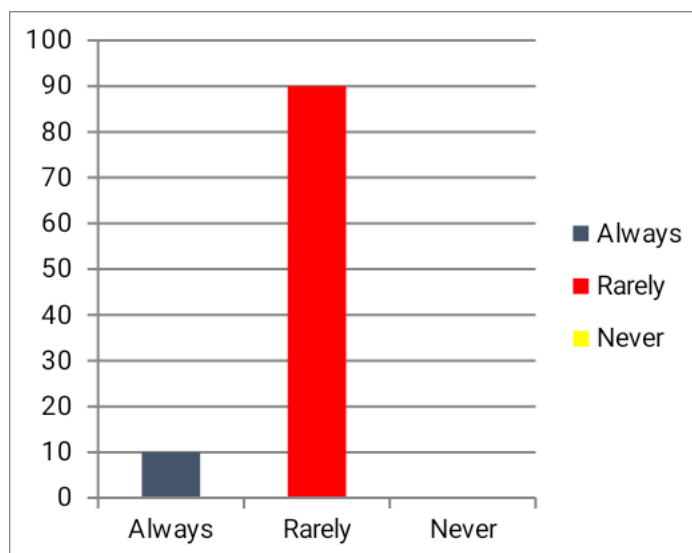


Figure 04: students' opinion about their time of reading

E) Students' Opinions about their English Production

It is observed that most of students 40% think that their English production is average whereas 30% indicate that their English production is good. Furthermore, 12 students (30%) mentioned that their level in writing is less than average.

Good	40%
Average	30%
Less than average	30%
	100%

Table 07: students' opinion about their English production

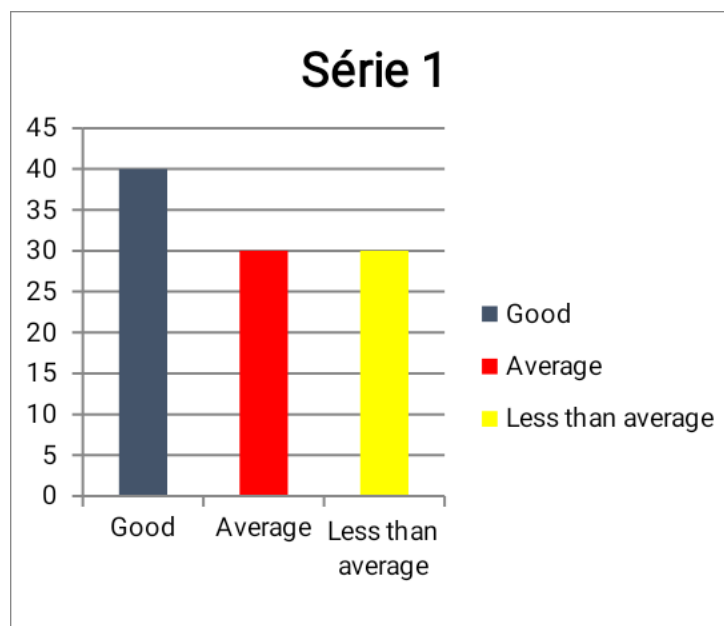


Figure 05: description of students' opinion about their English production

F/Writing Frequency

The results show that the majority of students (60%) who sometimes writes, while (30%) who said that they always, in contrast only minority of them (10%) they had never write only in tests and exams .

Always	30%
Sometimes	60%
Never	10%
	100%

Table 08: writing frequency

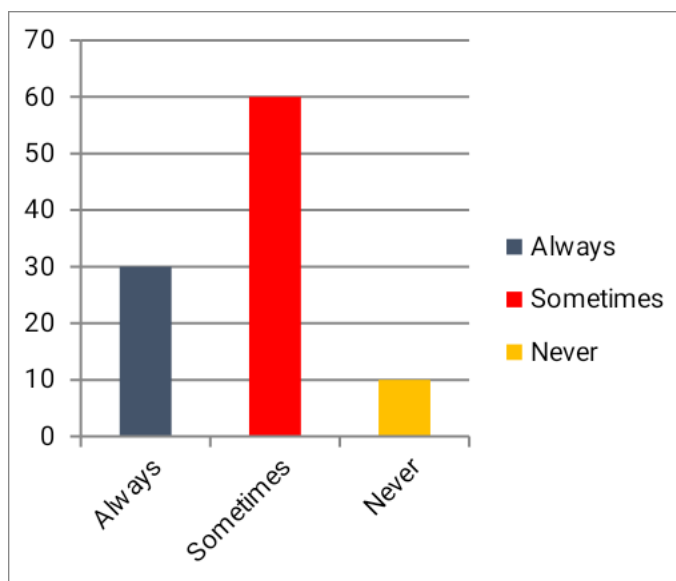


Figure 06: description of students' writing frequency.

H/Writing Difficulties

The results point out that the majority of students (80%) do encounter difficulties when they write in English due to many reasons, whereas (20%) of them do not.

Yes	80%
No	20%
	100%

Table 09: writing difficulties

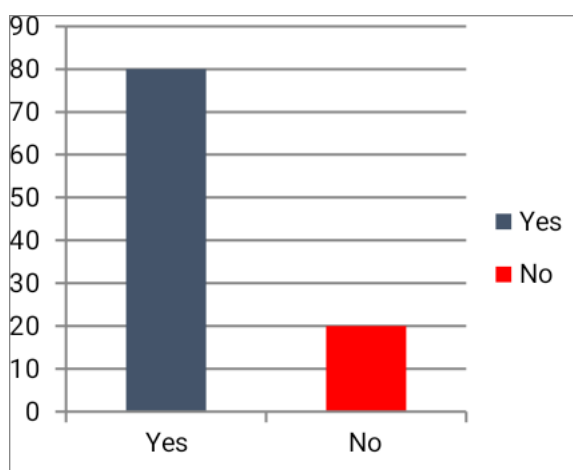


Figure 07: description of students' difficulties while writing.

G/Students' Feeling when Writing

Most of the students (72.5%) feel relaxed when they express their ideas and thought in writing ,the rest (27.5%)disagree with this point.

Justification in case of yes: only 03 of respondents who have given explanation as follow:

- Because writing needs vocabulary and appropriate words.
- Because I think in my mother tongue .
- Because I cannot formulate pure English sentence due to the lack of exact words.

Relaxed	72.5%
Not relaxed	27.5%
Total	100%

Table10: students' feeling when writing

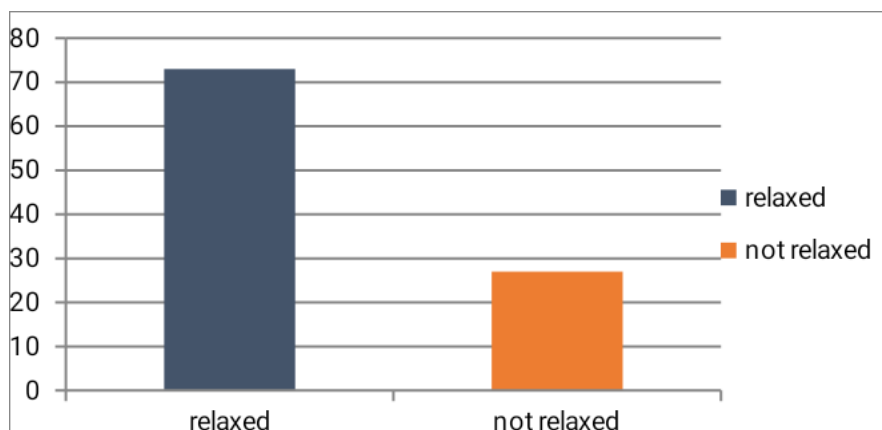


Figure 08: description of student's feeling when writing.

H/ Teachers' permission about the use of Arabic and French in classroom

The Findings Reveals That The Majority Of Respondents 77.5% Are Not Encouraged By Their Teachers To Use Arabic And French In Classroom ,Whereas

22.5% Of Students Indicate The Opposite .

Yes	22,5%
No	77,5%
Total	100%

Table 11: teachers permission about the use of L1

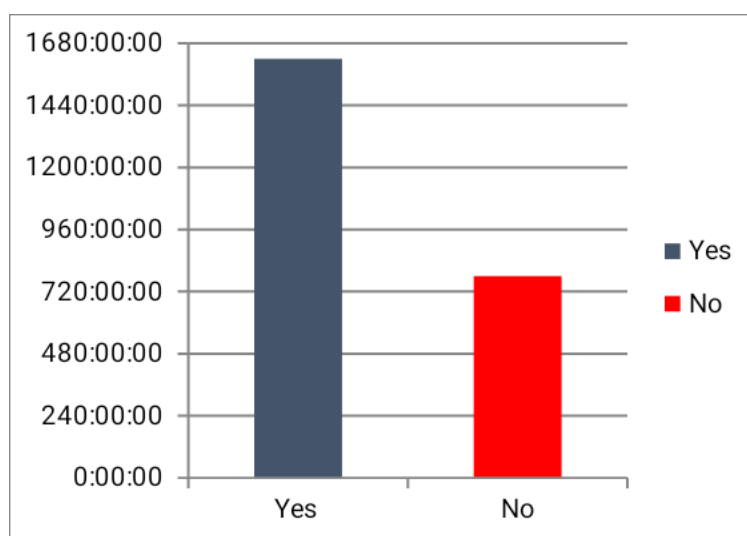


Figure 09: description of the teachers' permission about the use of L1

I/ Thinking in Arabic and French to write in English composition

Based on the answers shown in the table below.70% of students think in their mother tongue and French when they write in English ,while 30% of the respondents do not .

