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MASTER DISSERTATION

The Influence of French Language on English Learners' Writing Production

A Case Study of Third Year Pupils at Bedjaoui Larbi Middle School in Biskra

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for the Master Degree in Science of Language

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Dedication

This work is dedicated to the pillars of my life; my sympathetic MOTHER and my thoughtful FATHER whose love and support guided me all the way to success. I take this opportunity to thank you from the bottom of my heart for your sacrifices and I will do my best Insha' ALLAH in my life only for YOU.

To my friends FARES BERGHIS, TORKI GHELLAI, MOURAD LAGHOUIL, KOUIDER BEN KHETTA, HAMZA KERMICHE, BADREDDINE DENCH, AYMEN HAMIDAT, KHELAIFI ABDELHAQ and all my classmates and previous classmates at University of Mohamed Kheider Biskra with whom I shared the university life with all its lights and shadows. I really appreciate their everlasting love, encouragements, and supports. So, I take this opportunity to thank them all.

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Abstract

The present study investigates the Algerian middle school learners' written production for the purpose of determine the difficulties which encountered them and the most committed errors that made in their English Language writing process as well as defines the impact of the French Language on them. This study aimed at bringing into attention the difficulties of EFL writing for the middle school pupils in: grammar, vocabulary and pronunciation. The samples (Participants) whom used in this study were selected randomly and the members of the population are choosing in an arbitrary way. It comprised about 20 pupils whose learning English as a second foreign language, attending a third year at Bedjaoui Larbi middle school in Biskra province. In the case of collecting data, the instrument or tool that used to gathering data during this study includes a particular pupils' test. Moreover, the collected data were analyzed quantitatively and qualitatively through the descriptive method; the quantitative method used to analyses the numerical data which gathered from the test while the qualitative method used to define and classify the errors that have been committed by pupils through the test. The results obtained from the pupils' test revealed that the majority of middle school pupils encountered a lot of writing problems in EFL vocabulary, grammar and pronunciation as well as they made many types of errors when they use English language in writing. Based on these findings, the French language has a negative influence on learning English language among the Algerian middle school pupils. In addition, it is the main cause of the most frequent writing errors that have been committed by them because the two languages are shared several characteristics and factors as well as the dominance of the French language on the Algerian learners' way of writing since they deal with it from the primary school.

Key-words: EFL; Writing; French language; Middle school pupils

List of Abbreviations and Acronyms

EFL: English as a foreign Language

ESL: English as a second Language

ELT: English Language Teaching

i.e.: This means

T: Teacher

ST: Student

L1: First language

L2: Second language

FL: Foreign Language

TL: Target Language

SLA: Second Language Acquisition

NS: Native Speaker

NNS: Non-Native Speaker

SL: Second Language

(n.d): no date

LMD: License Master Doctorate

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General Introduction

Introduction

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Introduction

One of the major aims of learning a foreign language is to be able to communicate with other people and use what has been learned to produce a meaningful writing production in the target language. Nowadays, learning a foreign language such as English language has been a growing need in the empire of globalization. Hence, in the process of learning English as a foreign language, the writing as one of the four learning skills reserves a crucial role in the learning process which requires a considerable time from EFL learners to become skillful writers. English language writing is one of the most important skills for FL learners that should be mastered as a part of their language learning progress. What is commonly believed is that any previous required language has an effect on the foreign language learning process since learners do not have enough experience about how to generate or use their knowledge in the foreign language writing, in this field of study several researchers and scholars shed light on the factors that influence FL writing negatively, here the interference or the language transfer of other required languages is widely an observed phenomenon in the foreign language learning process and it has become a center attention of many linguists for a long time due to its consequences which affect the progress of language learning process.

a) Statement of the Problem

Writing is the one of the four vital language learning skills and the most difficult one to acquire. Due to its importance for facilitates language learning process; FL learners should develop their writing proficiency through practice that requires more efforts in case of reach an acceptable level of writing. However, the Algerian middle school pupils are suffered from the ministry of education which employed two foreign languages in their syllabus that make them struggling to get along with both languages (French and English languages) which results a lot of errors in their English writing production because of the closest similarities

between French and English languages that made the phenomenon of interference between the two language was raised.

So, to discuss the impact of French language on EFL writing production, demonstrate its major causes and its consequences on English writing proficiency as well as define the most frequent errors that had been committed by EFL learners during their writing process. Researchers in the field of language learning suggest that the degree of similarity between both languages (English and French languages) lead middle school pupils to mix between the two languages' systems when they going to write in English as a foreign language due to the interference phenomenon which is the main source of the most frequent errors among EFL learners. Consequently, this research will spot the light on the EFL learners writing difficulties, and phenomenon of the interference (negative transfer) between both foreign languages (French and English languages) which appears at different levels that makes EFL learners to fell in the traps of committing different types of errors during writing process.

b) Literature Review

Writing is one of the four basic language-learning skills (writing, speaking, listening and reading) that was acquired in schools and colleges, which learners find it as the most challenging skill when they attempt to express their thoughts and opinions in a piece of writing using the target language. In addition, writing is also an important skill in foreign language learning process, and it is considered as one of the major criterion to evaluate learners' mastery of language progress. However, a lot of non-native learners encountered many issues which affect their writing production negatively, and made the process of mastering writing so difficult due to many reasons related to the insufficient knowledge about the target language writing rules, as well as the impact of the interference phenomenon (negative transfer) which caused by the knowledge of the previous languages that have been

learned. Consequently, to demonstrate the EFL writing difficulties, especially the influence of the interference on EFL learners' writing productivity, this literature review deals with the previous studies and researches that acknowledge the impact of those difficulties on the EFL learners' writing skill and illustrates its consequences on their EFL writing productivity.

Throughout history, the field of language learning has attracted the attention of many applied linguists. In case of learning a foreign language, writing is one of the four language-learning skills that FL learners should be acquired due to its importance; Hence, mastering writing skill effectively is not an easy task for FL learners "Writing is a difficult skill to acquire" (Tribble, 1997). As well as, writing is the most difficult skill to be acquired and mastered by non-native speakers "There is no doubt that writing is the most difficult skill for second language learner to master." (Richards & Renandya, 2003)

Within the context of Foreign Language learning, many EFL learners face many serious problems in their writing process; "There are a number of reasons why students find language writing production difficult" (Harmer, 2007). Writing in foreign language is one of the most challenging language learning areas where FL learners find several struggles due to the lack of mastering the target language well as the impact of other previous required languages on the target language writing productivity.

Writing difficulties refer to the problems which learners have been encountered in one or more elements of the writing skill, many scholars and linguists try to illustrate these difficulties for the sake of finding solutions that help FL learners to overcome their weaknesses in writing, and avoid as much as possible committing different writing errors as well as enhance their writing levels in the target language. Based on that, they found that the main reasons of making errors in writing are the insufficient knowledge of the target language rules due to the lack of writing "EFL learners showed that they have many

problems when writing in English... That's because they rarely write in English" (Al-Khasawneh, 2013).

As well as, the interference (language transfer) impact of the learners' previous acquired languages knowledge. The interference for Weinreich (1953) was defined as "those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language". As well as, Odlin (1989a) stated that Interference is the influence resulting from similarities and differences between the target language and any other one that had been already acquired.

In addition to, the interference (also named language transfer) refers to the linguistic phenomenon where FL learners resort to their previous required languages knowledge and attempt to use it through their progress in the process of learning a new language because of the linguistic closest similarities in both languages. "Learning a new language is considered as a habit, so the student attempts to learn a new habit, he associates it automatically with the old one" (Norrish, 1987a)

Moreover, Richard (1992) mentioned about the language transfer that "making an error and using wrongly the rules of L2 is due to the application of L1 on L2". He meant that EF learner traced back to any other language learned previously in case of cover the missing elements in the target language, and the result of such occurrence would be indicates as a deviation from the target language norms which has a negative influence on learning the target language progress.

In short, FL learners who do not make efforts in their foreign language writing process, they will find a lot of difficulties to form an acceptable piece of writing due to the lack of mastering writing skill in the target language. As well as, they will commit a lot of writing errors due to the interference phenomenon which caused by the insufficient knowledge of the target language and the linguistic impact of the previous acquired language

on their writing production. Consequently, this study acknowledges the mentioned works in the literature about the FL writing difficulties, the impact of the interference of one language with another on FL learners writing process and its consequences on the FL learners' writing production proficiency.

c) Research Questions

This dissertation seeks to answer the following research questions:

RQ1: Did French influence English language written production of the third year middle school pupils?

RQ2: What are the most types of errors that committed by third year middle school pupils when they write in English?

d) Research Hypotheses

Based on the above stated research questions, the hypotheses of this study that were raised are:

1. French influences English language middle school pupils' writing production in many aspects.
2. French language is main source of middle school pupils' committed errors in their English writing productions.

e) Population and Sample

The population of the current study consists of all pupils at third year level of Bedjaoui Larbi middle school during the academic year 2019/2020.

The sample of the study consists of a group of third year of Bedjaoui Larbi middle school. The participants are out of 20 pupils between males and females

f) Aims of the Study

The general aim of this study is defines the influence of French on English language's written production of the third year pupils at Bedjaoui Larbi middle school and determines the difficulties that pupils encountered when they going to write using English language as well as illustrates the most committed errors that had been committed by them in their English language writing.

g) Significance of the Study

The current study is significant to investigate the influence of French language on English language written production of middle school pupils and demonstrates the most committed errors in their writing.

For learners, this study will assist them to become aware of French interference phenomenon which is the main source of the most frequent errors that had been committed by them in their English writing production and how they can decrease it through writing.

For English teachers, this study will give them insights on how French may influences the writing productivity of their learners. Furthermore, the results will be beneficial for scholars and researchers for further studies on French interference with English language among the Algerian middle school pupils, as well as for the development of the writing skill in foreign language learning among learners.

h) Methodology

a) Research Method

This research will employ the descriptive method because it is the most suitable method that allows us to know the extent to which French can influences English language pupils' written production, and defines the most frequent errors that have been committed by

them during writing process. Moreover, it permits to collect and describe data on the account of what is happening systematically in a nature state in order to reach research aims.

b) Data Collection Tools

In order to obtain the needed results for the study, we relied on one data collection tool which is the pupils' test because is suitable for this research study, and it will help to provide the appropriate information concerning our topic from a small population in a short time.

i) Structure of the Dissertation

In case of fulfil the research objectives, this dissertation is divided into three chapters: Chapter one and chapter two are the theoretical part. However, chapter three is the practical part (field work) of the research.

The first chapter deals with the language, particularly its definition, features, and advantages. In addition, it illustrates the status of foreign languages (French and English languages) within the Algerian society and its Educational system. Also, this chapter demonstrates the impact of French on English language in many aspects.

The second chapter spots lights on the writing process, its general definition, basic stages as well as its difficulties in many aspects. Moreover, this chapter defines both error and mistake, their differences and features. In addition, this chapter mentions the main causes of making errors in learning a foreign language, types and its linguistic classifications.

The third chapter which is the practical part of the dissertation that deals with the analysis of the collected data were gathered by the pupils' test as data collection tool. This part aims at investigating the impact of French on English language writing production and its consequences by analysing the delivered test. In addition, this chapter presents a general

conclusion and suggests some pedagogical recommendations for the both learners and teachers.

Chapter One: The Status of Foreign Languages in Algeria

Chapter One: The Status of Foreign Languages in Algeria

Introduction

One of the main aims of learning a new language is that helps you to communicate better and interact easily with other people belonging to different cultures and speaking different languages. "With languages, you are at home anywhere" (De Waal, 2010). As well as, learning a new language shapes the way we think and influences the way we look at things and helps understanding the world.

Nowadays, because of the effect of globalization that is deeply felt all over the world as a result of the rapid development of information and communication technologies that makes our world like a global village or small cottage. Consequently, learning a foreign languages especially English which considered as the international language of the world, becomes more and more than a requirement in many aspects of our daily lives. As well as, knowing English according to Kachru (1986) is like possessing the fabled Aladdin's lamp, which permits one to open, as it were, the linguistic gates to international business, technology, science and travel. In short, English provides linguistic power."

