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The impact of Modern Standard Arabic on EFL writings:

The case study of first year secondary pupils at lyceeBouazzaMiloud-Maghnia, Tlemcen

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Dedications

- *To the memory of my grandmother and my father whom I wish, they were here*
- *To my beautiful family who helped me through and mostly my mother and my brother, sisters mouniawafa and hayet.*
- *To my beautiful two cousins Imene and Houda.*
- *To my friends who have been always there for me and especially Amal,Houda,Khalida, Kenza, Nesma, Imene, Meriem, Noura, Imed,moustapha, My dear roommate Ikram and my old friends Bouchra and Wafaa.*
- *To my classmates Group 3 and LS .*

Amira.

Dedications

- *To my Dearest Parents.*

- *To my Brothers, my Sister and all the Family.*

- *To all theFriendsand classmates.*

Houssem

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Abstract

The issue raised in this dissertation is the impact that the Modern standard Arabic (MSA) has on English as foreign language (EFL) writings. The main objective of this research work was to explore the type of linguistic interference errors done by first year pupils of LyceeBouazzaMiloud commit on their English writings.This exploratory case study used two research instruments: a teacher's interview and student's written production. The results of the quantitative and the qualitative analysis of the collected data revealed that pupils commit all types of linguistic interference errors, due to the impact of MSA on EFL writings. The results also showed that the most frequent type of errors is the grammatical one. Moreover, it was found that causes could be traced back to the teachers, pupils and the educational system. To overcome these lacks, some suggestions were provided to reduce the impact that the L1 has on EFL writings as using authentic materials, teaching poetic text and repeated reading.

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List of Abbreviations and Acronyms

EFL: English as a Foreign Language

L1: First Language

L2: Second language

CA: Contrastive Analysis

CAH: Contrastive Analysis Hypothesis

EA: Errors Analysis

FLA: First Language Acquisition

SLA: Second Language Acquisition

ESL: English as a Second Language

MSA: Modern Standard Arabic

AA: Algerian Arabic

CS: Code-Switching

B: Borrowing

GENERAL INTRODUCTION

The process of second/foreign language acquisition (SFLA) is different from first language acquisition (FLA), though they share similarities. While FLA is an unconscious process, SFLA is mostly done consciously. However, second/foreign language learners may face some difficulties during such process; linguistic interference (negative transfer) is one of them.

Linguistic interference is a phenomenon which occurs when the learners' knowledge of his mother tongue (first language) interfere with the knowledge of the language that is being learnt and it is considered as a recurrent among language learners. Linguists as Weinreich 1953 and Ellis 1994 were interested to study this phenomenon in different contexts in order to determine the role of the L1 in shaping and obstruct the development of L2.

Actually, English is considered as a global language. The interest in learning the English language has risen during the last fifteen years, and it is no longer limited to native speakers. Currently the number of non-native English speakers is higher than native ones. In Algeria, in addition to national languages English is considered as the second foreign language after French. In fact, English is narrowly used among Algerians expect by a few sample and in academic contexts. The existence of a variety of languages in Algeria leads to many teaching and learning issues, mainly the interference of L1 on foreign languages.

The carried research investigates the effect of linguistic interference of Modern Standard Arabic (MSA) on Algerian EFL first year secondary school writings, and the type of errors they commit due to that interference. Its main concern is to help the teachers and the learners to overcome such phenomenon. In addition, it helps to design teaching materials and courses that facilitate and improve the process of second language teaching; in this case precisely the writing skill, which is according to some researchers like Corder 1974, one of the most important and hardest language skills.

Accordingly, this research aims at dealing with the following research questions:

1-What is the impact of MSA interference has on English (FL) writing at secondary school?

2-What are the pedagogical solutions to overcome MSA interference in English writings in the secondary school classroom?

To answer the stated questions two hypotheses were proposed:

1-Linguistic interference of MSA leads to errors in EFL writing at secondary school.

2-Using authentic materials, teaching poetic text and repeated reading can help to reduce linguistic interference errors.

In order to confirm or reject the suggested hypothesis, we have done an exploratory case study of first year secondary pupils. Moreover, for the process of data collection we have chosen two research instruments that were believed are appropriate, which are the pupils' written productions and the teachers' semi-structured interview.

To report the theoretical and empirical implications of this study, the thesis is divided into two chapters. The first chapter is concerned with a review of the main concepts related to language situation in Algeria, language interference issues and the stylistic writing errors. Concerning, the second chapter it consists of the research methodology, the choice of the sample and the research instruments and it provides answers to the research questions and the hypothesis.

1. 1 INTRODUCTION

Linguistic interference has been a very important issue in the field of applied linguistics and second language acquisition. Hence, a lot of researches have been conducted concerning this phenomenon. Therefore, this chapter is dedicated to provide a literature review concerning the phenomenon of linguistic interference, and related researches, in addition to the language situation and the language policy in Algeria.

1.2 LANGUAGE SITUATION IN ALGERIA

The Algerian linguistic environment is characterized by the presence of four languages namely: Arabic, Berber, French and English.

We shall shed some light on each one of them alone.

1.2.1ARABIC

Arabic is one of the oldest languages that remained unchanged. However, due to the development of the technologies, and in order to adapt with the new situation; new terms and vocabulary have been introduced to the Classical Arabic, and led to the appearance of Modern Standard Arabic. Moreover, Among the Algerian society another type of Arabic is used which is Algeria Arabic.

1.2.1.1 CLASSICAL AND STANDARD ARABIC

Just after the independence of the country in 1962, the Algerian authorities especially the Nationalists wanted to regain the Arab and Muslim identity, which was possible only through the establishment of Arabic as the sole national and official language of the country. Arabic was aimed to replace French which was the official language during the colonization period. The Algerian Nationalists (Arabophones) have

launched various arabisation campaigns in all domains starting from education to administration, media and economics. However, this process (i.e. the arabisation) split the Algerians into two opposing camps; the first one was in favor of this process since its members wanted to get rid of any kind of the colonial heritage, at the same time they aimed at restoring the Algerian national personality. The second group (Francophones) included those who were against the arabisation process because they thought that the choice of Arabic means a backward step, and that this language was not suitable for the development of the country because it was not equipped to communicate modern knowledge (ibid :187).

Historically speaking, we can say that the arabisation process in the Maghreb started a long time ago with the introduction of Islam and the Arabic language during the seventh century. These two elements which were brought by the Muslim armies made several changes in the social, economic and linguistic character of the North African inhabitants. Another important remark concerning Classical Arabic is that, despite the prestigious place it occupies in the hearts and minds of all the Arabs since it is the language of the Holy Quran, it lacks vitality and no one in the Arab world is brought up speaking Standard Arabic as his mother tongue: an Arab child's mother tongue will be the regional or social variety of Arabic of its home region, while Standard Arabic, if it is mastered at all, is learnt formally at school or at home as part of the child's education (Bouamrane,1986:188).

To sum up, it can be said that the most important aim of the arabisation campaigns since independence was to elbow out the French language which has pervaded all domains in the Algerian society.

1.2.1.2 ALGERIAN ARABIC

Algerian Arabic is a vernacular form derived from classical Arabic; it represents the mother tongue of the majority of the Algerians who use it in their daily life interactions. It is also called "Daridja"; the latter is a melting pot of various languages

which have existed on the Algerian soil through different periods of its history. After the Arab invasion of North Africa, other successive invaders followed them such as the Spaniards, the Turks and finally the French. Algerian Arabic inherited a lot from the vocabulary and the syntax of the invading languages. Another remark concerning the Algerian colloquial Arabic is that it has no written form and no status because it was and it is still neglected by Algerian authorities. Today, this language is pervaded by the French language from which it has taken large amounts of borrowed words and expressions (Bouamrane, 1986:188).

1.2.2 BERBER

The Berber tribes were the ancient indigenous inhabitants of all North Africa. Despite the successive waves of invaders including the Phoenicians, the Romans, the Vandals, the Byzantines, the Arabs, the Turks, the Spaniards, and finally the French, the Berbers have succeeded to preserve their Hemitic language, their culture and their traditions. The Berber languages (also called Tamazight) are found in many countries in North Africa such as Morocco, Algeria, Tunisia, Mauritania, Libya, Egypt, Niger, Nigeria, Mali and Burkina Faso. The majority of Berber speakers are found in Morocco, they are dispatched in three different areas; in the Rif where the dialect Tarifit is used, in the centre Tamazight is used and Tachelhit in the south (Bouamrane, 1986:100).

The second country in which Berber languages are found is Algeria. The majority of the Berber speakers are found in Kabylia,centered on prefectures of TiziOuzou and Bejaia, but also found in Bouira, Boumerdes, BorjBouarréridj and Sétif, they use Kabyle variety. The Chauoia dialect (also called Tachawit or simply Chawi) is used in the Aures, Chenoua is found in Tipaza, BeniSnous dialect is used in Tlemcen, the Mzabviariety is used in the Mzab valley, and finally Tamahaq or Tamachaq which is used among the Touareg of the Hoggar (ibid :100).

In the other countries,the Berber speakers are found in very small numbers such as in Tunisia, Mauritania, Egypt and Libya. The latter represent minority groups in these

countries because of the process of Arabisation, that started with the invasion of the Arabs at the beginning of the seventh century,A.D.Ancient Berbers used Tifinagh as a writing system for their language, but that system was limited in use because of the presence of other foreign alphabets such as Punic, Latin and later Arabic. Recent researchers have discovered some Tifinagh inscriptions in Libya and in the Algerian Sahara(Bouamrane, 1986:100).

During the 1980s, many efforts were made for the elaboration, standardisation and codification of Berber in Algeria. One may cite Salem Chaker and MouloudMammeri who tried to develop a standardised grammar for Tamazight. Before its recognition as a national language by the Algerian authorities on May 08th2002, the question of the Berber identity and language has raised many problems during the 1980's and 1990's. However, the new status gained after four decades of independence did not please the Berberophone speakers as they sought equality between Arabic and their language which was not officialised. Nowadays, Moroccan Berbers use the Arabic script to transcribe the different Berber varieties. However, in Algeria, it is the Latin alphabet which has been chosen by the Berbers to show their opposition and resistance to the arabisation process led by the Algerian authorities (Bouamrane,1986:101).

1.2.3 FRENCH

The presence of the French language in Algeria was due to the colonisation era which lasted more than 130 years. During that period, the invaders imposed their language on the indigenous inhabitants of Algeria by making French the official language of the country and giving Arabic the status of a foreign language. Although French is considered as a foreign language and no official status is given to it in Algeria today, but it is widely used in many sectors including education, administration, media and economy (Bouamrane, 1986:189).