Arabic + French	70%
English	30%
Total	100%

Table 12: thinking in Arabic and French to write English production

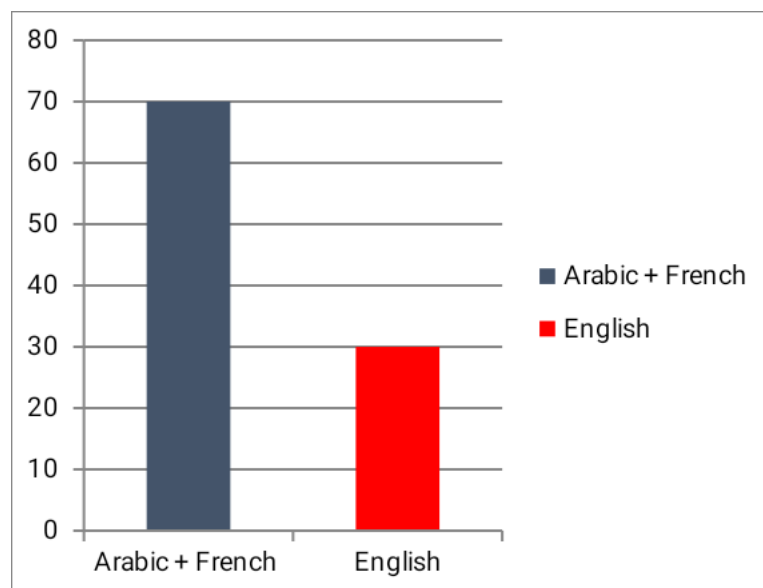


Figure 10: description of the students' language thinking in writing

J/ Ideas Translation

It is remarkable in the table below, that the most of students 67.5% based their writing and speaking on translation from Arabic to English or from French to English ,whereas the other informants 33% indicate that they think inEnglish .

Yes	67:5%
No	32.5%
Total	100%

Table 13: ideas translation

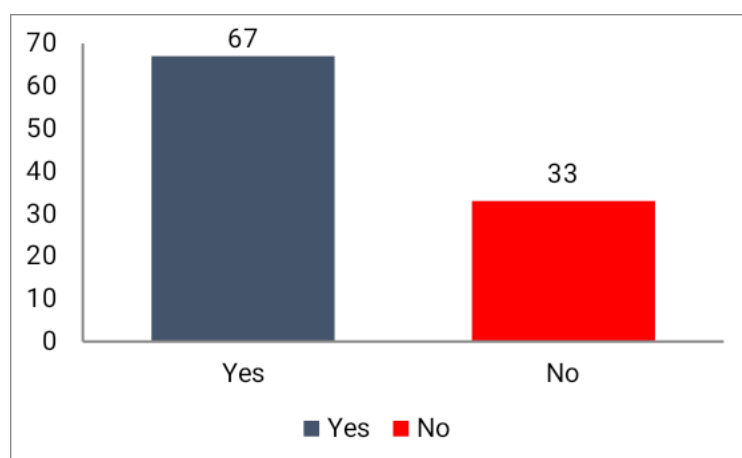


Figure 11: description of ideas translation

K/ STUDENTS' opinion about the influence of Arabic and French in learning English

The result indicate that the majority of the respondents 75.5% say that Arabic and French have a negative impact on writing proficiency ,however ,only 15% of the students see the opposite.

Yes	75%
No	25%
Total	100%

Table 14: students' points of view about the influence of L1

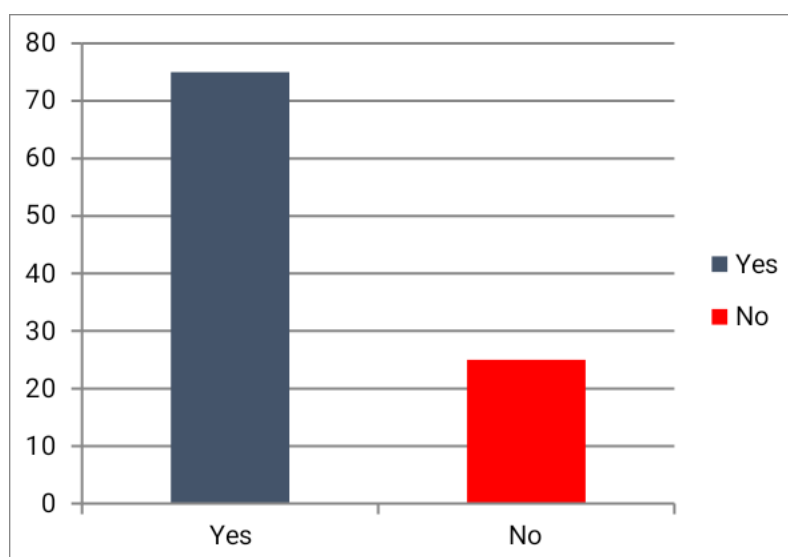


Figure 12: description of students' opinions towards L1 influence

2.3.2. Learners' Test Analysis

In order to analyze the data collected from the test, a table is presented to demonstrate the types of errors committed by students. Subsequently some pie charts are set to show percentage of correct and wrong answers to get a clear idea about the common errors made by learners.

- The following table demonstrates some examples of students' answers in the part of the test devoted to the levels of interference:

QUESTION	EXAMPLE OF STUDENTS' ANSWER	TYPE OF ERROR	TYPE OF TRANSFER
<p>1/articles</p> <p>PAIR ONE</p> <p>A: I met a girl who speaks four languages.</p> <p>B: I met girl who speaks four languages</p> <p>Pair two</p> <p>A: The success is a final aim of every human being</p> <p>B: Success is a final aim of every human being</p>	<p>I met girl who speaks four languages</p> <p>The success is a final aim of every human being</p>	<p>Grammatical error (omission of indefinite article)</p> <p>Grammatical error((addition of the definite article "the")</p>	<p>Negative transfer from standard Arabic</p> <p>Negative transfer from standard Arabic</p>
<p>2/Semantics</p> <p>Pair one</p> <p>A: My health is right</p> <p>B :I am healthy</p> <p>PAIR Two</p> <p>A:He made a mistake</p>	<p>My health is right</p> <p>He fell in the mistake</p>	<p>Semantic error (literal translation from Arabic)</p> <p>Semantic error (literal translation from Arabic)</p>	<p>Negative transfer from standard Arabic and Algerian Arabic</p> <p>Negative transfer from standard Arabic</p>

B:He fell in the mistake			
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Table 15: Examples of Negative Transfer from Arabic language.

QUESTION	EXAMPLE OF STUDENTS' ANSWER	TYPE OF ERROR	TYPE OF TRANSFER
<p>1/ False friends</p> <p>1-Sensible:</p> <ul style="list-style-type: none"> • Sensitive • Sensible • Wise <p>2-Assister:</p> <ul style="list-style-type: none"> • To attend • To assist • To give ear <p>3-journal</p> <ul style="list-style-type: none"> • Journal • Newspaper • Magazine 	<p>*sensible</p> <p>*To assist</p> <p>*journal</p>	<p>Semantic error</p> <p>Semantic error</p> <p>Semantic error</p>	<p>Negative transfer from French</p> <p>Negative transfer from French</p> <p>Negative transfer from French</p>
<p>2/Morphology</p> <p>1-phono</p> <ul style="list-style-type: none"> • logy • logie <p>2-actual</p> <ul style="list-style-type: none"> • ly • ment <p>3/Phonology</p> <p>1-psychology /p/ is:</p> <ul style="list-style-type: none"> • pronounced • not pronounced <p>2- Chemical :</p> <ul style="list-style-type: none"> • /K/ • /ʃ/ 	<p>*phonologie</p> <p>*actuelement</p> <p>*Pronounced</p> <p>* /ʃ/</p>	<p>Grammatical error</p> <p>Grammatical error</p> <p>Phonological error</p> <p>Phonological error</p>	<p>Negative transfer from French</p> <p>Negative transfer from French</p> <p>Negative transfer from French</p> <p>Negative transfer from French</p>

Table 16: Examples of Negative Transfer from French language into English

- The tables above show answers of the majority of students ,this will be shown clearly below in the following pie charts.

Part One

1/In the first question, two pair choice were planned to know if learner follow Arabic rules of articles or English rules correctly .

Pair One

1: I met a girl who speaks four languages .