In this chapter, we attempted to mention a general overview about language and its features, gives an outlook about the non-native languages (English and French) within the Algerian society, and illustrates the status of English and French languages in the Algerian educational system. Moreover, this chapter sheds the light on the influence of French on English language in many aspects.

1. Language

Uniquely, human-beings are the only ones on the Earth that possess language and rely on it to communicate and express themselves, and none of the creatures whom belonging to

the animal kingdom using a specific way to communicate and exchange information through their own means that is comparable to human language.

a) What is Language?

In general terms, Language is a method of communication used by human-being in order to share and exchange knowledge, information, beliefs, opinions, ideas, thoughts, feelings ... with others in a specific structure and meaningful way. “language is the human faculty that enables us to exchange meaningful message with some of our fellow human beings by means of discourses and texts, which are structured according to the rules and conventions of the particular that we share with those fellow human beings” (Howard & Stockwell, 2011, p. 04).

In the study of linguistics, numerous scholars and researchers have been trying to provide a significant and comprehensive definition of the word “Language”. In 1921, the American linguist and anthropologist Edward Sapir declare that “Language is a purely human and no-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols.” (p. 07). It means that humans used language as a means to share their ideas, feelings and needs in order to understand each other and facilitate their lives.

As well as, Language is the medium of communication that used by a particular people who belonging to a given society in order to accede their daily life needs “language is the crucial symbol in every society and people may face many difficulties when they lack the ability to use language.” (Barkan, 2012).

Another relevant definition of language is that of Harimurti (1993) who stated that “Language is a symbol system sounds an arbitrary language that allows people to work together, interact, and identify.” It is clear from this citation that language has both form and function. He has been pointed out that the form of language and its sounds have symbolic

functions. This is the reason for the linguists to consider language as a system of vocal symbols.

In sum, language is a human's tool of communication which has specific purposes whether to express ideas and feelings, or to ask for something or permissions... all depend on the scope and circumstances of using this particular language.

2. Language Acquisition vs. Language Learning

Ellis (1985) maintains that, "Second language acquisition is sometimes contrasted with second language learning on the assumption that these are different processes. The term "acquisition" is used to refer to picking up a second language through exposure, whereas the term "learning" is used to refer to the conscious study of a second language."

Since the emergence of the Applied Linguistics as the scientific study of language, long debates have been raised among researchers and psycholinguists about answering questions related to "Language Acquisition" and "Language Learning" and when can we say that a target language could be acquired or could be learnt? Linguistically, there is an important distinction between language learning and language acquisition in many ways.

a) Language Acquisition

Language acquisition according to Kramiņa (2000) is opposed to "Language Learning" and it is a subconscious process similar to that by which children acquire their first language."

Language acquisition is the process that human beings have the capacity to follow a language and the ability understand and produce words, sentences and utterances to communicate and acquire several elements of the language such as phonology, morphology, syntax and semantics. In this process, the skill of the spoken language will be produced

without theoretical knowledge. As well as, enrich the familiarity with the phonetic features of the target language, its structure and vocabulary.

b) Language Learning

“Learning is differentiated as a more conscious and explicitly sequenced process of accumulating knowledge of linguistic features such as vocabulary, sentence structure and grammar, typically in an institutional setting” (Yule, 1985).

Language learning is a conscious process which focuses on the written form of the language that helps the learner to understand the different structures of the target language, its functions as well as helps to master the language rules that have been learned. During this process, the learners’ will enrich their linguistic knowledge gradually, and learned how to use the different writing language rules successfully.

The table below summarizes the main differences between the two processes that have been mentioned above:

Language Acquisition	Language Learning
Natural and personal	Artificial and technical
No dependent on special ability	Dependent on motivation and discipline
Passive learning	Active learning
Instinctive and triggered by birth	Personal choice
Rapid process	Lengthy process
No need for instruction	Requirement continuous learning & guidance
Inductive teaching	Deductive teaching
Priority on the spoken language	Priority on the written language
No translation, no L1	Translation and use of L1 included

Table 1: Language Acquisition vs. Language Learning

3. Second Language vs. Foreign Language

According to Elliot (2000): “In the case of second language acquisition the language plays an institutional and social role in the country...in contrast foreign language learning

takes in settings where the language plays major role in the country and is primary learnt only in the classroom”.

A lot of people tend to use the two terms “Second Language” and “Foreign Language” interchangeably, thinking that there is no difference between them because both they are non-native languages and they are not the mother tongue of the speaker. However, many linguists and scholars declared that there is a distinct difference between the two terms.

a) Second Language

“A language widely adopted for communication between speakers whose native languages are different from each other’s and where one or both speakers are using it as a second language.” (Harmer, 2001a).

Simply a second language (L2) is an addition language that the speaker learnt after his mother tongue. Also, it refers to a non-native language which officially recognized and accepted in a multilingual country as a means of public communication, in trade, higher education or used by the administration, and often it has an official status in certain countries. For instance, French serves as a second language in some northern countries in Africa like Morocco and Tunisia.

b) Foreign Language

Foreign language is the language that is not widely spoken or used by the people of a community, society or a nation. Rivers (1981) explained that: “The learning of a foreign language contributes to the education of the individual by giving him access to the culture of a group of people with whom he does not have daily contact.”

In other words, it refers to any language other than the language that spoken by the people of a specific area. For example, Arabic is a foreign language to someone living in Japan. However, English is not a foreign language to a person who is living in Japan.

In sum, the difference between a second language and a foreign language is that:

* Second language: takes place within a community in which the target language is commonly spoken.

* Foreign language: takes place outside of the community in which the target language is spoken.

4. Advantages of Learning a New Language

Learning a new language is a vital skill which has a positive impact on our personality and behavior that gives us the opportunity to engage with the real world.

According to the blog that was published at www.leadwithlanguages.org website, there are many benefits we can gain by learning a new language such as:

a) Enrich our Thinking

Learning a new language has many cognitive benefits. People who speak more than one language are good listeners, have an improved memory and critical-thinking skills, self-problem-solving, better concentration, and they have the ability to multi-task effectively more than who are considered as bilingual (people who speaks one language).

b) Interact with Other Cultures Better

Learning more than one language gives us an insight into other cultures and other ways of life. It helps us to understanding the characteristics of a place, its people and its community better, and being appreciated for the traditions, arts, norms and history of the

people who associated with that language. As well as, it opens us up to new experiences about other cultures and different societies around the world.

c) Ability to Connect to More People Easily

Being able to communicate with someone in his language is an incredible gift. People who know more than one language have the unique opportunity to communicate, interact and get in touch with people speaking different languages belonging to different cultures and communities. It helps to understand them better, build lifelong relationships with others and also make us more empathetic.

d) Avoid Misinterpretation and Misunderstanding

There are common words in various languages do not necessarily mean the same in other languages. As a result, knowing a new language will help us to communicate better with others or with a group of speakers from different cultures without using unnecessary misunderstanding words or being in misinterpretation situations.

5. The Status of Non-native Languages in the Algerian Society

a) French Language

Historically, Algeria has a special link with the French language because it was a French colony between 1830 until 1962. As a result, it remains the second largest French-speaking country in the world after France. "Statically, Algeria is the most francophone country among the old colonies." (Calvet, 1974, p.219)

French language plays a prominent position in the Algerian society, and shares with standard Arabic a high status among the Algerian speech community. It is rather acquired through the acquisition of Algerians "mother tongue" or due to the noticeable influence of French on most of their daily life's aspects (education, administration, Publications or media).

In 1986, a report for the High Council of Francophone in Paris stated that:

“In Algeria, over a total population of 21% million, 150 000 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.”

Although Algeria is a multilingual nation, French language has no mention in the Algerian constitution, neither as a national nor as an official language. It still taught from the primary school since the independence as a foreign language, and most or all the government institutions, administrations and public or private services related to various ministries such as the higher education, scientific domains, media and industry use the French language.

As well as, a lot of the Algerian people speak French more than any other foreign language, usually in larger cities because they thinking that French is a language of modernity, prestigious status and advancement, and it is regarded as the major instrument of work in many domains such as the media, government, culture and industry.

So, to get a good job or to gain a respected position in the Algerian society, you have to master this language.

b) English Language

As a result of the globalization, learning English language is more than a necessity, taking into consideration that is the most spoken language by billions of people around the world. “There has never been a language so widely spread or spoken by so many people as English” (Crystal, 1997a).

Nowadays, the use of English language touches nearly all domains of life and considered as the first foreign language in most of countries in the world because English is the language of politics, diplomacy, study, technology, scientific and technical research, arts, sports, travelling/promoting tourism, and New Media (internet, newspapers, and TV shows).

As well as, Crystal (1997b) reported that about 85% of the international organizations now use English as working language. It is the language of international law and also a major language of financial institutions, economic affairs and trade, language of advertising for global brands and it is a "relay language" in interpretation and translation.

In case of the Algerian society, neither the Algerian dialect influenced by English language nor anyone speaks English as his native language. "Parents claim that although English is an international language, it has no social function in Algeria, and therefore did not want to compromise their children's future" (Baiche, 2008).

Currently, English language has a promising status in the Algerian community. Most of the citizens, especially teenagers, are trying to learn this global language because of its importance in almost fields of life and the influence of the media advertising, broadcasting, and motion pictures on them. In addition to, the daily use of the social network such as Facebook and Instagram as a means to communicate with different people around the world that contributing the spread of English language among them. "In recent years the growth of English has been further accelerated by startling expansion in the quality and speed of international communication" (Cook, 2003).

6. The Educational System in Algeria

The government-funded education in Algeria is provided free for all the Algerian children at all levels, and normally children begin attending their schools from the age of six.

The Algerian education system consists of twelve years divided into three stages: five years of basic education at primary school which is mandatory, four years of middle school and three years of secondary school as well as there is the higher education level at the university with the LMD system.

a) The Algerian Educational System Levels

According to the Algerian ministry of education, the Algerian educational system was divided into three basic levels which are:

i) Primary School Level

Primary school level which is the basic education with the duration of five years schooling that is compulsory for all children, usually starting from the age of six. French language is the only foreign language taught at the primary level. Pupils start learning French language as the first mandatory foreign language from the third year of primary education where English language is not taught at all.

ii) Middle School Level

The middle school is a period of four years. English is introduced in the first year, it considered as the second foreign language, and it taught for the whole years of the level. At the end of the middle school level, students take the national examination that called “Middle School Certificate” (BEM) and those who are successful on the examination are referred to the secondary school.

iii) Secondary School Level

Secondary education level lasts three years and constitutes a formal preparation for the Baccalaureate examination (BAC). In the first year, students are required to choose one of the specialist routes: literary, scientific or technological streams. At the end of the schooling, students sit for the Baccalaureate examinations in which they are tested in each subject studied during their final year and get the baccalaureate certificate which is the permission that gives them the right to study at the university.

b) The Algerian Higher Education

The higher education in Algeria is centrally administrated by the ministry of higher education and scientific research. Since the academic year of 2004/2005, the Algerian higher educational system was changed and replaced by a new adopted educational system that called the LMD (License + Master + Doctorate) which is similar to the reforms that being undertaken in most of the European universities.

Lakehal Ayat (2008) States that: “Initially designed in the Anglo-Saxon countries, it (The LMD) is spreading nowadays everywhere, and Algerian authorities decided to apply it in partial replacement of the current system.”

This reform (LMD system) consists of three main grades:

- License: granted after three years of study in a chosen stream.
- Master’s degree: conferred after two years of study.
- The Doctorate: conferred after the completion of research for at least three years and defending a thesis.

7. The Status of English and French Languages in the Algerian Educational System

i) French Language

After the independence and in 1963, French language was introduced in all levels and implemented in all educational programs.

Grand Guillaume (1983) noted that: “The knowledge of French started expanding to a more important number of citizens after independence, particularly school children, for French, it was the language of instruction”.