When talking about the presence of the French language in Algeria, it is important to mention that the French settlers intended to assimilate the Algerians by bringing them

to their culture and language. They made a lot of changes in the educational and social levels. The first step they did was to control the educational system in Algeria by closing some of the Quranic schools which were widespread before the French arrival in the country. Moreover, they imposed French as the only language of instruction and made it the official language of the country. Accordingly, the Arabic language lost its status and prestige. The aim behind that severe policy undertaken by the French colonizers was to spread illiteracy among the indigenous inhabitants of Algeria and thus they would never ask for their rights(ibid :189).

Despite the arabisation process which was launched since the independence of Algeria, the French language continues to play an important role in the Algerian society in various domains, and it is still regarded as the language of modernity and development (Bouamrane, 1986:189).

1.2.4 ENGLISH

The presence of the English language in Algeria is due to its worldwide status as a global lingua franca. It has become the language of the world because it represents the scientific and technological developments. Few years ago, the Algerian authorities designed and enforced new educational programs to promote English and limit and reduce the impact of French. Today, English is taught from the first year of the middle school. However, only a small number of Algerians speak English, especially the younger generations (Bouamrane,1986:190). However, in the present English gained a higher, due to globalization and the growth of the mass media.

1.2.5 LANUAGE CONTACT PHENOMENON

The language contact situation in Algeria occurred at different periods of the history of the country and involving different languages and their respective varieties. The linguistic outcomes of the long contact between French and the native population for more than 130 years are significant. The French borrowed words used by Algerians attest the anchoring of the French language in almost all the country. The result was that

Algerian dialects borrowed a number of words denoting different domains such as: administrative, military, agricultural, technological, other borrowings with concrete meaning referred to objects of clothing, kitchenware, etc(Bouamrane, 1986:108).

In addition to borrowed words, Algerians also switch from Arabic to French even in the same conversation. Outcomes of language contact, such as borrowing (B) and code switching (CS) have received substantial attention in the literature and have been interpreted and explained in various ways. Sociolinguists admit the difficulties in distinguishing (CS) from (B) as challenges to approaches to the difficulties encountered during the discussions of the difference between perspectives on where borrowing ends and code switching begins. However, these two language phenomena are highly represented in the Algeria society, and widely used among the Algerians in everyday interactions, especially with French (Bouamrane, 1986:109).

1.3 LANGUAGE POLICY

Algeria is a De facto multilingual society (Arabic, Berber and French …) and de jure bilingual society (two official languages Arabic and Berber); most of people use more than one language and tend to code-switching among them. Thelanguage situation in Algeria was always a debatable. The debate reached its climax in 2002 when opponents to bilingual education issued a fatwa against sup-porters of educational reforms (Abdelhai,2001:7) and considered the defenders of bilingualism as the " enemies of Islam and the Arab language" and the "supporters westernization of Algerians" (Benrabah ,2007:227).Among the languages that are used in Algeria: MSA, AA, French, Berber (with its different dialects) and English (less common).

1.3.1 ARABIC

Algeria is the only Arabic country that remained as a French colony for 132years. It is obvious then, that the French culture would interfere in the Algerian one. Hence, after the independence Algeria worked hard to regain its identity starting by the language (Algeria was a francophone) that the French Empire tried hard to delete. The first

independent Algerian government led by President Ahmed Ben Bella set up structural reforms in order to rebuild the country cultural identity. The arabisation policy (1962-1975) was one of the main reforms of this government, which its main concern was to establish Arabic as the official, national and the only language used in education, administrations and economics... However, it seemed to be a hard task to do.Ahmed Ben Bella declared in 1968 "Without recovering that essential and important element which is the national language,our efforts would be vain, our personality incomplete and our entity a body without a soul" (Mostari, 2004:26).Since 1980 to 2002, Algeria witnessed the total arabisation of the school system, all subjects were taught in Arabic. However, it did not last and sooner scientific modules started to be taught in French. Nevertheless, Arabic remained to be considered as the only official language since the independence.

1.3.2 BERBER

Berber exists in the Algerian society since a long time; actually it is the language of the ancient settlers. For this fact, its speakers started to demand for it to be an official language besides Arabic. However, the president refused such ideology and insisted on arabisation process. However, in 2002, after a bloody struggle (128 died in the black Berber spring), Bouteflika made it a national language.Yet, it was not enough for them, they kept fighting until it became an official and national language (7th February 2016) but still Arabic is considered as the language of the country.

1.3.3 FRENCH

Regardless of all the efforts that were made, and precisely the arabisation process to erase the French language from the Algerian community; it continued to be dominant. Moreover, French words exist widely in the Algerian dialect and the French language continued to be used highly as a second language; though, it is not officially recognized.Chemami said in this respect: Despites its ideological refusal to integrate the francophonie, Algeria remains the second French-speaking country in the world (Chemami, 2011:230).The Algerian policy concerning the French language had several

changes from the independence to now days. It was first taught in the Algerian educational system at grade four (Benrabah, 2007:227).However, in march 2001, the CNRSE recommended that French be reintroduced as the first mandatory foreign language in grade two (Benrabah, 2007: 227), and scientific modules should be introduced in French. In fact today, in universities, 95% of undergraduate and post-graduate courses in sciences or in medicine are taught in French language (Miliani, 2000:20 as cited in Chemami, 2011, 231).In the present, French is considered as the first foreign language, it is taught at grade three and widely used among Algerians who tend to code switch between Arabic and French (it is considered as prestigious language).

1.3.4 ENGLISH

Teaching English as a foreign language is a part of the educational system of Algeria since 1970s; it was first taught at the fourth grade in middle school. However, an effort was made to replace French by English in primary school; in 1993 those who advocated the arabization ask to substitute French by English in primary schools (Benrabah, 2005), so parents faced the choice between English and French and most of them chose the French language, and it was a total failure, English then was taught at grade eight. However, since 2000 and until today English is taught at the first grade of middle school, and continued to hold the status of a second foreign language. Actually, the interest about learning English grew up especially among the new generation due to the process of globalization and the impact of the mass media.

1.4 ENGLISH AS A GLOBAL LANGUAGE

English nowadays is considered as a global language which according to crystal "to achieve such a status, a language has to be taken up by other countries around the world" (Crystal, 2003:4) that means that the language should be widely used among people whose English is not their mother tongue, and English has successfully achieved that goal.Infact, according to Crystal 2006, it is the language spoken by approximately 400 million natives and 400 million non-natives around the world.

David Crystal (2003) explained that Brajkarchu has suggested think in the spread of English around the world as three concentric circles:
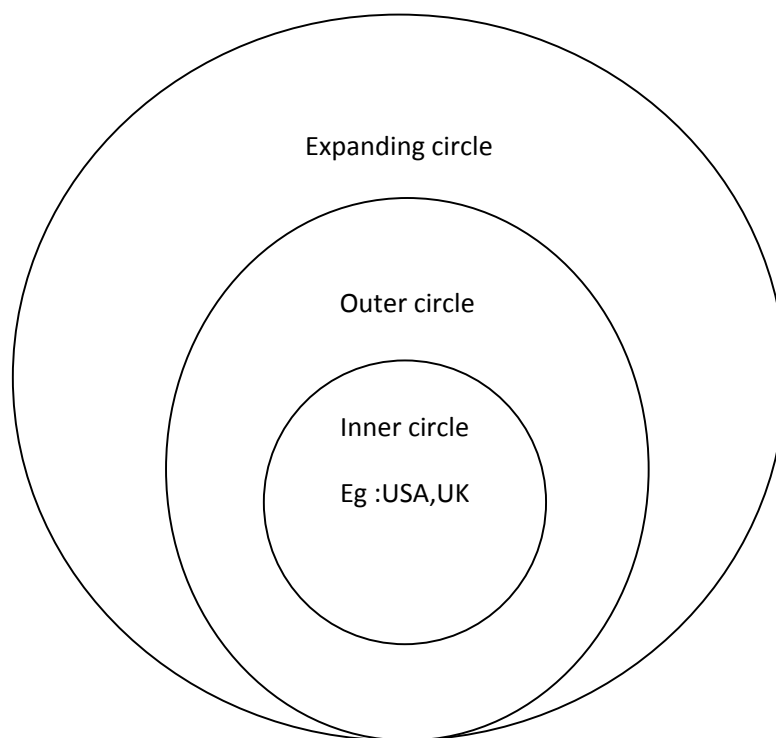
Figure1.1 English as a global language (Crystal 1997)

The **figure 1.1** represents the following ideas:

- The inner circle (USA, UK, Ireland, Canada Australia and Newzeland): this circle consists of the countries, in which English is considered as the first language.

- The outer circleEnglish plays the role of second language: it includes the countries where English is a second language.

- The expending circle the importance of English as an international language: in this circle English is used in communication between people who speak different languages; English, therefore is a common language.

1.5 LINGUISTIC INTERFERENCE

1.5.1 DEFINITION

Linguistic interference which is also referred to as language transfer and cross-linguistic influence, it is used in the field of applied linguistics and second language acquisition, to refer to the type of influence that occurs when the knowledge of the first language interferes with the language being learned. Linguistic interference can occur at different levels. Ellis (1997:51) introduced the term "Transfer" to refer to linguistic interference, which he says is "the influence that the learner's L1 exerts over the acquisition of an L2". However, we can distinguish between linguistic interference and transfer by saying that transfer may be used to refer to the influence of the first language on the second language in both negative and positive way, whereas interference is only when the influence of L1 is negative (negative transfer).

1.5.2 LANGUAGE TRANSFER

Oldine (1989:27) says that "Transfer is the influence resulting from similarities and differences between the target language and any other knowledge that has been previously (and perhaps imperfectly) acquired".

Scholars recognize two types of transfer:

1.5.2.1 POSITIVE TRANSFER

It occurs when the two structures of the first language and the second language are similar. In this case learning a second language will be an easier task such as the case of

French and English, for example they both have the same word order, which is SVO. According to Tavakoli"positive transfer is transfer which makes learning easier, and many occur when both the native language and the target language have the same form" (Tavakoli, 2012:348).

1.5.2.2 NEGATIVE TRANSFER

Negative transfer occurs in the case where the structures of the two languages are different, that will cause a difficulty in learning. It leads to errors whether in the learning or in the use of that language. Dechert (1988) has already suggested, the further apart L1 and L2 are structurally, the higher the instances of errors made in L2 which bear traces of L1 structures (Dechert,1988 as cited in Bhela,1999:29). Negative transfer is the use of a native- language pattern or rule which leads to an error or inappropriate form in the target language (Frasson, C and Gauthier, G, 1992:396).

1.5.3 CONSTRASTIVE ANALYSIS

CA is the systematic comparison between a pair of languages at the aim of identifying their similarities and differences. The main purpose behind such comparison between the L1 and L2 is identifying the errors that are committed by learners (Ellis: 1994). Contrastive analysis helps in providing teaching materials through the emphasis on interlingual errors; those materials are applicable in the field of second language learning and teaching,Lado states that: "elements that are similar to learner's native language will be simpler for him and those elements that are different will be difficult" (Lado,1957:2). i.e. if the linguistic systems of the first and the second language are similar, the process of learning that language will be easier then.