2: I met girl who speaks four languages .

- ✓ (39%) of students have chosen the wrong choice (02),while (61%) have chosen the correct one (01).

Pair two

1: The success is a final aim of every human being.

2: Success is a final aim of every human being.

- ✓ (63%) of students have chosen the wrong choice (01) and (37%) have chosen the correct one (02).

- Total average of errors in the question is (38%).

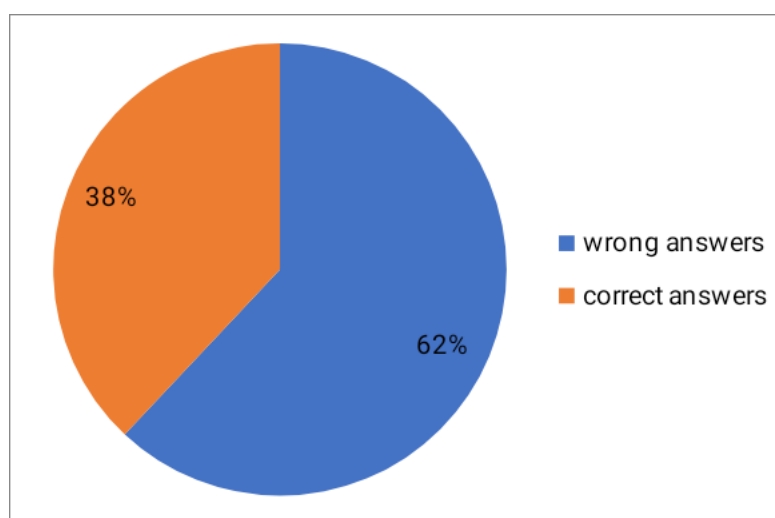


Figure 13: : Analysis of articles errors.

The pie chart below presentation shows that a large portion (62%) of students have correct answers while a small portion of them make errors (38%).

2 / In the second question 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 am healthy.

- (60%) of learners have chosen the wrong choice (01) while (40%) of students have chosen the correct one (02).

Pair Two

1: He made a mistake.

2: He fell in the mistake.

- (55%) of respondents have selected the wrong choice (02),whereas (45%) of them have selected the correct one (01).

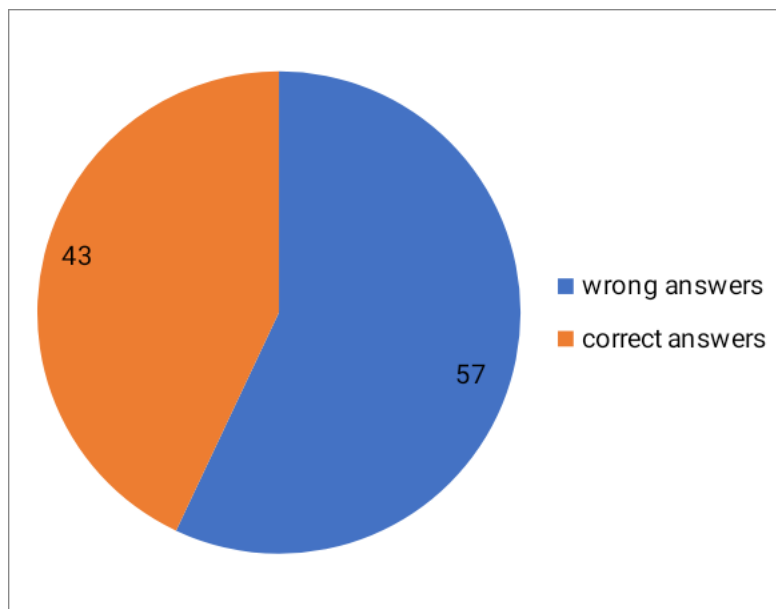


Figure 14: Analysis of semantics errors.

More than a half 57% of students commits semantic errors, while less than a

half answers correctly.

Part Two:

3/The question 3 was designed to know if learners are influenced by French to understand English words.

***Sensible:** a/ sensitive, b/ Sensible, c/ wise.

- ✓ (45%) of students have chosen the wrong answers (sensible, wise) whereas 55% of them have chosen the correct one (sensitive).

***Assister:** a/ to attend b/ to assist c/ to give ear.

- ✓ (90%) of learners have selected the wrong answer (to assist) while (10%)of the respondents have chosen the correct one (to attend).

***Journal:** a/ magazine, b/ journal, c/ newspaper.

- ✓ (30%) of students have selected the wrong answers (journal, magazine), however the majority (70%) of them have chosen the correct one (newspaper).

➤ The total average of errors in question 03 is (60%).

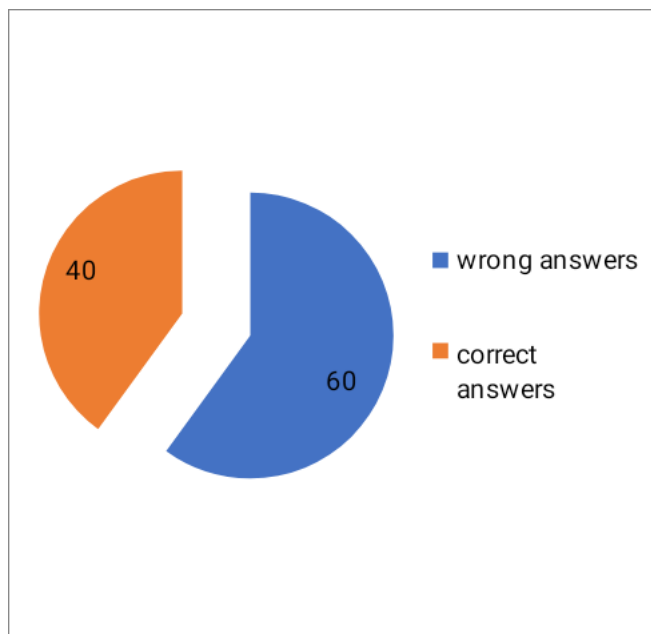


Figure 15: Analysis of false friend's errors.

The above presentation shows the overwhelming majority of pupils make false friends

errors, whereas the small part is for correct answers.

4/ The fourth question was designed in order to know if learners confused between the French and English suffixes.

***Phono** : (logy) , (logie)

- ✓ (80%) of learners have selected the wrong suffix (logie) ,while (20%) ,of them have chosen the correct one (logy).

***Actual:** (ly) , (ment)

- ✓ (67.5%) of respondents, matched with the correct suffix (ly), whereas (32.5%) of them made a mistake and selected the wrong suffix (ment).

➤ Total average of errors in this question is (56.25%).

The pie chart below shows a large division of students commit morphological errors while the small portion presents the correct answers.

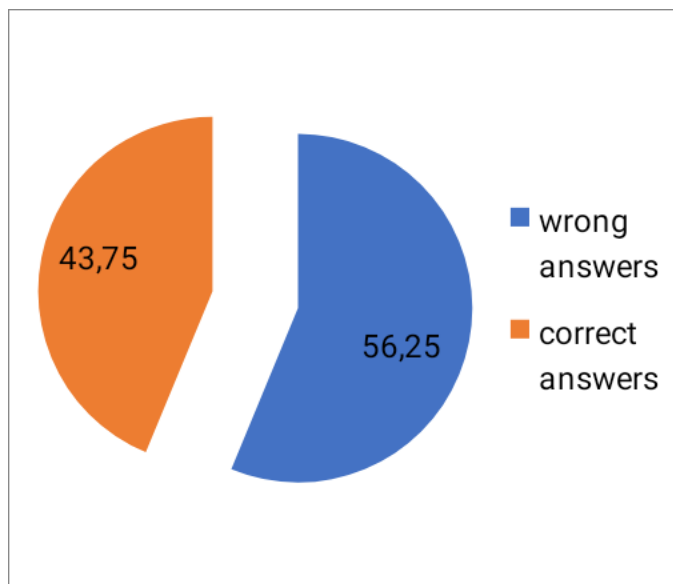


Figure 16: Analysis of morphological errors.

5/ the question four was planned in order to know if students confused between the French and English pronunciation.

- **Psychology:** the letter /p/ is it pronounced or not pronounced.

- ✓ (85%) of students have chosen the wrong answer (pronounced), however 15% of respondents have answered correctly.
 - **Chemical** : the sound /ch/ IS IT PROUNOUNED : /K/ OR /j/.
- ✓ The answers in this question were equal, (50%) from respondents have selected the correct answers /K/ while the rest(50%) of students have chosen the wrong answer /j/.
- Total average of errors in this question is (67.5%).