In 2002, things have changed; French started to be taught as the first foreign language from the third year of primary school till the final year of secondary school, and has its place in the higher education, especially in scientific fields.

ii) English Language

Recently, English is the language that is widely taught as a first foreign language in almost of countries who do not speak English as a mother tongue. Teaching English language at schools is becoming a necessity part of education all over the world where English has spread increasingly and gained a considerable space shortly because of the rapid development of information and communication technologies.

In Algeria, the recognition of the ministry of education and its decision-makers about the English language position in our time that plays a major role in the world “The Algerian authorities are aware of that fundamental need for English, at a time when Algeria may be called upon to play a leading role in international affairs” (Hamdi, 1999). As a result, English language start being a part of the curriculum as second foreign language in the educational system “In Algeria, the English comes after the French language. It has the status of a second foreign language” (Terraf, 2012, p. 98), alongside with French language since the year of 2000 where the ministry of Education announced the educational reorganization that was most supported by the United States of America and Canada, and many changes have occurred relating to the situation of teaching English as a foreign language “the early 2000 were characterized by the transition of globalized pedagogy or the free market economy. It is also related to the high cooperation with the United States of America and Canada who are committed to freely support this educational reform policy in Algeria” (Benrabah, 2007).

English language is taught as a compulsory course starting from the first year of the middle school (i.e. at the age of 11) while French was the only foreign language taught at the primary level. It covers seven years (four at the middle school, and three at the high school).

For the higher educational level, English is introduced in different curriculum at different departments, either as a main subject at the English departments where students are required to attend the following modules: Grammar, Linguistics, phonetics ,Oral and Written

Expressions, or as a compulsory additional module at most of other departments that their students are required to follow ESP courses depending on their area of research and their needs.

8. The Influence of French Language on English

Historically, English language was a mixture of the dialects of three German tribes (Jutes, Angles, and Saxons) who settled in Britain around 450 A.D. Since the Norman occupation of England in 1066, French was the language of the court, government and the upper class about two centuries. However, English was a language of ordinary people as Croll (2005) stated “The Norman Conquest made English for two centuries that language mainly of the lower classes, while the nobles and those associated with them used French on almost all occasions.”

During the Norman period, French was the main language that had a major impact on English language, Lawless (2006a) pointed out that “As a result of the Norman occupation of England, English adopted about 10.000 French words; of which around three fourth are still used today.”

The influence of French on English language may observe in many different aspects.

a) Vocabulary

English vocabulary are full of words that drawn from the French language. During the Norman Conquest, about 10,000 French words were incorporated into English, and about three-fourths of them are still in use today. This French vocabulary is found in several domains, from government and law to art and literature.

Lawless (2006b) mentioned that “More than a third of all English are derived from French either directly or indirectly. An English speaker who has never studied French already knows around 15.000 French words.”

In addition to, there are more than 1,700 true cognate words that are identical in the two languages.

The table below shows some English words coming from French language:

Aspect	Examples
Administration	Council, direction, permission, agent, employee.
Politics	President, party, election, vote, candidate, decision.
Law	Prison, Justice, crime, execution, court, article, suspect.
Food	Cuisine, salad, appetite, fruit, olive, orange, biscuit, sardine.
Art	Theater, romance, dance, melody, poem, music.
Knowledge	Animal, ocean, poison, planet, mountain, science, plant.

Table 2: English words derived from French language

Moreover, Evelyn & Cheryl (1995) found that words such as: enemy, dander, soldier and guard added to the lexicon of English, and this because the French took military control. As well as, thief and steal are English terms but burglar comes from English.

b) Phonetics/Phonology

During Middle English era, many phonetics features were different, the pronunciation of such vowels which evolved in the Great Vowel Shift were affected by many changes, particularly the pronunciation of some consonants and letters that became silent in certain situations as Crystal (1995) mentioned:

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

In addition, several consonants and sounds such as /sc/ was spell differently due to the French influence during centuries. Moreover, the list below represents some of Middle English consonants and vowels that have been also mentioned by Crystal (1995):

- Consonants: /p/, /b/, /t/, /d/, /k/, /g/, /tʃ/, /dʒ/, /m/, /n/, /ŋ /, /l/, /r/, /w/, /j/, /f/, /v/, /s/, /z/, /θ/, /h/.

→ Long vowels: /i:/, /e:/, /u:/, /o:/, /ɑ:/, /ɛ:/.

→ Short vowels: /ɪ /, /ɛ /, /ə/, /ɔ /, /ʊ/, /a/, /c/.

→ Diphthongs: /æɪ/, /eɪ/, /aɪ/, /uɪ/, /oɪ/, /ɪu/, /ɛv/, /av/, /ɔɪ/.

c) Pronunciation

English pronunciation had many changes under the influence of French over time. Old English had the unvoiced fricative sounds [f], [s], [θ] (as in thin), and [ʃ] (shin), French influence helped to distinguish their voiced counterparts [v][z][ð] (the), and [ʒ] (mirage), and also contributed the diphthong [ɔy] (boy).

English pronunciation was also affected by French. Old

English had the unvoiced fricatives sounds /f/ as in “fat”, /s/ as in “same”, /sh/ as in “shin” and the /th/ as in “thin”. And French helped to distinguish the voiced sounds /v/ as in vote /z/ as in zone and /zh/ as in “mirage”. French also contributed to the introduction of the diphthong “oy” as in “boy”.

(Lawless, 2006c)

d) Grammar

English grammar also had been influenced by French language, but not that much as vocabulary or phonetics. “French had much less influence on English grammar, but you can see a Few elements of French grammar in the English language.” (Lawless, 2006d, p.5).

Some of French syntactic structures are used in English grammar, such as the word order of some expressions like: secretary general, surgeon general, attorney general ... by putting adjective after the noun instead of the usual word order (adjectives + noun).

Lawless (2006e, p. 5) mentioned that:.

“One notable example is found in the word order of expressions like “attorney general” and “surgeon general”, where English uses noun + adjective, which is typical of French rather than the normal word order of adjective + noun.”

Also, there are some of French collocations and idioms were English language has adopted, a lot of them are still commonly used in English with their French forms such as: bon appétit, bon voyage, vis à vis, vice versa and so on. While other expressions are translated into English as it is illustrated in the following examples :it’s me → c’est moi; that’s goes without saying → cela va sans dire.

Conclusion

To sum up, language is the useful means that people rely on to communicate and interact with each other. In the context of the chapter, English language has a promising status within the Algerian community and its educational system due to its global power as well as the rapid development of the technology and social media. In addition, the degree of similarities and shared features in both French and English languages is due the mutual interaction between them throughout history.

Chapter Two: Writing in English

Chapter Two: Writing in English

Introduction

This chapter covers the main perspectives of writing process, formulating a general definition of writing, its stages, and its difficulties in the case of learning a foreign language. In addition, this chapter spots light on both errors and mistakes, their definitions and the differences between them. Moreover, this chapter focuses on the main causes of making errors in language learning, and types of errors. At last, it will address the classification of errors.

1. Writing Process

a) What is Writing?

Pincas (1982, p.125) defines writing as "a system of graphic symbols, i.e. letters or combinations of letters which relate to the sounds we produce while speaking." For Coulmas (1999) writing is "a set of visible or tactile signs used to represent units of language in a systematic way" (p. 560). As well as, Collins (2003) mentioned that "Writing is generally a group of letters or symbols written or marked on a surface as a means of communication".

Writing is the second medium that humans rely on to communicate after speaking. Writing is the symbolic representation of speech, used as a method of transcribing spoken language into written symbols "Writing is the symbolic representation of language through the use of graphic signs" (Yule, 2010). Moreover, Widdowson (1981) declared writing as "transmitting them (spoken words) through the visual medium as marks on paper".

Obviously, writing as the symbolic representation of speech should be arranged in certain logical ways and conventions to form meaningful words, sentences, clauses, and texts. Byrne (1991a) stated that "the symbols have to be arranged or combined to form words, and

words to form sentences, and sentences to form paragraphs and essays". This meant that the graphic symbols have to be arranged in a systematic way to form words, and the words are arranged to form sentences and so on.

In sum, writing is the activity of being able to communicate ideas with the given language through graphic representations of letters, respecting the language structures and its vocabulary items in order to share thoughts and opinions in a meaningful way.

b) Writing Process

The writing process For Crowhurst (1988) is "The thinking processes that go on during writing" (p. 07). Writing process is the most difficult skill for learners, "Writing is the last and perhaps the most difficult skill students learn if they ever do." (Walters, 1983). It includes a complex combination of sets and approaches which involve a series of stages and steps lead to producing a well-organized piece of writing. "It is a process of organizing ideas and creativity through text" (Craig, 2015).

Additionally, being skilful in writing means mastered the language approaches such as grammar, vocabulary, and punctuation. In addition to, writing in good way is a result of continuous conscious processes that requires much practices to write well in the given language "which (writing process) must be practiced and learned through practice" (Grabe and Kaplan, 1996) as well as White and Arndt (1991) declared that: "it (writing process) is a skill that must be learnt by doing it".

c) Writing Process Stages

Writing as one of the four fundamental language-learning skills (reading, listening, writing and speaking) is consisting of different stages that lead to the final form, and all the writing types share them despite of they are differ in the content, interests, styles and the purposes.

Furthermore, writing as a sophisticated process which requires intellectual operations such as: thinking, organizing ,drafting, editing and revising. According to Harmer (2004a), the process of writing includes four basic stages as follows:

i) Planning

“Planning is one of the more effective features of the writing process.” (Williams, 2003a). Planning is the first and the important stage in any writing process because it helps the writer to set the purposes behind his writing operation, define the topics that he will deal with to be developed, choosing the type of the text that he will produces alongside with the used language as well as gathering the relevant information, ideas, thoughts and arguments that should be included in his composition.

ii) Drafting

According to Hedge (1988) refers to this stage: “It is the stage where the writer puts together the pieces of the text. Developing ideas through sentences and paragraphs within an overall structure.” Drafting is the second and the preparatory stage of writing process. It refers to the production of the piece of writing’s first version by putting all the included information that is relevant to the given topic on a paper and explains them through examples “is (drafting) the physical act of writing” (Lindermann, 1987). In addition, focusing on the content regardless about all kind of errors and mistakes that have been committed (language and mechanical aspects such as grammar, spelling and punctuation).

Therefore, the purpose behind the drafting stage is to gather as much as possible information, ideas and arguments that may be useful in the given topic of writing.

In this stage, drafting should be repeated many times until reaching an acceptable final draft in the view of the teacher. “Along the writing process there may exist a number of drafts until we reach the final version (Harmer, 2004b).

In this phase, students should be encouraged to work individually on their compositions; however, writing in pair or in group work is a very beneficial technique; mainly for inexperienced students because it can help them to tackle the difficulties of writing through collaborative work. Harmer (2001b) considered collaborative writing as a successful technique which allows students to learn from each other. It gives each member of the collaboration access to others' minds and knowledge.

iii) Editing

In the line with Johnson (2008a) "editing' means making your piece as reader-friendly as possible by making the sentences flow in a clear, easy-to read way." (p. 167).

Editing is the third stage in the writing process. During this stage, the writer supposed to revise all what he already wrote. He must read and re-read his draft for the purpose of: revising and evaluate the text content, adding new or needed elements (relevant information, words, punctuation), making sentences clear and understandable, bringing changes to improve the style, and deleting unclear or ambiguous information.

So, the editing phase is about revising what the writer has done "Writer could revise and convert the piece many times during this stage" (Johnson, 2008b), and improve the quality of his writing content by checking out all the composition's parts and elements such as grammar, vocabulary, pronunciation and so on to ensure that there are no misunderstandings in his composition and to prepare it to be published.

iv) Publishing

Johnson (2008c) stated that "The last step is publishing. This is where students' writing is shared with the audience."