A hypothesis that was formulated by Lado, is called the contrastive analysis hypothesis; it claims that the principle barrier to second language acquisition is first language interference (i.e., negative transfer from L1 to L2), and that the scientific analysis of the two languages in question enables the prediction of difficulties a learner

will encounter. Contrastive analysis hypothesis (CAH) had both a psychological aspect and a linguistic aspect (Tavakoli,2012: 85).

Moreover,CAHis a theory in applied linguistics and second language acquisition that was mainly established by Robert Lado in the 1960s. It hold the believe that the pupils' difficulties can be predicted by making a comparison between the first language and the language to be learnt.However, it was criticized since a lot of learners' difficulties could not be predicted.

1.5.4 ERRORS ANALYSIS

It came as a reaction to contrastive analysis (1960s 1970s); it plays a major role in the field of applied linguistics and second language acquisition. PitCorder is considered as the father of EA (Abisamra: 2003, 8). Richards and Schmidt (2002:184) defines errors analysis as: "error analysis as the study of errors made by L2 learners, with the purpose of identifying the causes of these errors". Moreover ,errors analysis emphasizes on the type of errors which occur in the process of SLA and why they occur, the analysis of learner errors long been a part of language pedagogy (Ellis,1994:48).

1.5.5 MISTAKES AND ERRORS IN SLA

1.5.5.1 MISTAKES

According to the dictionary of language teaching and applied linguistics (1992:184) "a learner makes a mistake when writing or speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspects of performance. Mistakes can be self-corrected when attention is called". In other sense mistakes, occur among native speakers and language learners, since they are not because the speaker does not know the right rule or term,but rather because he did not pay much attention when producing the utterance.

1.5.5.2 ERRORS

Errors occur in the five levels of analysis and in both language skills (speaking and writing).The opposite of mistakes, Errors are systematic because the knowledge about the second language is already established incorrectly.However, they are not limited only to SLA but they also occur in FLA. According to Dulay and Burt 1947, the process of learning another language is not the same as acquiring the first one, but the types of errors committed by the two are alike, so native speakers will commit errors when learning their L1.In fact, errors are constant since the learner did not have the full understanding of some rules or vocabulary… of the language that he is trying to learn, this will lead to problems in use. According to Ellis 1997 errors reflect a gap in learner's knowledge.

1.5.5.3 SOURCES OF ERRORS

Scholars recognize two sources of errors, which are: Intralingual andInterlingual errors. According to Dulay and Burt (1947) the first they occur when the L2 is the cause of difficulty, while the second occur due to the interference between L1 and L2. Lado (1975) and Fries (1974) emphasized on these errors which are our main concern in this study. Nunan (2001:89) states, "where the first and second language rules are not the same, errors are likely to occur as a result of interference between the two languages".

1.5.5.4 TYPES OF INTERLINGUAL ERRORS

Different types of stylistic errors can be identified in this context related to language structure or lexis.

- **Grammatical errors :**

Each language has its own grammatical rules, which makes it different from any other language; in the case of second language acquisition the grammar of the first language interfere with those of the mother tongue causing grammatical errors. This category includes:

1-Prepositions: "prepositions pose a great difficulty for an ESL learner since there are prepositions in English that have the same function (Scoot and Tucker, 1974:85)".

2-Singular plural: the Languages that are derived from Latin, have the same plural form which is the addition of the "s". However, Semitic languages are a total different thing.

3-Article: is a part of speech used to indicate a noun and to specify a noun's function. For example English has two types of articles, definite and indefinite.

4-Tenses: they indicate when a particular action occurred and the number of the doers involved. Each language has its own grammatical rules considering tenses.

- **Syntactic errors :**

When the learners experience gaps in their L2 syntactical structures, they adjust the form of theirL2 written responses by using syntactical items which are part of their L1 (Bhela,1999:30).Syntax deals with how words are combined to form a meaningful sentence in specific language. However; each language has its own sentence structures.

1-Word order: The most common word orders are svo, vso.

2-Coordination: are used to combine phrases, clauses and sentences to make compound and complex sentences.

3-Omission of copula: copula is a term used in grammatical description to refer to a linking verb, i.e. a verb which has little independent meaning, and whose main function is to relate other elements of clause structure, especially subject and complement. In English, the main **copular** (or **copulative**) verb is *be*, e.g. *She* **is** *a doctor*, and the term is often restricted to this verb; but there are many others which have a similar function, e.g. *She* **feels** *angry*, *That* **looks** *nice*, *He* **fell** *ill*. (Crystal,2008:116).

- **Lexical errors:**

Albert and Obler (1978): claim that people show more lexical interference on similar items.

- **Substance errors:**

It includes punctuation and capitalization. Moore et al. (2010:110), says "punctuation marks are like traffic signals. They guide readers; they tell readers when to go and when to stop and when to turn and in what direction".

- **Errors in semantics:**

This type occurs due to the literal translation from the mother tongue to the second language.

1.5.5.5BEHAVIOURIST VIEW OF LANGUAGE AND LANGUAGE TRANSFER:

Behaviorism is an approach of linguistic which View language in respect to stimulus response situation (J.C. Richards and Schmidt 2010:50); that means that children for instances learn a language from imitating and mostly their parents. Moreover, behaviorism is defined by Longman Dictionary of Language teaching and Applied linguistics as: "A theory of psychology which states that human and animal can and should be studied only in terms physical processes, without reference to mind. It led to theories of learning which explained how an external event (a stimulus) caused a change in the behavior of an individual (a response) based on history of reinforcement"(Richards and schimidt,2010:51).Scholars observe that transfer is derived from a behaviorist point of view; according to them language is a set of habits. Therefore, the habits of the first language will remain while learning the second one, this will either make it easier to learn a second language the cases of (positive transfer) otherwise, it will make the learning process a hard task (Ellis,1994:29).According to behaviorist theories of language learning, the main impediment to learning was interference from prior knowledge (Tavakoli, 2012:384).

1.6 SOME DIFFERENCES BETWEEN ARABIC AND ENGLISH LANGUAGE WRITINGS

Arabic stands among the Semitic languages family, which is spoken by nearly three million natives around the world. It is the language, which is understood and used by all Arabs, and the official language of all the Arab world. Modern standard Arabic (MSA) is different from Classical Arabic only in some vocabulary the phonology, morphology and syntax remains the same.

However, English belongs to the Germanic family; it is now considered as an international language that is widely used among native and non-native speakers from different social backgrounds. Moreover, Arabic and English have different writing styles, here are some differences between the two languages:

1. The most fundamental characteristic of Arabic and all the Semitic languages is the tri-consonantal roots; in fact, Arabic consists of root consonants carrying meaning while vowels are secondary. However, in the English language, vowels are primary and they play the role of phoneme.

2. Arabic is written from right to left while English is written from the left to the right.

3. Arabic has multiple possible word orders SVO, VSO, VOS while English has only one word order which is SVO.

4. Arabic does not give much importance to the punctuation marks, thus Arabic stands longer sentences However, English sentences are shorter and the punctuation is a very important feature in writing.

5. English nouns have two numbers: singular and plural. Whereas, Arabic nouns have three numbers: singular, dual and plural. The plural is also of two kinds: sound plural (masculine & feminine) and broken plural (Attia, 2004).

6. English uses capital letters for proper nouns, countries and lakes…However; capitalization does not exist in Arabic.

7. Arabic language has a specific type of sentences, which is called the verbless sentence i.e. a sentence that does not consist of a verb (inchoative and predicate) .yet, English sentences cannot stand without a verb.

8. Arabic can stand long sentence, punctuation in Arabic is less important than English, which cannot stand long sentences.

1.7 TEACHING, LEARNING, WRITING SKILLS IN FOREIGN LANGUAGE

1.7.1 TEACHING

Teaching offers the chance to change other people's lives permanently for the better. As a teacher you can help to develop somebody's subject knowledge and maybe even their mind and personality. Teaching is an incredibly rewarding thing to do and good teachers are needed everywhere: in schools and college classrooms to educate the young, as well as in the workplace and other settings to teach adults and colleagues. One-on-one teachers may tutor someone in a particular subject or for their wider personal development. However, teaching anyone can also be tiring, stressful and demanding. It is a responsibility and any slip up is very visible. People's minds and motivation vary a great deal and teachers have to find many different ways to connect with their students (Fauziati, 2010).

Teaching is not always recognized for being the difficult task that it is in terms of status or financial reward.

* Skills Needed for Teaching:

As well as subject knowledge, there are some other, more general qualities that teachers need.

As a teacher, you should:

- Enjoy communicating your understanding to others:

There is definitely a performance element to most teaching. Our section on interpersonal skills, including effective speaking, covers this in more detail, and there is a great deal of overlap with presentation skills.

- Have confidence:

You will need the confidence to look calm and professional even when tired and stressed. See our page: Building Confidence for more information.

- Have great organizational skills:

Be clear about what you need to do and decide what is important and what is urgent.

- Work effectively in groups:

In a school or college, you may be part of a group that teach at your level or within your subject. If so, you will have to agree between you what is to be taught and how to deal with any difficulties.

- Be able to deal with conflict:

There may be students who need to be told to work harder, or a disagreement between students that you need to help to sort out.

- Motivate your students to do their best:

This may require encouragement and/ or criticism, and probably a bit of both at different times.

- Empathise with your Students:

If you can see that your students are exhausted, there may be no point in trying to teach a very complicated topic. You need to create a feeling that you are all working together towards the same goal. This means building up trust and rapport.

- Give feedback:

Whether this takes the form of comments on performance or marking written work, it needs to be constructive. Offer praise as well as criticism whenever possible and tell your students how they can improve (Fauziati, 2010).

1.7.2 LEARNING

The importance of learning has been discussed in different ways. However, the ,learning is used to refer to the fact of being interested to understand new experiences, know more about different ideas, and being curious about everything that happens in the universe. Learning is something that we can clearly notice in children, they see everything in the world as something new and something to be learnt, their games, tv and parents…However, it is a whole different thing for adults, it is more difficult to memorize everything that they meet. For the majority of people they think that to learn have the same sense as to study yet they are not. It is true that while you study, you do learn new things, but learning can go above the process of structured and unstructured studying. During the past last years a lot of theories have been formed to define the processes which are incorporated in learning. And much of these theories focuses on how learning is delivered.

There are many formal and informal methods of learning: in groups for instance, in the case of an academic setting, one-to-one, such as in a mentoring or coaching arrangement, and self-learning. However, each person develops his own ways and times of learning, which different than any other one.