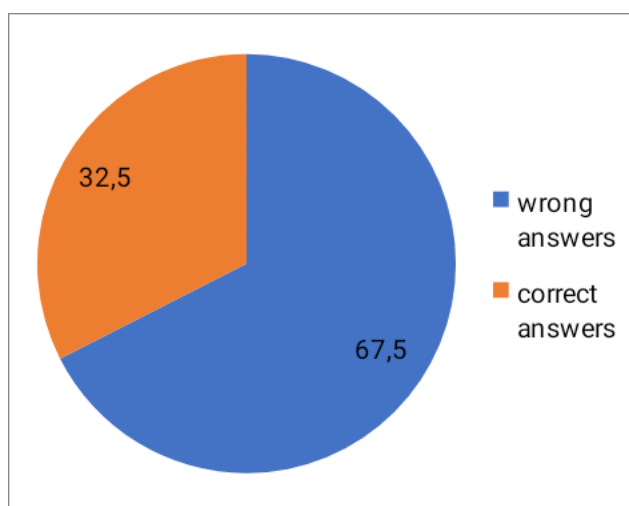


Figure 17: Analysis of phonological errors

The pie chart above shows a large division of students commit morphological errors while the small portion presents the correct answers

2.3.3. Teachers' Questionnaire Analysis

Question 01: Qualificationon

Licence	0%
Magister/Master	66%
Doctortat	34%
Total	100%

Table 17 : Teachers’ qualification

As the table above indicates, most of the teachers (66%), have Magister/master (MA) degree while (34%) of teachers have Doctorate degree (PHD).

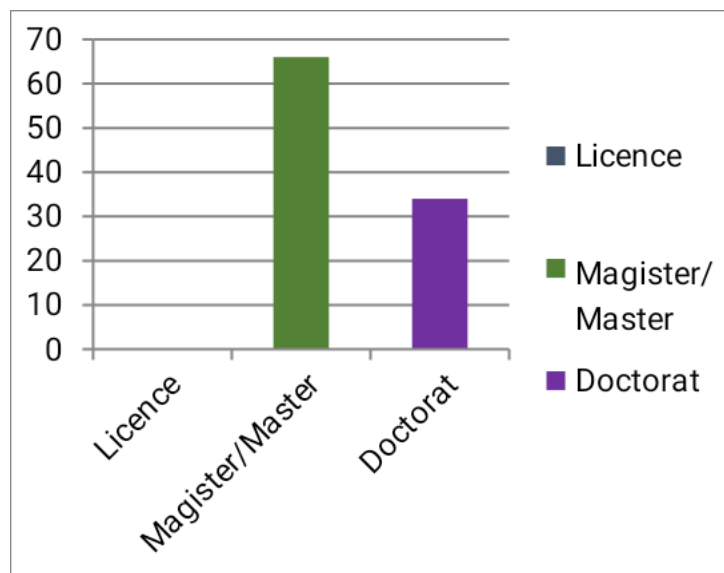


Figure 18: teachers’ qualification

Question two: years of experience

2 years	44,34%
3 years	16,66%
More than 5 years	34%
	100%

Table 18: teachers’ experience in teaching.

As the table shows ,(44.34%) of the respondents have experience more than 02 years ,however only few of teachers(16.66%) have been experienced 03 years,while(34%)have been experienced more than 05 years.

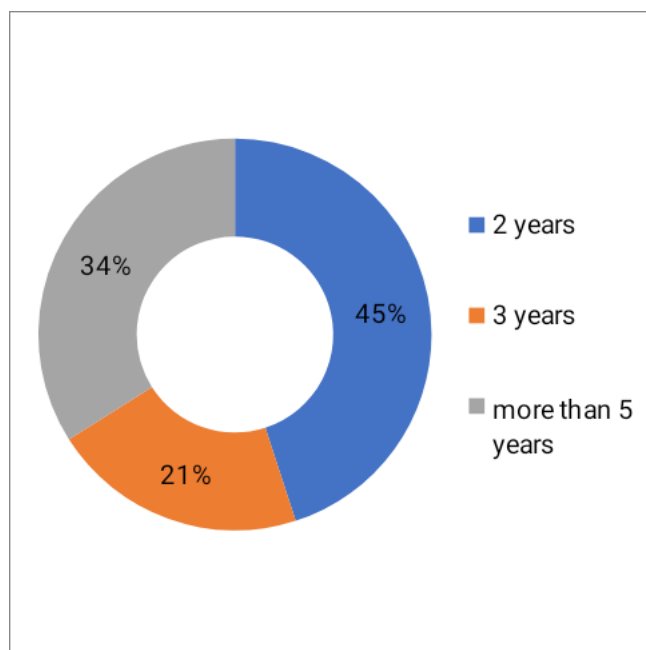


Figure 19:Teachers' experience in teaching.

Question 03: How could you rate your students' level in English?

Good	8,33%
Average	41,66%
Less than average	50%
Total	100%

Table 19: teachers' opinion about their students' level

The majority of teachers (50%) found that students' level is less than average ,however (41.66%) of respondents see that their students are in average, finally only one teacher (8.33%) think that students' level is good.

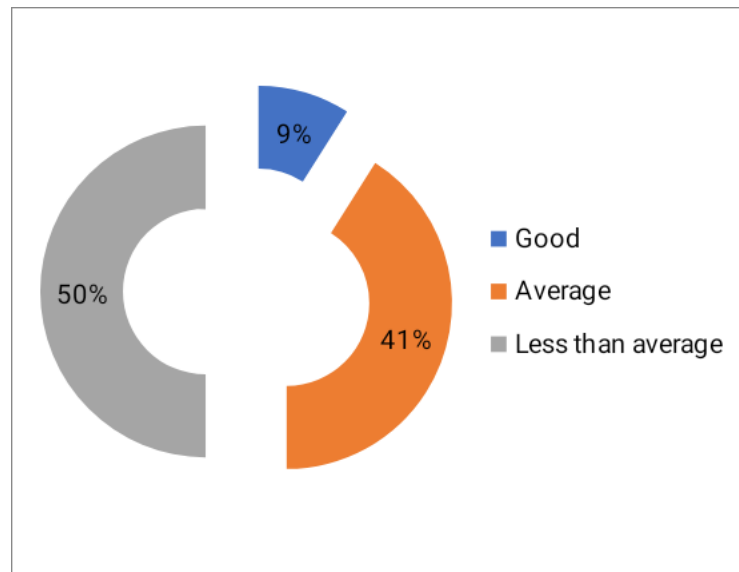


Figure 20: teachers' opinion about their students' level.

Question 04 : Should Arabic and French be used by the teachers in the classroom? Justify.

Yes	41,67%
No	58,33
Total	100%

Table 20: teachers' opinion toward the use of L1 AND French in the classroom.

The majority of participants (58.33%) claim that nor Arabic neither French should be used in the classroom, however (41.67%) see that is possibly used.

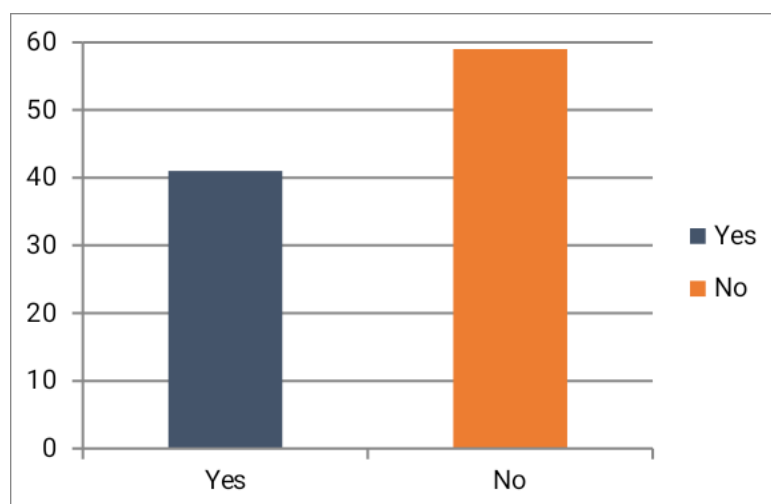


Figure 21: description of teachers' opinion toward the use of L1 and French in the

classroom.

Justification: only 04 teachers justify:

*Arabic and French are rarely used to explain some unfamiliar words for the students (03 teachers).

*Arabic and French are used to provide some instructions (01 teacher).

Question 05: how often do your students interfere?

Always	25%
Usually	58,33%
Sometimes	16%
Total	100%

Table 21: teachers' frequency about their students' interference.

The findings show that (58.33%) of the teachers set that the students usually make use of their mother tongue or French in their speech and writing, however (25%) of the teachers determine that students always use their mother tongue and French ,meanwhile (16.66%) of the respondents agreed that students sometimes interfere depending on the case.