Publishing means the presentation or the appearance of the final version of the draft “publishing stage refers to the accomplishment of making a final paper freely available.” (Williams, 2003b), it comes after the realisation of all the previous stages that needed and the required changes for complete the typical piece of writing. During this stage, students should display, share their errors-free draft and delivered to the teacher in order to be evaluated because it is a kind of motivation that enriches the writer (student) feelings of success and accomplishment, as well as it will encourage him for more productivity (writing).

d) Writing Difficulties

Writing is the most difficult skill in learning English because it requires both mental and physical efforts “writing is a difficult task for learners because it requires conscious mental effort and takes time to learn it” (Byrne, 1991b), and its difficulties referred to the areas where learners have encounter problems in one or more elements of language’s aspects such as the mechanical features like grammar, spelling and punctuation, or using inappropriate writing technical skills because of the lack of writing experiences “EFL learners showed that they have many problems when writing in English... That’s because they rarely write in English” (Al-Khasawneh, 2013).

In other words, writing difficulties include the several issues that affect the learners’ productivity when they going to create their compositions such as: difficulties related to grammar, vocabulary, and spelling.

e) Writing Difficulties Aspects

i) Grammar Difficulties

Grammar was defined by Harmer (2001c) as “the description of the ways in which words can change their forms and can be combined into sentences in that language” (p. 12).

Grammar refers to the various rules that deal with the structure of the language such as prepositions, tenses, collocations, punctuations and so on. Grammar is a reflection of the way people use their given language effectively because it shows the ability of how they can express themselves, their ideas, and emotions. And without grammar, people cannot understand each other as Crystal (2004) mentioned “Grammar is the structural ability to express ourselves.”

Grammar rules consider as a problem for many students in writing “The main writing difficulties students find in relation to grammar is the low understanding of grammar, which results later on in difficulties in arranging proper writing” (Bahri & Sugeng, 2010).

Generally, the main writing difficulties students find in relation to grammar is the lack of mastering grammar rules because writing a meaningful sentence or paragraph requires understanding these grammar rules and shows the ability of the speaker to express himself which results later on in difficulties of arranging proper writing.

ii) Vocabulary Difficulties

According to Ur (1996) “vocabulary is one of important things to be taught in learning foreign language because it will be impossible to speak up without variety of words.” As well as, Hatch and Brown say that “vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use” (1995). In addition to, Cameron (2001) stated that “Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language”

Vocabulary plays an important role in language learning process. It is also an essential skill that has a great impact on students’ writing production because learners are expected to learning new vocabularies; recognize new words and its meanings as well as recall words and

terms that have been memorized before as a part of their learning progress. So, without sufficient vocabulary, people cannot communicate and express their feeling effectively.

Commonly, the difficulties related to vocabulary that learners encounter are poor vocabulary, using the inappropriate words and failing to recall suitable words to use, “Most ESL/EFL learners have difficulties in communicating with the English language because of their limited vocabulary.” (Al-Zahrani, 2011).

iii) Spelling Difficulties

Corder (1981) stated that “Spelling is very important in written language, and any mistake in spelling can affect the written product and may lead to misunderstanding. Therefore, correct spelling of vocabulary is essential to convey the intended meaning”.

Spelling is the act of forming words from letters correctly. Spelling is an important skill for everybody to share ideas and opinions. When the students have no ability to form words in the correct way, they produce unacceptable piece of writing.

Linguistically, there are many reasons caused spelling mistakes; the main one is the irregularities of English spelling system. Mostly, spelling in English is irregular and difficult because truly there is more than one way of spelling one sound. As well as, the case of Homograph and Homophone words that caused many problems for EFL learners because of the closest similarities between them. On the one hand, “Homographs are words that are written in the same way but are pronounced differently and have different meanings” (Richards & Schmidt, 2002a). On the other hand, “Homophones are words that share the same spelling but differ in meaning” (Lyons, 1982; Williams, 2003c).

Another related reason is the mixing of spelling in English between the British and the American languages which make confusion in some cases and affects badly on the writing accuracy of the students since they sometimes confuse which word spelling to use whether

American English spelling or British one “the fact that not all varieties of English spell the same words in the same way.” (Harmer, 2001d).

As well as, spelling mistakes may occur when learners use their knowledge of their mother tongue with its linguistic differences to spell in English. Bernard and Swan (2001) think that “the mother tongue is the main reason that leads to spelling mistakes in writing”. It takes place when different orthography and morphology features exist. “63% of the spelling errors were phonological and 37% were orthographic.” (Al-Jarf, 2009).

Furthermore, spelling mistakes could relate to some reasons such as the attention difficulties during courses, which may exist because of the students’ carelessness, tiredness or laziness. Students may be tired or lose some concentration when writing, so they are unaware of their spelling mistakes.

2. Error vs. Mistake

Errors and mistakes play a vital role during the learning language process.

a) The Error

According to Lennon (1991), an error is “a linguistic form or combination of forms which in the same context and under similar conditions of production would, in all likelihood, not to be produced by the speaker’s native counterparts”. Another definition of error gave by Norrish (1987b) “Systematic deviation when a learner has not learnt something and consistently gets in wrong.” In addition, Ellis (1994) stated that “Error committed by learners in the language use as a deviation from the norms of the target language.” (p. 51).

From the citations that have been mentioned, errors can be defined as systematic deviations from the rules of the target language because the learner does not know the given rule or feature. In other words, errors result from the learner’s lack of knowledge about the correct rules of the target language.

b) The Mistake

Mistakes are mainly slips of the tongue or lapses, and usually seen as unintentional or accidental slips that are caused by memory lapses, physical states and conditions such as fatigue, lack of concentration, simple laziness, forgetting, confusion, or hesitation “A learner makes mistakes when writing or speaking because of lack of attention, fatigue or carelessness or some other aspects of performance” (Richards & Schmidt, 2002b). If the learner made a mistake, he or she will be normally capable of correcting it, because of the awareness of the rule that has been broken. “A mistake is not an issue of knowledge, but it is an issue of its application”. (Corder, 1974)

Also, Corder (1967a) mentioned that “A mistake occurs when learners fail to perform their competence; that is, it is the result of processing problems that prevent learners from accessing their knowledge of a target language rule and cause them to fall back on an alternative, non-standard rule that they find easier to access. Mistakes, then, are performance phenomena.”

3. Differences between Errors and Mistakes

On the basis of the definitions that mentioned above of both errors and mistakes, there are distinctive differences between them in many ways:

a) The Reason

A mistake occurs when a native speaker fails to employ a known system correctly, and it usually happened due to the tiredness or lack of concentration. “They (mistakes) usually happened due to fatigue or lack of performance.” (Corder, 1967b).

However, the error results from a learner's lack of proper knowledge of the target language. In other words, the learner did not know the correct way of a given rule. "Errors occurred because of the incomplete mastery of some language's patterns". (Corder, 1967c).

b) The Committer

Generally, mistakes are made by both the native speakers and second language learners; Native speakers committed mistakes in speech or writing such as slip of the tongue or random ungrammatical formations, and usually they are immediately aware of them. "When native speakers make mistakes, they can identify and correct them immediately because they have almost full knowledge of the linguistic structure of their mother tongue." (Scovel, 2001a).

For the errors, often made by non-native speakers because they are a part of the learner's lack of mastering the target language, and the learner does not generally consider them as errors. "Non-native speakers, L2 learners not only make mistakes, they also commit errors and as they have only an incomplete knowledge of the target language." (Scovel, 2001b).

c) The Correction

Mistakes can be self-corrected with or without pointing out the speaker because they occur accidentally and the learner is aware of them, and can correct them immediately. "Mistakes are like slips of the tongue and they occur occasionally, learners do recognize them, they are self-corrected." (Corder, 1967).

Otherwise, errors cannot be self-corrected, because the learner does not know or recognize the problem. "Errors cannot be self-corrected by the learner because the rule being broken is not part of the learner's knowledge of the target language." (James, 1998).

4. The Main Causes of Making Errors in Learning a Language

a) Language Transfer

Language transfer is a linguistic phenomenon that occurs in the performance of a target language in or after the process of learning or acquiring that language. Language transfer refers to the influence of a language on another “transfer is the effect of the similarity and difference between the target language and any other language previously acquired” (Odlin, 1989b). In other words, Language transfer is the knowledge application of one language into the other.

When people learn or acquire a new foreign language, they attempt at using their mother tongue through their progress in the process of learning a new language because they resort to their native language as linguistic resource in the performance of the target language. “Learners are all depend on their mother tongue in their second language acquisition process” (Lado, 1957).

Language transfer can be classified into: positive transfer and negative transfer.

i) Positive Transfer

According to Richards and Schmidt (2002c), “positive transfer is transfer which makes learning easier, and may occur when both the native and the target language have the same form.” Positive transfer occurs when the learner tends to use his/her knowledge about the L1 in order to learn specific rules or patterns in the target language. It helps when two languages are similar because it has a positive impact on facilitation the learning process.

ii) Negative Transfer (Interference)

Negative transfer, also named as “language interference” or “Retro-active transfer”, this type of transfer is the major cause of errors and learning difficulties because of the faulty

application of NL structures or other known languages in a TL context despite of the differences existed between the TL and NL, which leads learners to commit errors. “It is easier to identify negative transfer than positive transfer because of their divergences from norms.” (Odlin, 2001). Negative transfer results can be seen in any area of language learning such as pronunciation, grammar or vocabulary.

b) Cross-linguistic Influence

According to Sharwood Smith (1983) “Cross-linguistic influence is a term used in which deferent language systems in the mind interact and affect either the linguistic performance or the linguistic development or both of the individual”. As well as, Trauth and Kazzazik (2006) assign that “the phenomena of cross-linguistic influence appeared in certain situations when more than two different languages are used together. It is noticed then in the mutual exchanges of those languages used by an individual.”

Cross-linguistic influence is a phenomenon which related to language-learning process that results from the impact of linguistic closeness of the mother tongue or other previously learned language on the use of the given language within an individual speaker.

c) False Friends

“Sometimes certain words may have the same or very similar form in two languages, but may have a different meaning in each. Such words are called false friends or false cognates.” (Darwish, 2010, p. 223)

False friends are words that equivalent graphically (and/or phonetically), and sound similar in two or more given languages, but are differ significantly in meaning in some or all contexts. For example, in English: Attend → means → to be present; in French: Attendre → means → wait.

The table below shows some cases of false friends in the two languages.

English words with French synonyms		French words with English synonyms	
To achieve	Réaliser	Achever	To complete
Actually	Eneffect	Actuellement	At present
Caution	Prudence	Caution	Guarantee
Character	Personnage	Caractère	Nature
Course	lecon	Cours	Lecture
To deceive	Tromper	Décevoir	To disappoint
Delay	Retard	Délai	Timing

Table 3: Examples of False Friends between English and French Languages.

d) Overgeneralisation

Ellis (1997) declared that “Learners convert to overgeneralization because they find it easy to learn. For instance, the use of ‘-ed’ in the past tense form even with irregular verbs like: ‘eated’ instead of ‘ate’” (p. 19).

Generally, overgeneralisation phenomenon happens when a learner uses one form or construction in the context of his native language and extending its application to other contexts in the target language where it should not apply. Examples of overgeneralisation include adding ‘-ed’ as the past tense form to irregular verbs, or forming plural by adding ‘s’ to even irregular plurals.

5. Types of Errors

Making errors in writing is a part of learning process “errors are visible proof that learning is taking place.” (Corder, 1967d). Many kinds of errors arise when FL learners write something wrongly because they do not master the target language effectively.

Many researchers attempted to identify different errors into types according to their causes. The most common ones are: intralingual errors and interlingual errors.

Intralingual errors: “those which reflect the general characteristics of rule learning, such as faulty overgeneralization, incomplete application of rules, and failure to learn conditions under which rules apply.” (Richards, 1985). Intralingual errors are coming from the structure of the target language itself. They occur when learners had an insufficient knowledge about the target language or had a limited experience about a given rule that could not help to apply it correctly.

This type of errors is similar to errors that made by children when they are learning the target language. As well as, this type is an indication of the learner's competence and level in the language acquisition process.

While Interlingual errors are consider as the main cause of the majority of second language learner's problems. This type of errors is caused by the mother tongue influence on the target language learning process and word to word translation. When learners attempt to produce the target language, they rely on their mother tongue to cover the missing elements in the target language. Those errors occur when both the native language and the foreign one are clearly differ. “Are errors that drive from transfers from other languages. It reflects the inability of the learner to separate or distinguish between two different languages.” (Richards, 1970).