- **Behaviorist Approach to Learning:**

The behaviorist view to learning is based on the idea of stimulus and response situation. Moreover, the behaviorist approach to learning turns around the same idea, it is based on learning by making a response to a specific stimulus from the environment.

- **Cognitive Approach to Learning:**

According to Ertmer and Newby 1993 "learning is a change in the state of knowledge, and is a mental activity where an active learner internally codes and structures knowledge" (Ertmer and Newby, 1993: 59). This approach mainly focuses on the role of the mind and internal cognitive processes in the process of learning

- **Humanistic Approach to Learning:**

The more recent humanist theories take into account the way that, in our society, previously polarized views of right and wrong have dissolved into a variety of potentially equally valuable truths, i.e., a pluralistic approach. The stress on valuing diversity in many organizations and in society generally is a reflection of this ideology.

1.7.3 Writing

It has been widely argued that the four language skills which are (listening and reading), speaking and writing), i.e., the former is considered as receptive skills, and the latter is taken as productive skills are complemented to each other and every essential when teaching/learning a language. For most EFL teachers follow a certain order, starting with listening, speaking, reading, and writing skill is left at the end. So, the main reasons behind letting the writing skill at a last stage because it is considered as the most essential, important, and at the same time a very difficult one. Harmer (2004:03) states, "Writing should be learned because it could not be naturally acquired like speaking" .The essential idea taken from this quotation is that Harmer draws a distinction between the two skills; the speaking and the writing skill. In here, the learner is in the process of acquiring naturally because he is being exposed to it; however, the writing skill has been consciously learned. Far from the above definition, Crystal (2006) reveals that writing is viewed as a system of communication that provides the use of visional symbols graphically. Therefore, as far as EFL/ESL learners are concerned in order to express their ideas and knowledge, they tend to use some meaningful graphic symbols or markers for the sake of making their writing understood by the readers.

Writing, seen as a difficult skill to achieve especially for EFL students deserves its fair share of specific attention in language teaching. Writing, in Oxford Advanced Learner's Dictionary (1996), is explained as "the activity of writing or the skill of producing linear sequences of graphemes in time". Likewise, in the Cambridge

Encyclopedia of the English Language, writing is seen as a graphic system used for communication.

Writing is then a creative process which enables learners to describe facts, express ideas and impart knowledge to an unseen audience as explained in Badger and White (2000: 157-158): Writing involves knowledge about language, knowledge of the context in which writing happens and especially the purpose and skills in using language.

To sum up the aforementioned definitions, one may say that writing requires from the writer the mastery of conventional writing mechanics and of organizational devices in order to write effectively. It is then a creative as well as a discovery process since it involves discovering ideas and ways of organizing them to convey a message to the reader (White, 1987). One of the advantages of the writing activity is that it makes thoughts appear on a piece of paper and permits the revision, and restatement of these thoughts as explained in Harris (1993: 12): It is almost as if the act of writing makes thought visible and tangible; this in turn, provides the opportunity for revision and refinement because the thoughts are there on the page to be worked on.

1.8 WRITING IN FOREIGN LANGUAGE

Kroll says:

> " For English as a second language, (ESL) students, it seems fair to say that writing is particularly difficult. ESL students must learn to create written products that demonstrate mastery over contextually appropriate formats for rhetorical presentation of ideas as well as mastery in all areas of language[...] It is partially the multiplicity of skills involved which contributes to the overall difficulty of writing (Kroll,1990:140)"

"Writing is an intricate and complex task; it is the "the most difficult of the language abilities to acquire" (Corder, 1974:177). However, it is important for EFL learners to develop writing skills though they play a minor role because speaking is more

essential, especially when learning in an academic context. Writing in a foreign language is affected by the learner's first language and by the educational context.

The major writing theories in the field of SL writing are:

- Contrastive rhetoric: it is the study of how a person's first language and culture influence his: her writing in a second language. "Contrastive rhetoric suggests the need for the teachers to be aware of the differing, cultural, linguistic, and rhetorical traditions that students bring with them (Leki,1992:47,MASTuDA 1997)
- Cognitive-process approaches: divides the writing process in many cognitive processes of the mind .major units of analysis are mental processes arranged in a hierarchy that can occur at any time in the writing process.

1.8 CONCLUSION

As a conclusion, this chapter represented the literature review in our thesis. It started by providing a description of the state of language situation and language policy in Algeria. Then, it provided some definition concerning the main theories that are related to the phenomenon of linguistic interference and interlingual errors. It also provided a description of the major differences in writing between English and French. Finally, the chapter ended by some theories of language teaching, learning and writing in foreign languages.The main goal behind the first chapter is to summarize the work of the prior researchers the field of research of the phenomenon of linguistic interference.

2.1 INTRODUCTION

This research aims at identifying the type of errors made by first year secondary school pupils of 1s2, specifically those of linguistic interference.This chapter represents the research methodology that is used to achievethe research objectives,which are the impact of L1 on 1st year secondary pupils' English writing,and define which type of errors are very common among them. Finally, we aim from the data interpretation and analysis, to provide some solution which will improve EFL pupils' writing.

2.2 RESEARCHDESIGN

Research methodology" is a way to systematically solve the research problem, it may be understood as a science of studying how research is done scientifically" (Kothari, 2004:8).This research starts with a definitionof the process and the elements of data collection, which consists of the choice of the target population, the sample and the research instruments. Then, the data collected from the pupils' writing productionsand the teachers' interview, has been analyzed in both qualitative and quantitative way.

2.2.1 TARGET POPULATION

The target population is "the entire aggregation of cases that meet a specified set of criteria" (Polit, 2001:233).For this study the population that is targeted in order to define the problems that the pupils face while writing in English because of Arabic interference; areforty male and female, from one of the classes (1s2) of the secondary school of LyceeBouazzaMiloud.

2.2.2 SAMPLING

"A sample is a finite part of a statistical population whose properties are studied to gain information about the whole" (Webster, 1985).For this research to study the whole first year pupils of secondary school would be a hard task, and time consuming. Therefore, we selected a sample from the target population which we believe that it is

representative. The sample consists of a class of forty pupils from first year scientific branch (1s2) ofLyceeBouazzaMiloud,Maghnia. Those pupils studied English for four years and they are supposed to be able to write accurate English. Hamzaoui says in this respect:

> "While emphasis is put on the development of oral skills in the middle Schools, and the first and second year of secondary education, the writing skill is given due attention only in the third year of the secondary education which is not enough to prepare students for formalexaminationrequirements" (Hamzoui, 2001: 95)

The second sample that we selected for this research includes four teachers of first year secondary school pupils, to interview them.The main purpose is to outline an idea about their pupils' difficulties while writing in English, thendefine which type of linguistic interference errors is the most constant among them, and finally equip some solutions for this phenomenon.

2.2.3 DATA COLLECTION

Data collection is one of the most important phases in conducting the research; the data collected shouldbe reliable and directed to provide both, answers to the research questions and test the hypothesis. In this particular research, two types of research instruments have been adopted for the process of data collection: pupils' writing productions and the teachers' semi-structured interview.

2.2.4THE RESEARCH INSTRUMENTS

1-Writingproductions:to collect data about first year secondary school pupils'interlingual errors in lyceeBouazzaMiloud,Maghnia, We have visited the lycee after the administration's approval. We selected one of the first year scientific classes (1s2) which consists of forty pupils.We attended one of the English courses and asked the

pupils to hand over one of their paragraphs that they wrote during their courses, whether during the exams or during the sessions.Yet, we first inquired them to write within the session about any topic they want, but their paperswere not well written and accurate to the work we are carrying.

2-Semi-structured interview: Kothari defines the interview as "the interview method collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal" (Kothari, 2009:7). However, according to Cohen et al 2007, there are three types of interviews: thestructured, the semi-structured and the unstructured interview.

For this research, we have employedthe semi-structured interview, to be able to negotiate the questions during ourinterview with the four teachers, and to highlight their pupils' difficulties due to the negative transfer from MSA to English. However,the semi-structured interview has seven main questions, whichwere altered according to the interviewees and their answers. Actually, it isdivided to three main sections:

1)-The first section (first and second questions): is devoted to identify the English status in Algeria nowadays.

2)-The second section: to define the pupils' difficulties due to negative transfer, and which type is the most frequent.

3)-The third section: toaccommodatesome suggestions from the teacher to the studied problem.

2.3 DATA ANALYSIS

2.3.1 ANALYSIS OF THE PUPILS' WRITING PRODUCTIONS

As it is already stated,the sample consists of forty pupils of first year secondary school (1s2). We have collected forty writing productions and analyzed them to provide the number of interlingual errors committed by those pupils and the frequency of each

category of errors. We have classified the pupils'interligual errors into fivecategories; and each category is divided into sub-categories as the following:

1-Grammmatical errors: it consists ofprepositions, singular/plural, articles, subject-verb agreement and tenses.

2-Syntactic errors: word order, coordination and copula omission.

3-Lexical errors.

4-Substance errors: punctuation and capitalization.

5-Semantic errors.

2.3.1.1 GRAMMATICAL ERRORS

The analysis of the pupils' writing productions has shown that grammatical errors, with its distinctive types are very frequent. The pupils made many grammatical errors in their writings due to linguistic interference of MSA on English.It was observedthat the total number of grammatical errors committed by the forty pupils is seventy-four errors. Each sub-category of the mentioned before has a different number of errors.In order to make a comparison between the different types of grammatical errors,and decide which type is the most frequent. We insertedthe errors in **(Table 1.1)** below:

Table 2.1 The grammatical errors

Types of grammatical errors	Number & percentages	Examples
Prepositions	20-27%	1-you have a problem **in** the period of exams .instead of: **during** the period of exams. 2-the most favorite sport **in** the teenagers instead of:

		among. 3-allthem. Instead of: all **of** them.
Singular/plural	6-8%	1-football is the most popular **games**. Instead of: **game**. 2-**this** feeling**s** are normal. Instead of: those feelings. 3-it does not contain vegetables or **fruit.** Instead of: **fruits** .
Articles	22-30%	1-**a** number of informant**s**. Instead of: the number of informants. 2-it is not healthy forbody. Instead of: for **the** body. 3-they are **a** good losers. Instead of: good loser**s**.
Tenses	17-23%	1-it **was** a good fun .instead of: it **is**. 2-When I asked them…all teenagers **say**yes. Instead of:**said**. 3-You **are suffer** from the stress. Instead of: **are suffering.**
Subject-verb agreement	9-12%	1-You always **becomes** stressed .instead of: **become.** 2-Students who **works**in the evening .instead of: **work.** 3-You **comes.**Instead of: **come**.

From the table we can observe that first year secondary school commit all types of grammatical errors:

First, for the prepositions, errors due to interference are very frequent (twenty errors); whether in the misuse or the omission of the prepositions.