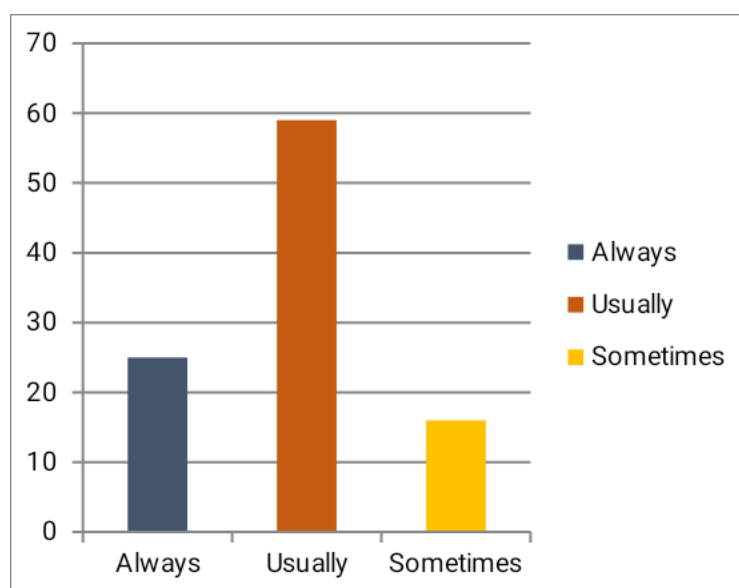


Figure22: description of teachers' frequency about their students' interference

Question 06: rank the following statements according to you the main reasons behind the students' negative transfer.

	25%
Finite amount of English vocabulary and the inability to express them	
Anxiety and fear of making mistakes	16,66%
The effect of L1 when acquiring foreign language and L2 habits learning	50%
Problems in selecting and generating ideas in English	8,33%
Total	100%

Table 22:teachers' ranking of the reasons behind L1 negative transfer.

(50%) of the teachers acknowledged that the main reasons behind students' interference is the effect of the mother tongue and French habits when acquiring English, whereas some of teachers (25%) claimed that the limited background of English vocabulary is also another main reason behind this negative transfer, however few of respondents (17%) think that students are fear of making mistakes ,finally only one teacher (8%) see that students have problem in the selection of both ideas and words when expressing English language.

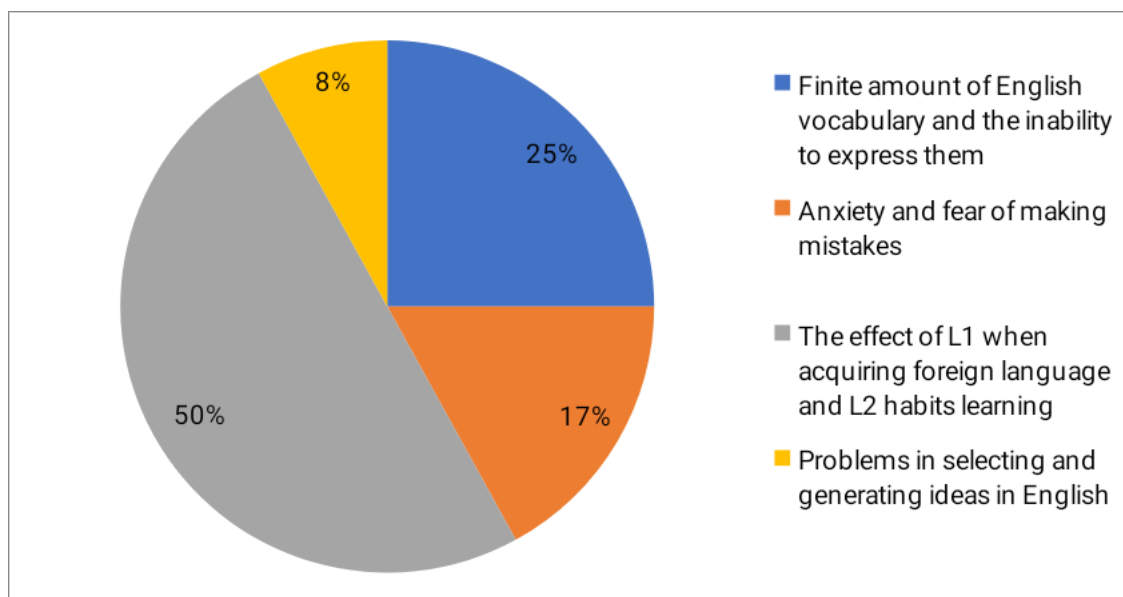


Figure 23: description of teachers raking of reasons of transfer.

Question 07: what are the most noticeable errors committed by your students in writing?

Inter lingual errors	33,33%
Intra lingual errors	33,33%
Developmental errors	33,33%
Total	100%

Table 23: teachers' observation of their students 'errors.

Depending on the table above, the results are equal ,(33.33%) of respondents see that EFL learners encounter Interlingual errors in writing, however the other portion (33.33 %) determine that students also do encounter developmental errors, finally the rest four teachers (33.33%) claim that the interalingual errors are also found in the student's writing compositions.

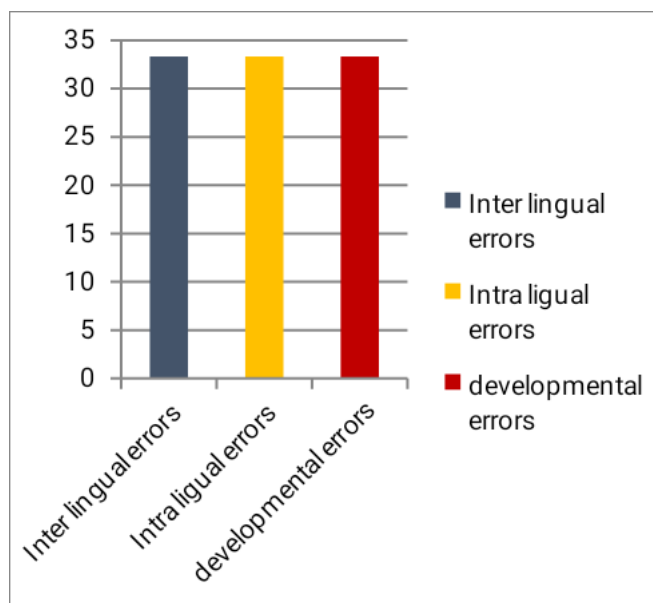


Figure 24: description of the teachers’ observation of the students’ errors.

Question 08: how do you evaluate your students’ writing skill in comparison with their speaking skill?

Writing less than speaking	0%
Speaking less than writing	75%
Have an equal degree	25%
Total	100%

Table 24: teachers’ evaluation about writing skill in comparison with speaking.

The above table shows an over whelming majority of teachers (75%) who said that writing skill better than speaking, while the small portion(25%) presents teachers who said that they have an equal degree .

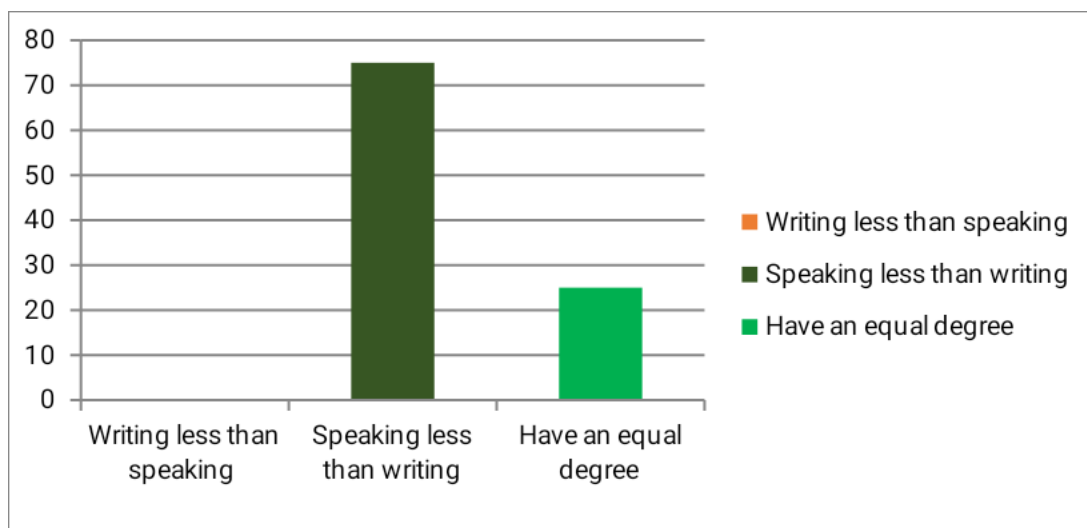


Figure 25: teachers' evaluation about writing skill in comparison with speaking.

Question 09: which language is more interfered with English than the other?

French	66%
Arabic	34%
Total	100%

Table 25: teachers' point of view about which language (Arabic / French) is more interfered.

The table shows that the majority of teachers (66%) said that French language is ore interfered with English than the Arabic language.