For Brown (2000), errors may be divided into two categories «Global» or «Local».

Global errors are the most frequent errors; those errors are affecting the organization of the given sentence as well as the meaning due to the absence of an essential part of the sentence like the subject or the verb.

While, local errors are affect singular elements in the given sentence without abusing the comprehension of the entire meaning, and the hearer or the reader can guess the intended meaning.

6. Classification of Errors

In 1973, The British linguist Pit Corder classified errors into four categories which are:

a) Addition

It is a type of error that is characterized by the presence of an irrelevant item. It happens when the learner adds unnecessary elements in a sentence (word/article/preposition) which must not appear in a well-formed utterance. It takes place when the learners overuse certain grammatical rules of the target language. For example:

“She does not to come.” It should be ***“She does not come.”***

b) Omission

Omission is a type of errors that are characterized by the absence of a needed item "Is leaving out an item that is required for an utterance to be considered grammatical." (Ellis, 2003a). It usually happens when the learner was still lack of knowledge about the form or grammar of the target language by leaving out some necessary morphological or syntactical features such as deleting an auxiliary from a sentence or omitting ‘-ed’ of a regular verb in the past. For example:

“My wife smart cooking.” It should be ***“My wife is smart in cooking.”***

c) Ordering

Ellis (2003b) defined it as “putting the word in the wrong order”. Ordering error is any incorrect placement of certain elements in a given utterance. It can occur at the syntactic level when the learner puts an item in the incorrect place within a sentence or in pronunciation. For example:

“He works all the time with his father.” It should be ***“He works with his father all the time.”***

d) Selection

Ellis (2003c) defined selection error as "using one grammatical form in place of another grammatical form." (p.18) Selection errors are much common errors that characterized by the incorrect placement of a morpheme or group of morphemes in a given utterance. For instance:

"Me don't understand." It should be ***"I don't understand."***

Conclusion

To sum up, writing as one of the four fundamental skills is important for EFL learners in case of language-learning process because mastering writing effectively leads learners to develop their English writing level that helps to overcome the main difficulties that encountered them in writing. As well as, in the context of the study, learning a foreign language through writing leads learners occasionally to commit different kind of errors and mistakes. As a result, committing errors in learning a foreign language give us an indication about learning progress of the learner in the given language.

Chapter Three: Results and Analysis

Chapter Three: Results and Analysis

Introduction

The previous chapters demonstrated the two main variables of the study. On the one hand, chapter one dealt mainly with the status of the foreign languages in Algeria as a dependent variable. On the other hand, chapter two presented writing in English language and its difficulties as an independent variable. Consequently, the third chapter is conducted to discover whether or not French language has an impact on English language's writing production of third year middle school pupils. This chapter seeks to treat pupils' answers over the given test and using it as data collection tool. The results of data analysis will be interpreted later in the conclusion. Briefly, chapter three is the practical part of this research that deals mainly with the analysis of the pupils' test. The purpose of this chapter is to demonstrate the influence of French on English language's writing production of third year middle school pupils in Algeria. The data of this research were collected from a 'Test' that has been submitted to third year pupils of Bedjaoui Larbi middle school in Biskra province.

This chapter consists of two phases; phase one is a description of the situation under study. In addition to, it provides a description of samples and provides information about the research instruments. Moreover, the second phase deals with the data analysis and the interpretations of the results obtained from the pupils' test. Finally, the gathered results were discussed in a final step in order to prove whether or not French language has any impact on English learners' written production.

1. Research Design

In order to well investigate the hypothesis presented in this study, this research opted for the quantitative and qualitative study design, specifically the case study. This research design is selected for a number of reasons, firstly, research methodology is the descriptive

method, to describe and analyze gathered data of the sample under study; secondly, this research cannot be experimental as this design because of the time constraints and the population size. Thus, case study design is more useful in which the researcher limits the scope of the problem on a specific population.

2. Population of the Study

The samples (Participants) whom the researcher used in this study to answer the pupils' test were selected randomly. It comprised by 20 pupils who are learning English as a foreign language, attending third year level in Bedjaoui Larbi middle school at Haï El Moudjahidines in Biskra province. The reason behind choosing this sample is that third year pupils have been experienced English language since two years ago and they have a basic background about English language that may help them to answer the pupils' test.

3. Description of the Topic

To fulfill the research objectives, this study relies on the pupils' test as the main data collection tool which consists of a list of several practices. The results that may be gathered from it will be helpful in formulating a general conclusion and answering the main questions of this research.

a) Pupils' Test

The pupils' test consists of six various practices that were prepared in a simple form and arranged into one section. Those practices were formulated from the several elements that have been discussed and explained in the previous chapters of this research.

4. Analysis of the Pupils' Test

This phase of the study is devoted for data collection and analysis, the results gathered through the instrument used in this study will help to answer the final questions being examined in the current research .

In this present study, the researcher intends to focus on the results which were collected from the research instrument. Thus, the calculation of the pupils' test results gives us a clear image about the influence of French on EFL English's writing production.

❖ **Practice One:** the three sentences of this practice were designed to know whether or not pupils (sample) follow English word order when they re-ordering words.

1) - student / is / Mohamed / a / smart.

→ The first sentence, 75% of the sample (15 pupils) had wrong English word order and 25% (05 pupils) had a correct English word order.

2) - my / wear / to / forgot / hat / I / outside.

→ The second sentence, 90% of the sample (18 pupils) had wrong English word order and 10% (02 pupils) had correct English word order.

3) - her / Amina / car / drives / red.

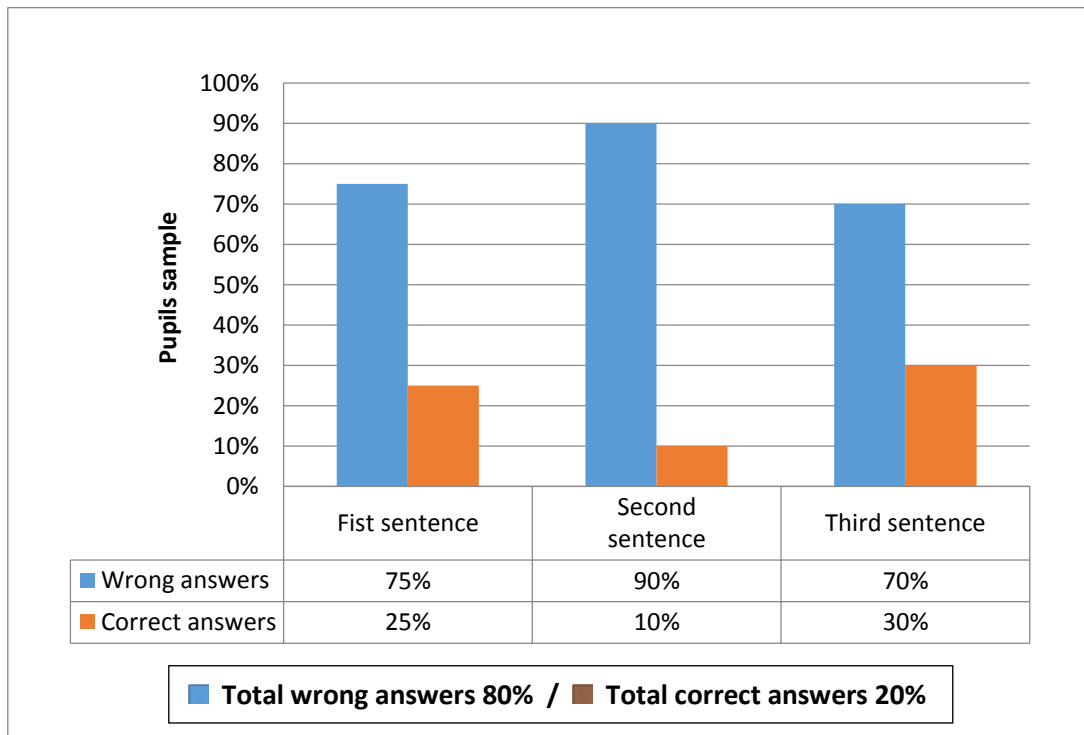
→ The last sentence, 70% of the sample (14 pupils) had wrong English word order, while 30% (06 pupils) had correct English word order.

The table below shows same errors' examples that have been committed by pupils (sample):

Sentences	Examples of Pupils' answers	Types of errors	Classification of errors
1. Mohamed is a smart student	- Mohamed is a student smart	Negative transfer (from French language)	Ordering (wrong placement of adjective)
	- Student Mohamed is a smart	Negative transfer (from French language)	Ordering (wrong placement of adjective)
2. I forget to wear my glasses outside	- I forgot outside to wear my hat	Negative transfer (from French language)	Ordering (wrong placement of adverb)
	- I forgot my hat to wear outside	Negative transfer (from French language)	Ordering (wrong placement of adverb)
3. Amina drives her red car	- Amina Drives her car red	Negative transfer (from French language)	Ordering (wrong placement of adjective)
	- Her Amina Drives red car	Intarlingual error	Ordering (wrong placement of pronoun)

Table 4: Examples of pupils' committed errors

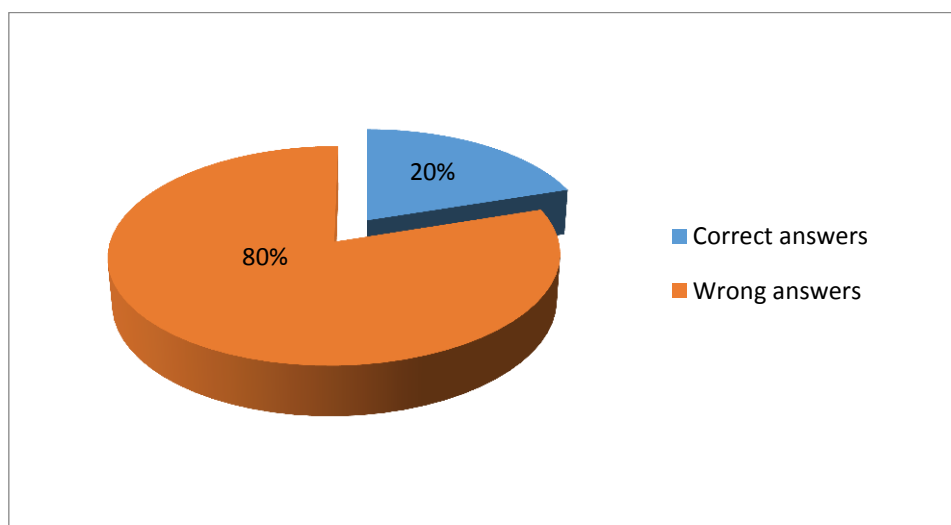
- The following histogram demonstrates the results:



Histogram 1: Statistics of pupils' first practice answers

☺ So, the average of the wrong answers (committed errors) in this practice is: 80% of the total answers.

* The following Pie-chart shows the final results:



Pie-chart 1: Results of the first practice

From the histogram above, a large number of pupils were answered the first and the third sentences wrongly, and a lot of them took the French word order by putting adjective after the noun instead of the usual English word order (adjectives + noun), and applied it to those sentences without taking into consideration the English adjectives' word order conventions. Whereas, for the second sentence, the majority of sample (90%) committed errors in re-ordering it because it seems too long and difficult for them to arranged it in a correct form.

Thus, this practice presents some difficulties that encountered most of the Algerian middle school pupils when they going to produce English word order correctly because of the influence of French language on the Algerian pupils' way of writing since they deal with it from the primary school.

❖ **Practice Two:** was designed to know if pupils influenced by false friends between English and French languages.

01) - The first word "Bone":

→ 75% of the sample (15 pupils) considered as French word. However, 25% of the sample (05 pupils) had a correct answer.

02) - The second word "Chaussure":

→ 65% of the sample (13 pupils) considered as English word. However, 35% of the sample (07 pupils) had a correct answer.