Considering singular and plural, the pupils confuse between the two and add or omit the "s" without concern of the numbers or the rules, as it is represented in the tableabove,six errors were made in this sub-category.

Negative language transfer between MSA and EFL creates also a problem concerningthe articles.

We have also noticed that the pupils have a serious complication considering tenses and subject verb agreement. The number of errors that were found are seventeen errors in tenses, and nine errors in subject- verb agreement.

In order to compare and determine which type of the grammatical errors is more common, the results are in the following pie chart **(figure 2.1)** and bar chart **(figure 2.2):**
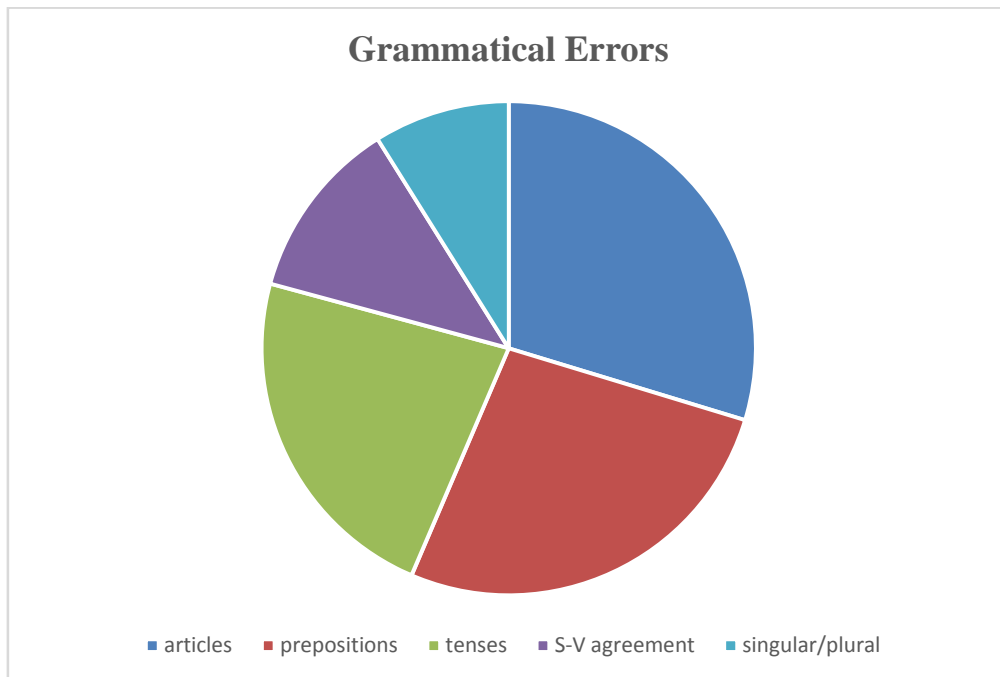
Figure 2.1 Categories of grammatical errors
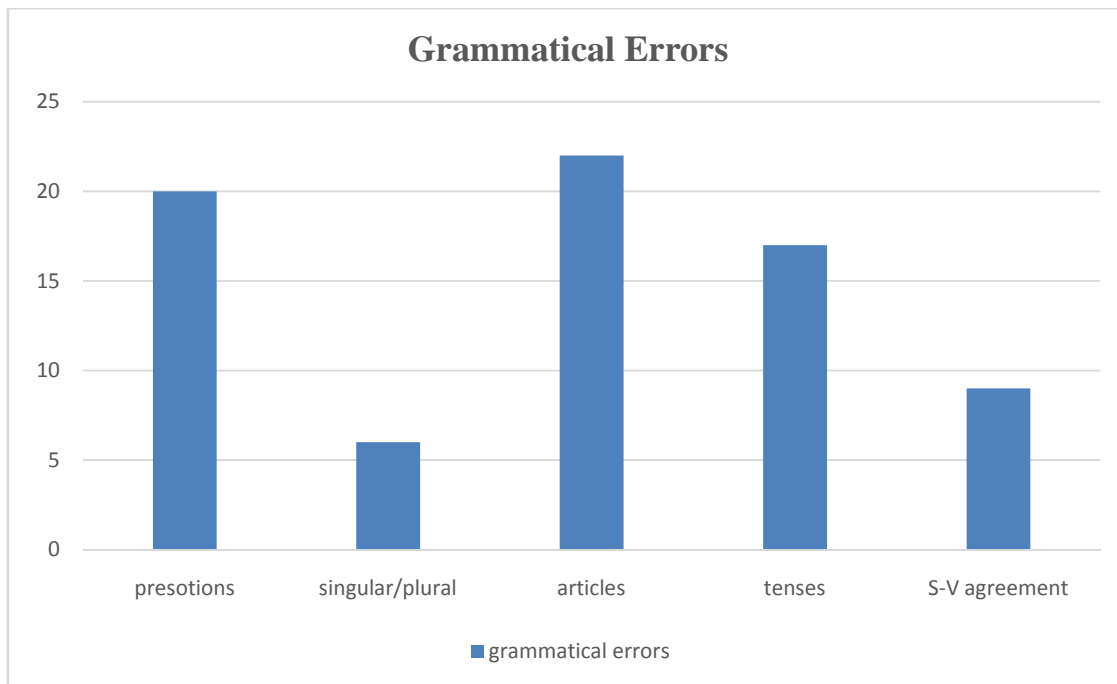
Figure 2.2 Comparison between different types of grammatical errors

Grammatical errors are classified from the most to the least frequent, as the following:

1-Aricles

2-Prepositions.

3-Tenses.

4-Subject-verb agreement.

5-Singular/plural.

2.3.1.2 SYNTACTIC ERRORS

The analysis of the pupils' writing productions have also proved that syntactic errors due to linguistic interference are also frequent. The total number of syntactic errors in the pupils' writing productions is forty errors.However, the Syntacticerrorsas the grammatical one are dividedinto different sub-categories.The results are represented in the table below:

Table 2.2 The syntactic errors

type of syntactic errors	Number	Percentages	Examples of the pupils' errors
Word order	3	7,5%	1-**All we** know that the football. Instead of: **We all** know. 2-the fast food teaches habits **impolite and illnesses**. Instead of: impolite habits and illnesses.
Coordination	28	70%	1-you should prepare for the exam in group**and** be as relaxed as possible **and** eat very good in breakfast **and** .finally have a good night sleep.
Copula omission	9	22,5%	1-whobeing anxious .Instead of: who **is**being. 2-theygood losers. Instead of: they **are** good losers. 3-should notstressed. Instead of: should not **be** stressed.

The table above reveals the overall number of interlingual errors from each sub-category of the syntactic errors:

The pupils committed errors in the word order due to the MSA interference. The totalnumber of errors that the pupils committed is this area, is three errors.

Coordination errors the most frequent in this type; in the forty papers, twenty-eight errors were committed.

The copula does not exist in MSA; due to such fact pupils tend to omit the copula .The number of errors committed by the pupils in this case, is nine errors.

For a better explanation of this category of interlingual errors, in order to compare, and identifywhich type of the syntactic errors, is more common within first year secondary pupils. We have presented the results in the **Figure3.1**:

Syntactic Errors

■ word order   ■ coordination   ■ copula omission
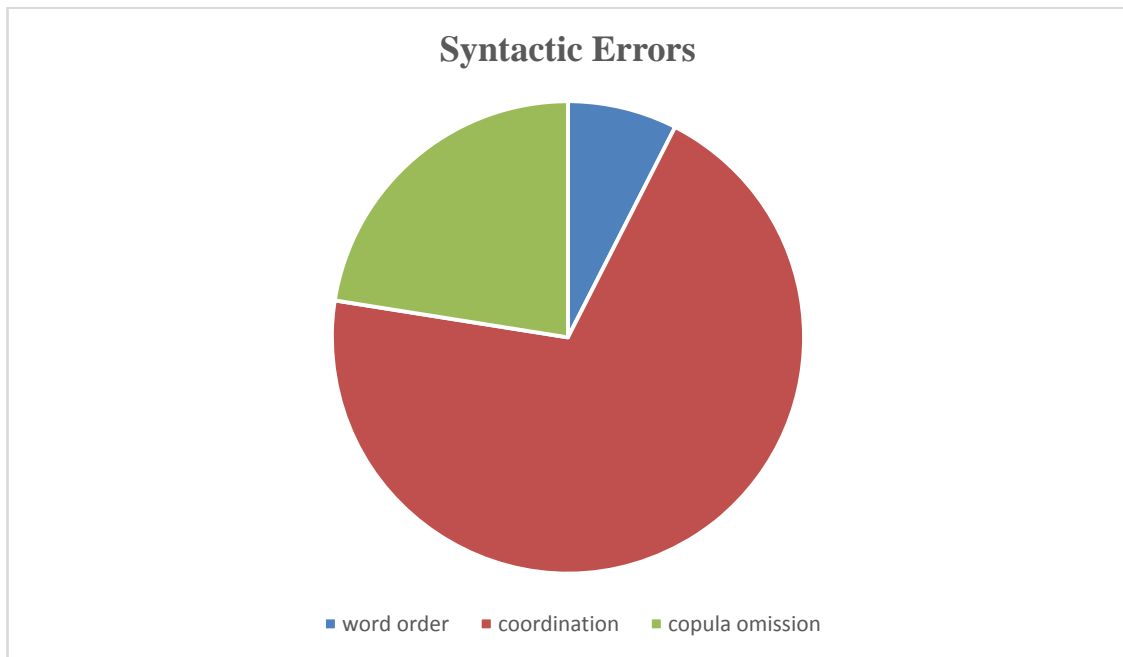
Figure 2.3 Comparison between the different types of syntactic errors

From **figure 2.3**, we can notice that syntactic errors due linguistic interference are classified as the following:

1-coordination errors.

2-copula omission.

3-word order.

2.3.1.3 LEXICAL ERRORS

Negative language transfer from MSA to English leads to lexical errors among first year secondary school pupils. The overall number of lexical errors that were found in the

pupils' writing productions is five errors. The pupils tend to select the inappropriate word because of the impact of their mother tongue.These are some examples of the pupils' lexical errors:

1- **He** causes pain .instead of:**it**.
2- Eat very **good** .instead of:**well**.
3- The most **like** sport .instead of: **popular.**

2.3.1.4 SUBSTANCE ERRORS

The number of substance errors that the pupils committed due to interference is twenty-six errors, divided into errors in: capitalization and punctuation.This category of errors is actually also frequent among first year secondary pupils.

Table 2.3 The Substance Errors

Substance errors	Number of errors	Examples from the pupils' errors
Capitalization	19	1-Hi **s**ara, **H**ow are you? /the correct form is: Hi **S**arah, **h**ow are you? 2-yours, yasmine .instead of Yasmine.
Punctuation	7	As I expected I found out that the sports never change between the old times and this moments and it is never gone and dead.