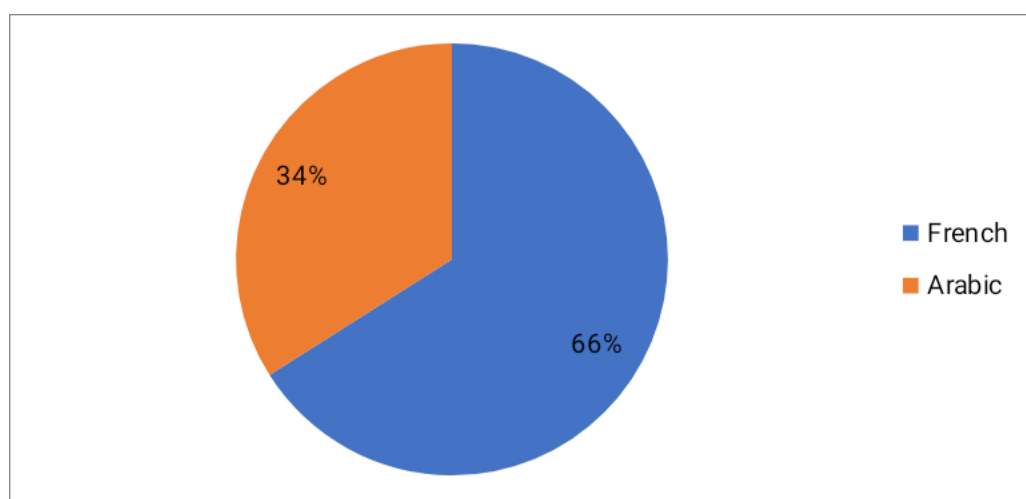


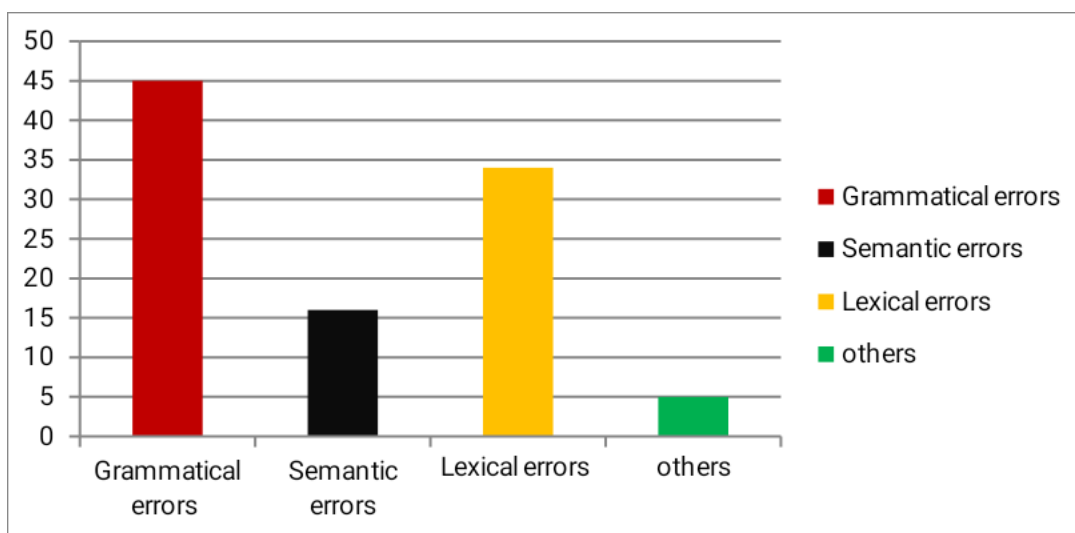
Figure 26: teachers' point of view about which language (Arabic / French) is more interfered.

Question 10: which errors mostly common that result from French interference with English?

Grammatical errors	34%
Semantic errors	44.34%
Lexical errors	16.66%
Others	5%
Total	100%

.Table 26: Teachers’ point of view about the errors which are mostly occurred in French interference with English language.

The above table presents a large portion of teachers (44.34%) who said that the semantic errors resulted from French are the most type committed by students ,while (34%) of respondents think that grammatical errors are the most errors committed ,(16.66%) of teacher see that lexical errors are the most errors committed, finally the rest of teachers (5%) find other errors.



Figure

27: Teachers’ point of view about the errors which are mostly occurred in French interference with English language.

Question 11: do you agree that the translated expressions from Arabic or French into English are useful for your students?

Totally agree	0%
Partially agree	16%
Agree	1%
Disagree	50%
Totally disagree	25%
Partially disagree	8%
Total	100%

Table 27: teachers' opinions toward the usefulness of the translated Arabic, French expressions to English.

The table above shows that (50%) of the teachers disagree about the translated expressions from French and Arabic into English language, however (25%) of respondents totally agree about the fact, meanwhile (16.66%) of teachers partially agree, whereas only one teacher (8.33%) partially disagree about the idea.

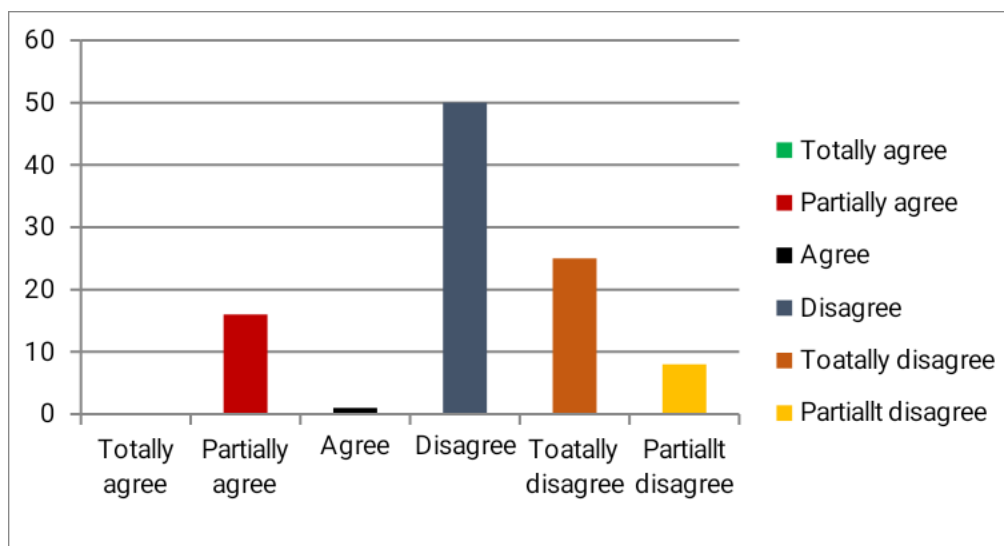


Figure 28: teachers toward the usefulness of the translated Arabic, French expressions to English

Question 12: which errors mostly common that resulted from Arabic interference into English?

Grammatical	66%
Lexical	34%
Others	0%
Total	100%

Table 28: teachers' point of views about errors that are mostly occurred in Arabic interference into English language.

The table shows the majority of teachers (66%) who said that grammatical errors resulted from Arabic are the most types of errors occurred with students, while (34%) of teachers present lexical errors.

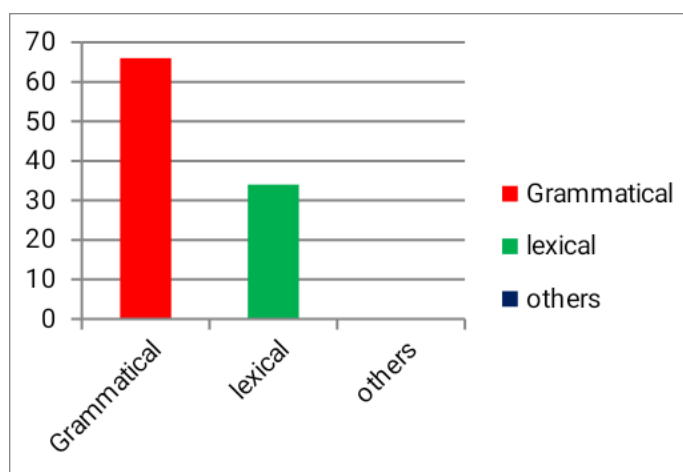


Figure 29: teachers' point of views about the errors which are mostly occurred in Arabic interference in English language.

Question 13: what would your recommendation be to reduce such linguistics phenomenon?

- Only 04 teachers answered to the question, their answers were as follow:

*Expose the students to the target culture such as watching movies, listening to music and reading books.

*communication with native speakers, it would be useful.

*Teachers should observe their students and perform communicative activities.

* Introducing new words without exposing its written form to the learners ,this would avoid automated representation of the native phonological representation in working memory .

2.4. Conclusion

The above tackled chapter has been devoted to give the quantitative side of language interference in Algerian EFL classrooms,40 students in English department at Tiaret university were involved in the research work, besides to 12 teachers ,the students were tested and approached through a questionnaire .those research instruments were used to collect data as much as possible. In addition, this chapter highlighted the frequent errors committed by those students; and teachers 'point of views about the linguistic phenomenon of language interference. The following chapter serves as an explanation of the possible reasons of these errors, in addition to some recommendations and suggestions to decrease language interference in Algerian EFL classrooms.