03) - The third word "Jardin":

→ 25% of the sample (05 pupils) considered as English word. However, 75% of the sample (15 pupils) had a correct answer.

04) - The fourth word "Glass":

→ 80% of the sample (16 pupils) considered as French word. However, 20% of the sample (04 pupils) had a correct answer.

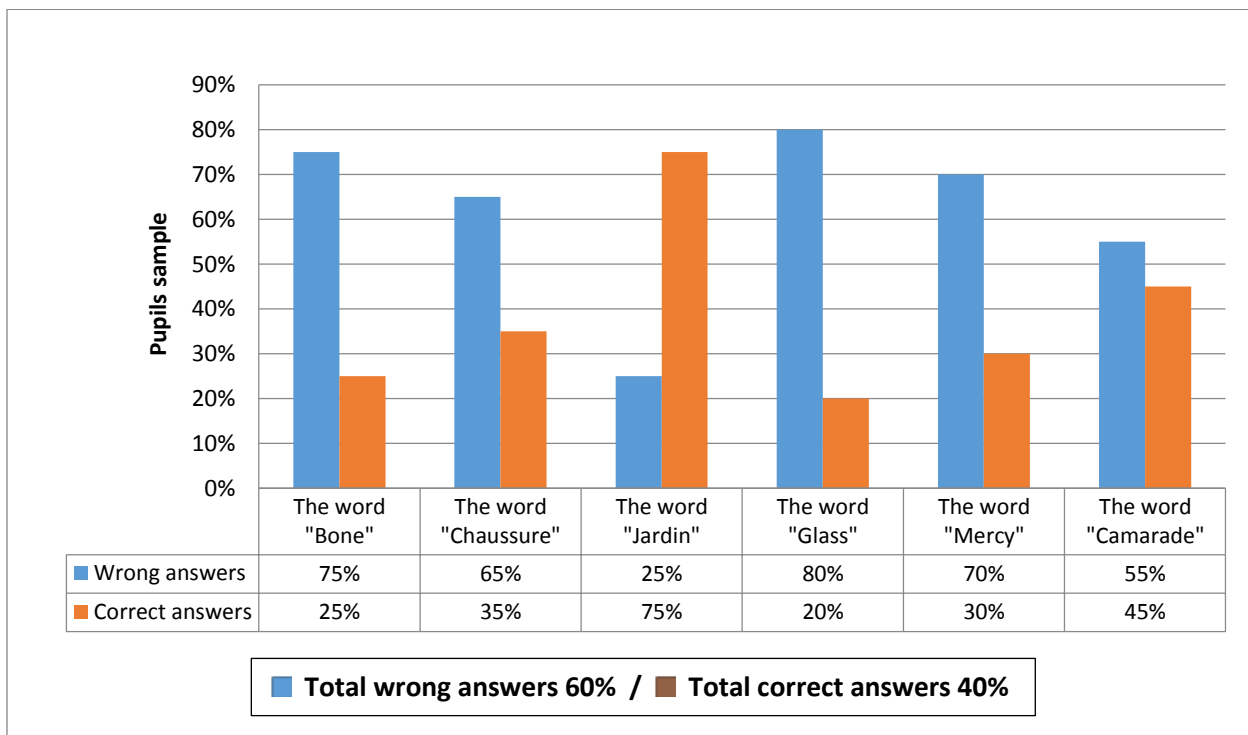
05) - The fifth word "Mercy":

→ 70% of the sample (14 pupils) considered as French word. However, 30% of the sample (06 pupils) had a correct answer.

06) - The sixth word "Camarade":

→ 55% of the sample (11 pupils) considered as English word. However, 45% of the sample (09 pupils) had a correct answer.

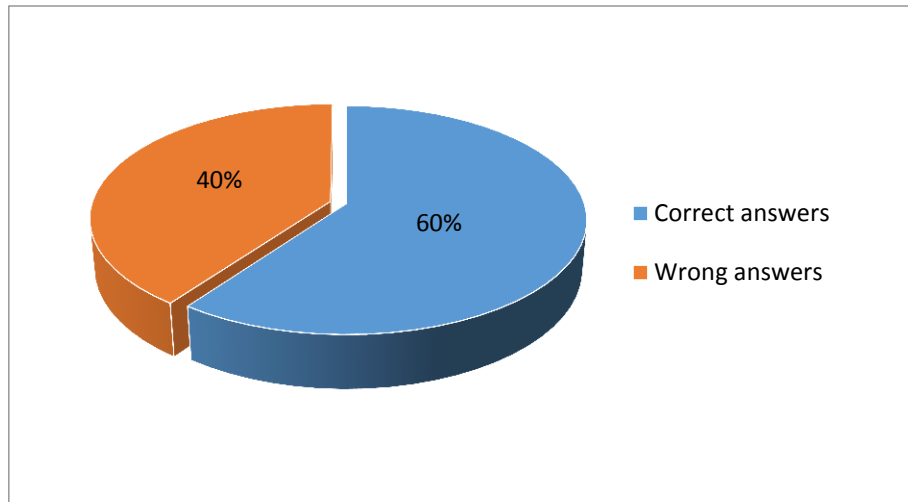
- The following graph shows the previous results:



Histogram 2: Statistics of pupils' second practice answers

☺ So, the average of the wrong answers (committed errors) in this practice is: 60% of the total answers.

The following pie-chart shows the results:



Pie-chart 2: Results of the second practice

As the sixth figure indicates, we can see that a lot of pupils (60% of sample) could not identify or recognise English words from French ones because of the similarities of some words that were shared in both languages (English and French languages); for example: the English word “Bone”, most of sample had associated the with the French word “Bonne” or “Bon” which means “Good”. As well as, the English word “Mercy” which means “Compassion”; they associated with the French word “Merci” which means in English “Thanks”. Also, the word “Glass” which is sounds similar to the French word “Glace” which means “Ice”.

As a result, most of pupils were fell recurrently in the traps of false friends because of the cross-linguistic influence between French and English languages. Besides, the negative transfer from French language which takes place since the pronunciation’s closest similarities of some words in both English and French languages.

Thus, pupils sometimes think that borrowing some words that look similar from French language and apply it in some English language cases or situations without making any necessary changes is always works.

❖ **Practice Three:** was prepared to know if pupils can transfer singular words into plural forms without making errors:

1) - The (butterfly) are lovely insects.

→ The first word, 90% of the sample (18 pupils) had wrong answers, while 10% (02 pupils) had correct ones.

2) - My sister was shopped with her (friend).

→ The second word, 15% of the sample (03 pupils) had wrong answers, while 85% (17 pupils) had answered correctly.

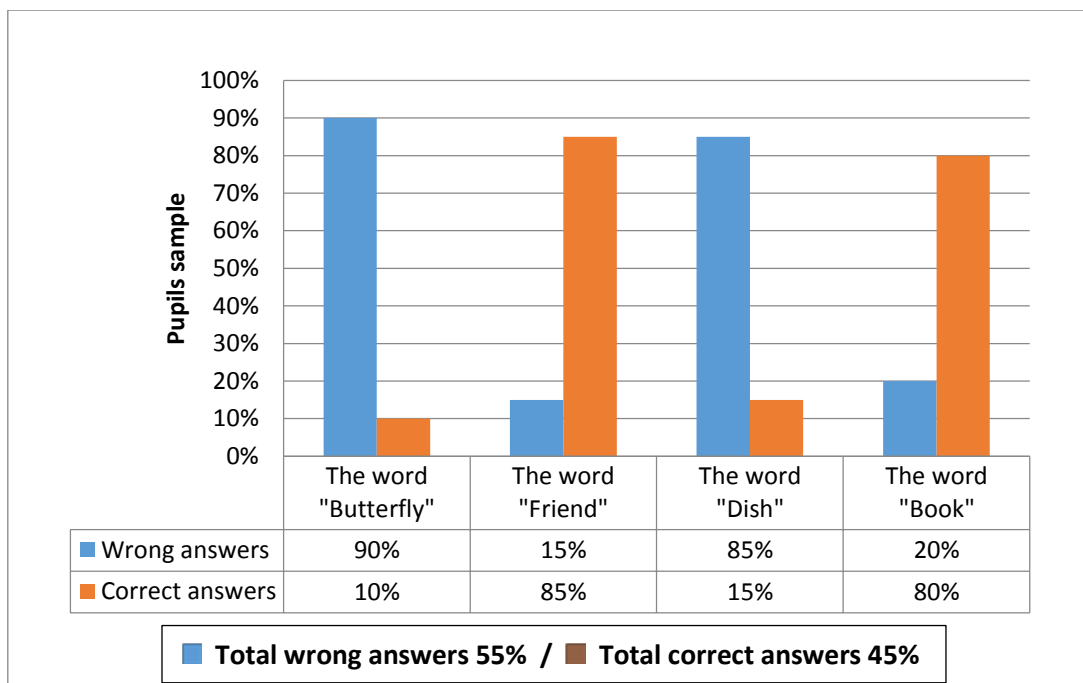
3) - There are many (dish) on the table.

→ The third word, 85% of the sample (17 pupils) had wrong answers, while 15% (03 pupils) had answered correctly.

4) - Issam bought two (book) last week.

→ The last word, 20% of the sample (04 pupils) had wrong answers, while 80% (16 pupils) had correct ones.

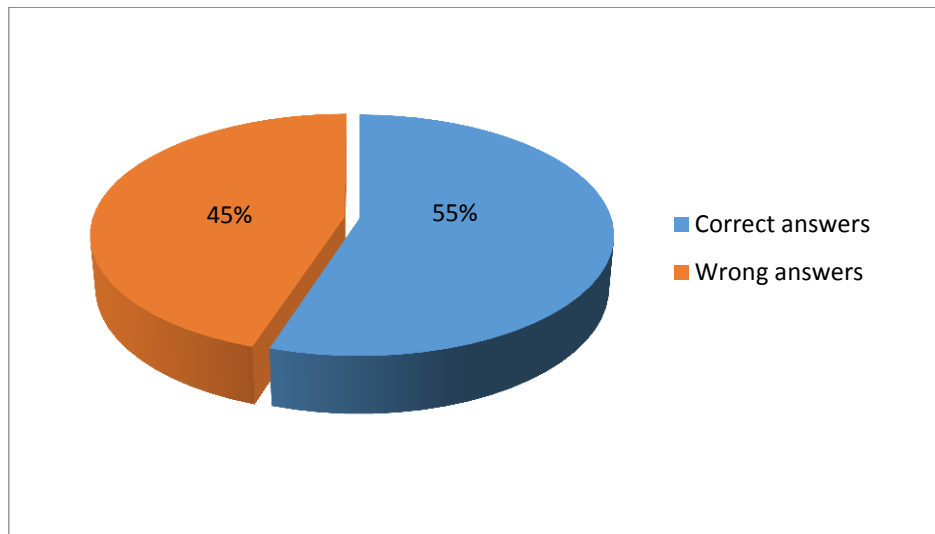
The histogram below demonstrates the gathered results:



Histogram 3: Statistics of pupils' third practice answers

☉ So, the total average of the wrong answers (committed errors) in this practice is: 55%.

The following pie-chart presents the final results:



Pie-chart 3: Results of the third practice

In the above chart, a large number of pupils' sample (55%) was committed errors in case of reformulating some English words into plural form. For example: "butterfly" and "dish" words, most of sample were added "s" following French rules without take into consideration the plural rules and conventions of the irregular English words. However, the majority of the sample was reformulating the two words "Friend" and "Book" into plural form correctly.

Thus, the current practice showed that most of middle school pupils were intended to interfere from French language rules and apply it to English language where it should not apply especially with irregular words because of their limited experience about English language rules and its irregular words.

❖ Practice Four: was planned to know if pupils confuse between the French and English suffixes.

01) - The first root "Refus":

→ 75% of the sample (15 pupils) matched with the wrong suffixes (e). While, 25% (05 pupils) matched with the correct one (al).

2) - The second root “Realit”:

→ 65% of the sample (13 pupils) matched with the wrong suffixes (e). While, 35% (07 pupils) matched correctly with the suffix (y).