From the table, we can observe that the pupils do not respect neither capitalization nor punctuation; both of them were placed in a random way without consideration of the rules. We found, nineteen capitalization errors in the pupils' writing productions, and seven punctuation errors in total.
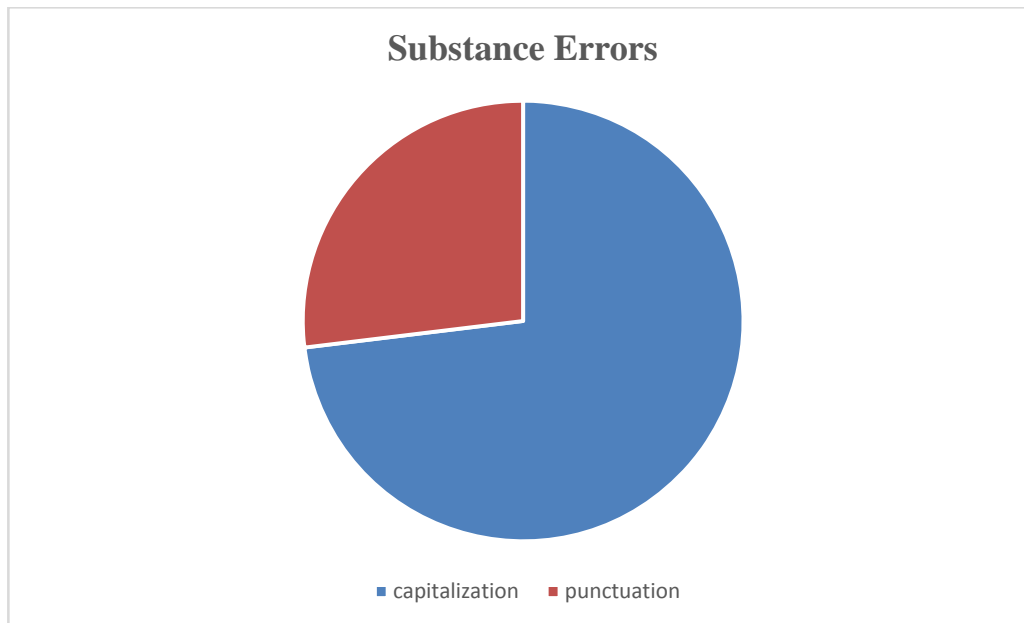
Figure 2.4 Comparison between the substance errors

From the pie chart, it can be said that in the category of substance errors, the number of capitalization errors is higher than those of punctuation.

2.3.1.5 SEMANTIC ERRORS

The number of semantic errors that the pupils committed is twelve errors. These are some example from the pupils' papers:

1-But in the truth = لكن في الحقيقة .

2-the side of health = الجانب الصحي .

3-It will come to bad= سيعود بالسوء.

2.4. LINGUISTIC INTERFERENCE ERRORS

After the analysis of each category of errors and its sub-categories on its own. We combined the five categories in a table (**table 4**); the purpose behind such stepis, first to identify which one of the five previous categories contains the highest number of linguistic interference errors. Then, to classify these categories from the highest to the lowest number of errors, committed in the first year secondary school pupils' writing productions. The number and the percentages of each type are presented below:

Table 2.4 Linguistic interference errors

Type of errors	Number of errors	Percentages
Grammatical errors	74	47%
Syntactic errors	40	25%
Lexical errors	5	3%
Substance errors	26	17%
Semantic errors	12	8%
Total	157	100%
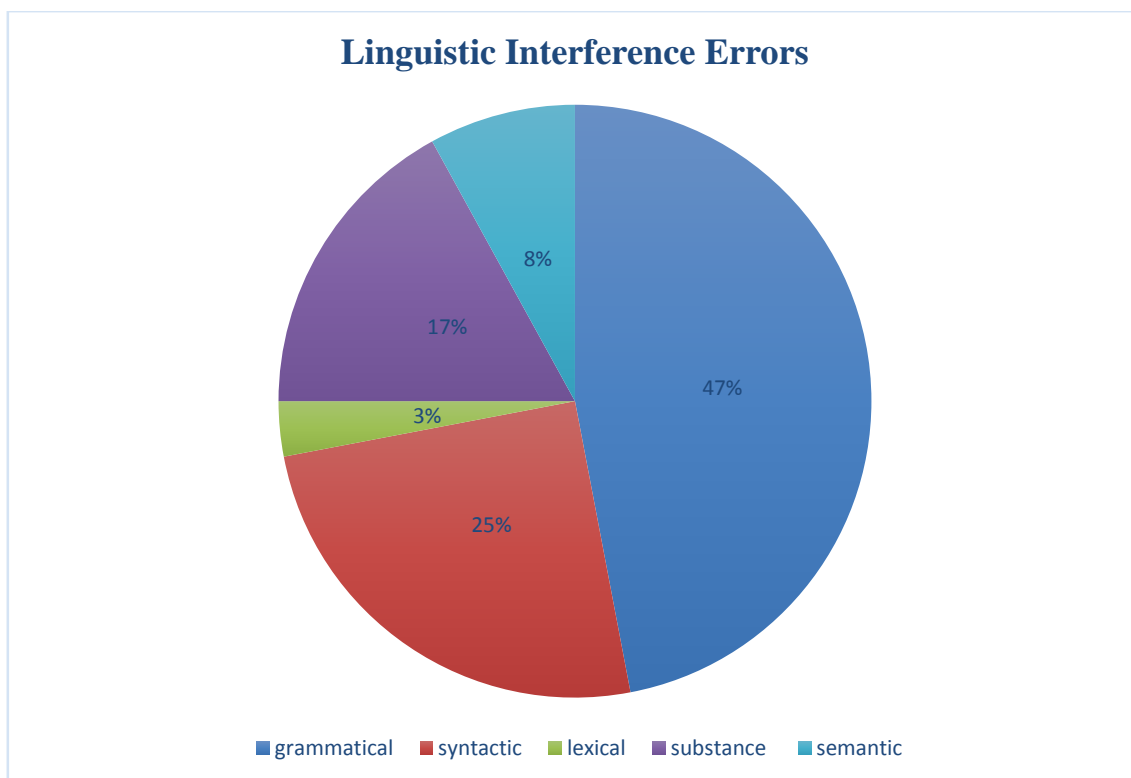
Figure 2.5 Comparison between the different types of interference errors

From the pie chart**(figure 2.5),** we can notice that the linguistic interference errors among first year secondary pupils are classified according to their frequency underthe following order:

1-The grammatical errors (tenses, articles, prepositions, S-V agreement and singular/plural) with the highest percentage of 47%.

2-The syntactic errors with a total percentage of 25%.

3-The substance errors with a total percentage of 17%.

4-the semantic errorswith a total percentage of 8%.

5-The lexical errors with a total percentage of 3%.

Moreover, since each category has its sub-categories, we also classified them both in a table. The purpose behind is the same as the previous one, which is to classify the sub-categories from the highest to the least frequent type of errors. The results are presented below:

Table 2.5 Categories and sub-categories of linguistic interference errors

Category of errors	Sub-category of errors	Number of errors
Grammatical errors	Preposition	20
	Singular/plural	6
	Article	22
	Tenses	17
	s-v agreement	9
Syntactic errors	Word order	3
	Coordination	28
	Copula omission	9
Lexical errors	Lexical errors	3
Substance errors	Capitalization	19
	Punctuation	7
Semantic errors	Semantic	12
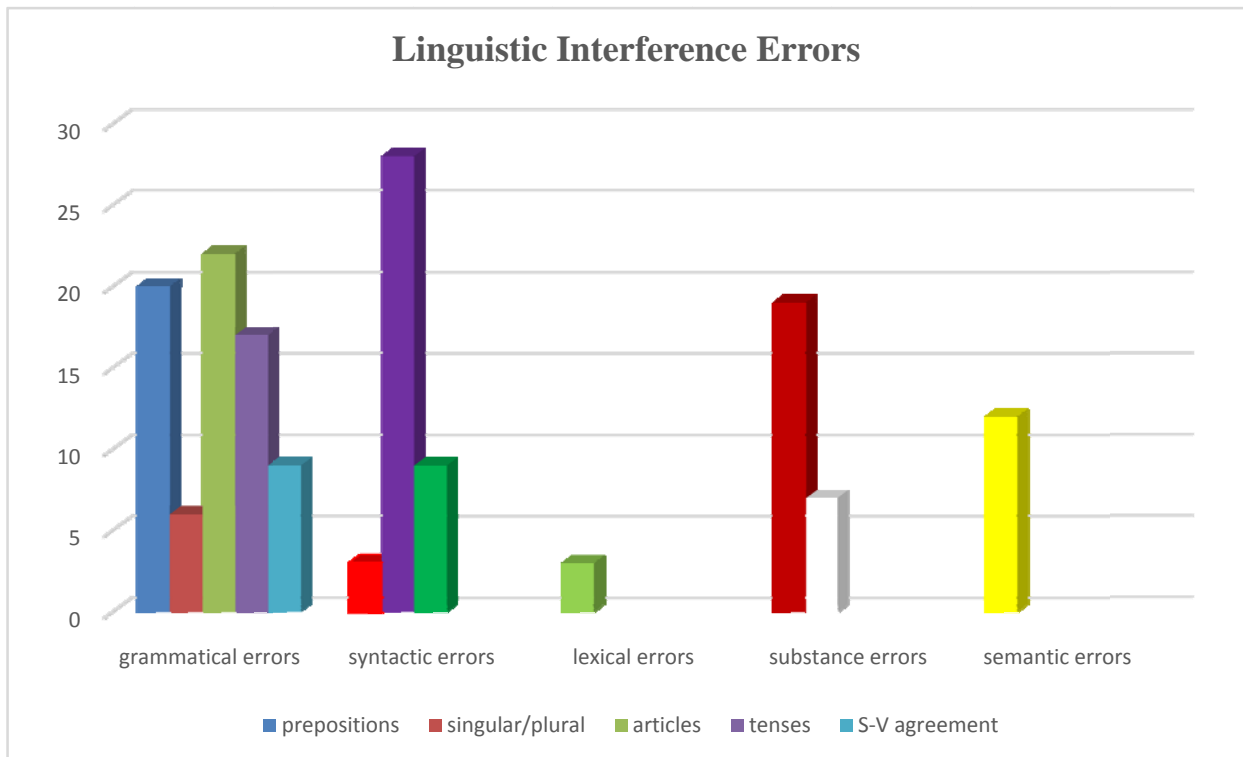
Figure2.6 Comparison between the different sub-categories of linguistic interference errors

In order to compare between the different variables of each type we have arranged the results in the bar chart**5.2**. The results are like the following:

- The syntactic errors category has the most frequent type of linguistic interference errorsamong first year secondary pupils, which is in coordination.
- The second and the third common types existing the grammatical errors category, which are Articles then prepositions.
- The substance errors has the fourth type in capitalization, followed by the semantic errors type.