Chapter Three:
Data Interpretation and
Suggestopedia

3.1. Introduction

The present chapter tends, first, to discuss the difference outcomes that can be gathered from this study and thus, it will answers the research questions being examined in this work through interpreting the research instruments used in the previous chapter, it serves as an empirical evidence to prove that the problem exists and to confirm the hypothesis ,that these difficulties are due to the native and second language interference ,in addition to the exposition of some practical recommendations and suggestions to avoid negative language interference .Finally through the analysis of the data ,it will be possible to identify the problems behind this interference.

3.2. Interpretation of the Students' Questionnaire

Based on the results obtained from the students' questionnaire, we can observe that the population is mostly composed of females in foreign language classes and it is noticeable that most of the students are satisfied by their level in English language.

Some students feel anxious when they express their ideas and thought in writing, absolutely the causes of this feeling are varied namely, shyness, lack of confidence, and the limited vocabulary background of English.

Through the analysis of students' answers, we can observe that there is a kind of ambivalence in the students' opinions about the task of writing and spelling in the sense that most of them are aware of the importance of this skill.

It is noticed that the practice of reading and writing among First year students is a little bit ignored, that is why the majority of learners face difficulties when production in English. The majority of respondents think with Arabic or French when they write English composition or paragraph, to minimize the difficulty of the writing skill because they expect that the use of this method is beneficial to write well.

It is remarkable that students do not make efforts to learn more about their language, even though most of them choose to learn English language by their will, (75%) of them know that the first language has a great impact on the writing frequency, hence reading, writing and speaking are among the important skills that should be well developed to avoid the impact of the first language transfer.

(77.5%) of respondents declare that they are not permitted by their teachers to use Arabic and French in the classroom, meaning that, these teachers are aware about negative effect of the other languages on learning English as a foreign language, however the rest indicate the opposite maybe because their teachers believe that using other languages create positive classroom environment and reinforce students' self confidence.

3.3. Interpretation of Language Proficiency Test

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

❖ Articles errors

More than a half of students (62%) had chosen the wrong choice in both pairs "i met a girl who speaks four languages" and "the success is a final aim of every human being". in the case of the first sentence ,students pursued the Arabic system rule because Arabic language does not involve the indefinite articles system since it has no counterpart and the rule in Arabic language states that indefinite nouns are used without the definite article/ al/ by saying " I met girl" .Furthermore , in the second phrase ,learners also applied the Arabic rule which states the abstract words; are preceded by a definite article /al/ which is equivalent to the definite article "the" in English, hence the word success is abstract word for this reason ,students thought that the definite article "the" is necessary in this case.

❖ Semantic errors

In this question ,students are tested with the reference to the sentence level not at the level of discourse ,more than a half (57%) of learners had chosen the wrong choice in both pairs " my health is right" and " he fell in the mistake" ,in these two examples ,students make a literal translation from Arabic to English context. Brown (2007) has confirmed that 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 destination between languages"*.

❖ **False friends errors**

(60%) of students identified inaccurate equivalent in English language of each French word and selected words that look similar in both languages (French and English). Consequently ,students selected the word (sensible) in English as an equivalent of the word (sensible) in French, (to assist) in English as an equivalent of (assister) in French ,and the word (journal) in English as an equivalent of (journal) in French, though these words look similar in both languages, they are different in sense.

The table below clarifies their real meaning:

Words	Meaning in French	Meaning in English
Sensible	sensitive	Reasonable/ rational
Journal	News paper	Personal dairy
To assist	To attend	To aid and help

TABLE 29: word's meaning in French and English.

Learners often think that borrowing words that look similar from French language are equivalent in meaning; subsequently they fell in the traps of false friends .Negative transfer from French language occurs because of the students' ignorance about the different denotations that the same item takes in both languages have a great influence in understanding English words.

❖ **Morphological errors**

A big majority of learners (56.25%) confused between English and French suffixes,, where they had selected the roots of the words :

"Phonology" with the suffix "logie" in French.

"Actually" with the French suffix "ment".

It is clear that Algerian EFL students interfere from French language as their first foreign language when they write in English language as their "second foreign language." Morphological interference occurs when in the formation of the word of a language absorbs the affixes of another language". Suwito(1985:55); this what the

students' answers confirmed regarding the research ,that the interference of morphology appears because of the formation of words by using the first language affix into the second language (target language) and vice versa.

❖ **Phonological errors**

In this question students were asked to select the right pronunciation of the words “ psychology” and the word “ chemical” ;the large portion of students (67.5%) had chosen the wrong pronunciation of the word psychology and indicate the letter /P/ as a pronounced letter .for the word chemical ,students have chosen the sound / ʃ / instead of /k/ as a result ,the influence of French is contributive to the problems in English sounds and pronunciation ,the interference is clearly seen ,since these two words are pronounced in French as they choose the students in their answers, this influence was believed by lawless(2005) “*English pronunciation was also affected by French*”.

3.4. Interpretation of the Teacher’s Questionnaire

- From the analysis and interpretation of teachers’ questionnaire, the results reveal that the teachers are not satisfied by their students’ level of English production, and see their learners as poor in writing.
- Most of teachers (58.33%) do not agree that their students use their mother tongue or their first foreign language in the classroom, they realize that students’ transfer may affect their way they acquire English language they acknowledge that the L1 use is not helpful tool in learning new language, however, other teachers argued that the interference may help to provide some instructions and explain unfamiliar words to the learners.
- The finding reveals that the majority of teachers assume that Arabic and French interference appears due to many reasons, in the sense that (50%) of the teachers responses refer to the effects of the obtained language habits and the insufficient knowledge about the English language ,in addition to the students’ fear and anxiety of making mistakes .
- From the answers teachers determines that EFL learners do encounter interlingual errors in writing due to the L1 interference besides the developmental and interlingual errors, due to the interlanguage system between the L1 and L2.

- The results taken from the answer of the 9th question reveal that French language is gaining dominance over Arabic language, so the majority of teachers (66%) said that French language is more interfered with English than Arabic language ,due to the close relationship between the two languages.
- From the question 10 and 11 ,the findings show that the common errors which resulted from French language, thus ,(44%) said that students make semantics errors as well as (34%) said that the grammatical errors appear in the students' English production ,at variance to the Arabic language that the grammatical errors (66%) resulted from ,are the most type occurred with students ,in addition to the lexical errors (34%) .
- Finally, all instructors , admit that the interference of Arabic and French affect their students' development in acquiring English as a foreign language since the students apply first language and second language rules to learn the target language ,they suggest practicing reading and writing as a solution to avoid the interference of language .

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

- The reasons that lead students to interfere from both languages (Arabic and French)

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.

3.5. Suggestions and Recommendations

First foreign Since the present study aimed at investigating the effect of the mother tongue (Arabic) and the language (French) on English acquisition of first year students at Ibn khaldoun University, it has enlightened the researcher on taking the following steps for minimizing the interference in communication and writing for the students:

❖ Reading considers as one of the important skills, it improves the writing in the second language and enriches the vocabulary background, students must read books, magazines, articles...etc.

❖ The full immersion into L2 culture and the rules of conversation, and wisely raise learners' awareness of these specific cultural rules.

❖ The exposure to proper English speeches by the native speakers, using electronic devices could help students correct their mistakes by themselves with respect to intonation, stress, and pronunciation, proper evaluation in aural and oral talents in English should be conducted by the well trained English teachers.

❖ 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 teachers do to their students .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.

❖ 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.

❖ Teachers have to avoid the L1 use in the classroom to not give the chance to the students to use their mother tongue.

❖ Teachers have to organize study day for writing to estimate the significance of writing.

❖ Students must focus on monolingual dictionaries.

❖ Teachers should find out the learners' interest by knowing their psychology and should teaching according to that.

❖ One hour per week should be given to use tools in library ,faculties should monitor them and suggest the books to read and make them note the points to elaborate.

3.6. Conclusion

This chapter has discussed the results obtained from the research instruments used in this work ,which gives an optimal view about language interference in Algerian EFL classrooms, it deals also with some practical recommendations and suggestions that teachers and students can use and follow in their teaching and learning process ,and thus ,language interference from Arabic and French languages to English language will be decrease.

General conclusion

General Conclusion

The current conducted research is the concern of applied linguistics, second language acquisition and, sociolinguistics. It explores the impact of EFL learners' mother tongue and French interference in their English production and writing proficiency, Linguistic transfer has been a field of many studies in different disciplines. The first language will always influence the second language, this study deals with the first year LMD English students at Tiaret University,

The purpose behind this research is to investigate language interference in Algerian EFL classrooms, mainly, the influence of the Algerian learners' mother language (Arabic), and Algerian learners' second language (French) on the English production both writing and speaking. Through this research two tools are used to collect data; teacher's questionnaire and student's questionnaire, in addition to a test, in which a descriptive method is followed.

The study is divided into three basic chapters, in the first chapter, the researchers have gone through the literature review to pave the ground for the situation analysis and introduce the most basic concepts and elements related to the language interference it provides a detailed description of the impact of the first and second language «Negative transfer», it includes background about the mother tongue, second and foreign language, definition of the transfer, its types, in addition to the types of errors, putting emphasis on levels of interference in both Arabic and French on English language. While the second one is concerned with the data collection and analysis of the gathered information from used research tools.