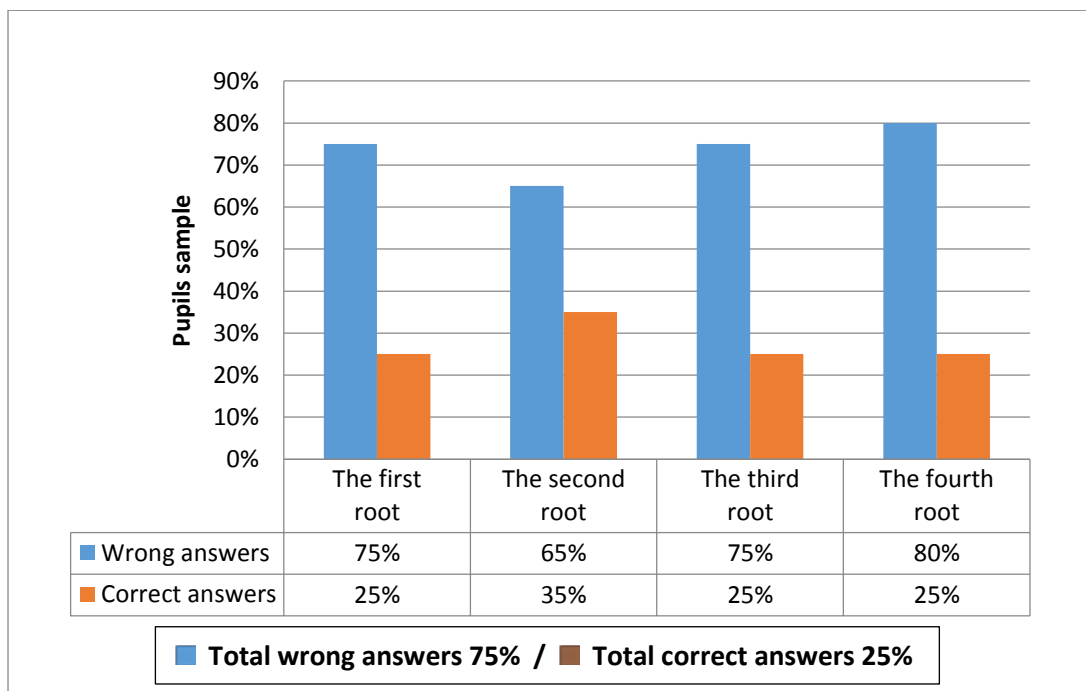
3) - The third root “Enem”

→ 75% of the sample (15 pupils) matched with the wrong suffixes (ie). While, 25% (05 pupils) matched with the correct one (y).

4) - The fourth root “Direct”

→ 80% of the sample (16 pupils) matched with the wrong suffixes (eur). While, 20% (04 pupils) matched correctly with the suffix (or).

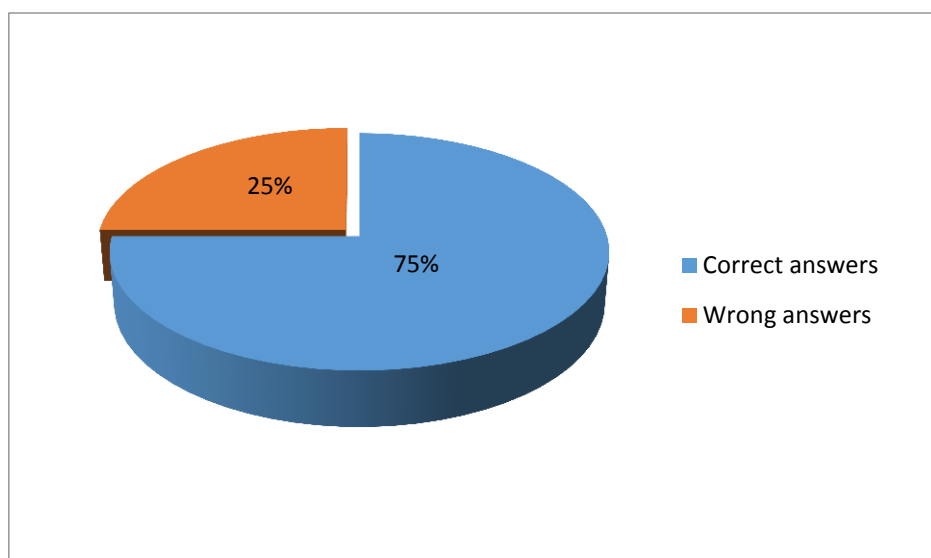
* The following histogram displays the previous results:



Histogram 4: Statistics of pupils' fourth practice answers

☺ So, the average of the wrong answers (committed errors) in this practice is: 75% of the total answers.

* The following graph shows the final results:



Pie-chart 4: Results of the fourth practice

As shown in the figure above, most of sample (75%) were confused between English and French suffixes. For example: 75% of sample had matched wrongly the first root “Refus” with the French suffix “e”, and the same thing with the last root “Direct” where most of the sample (80%) had matched with the wrong French suffix “eur”.

Thus, this practice demonstrates that most of the Algerian middle school pupils are still interfere negatively from French language which is their first foreign language when they write in English language. In addition to, gathered results may considered as a quite evidences that most of middle school pupils still had insufficient knowledge about English suffixes.

❖ Practice Five: was designed to know if middle school pupils can pick up English words from French ones.

1) - Raouya was painting her room with a red (colour/couleur).

→ The first sentence, 60% of the sample (12 pupils) had chosen wrong answers 40% (08 pupils) had correct ones.

2) - My brother wears leather (vest/veste) every day.

→ The second sentence, 70% of the sample (14 pupils) had chosen wrong answers and 30% (06 pupils) had answered correctly.

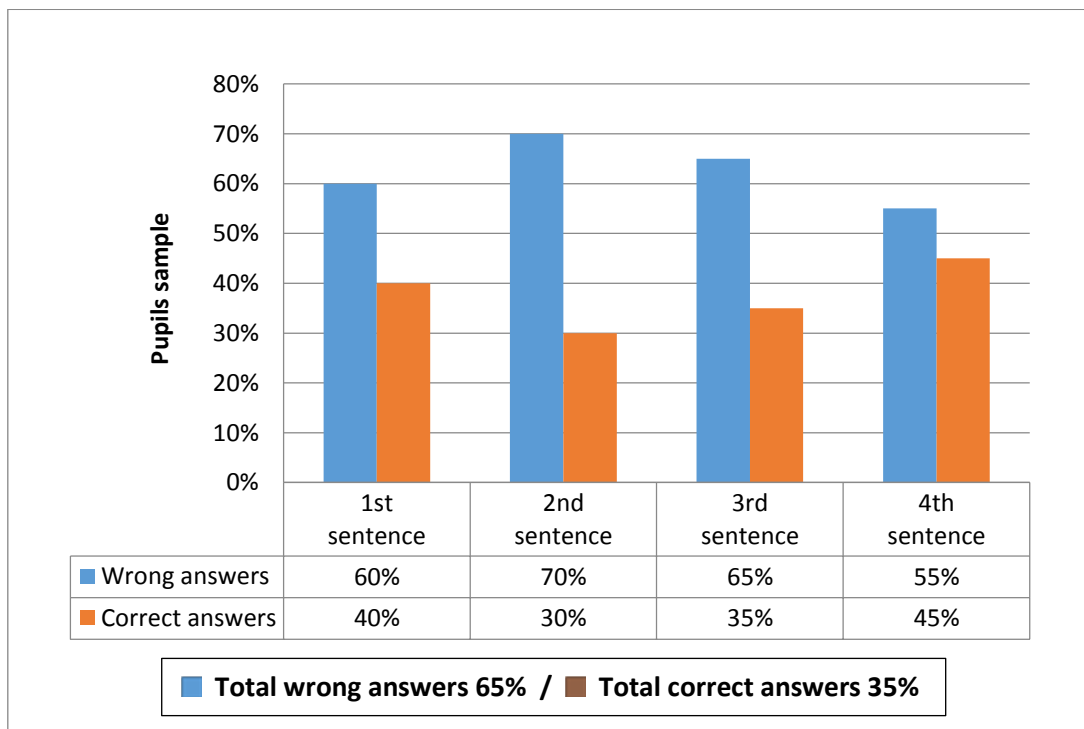
3) - Adam always listens to a classic (musique/music).

→ The third sentence, 65% of the sample (14 pupils) had wrong answers, while 35% (07 pupils) had answered correctly.

4) - The African lion is a dangerous (animal/animale).

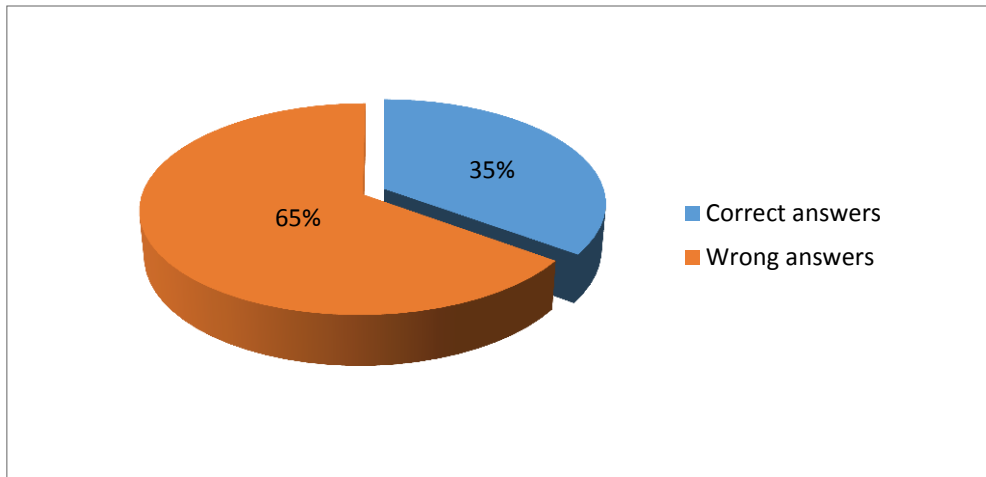
→ The last sentence, 55% of the sample (11 pupils) had wrong answers, while 45% (09 pupils) had answered correctly.

The mentioned graph indicates the gathered results:



Histogram 5: Statistics of pupils' fifth practice answers

☉ So, the average of the wrong answers (committed errors) in this practice is: 65% of the total answers.



Pie-chart 5: Results of the fifth practice

The results in the figure 11 illustrates that more than half of the sample were failed to pick up English words from French ones. As a result, a lot of Algerian EFL middle school pupils still confuse between English and French words because of their vocabularies that share a great number of similarities. Besides, the insufficient awareness of English pronunciation.

❖ Practice Six: was designed to know if middle school's pupils can mix English and French words.

1) - Automne / Spring / Summer / Winter.

→ The first collection, 55% of the sample (11 pupils) circled the irrelevant word (French one). While, 45% (09 pupils) had chosen the wrong one.

2) - Black / White / Gray / Bleu.

→ The second collection, 45% of the sample (9 pupils) circled the irrelevant word. While, 55% (11 pupils) had chosen the wrong one.