- The other three types are divided on the three categories, in the following order: copula omission in syntactic errors, subject verb agreement then singular/plural in grammatical errors category).
- The least frequent types of errors among pupils are in the same order, which are lexical errors and word order in syntactic errors category.

To conclude, all first year secondary school pupils commit interlingual errors. The errors are classified into five main categories, and each category has different sub-categories. However, the number of errors differs from one category to the other, but the grammatical errors category is the most frequent category of errors, while the lexical is the least.

2.3.2 THE ANALYSIS OF THE TEACHERS INTERVIEW

The interview was carried out from four teachers of first year secondary school, and consists of mainly seven questions; each question is directed to provide specific information about the teachers' point of view considering linguistic interference.

2.3.2.1 THE PROFILE OF THE TEACHERS

Before starting the interview, the four teachers were asked about their degrees, their ages, and how many years of experience do they have on teaching.

Table2.6 The Profile of the teachers

	Age	Diploma	Years of experience
Teacher 1	35	Master 2 in didactics	6
Teacher 2	31	Master2 language	3

| Teacher 3 | 30 | Licence | 4 |
| Teacher 4 | 28 | Licence | 5 |

2.3.2.2 THE ANSWERS OF THE TEACHERS

A-The first section (the present status of English in Algeria):

Question 1: The answers giving by the four teachers were identical concerning the English status in Algeria nowadays. They all agree on the fact that English became more important within the Algeria societies these past years.

Question 2: By reference to the teachers' answers, we concluded that the most dominant language outside the classroom is the Algerian Arabic (AA), followed by the French language. Berber is also utilized by some Algerians mostly Kabyles ,yet the modern standard Arabic (MSA) is not present outside the classrooms expect in few contexts like in administrations, masjids etc…Moreover, English is not used at all expect in Academic settings .
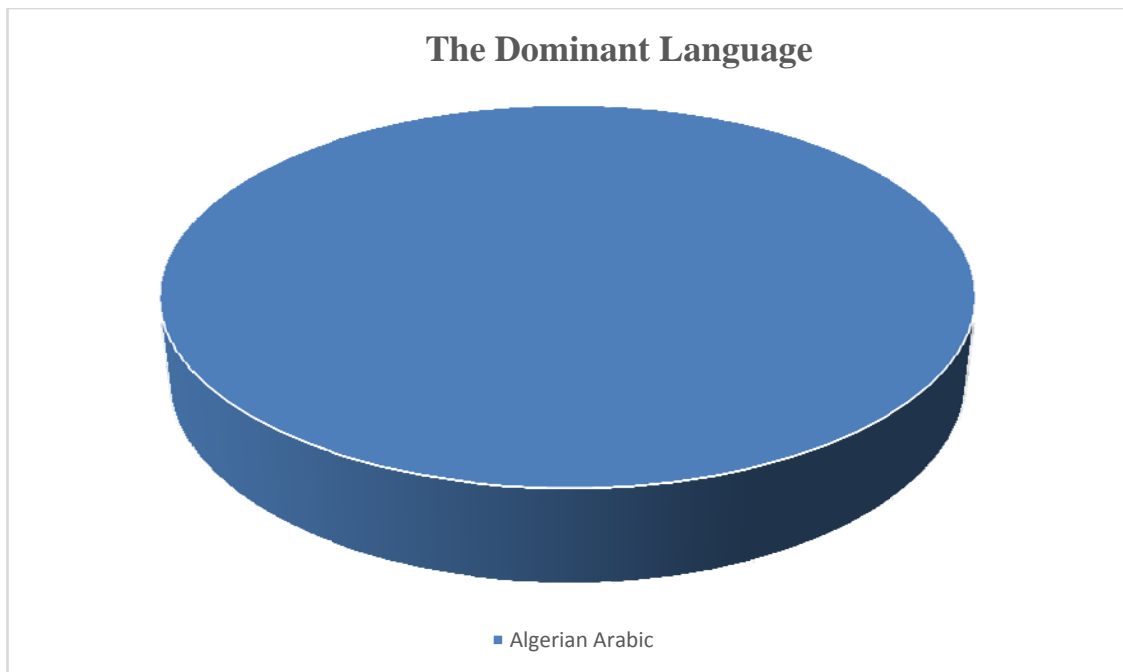
Figure 2.6 The most frequent language in Algeria

AA is 100% the most used language in the Algerian society.

B-The second section (the pupils' difficulties):

Question 3: It turns aroundthe main obstacles that the teachers face with their pupils. The answers diverged;twoof the teachers believe that the problem lies on the pupils' motivation. They show laziness and less concentration during English coursesand with English tasks that their teachers handle to them. However, one of the teachers assume that the main obstacle is in the educational system, which he believes it gives less important to English, the opposite of French. Moreover, for the last teacher, he thinks that the problem is in the curriculum, which aims for teaching English as a system of grammar without giving much importance to communication, and the real use.
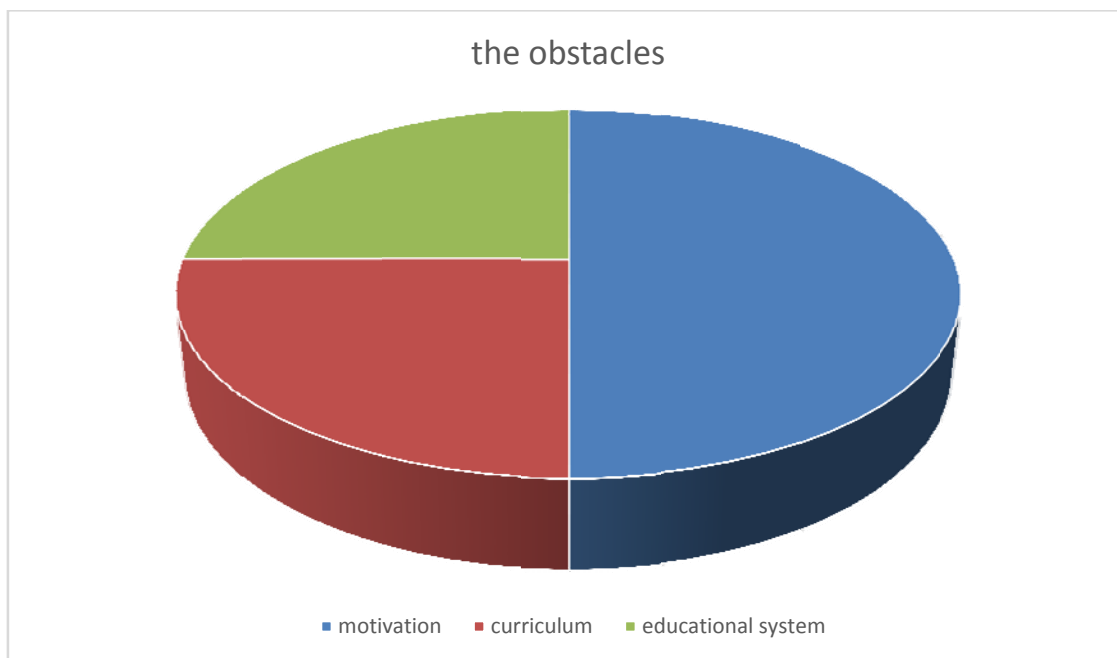
Figure 2.7 The obstacles that the teachers face

Question 4: Thefour teachers agree that their pupils make interlingual errors, which mostly occur from MSA. They tend to use their knowledge from MSA and apply it while learning English.

Question 5:For this question, the fourteachers claim that their pupils commit interlingual errors repeatedly and a lot in writing.

Question 6: This questions about which type of interlingual errors is more frequent, each teacher had his own classification of errors, the answers are as the following:

1. The first teacher said that the most frequent type of errors among their pupils is the grammatical errors (prepositions, articles, tenses, s-v agreement and singular/plural). The second common type is syntactic errors, mostly in copula omission .Then, semantic errors due to literal translation from Arabic, substance errors and last lexical errors.

2. The second teacher classified errors according to their frequency as the following: Lexical errors, syntactic, substance, semantic and last grammatical errors.
3. The third teacher classified errors as the following: grammatical errors, semantic errors, syntactic errors, lexical and finally substance errors.
4. The fourth teacher assert that the common type is in word order pupils tend to inverse SV to verb object such as Arabic word order (syntactic errors). Moreover, the second common type is grammatical errors. Thensubstance, lexical and finally semantics.

The table beneath represents the teachers' classification. Each one of the four teachers expressed their own believes considering errors, according to the type of errors their pupils commit the most.

Table2.7 Teachers' classification of errors

	Teacher1	Teacher2	Teacher 3	Teacher4
First	Grammatical	Lexical	Grammatical	Grammatical
Second	Syntactic	Syntactic	Semantic	Syntactic
Third	Semantic	Substance	Syntactic	Substance
Fourth	Substance	Semantic	Lexical	Lexical
Fifth	Lexical	Grammatical	Substance	Semantic

The table above consists of the four teachers' classification of errors; we have put eachteacher's answers in a vertical order. Then we calculated how many timesparticular type of error occurs in each column in horizontal way; the type of errors that occur the most in each order, is the most common type in that column that had been chosen by the teachers. For example in the first column, the teachers mentioned grammatical errors three time, so they are considered as the first teachers' choice. Finally, we got the following order:

1-Grammactical errors.

2-Syntactic errors.

3-Subsentance errors.

4-Lexical.

5-Semantic.

C-The third section (how students assess their pupils)

Question 7: First, a definition about assessment is provided by Angelo (1995:7) say in this respect:

> "Assessment is an ongoing process aimed at understanding and improving students' learning .It involves making expectations explicit and public ;setting appropriate criteria and high standards for learning quality ; systematically gathering, analysing and interpreting evidence to determine how well performances matches those expectations and standards and using the resulting information to document , explain and improve performances".

In another sense, assessment is the process of collecting information about the pupils. The teachers operate this in order to enhance the performance. Moreover, while writing in a foreign language, interference leads to considerable complication .Therefore, in the last question of the interview each one of the teachers declared the type of assessment they apply to deal with such a problem. The teachers' answers were somehow identical. There are three common types ofassessment in SLA classrooms:

1-Formative assessment: "it is an ongoing multi-phase process that is carried out on a daily basis through teacher-pupil interaction" (Gattulllo, 2000:279).

2-summaative assessment: OECD (1968-2008:1) defines it as , "summative assessments are used to measure what students have learnt at the end of a unit, to promote students, to ensure that they have met the required standards on the way to earning certification for school completion or to enter certain occupations".

3-dignostic assessment: is the type of assessment that occurs at the beginning of the program, or the unit…it is also known as pre-assessment. It aims at identifying the pupils' strengths and weaknesses.