The last chapter is concerned typically with the researchers' interpretation of the results and the testing of the hypothesis as set before, in addition to some practical recommendations.

Consequently, the obtained results from the questionnaires and the test confirm that the first language "Negative transfer" has impact on the writing proficiency. In the sense that students rely on their L1 and translate their ideas from Arabic and French into English. Depending on the gathered data obtained from both the students' and teachers' questionnaires and the test, it is proved that most of the

students face difficulties during writing and speaking processes ,due to the L1 and L2 “Negative Transfer” which is negatively affect the student’s production, due to the limited vocabulary of the English language, in addition ,this study found that the majority of teachers confirm that the low level of the student’s writing is due to the difficulties in generation ideas .

To sum up, the hypothesis of our research have been confirmed, but we leave it open for further researchers, thus this area of study needs to be investigated more in the future.

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Appendices

Appendix I

Students' Questionnaire

Dear students, you are kindly requested to fill in this questionnaire. We are carrying out an investigation about The Impact of French and Arabic languages on learning English. and opting for finding solutions to our research problem. So, your answers are very significant for the validity of the research we are conducting .We would appreciate your collaboration, interest and your full attention. Your answers are going to be treated with tremendous care and great confidentiality. Please, tick (x) the appropriate answer or make a full statement when necessary.We thank you hearty in advance for your cooperation.

1. Gender

Male

Female

2-Howold are you?..... ..Years .

3.Is the study of English your personnel choice?

Yes

NO

Other.....

4.How would you evaluate your present level at English?

Good

Average

Law

5.Do you find the module of written expression interesting?

Interesting

Not interesting

6.What do you think about your English production?

Good

Average

Less than average

7.How often do you practice writing?

Everyday

Sometimes

Never

8.Do you find difficulties when writing in English?

Yes

No

9.In which skill you face difficulties?

.....

10.Do you feel relaxed when expressing your ideas in English?

Yes

No

11. Do your teachers allow you to use your mother tongue or French in the classroom?

YES

NO

12. When you write English essays, composition, paragraph, do you think in?

English

French

Arabic

13.When you write in English do you try to translate your ideas from French to English or from Arabic to English?

Yes

No

14.In your opinion does the use of French and Arabic languages influence the way you write?

Yes

No

Appendix II

The students' Test

In order to accomplish this work ,a test is added ,it contains exercises ,you are kindly requested to do it.

Choose the appropriate sentence:

A/

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.

B/

The success is a final aim of every human being.

Success is a final aim of every human being.

Choose the appropriate answers:

A/

My health is right.

I'm healthy.

B/

He fell in the mistake.

He made a mistake.

Identify the English equivalent of each French word:

(Sensible)

Sensitive

Sensible

Wise

(Assister)

To attend

To assist

To give ear	<input type="checkbox"/>
(Journal)	
News paper	<input type="checkbox"/>
Magazine	<input type="checkbox"/>
Journal	<input type="checkbox"/>
Choose the right suffix of the word "phono":	
Logy	<input type="checkbox"/>
Logie	<input type="checkbox"/>
Choose the right suffix of the word "actual":	
Ment	<input type="checkbox"/>
Ly	<input type="checkbox"/>
In the word "psychology" the letter /P/ is it:	
Pronounced	<input type="checkbox"/>
None pronounced	<input type="checkbox"/>
In the word chemical the sound [ch] is it pronounced:	
/ K	<input type="checkbox"/>
/ ʃ /	<input type="checkbox"/>

Appendix III

Teachers' questionnaire

For the purpose of accomplishing our master dissertation in linguistics, you are kindly

requested to answer the following questions concerning **The Impact of French and Arabic**

"Negative transfer" on EFL Learners' Writing Proficiency. We will be very grateful to you if you could share with us your considerable ideas, opinions and experience about this subjectmatter.

Please, tick (x) the appropriate answer or make a full statement when necessary.

Thank you for your academic collaboration and guidance.

1. Qualification:

License (B.A)	<input type="checkbox"/>
Magister (M.A)	<input type="checkbox"/>
Doctorate (P.H.D)	<input type="checkbox"/>

2. Years of experience:

3. How could you rate your students ' level in English ?

Good

Average

Less than average

4. Should L1 or L2 be used by the teacher in the classroom? Justify

Yes

No

Justification.....

5. How often do your students interfere?

Always

Usually

Sometimes

6. Rank The Following Statements According To The Main Reasons Behind The Students' L1 And L2 Transfer?

The Finite amount of English vocabulary and the inability to express ideas

Anxiety and fear of making mistakes

The effect of L1 and L2 habits of learning when acquiring foreign language

Problems in selecting and generating ideas in English

7. What are the most noticeable errors committed by the students in writing?

Interlingual errors

Interlingual errors

Developmental errors

8. How Do You Evaluate Your Students' writing Skill In Comparison With Their Speaking Skill?

Writing less than speaking

Speaking less than writing

Have an equal degree.

9. Which Language Is More Interfered With English Than The Other?

French

Arabic

10. Which Errors Mostly Common That Result From French Interference With English?

Grammatical Errors

Semantic Errors

Lexical Errors

Others.....

11. Which Errors Mostly Common That Result From Arabic Interference With English?

Grammatical Errors

Grammatical

Lexical

Others

12. Do you agree that the translated expressions from Arabic or French to English are useful for your students?

Totally Agree

Partially Agree

Agree

Disagree

Totally Disagree

Partially Disagree

13. What would your recommendations be to reduce such linguistic phenomenon?

.....

.....

.....

Abstract

The present dissertation work is an investigation in the field of learning English as a foreign language , at the department of English university of Ibn khaldoun, taking first year EFL students as a case of study .The work attempts to explain the influence of Arabic and French languages on learning English ,Thus ,the overall aim of this research work is to scrutinize the impact of Arabic and French languages on the writing skill of English language in the Algerian EFL classrooms and to answer the main question "to what extent can the first language and the second language interference be a reason of EFL learners' English poor production? And to examine the effect of L1"Negative Transfer" on the writing of the foreign language learner, looking by defining the first language "Negative Transfer", in addition to explaining the different types of possible mistakes made by students. In order to test the hypotheses that suggest the probability that EFL students with low-level writing skills tend to use their mother tongue and their first foreign language " French" "Negative Transfer" in English production.

KEY WORDS: impact , linguistic background,English language production, EFL students, interference ,Ibn khaldoun University.

Résumé

Le présent travail de recherche est une enquête dans le domaine de l'apprentissage de l'anglais comme langue étrangère , au département de l'université d'Ibn khaldoun, prenant les étudiants de première année EFL comme un cas d'étude . L'ouvrage tente d'expliquer l'influence des langues arabe et française sur l'apprentissage de l'anglais ,Ainsi ,l'objectif global de ce travail de recherche est d'examiner l'impact des langues arabe et française sur la capacité d'écriture de la langue anglaise dans les classes algériennes EFL et de répondre à la question principale « Dans quelle mesure la langue première et l'interférence dans la langue seconde peuvent-elles être une raison de la négative production en anglais des apprenants d'EFL ? et d'examiner l'effet de L1"Transfert négatif" sur l'écriture de l'apprenante langue étrangère, en regardant en définissant la première langue "Transfert négatif", En plus d'expliquer les différents types d'erreurs possibles commises par les étudiants. Afin de tester les hypothèses qui suggèrent la probabilité que les étudiants EFL ayant une compétence en écriture de bas niveau aient tendance à utiliser leur "Transfert négatif" de la langue maternelle et la première langue étrangère « français » pendant la production d'anglais.

Mots clés : impact, l'habilité d'écrire an Anglais, connaissance linguistique ,les étudiants EFL ,transfert ,université ibn khaldoun

ملخص:

البحث العلمي الحالي هو عبارة عن دراسة ومعالجة في مجال تعلم اللغة الإنجليزية كلفة أجنبية في قسم اللغات الأجنبية بجامعة ابن خلدون، حيث تم أخذ طلبة السنة الأولى كعينة لهذا الأخير. يطمح البحث إلى شرح تأثير اللغتين العربية والفرنسية على اكتساب اللغة الإنجليزية، و بالتالي فإن الهدف العام لهذه الدراسة هو التدقيق في تأثير اللغة الأم و اللغة الأجنبية الأولى على مهارة الكتابة خاصة، كما أنه يهدف إلى الإجابة عن السؤال البحثي التالي:

إلى أي مدى يمكن أن تكون اللغة العربية و الفرنسية سببا في النقل اللغوي السلبي إلى الإنجليزية؟
كما تطرّق هذا العمل إلى تعريف " النقل السلبي " مع البحث عن طرق قد تقلل من تفشي هذه الظاهرة اللغوية.
الكلمات المفتاحية: تأثير، المعرفة اللغوية، اللغة الإنجليزية، طلبة اللغات الأجنبية، جامعة ابن خلدون