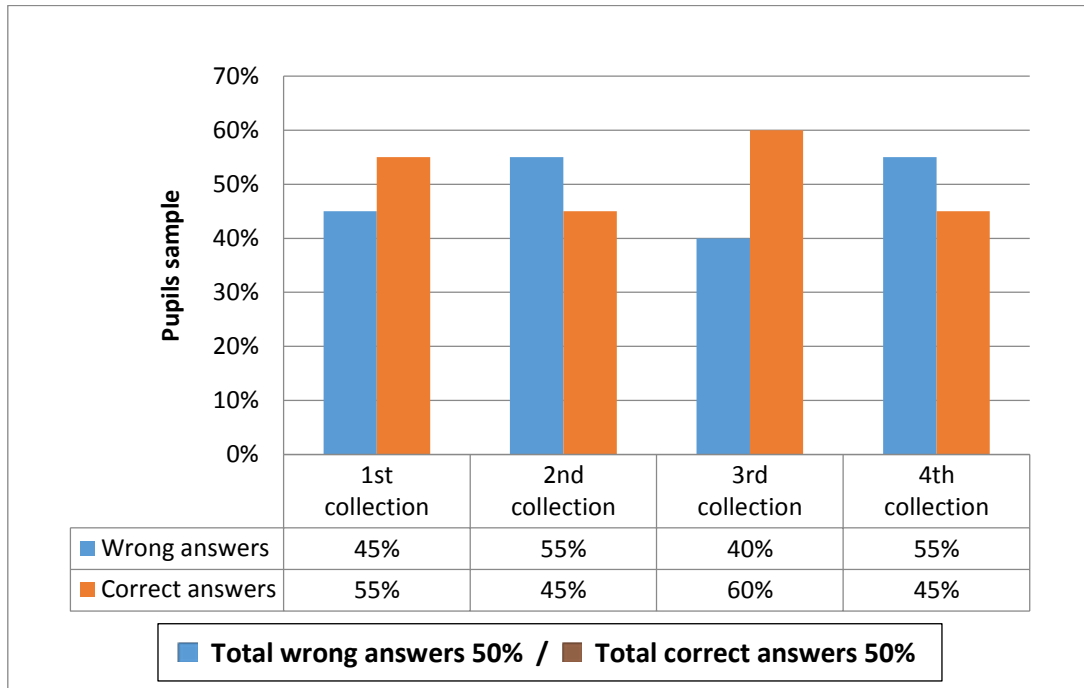
3) - September / October / Novembre / December.

→ The third collection, 60% of the sample (12 pupils) circled the irrelevant word. While, 40% (08 pupils) have chosen the wrong one.

4) - Abricot / Apple / Banana / Orange.

→ The last collection, 45% of the sample (09 pupils) circled the irrelevant word. While, 55% (11 pupils) had chosen the wrong one.

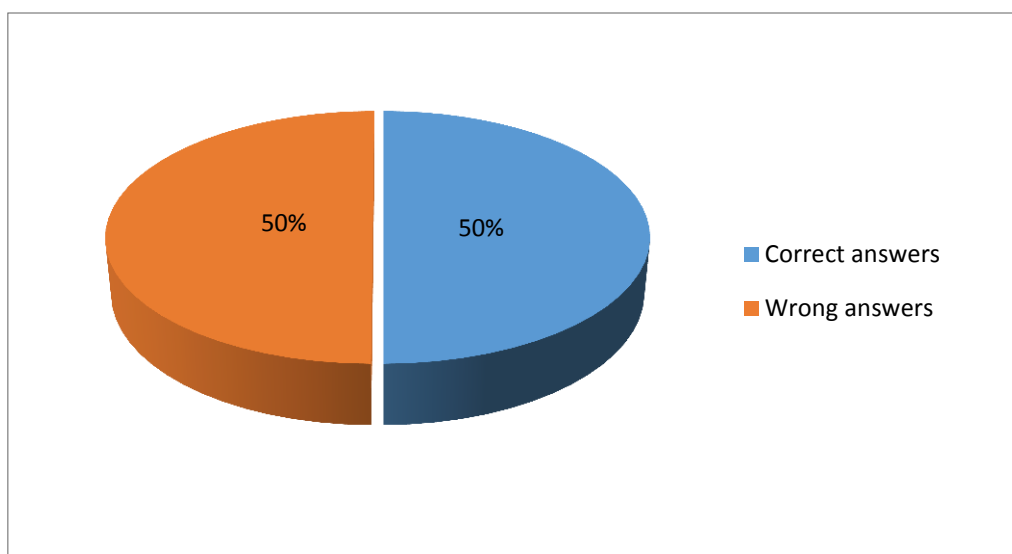
* The next histogram shows the gathered results:



Histogram 6: Statistics of pupils' sixth practice answers

☺ So, the average of the wrong answers (committed errors) in this practice is: half of the total answers (50%).

The following pie-chart will explain the results:



Pie-chart 6: Results of the sixth practice

A quick look at the above chart indicates that half of sample had mixed between English and French words. Consequently, a lot of Algerian EFL middle school pupils still find difficulties to differentiate between French and English words even after three years of studying English as a second foreign language because of the insufficient knowledge about words' morphology of English language. Besides, English poor's vocabulary in most of them.

Conclusion

To sum up, the qualitative and quantitative analysis of the pupils' test confirm the previous hypotheses of the study, and support the research claims that French language influences pupils' English writing production. As well as, it showed that French language is the main source of the most frequent errors that have been committed by those pupils who involved in this research work when they writing in English.

General Conclusion

The present research is a descriptive study that aims to investigate the influence of French language on middle school English pupils' writing production, and identify the most committed errors by them during writing process. The formulated hypothesis of the study is that French has a great impact on English language writing production. In addition, French language is the main cause of the committed English writing errors among middle school pupils.

In order to conduct the current investigation, answer the research questions and validate the hypotheses. this research has relied on a "Test" as a main data collection tool which delivered to a sample of twenty pupils who attending a third year level at Bedjaoui Larbi middle school at Hai El Moudjahidines in Biskra province. Moreover, the data, which was collected during this study by the employed instruments, were interpreted and analysed quantitatively and qualitatively.

At last, the final results which were obtained from the pupils' test answers that were analyzed in the third chapter of the study had confirmed the formulated hypotheses of the study which claimed that French language has a direct impact on pupils' English writing production. As well as, the gained results clearly showed that French language influence the linguistic productivity of pupils' writing, In addition to, those results give us a clear image about French language Influence that is the main source of the most frequent errors that have been committed by those pupils who involved in this research work when they writing in English.

Pedagogical Recommendations

After formulating a general conclusion for this study, it is suitable at this situation to suggest some pedagogical recommendations that would be helpful to decrease language interference in EFL writing tasks and enhancing middle school pupils writing production quality. This research acknowledges the impact of French language on English learners' writing production. It is important to recommend some tips and techniques on how to use it.

The majority of the Algerian EFL middle school learners were interfere from French language with English language because they started to learn French language first, and the dominance of French language which is widely used by the Algerian community in numerous domains as a result of the long period of French colonization.

For learners, write a lot is the useful technique to enhance their English writing level because it helps them to overcome difficulties they encountered with English writing such as: style, lack of mastering grammar rules and pronunciation. As well as, it leads to enrich their knowledge with new vocabularies. In addition, it is an effective method that facilitates learning process and decrease the committed errors frequency. Besides, it helps to reduce the interference from French language with English language. Hence, it is recommended for the middle school pupils to use social Medias and internet as supporting means in case of developing the writing proficiency.

As for teachers, in order to improve the writing production of their learners, English teachers should allow and encourage them to write in pair or in group work in order to tackle the problems of writing through collaborative work and discuss their difficulties that encountered them when they write. As well as, help their pupils to choose the suitable type of writing and the topic that motivates them because when they write about their interested topics, they feel free to express their ideas. In addition, if teachers are active and have positive

energy, he will impact their students' Productivity and also make them overcome their fears and build their self-confidence. In addition, teachers should plan various practices, which need more writing efforts that are interesting to students to ensure maximum amount of participation as well as decrease the French language interference as much as possible. Furthermore, teachers should inform their students about the importance of taking notes in class because it helps them to develop their level when they write using English language.

Delimitations of the Research

As in any conducted research, this study underwent some limitations that may affect the credibility of the results. So, such constraints cannot be controlled by the researcher.

These delimitations are summed as follows:

- Time: the limited period for the research is insufficient to obtain more credited results. In addition, time constraints were a prominent factor to opt for the descriptive method.
- Place: this research took place at Bedjaoui Larbi middle school at Haï El Moudjahidines in Biskra province.
- Scope: it was to identify the main difficulties that middle school pupils have at English language writing production in order to improve their composition skills.
- Population: many pupils of the sample were unavailable to answer the test due to the COVID-19 crisis in Algeria, and about 20 of Bedjaoui Larbi's middle school pupils were available to answer the test.

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APPENDICE

Full Name:

Level: 3rd year middle school level

*** Pupils' Test ***

1)- **Practice One:** Reorder the following words to produce a correct sentences :

1- student / is / Mohamed / a / smart.

2- my / wear / to / forgot / hat / I / outside.

3- her / Amina / car / drives / red.

2)- **Practice Two:** re-write the following Words in the appropriate place in the table :

Bone, Chaussure, Jardin, Glass, Mercy, Camarade.

English words	French words

5)- **Practice Three:** put the words between brackets (---) into plural form :

- The (butterfly) are lovely insects. ⇨
- My sister was shopped with her (friend). ⇨
- There are many (dish) on the table. ⇨
- Issam bought two (book) last week. ⇨

6)- **Practice Four:** Match between each word and its suitable part :

- | | | | | |
|----------|---------|--|----------|-----------|
| - Refus | e
al | | - Enem | y
ie |
| - Realit | e
ly | | - Direct | or
eur |

4)- **Practice Five:** Underline the English words between brackets (---) in the following sentences :

- Raouya was painting her room with a red (colour/couleur).
- My brother wears leather (vest/veste) every day.
- Adam always listens to a classic (musique/music).
- The African lion is a dangerous (animal/animale).

7)- **Practice Six:** Circle the irrelevant words :

- Automne / Spring / Summer / Winter.
- Black / White / Gray / Bleu.
- September / October / Novembre / December.
- Abricot / Apple / Banana / Orange.

Thank you dears.

المخلص

تهدف هذه الدراسة المعدة إلى تحديد تأثير اللغة الفرنسية على مهارة الكتابة باللغة الإنجليزية الخاصة بتلاميذ مرحلة التعليم المتوسط في ولاية بسكرة. فالمشكلة الأكثر تداولاً في مجال تعليم اللغات الأجنبية هي أن التلاميذ الذين يدرسون أكثر من لغة أجنبية (فرنسية وإنجليزية) غالباً ما يعانون بسبب التشابه الكبير بين هاتين اللغتين في العديد من المجالات خاصة في قواعد اللغة وتشابه المعجم اللغوي. وبناءً على هذه المعطيات، فالفرضيات الأساسية المطروحة في هذه المذكرة هي أن اللغة الفرنسية تعد عاملاً أساسياً في التأثير على نوعية الإنتاجية الكتابية الخاصة باللغة الإنجليزية لتلاميذ مستوى التعليم المتوسط في ولاية بسكرة، كما أنها تعد أحد الأسباب الرئيسية وراء ارتكاب العديد من الأخطاء النحوية واللغوية من قبلهم. وعليه، لدعم هذه الفرضيات أو تفنيدها، اعتمد في هذا البحث على الدراسة ذات الطابع الوصفي التحليلي كمنهج أساسي علمي مناسب لتقصي الحقائق، كما واستعملت فيه مجموعة من التمارين المدروسة على شكل نموذج امتحان كوسيلة أساسية لجمع البيانات من أجل تحليلها. بحيث تم توجيهها لعينة من تلاميذ مستوى ثالثة متوسط والذين يزاولون دراستهم على مستوى متوسطة المجاهد بجاوي العربي بحي المجاهدين بولاية بسكرة. فالهدف من هذه التمارين المقترحة هو اظهار مدى تأثير اللغة الفرنسية على الإنتاج الكتابي الخاص باللغة الإنجليزية لتلاميذ مستوى التعليم المتوسط بولاية بسكرة، إضافة لتحديد سبب وطبيعة الأخطاء المرتكبة من قبلهم، كما وتهدف الدراسة أيضاً إلى تحديد مجالات تأثير اللغة الفرنسية على التلاميذ حين يقومون بالكتابة باستعمال اللغة الإنجليزية. وبعد تحليل المعطيات خلصت نتائج هذا البحث إلى أن اللغة الفرنسية تأثير مباشر على جودة الكتابة باللغة الفرنسية لتلاميذ التعليم المتوسط في ولاية بسكرة كما أنها تعد السبب الرئيسي لعديد الأخطاء المرتكبة من قبلهم حين يقومون بالكتابة باللغة الإنجليزية وهو بالفعل ما لاحظناه خلال إعداد هذه الدراسة.