As a conclusion, the teachers aim from the assessmentprocess at improving the pupils' learning, and for this particular case the pupils' writings. The teachers' answers are as the following:

- The first and the second teachers chose the formative assessment as the best type of assessment, which is helpful to improve their pupils' writing.
- For the other two teachers they believe that the three types, which are formative, diagnostic and summative should be used in their secondary first year classes, if they wish to achieve a better results to improve students' writing.

Therefore, the formative assessment is the most used type of assessment, through which the teachers aim at improving their pupils' writings in a foreign language and

particularly English in this study. This is done through an ongoing process which lasts for the whole educational year.

2.4 DATA INTERPRETATION

"In one sense, interpretation is concerned with relationships within the collected data,partially overlapping analysis. Interpretation also extends beyond the data of the study to include the results of other research, theory and hypotheses."(C. William Emory, 1980as cited in Kothari, 2004, 344).The main purpose of this study is to define the different types of linguistic interference errors among first year secondary school pupils, which type is the most frequent and to provide some solutions for such phenomenon. This part includes the data interpretation which includes the data interpretation of the writing productions of the pupils and the interview of the teachers.

2.4.1 DATA INTERPRETATION OF THE PUPILS' WRITING PRODUCTIONS

This section involves the discussion of the pupils' writingproductions.The results of the analysis of the pupils' writing productions haveshownthat linguistic interference errors are very frequent among the pupils of first year secondary school.

The most common type of linguistic interference errors is the grammatical errors categories. The pupils showed inferior knowledge about the appropriate use of prepositions due to negative language transfer. Pupils tend to make the wrong choice of the preposition, owing to the fact that English have the same prepositions that can be used for different functions, while in Arabic each preposition refer to a specific function. Moreover, singular and plural errors also occur as a consequence of linguistic interference, the pupils put or delete the "s" randomlybecause English and MSA have different rules of use concerning this area. Then, there is articles English has two types of articles definite and indefinite; Arabic on the other hand has onlyone, which is the definite one. For the previous reason, pupils showed a lack of knowledge of the rules concerning articles; they either added or deleted the articles according to their own desire. Finally,

subject-verb agreement and tenses errors occur also due to negative transfer from Arabic, because while Arabic has only two type of tenses, English has twelve tenses; this make the pupils use only present or past simple in almost all cases . This is concerning the grammatical errors category.

Furthermore, the second frequent type of errors which is the syntactic errors type. In this category, pupils showed problem concerning word order, because English has one word order which is SVO, the opposite of Arabic which has multiple word orders. Second, coordination which is one of the most common linguistic interference errors, the pupils in their papers over-used the "and" because it is allowed in Arabic, while it is an errors in Englishwriting. Finally, the last type of errors within the syntactic errors category is the copula omission, it occurs due to the fact that it does not exist in Arabic.

Now, substance errors is also a problem in the pupils'writings, pupils committed errors in capitalization because it is not a feature of Arabic writing. They also showed a problem in punctuation, this happened because Arabic can stand long sentence while English cannot, this makes from punctuation an important feature of English writings.

There two more categories of linguistic interference errors. First, semantic errors pupils made this kind of errors due to literal translation from Arabic to English. Second and last, lexical errors that occur as a consequence of the wrong choiceappropriateword.

2.4.2 DATA INTERPRETATION OF THE TEACHERS' INTERVIEW

The results obtained from the teachers' interview show generally that first year secondary pupils make many linguistic interference errors, from grammatical to lexical errors. According to the teachers, the main reason that leads to linguistic interference errors is primary their pupils' motivation toward EFL learning, they tend to give more importance to scientific modules, and ignore foreign languages. Moreover, the educational system is also a reason behind the pupils' lack of interest is the inessential

position giving to foreign languages and especially English. It is proven in the fact that French is taught at third grade of primary school, while English is left to first grade of middle school. The last reason lies on the curriculum which focuses on grammar rules on second language teaching, while ignores the communicative aspect and the speaking skill which is very important in EFL learning.

To conclude, the results obtained from the pupils' writingproductions, and the teachers' interview, show that the previous mentioned two hypothesis of our research are confirmed.

2.5 THE DISCUSSION

This part of the second chapter is devoted for the discussion of the main results'findings. We will discuss the research results obtained and analyzed from the pupils' writing productions and the interview with the teachers, with regard to the already mentioned research questions and hypotheses. This discussion will either confirm or reject the two formulated hypotheses.

The qualitative and quantative analysis of the two research instruments showthat first year secondary EFL pupils, commit a huge number of linguistic interference errors. These errors occur at different levels: grammatical, syntactic, lexical, substance and semantic .The pupils face a problem in their EFL writing due to the negative transfer from the MSA to English, they actually tend to take linguistic knowledge from their mother tongue and apply it on the language that is being learnt. This type of errors that is known as interlingual errors is actually considered as the most cause of difficulties in SLA, and that confirms our hypothesis which implies that linguistic interference of MSA leads to errors in EFL writing among first year secondary school pupils.

Concerning the second hypothesis, which is about the pedagogical solutions forovercoming linguistic interference errors. The results of the teachers' interview have shown that some of the teachers believe that the main obstacle, in the process of the second language acquisition among their pupils is their lack of motivation. However, it is

not only the pupils' lack ofmotivation towards the process of language learning, which causes the difficulties in their English writing, but also the teachers havea major role in this area. Although in their answers, it does not seem that think that they are part of the problem and the solution. The teachers play the role of the guides in the classroom; they are supposed to assess their pupils, and try to provide appropriate teaching material and courses to overcome their pupils' difficulties.Moreover, the results show that in addition to the two previous mentioned; the educational system is also responsible of the pupils' difficulties; it gives less importance to foreign languages learning and especially English, though it is now considered as a global language. Therefore, and in order to reduce such phenomenon authentic materials, teaching poetic text and repeated reading are very effective to overcome the three previous obstacles mentioned by the teachers. In this way,we can confirm our second suggested hypothesis.

2.6 SUGGESTIONS AND RECOMMENDATIONS

"It is possible to avoid negative L1 interference in any aspect of second language acquisition. It is part of the developmental process that language learners inevitably have to go through" (Martin Willis 2016). The key to linguistic interference treating lies in awareness: teachers, materials writers and course designers need to be aware of the factors involved and make learners aware of them.

Using authentic materials

One way to avoid L1 pragmatic interference in L2 learning is a full immersion into L2 culture and rules of communication by exposing the students to the target language culture such as watching movies, listening to music and reading books may help. For example some researches show that using authentic materials leads to oral language development (Bacon &Finneman, 1990; Berado,2006). Harmer (1991) points out that these are only authentic material which actually develop students' listening and reading

skills. Furthermore, Allen et al. (1988, as cited in Baird, 2004) mentions that developing students' strategies in comprehending authentic texts will lead to their writing proficiency in the target language learning (Omid&Azam, 2015: 106).

Teaching poetic text

Good knowledge of the language presupposes not only a high level of communicative competence, but also a command of speech culture and ability to participate in a dialogue of cultures. According to Nazarenko (2012:1632), "It is advisable to include in the teaching language materials as literary and poetic texts". A poetic text can and should be actively used when teaching syntax due to the following reasons:

1) a simple sentence in a poetic text is represented by a solid number of laconic and multifunctional structural variants;

2) a poetic text, as a rule, requires not only slow but also repeated readings which results in a meticulous analysis of various levels of its language organization;

3) a poetic text is easy to remember due to its rhythmic organization, thereby enriching students' speech with perfect speech samples.

Repeated reading

In Language learning, "Individual skills hardly ever occur in isolation as language users frequently employ their combination at the same time" (Harmer, 1994: 16). In other words, "language skills are interrelated and it is not possible to separate speaking from listening and reading from writing. Therefore, there is always some kind of interaction between these basic skills" (Lamri, 2015:62).

Repeated reading can be an effective method to help ELP readers build reading fluency and comprehension. In Repeated reading students repeatedly read specified passages from relatively easy texts in order to increase their sight recognition of words and phrases. In this vein, Therrien (2004:252) states: Repeated reading can be used

effectively with nondisabled students and students with learning disabilities to increase reading fluency and comprehension on a particular passage and as an intervention to increase overall fluency and comprehension ability.

Repeated reading is an effective supplement to an ELP program because it provides a substantial amount of content and language input, and promotes students' vocabulary growth through reading. By repeating specific passages students will discover at the same time new vocabulary items and readapt their comprehension of the known ones.

Samuels (1979:403) outlines three possible developmental stages of word recognition in relation to comprehension:

Non-accurate stage: even if the reader is given sufficient time he achieves little comprehension and finds great difficulty in recognizing words.

Accuracy stage: after important cognitive effort the reader is able to identify words and comprehension occurs slowly.

Automatic stage: the reader is able to recognize words accurately and easily and comprehension is fast.

To sum up repeated reading provides the practice needed to become automatic, thus contributing to reading fluency and comprehension.

2.7 FURTHER SUGGATIONS

It is absolutely a difficult task to provide suggestions, and solutions that are applicable and useful for any problem. In this case, we aim to provide suggestions by which linguistic interference errors can be reduced, and EFL learners in general commit the minimum number of errors possible. However, for our research the type of suggestions provided should be helpful to reduce the linguistic interference among first year secondary school writings.

The results have shown that interlingual errors in writing are very frequent among first year secondary pupils. However, these errors can be decreased by the following suggestions:

1-for the teachers:

- The teachers must give much importance to the errors committed by their pupils, and each errors should cost them a degree.
- Put additional marks to their students when they write a paragraph without mistakes, in order to encourage them to write correctly.
- Each time take a paragraph from one of the pupils and correct them in groups to learn from each other's mistakes.
- Ask their pupils to write a paragraph about a particular topic and correct their mistakes.
- Use dictation.

2-for the pupils:

- They should give more importance to foreign language, and particularly English because it is an international language.
- Read more if not real books, E-books are also good to improve their vocabulary and style.
- Use social media to get in touch with native speakers.
- Write as much as they could, it is not important what they write but how they do it.

3-Educational system:

- It is high time for English to become the first foreign language in Algeria.
- Hours of teaching English should be increased.
- The coefficient of English in middle school and for scientific branches is too small; it should be higher to be more important.

2.8 RECOMMENDATIONS FOR FUTURE RESEARCH

This study attempts to investigate the type of errors committed by first year secondary pupils, the results have shown that the most common type among them, is the

grammatical type and the least is the lexical one. However, a list of recommendations for further research is suggested. First, this while this study is concerned with the type of interlingual errors of the written form, it can be also applied the spoken form. Second, which one of the two genders commit more intelingual errors. Moreover, it is also recommended to conduct a study to examine which one of the two language; French or MSA that causes more interlingual errors among the same sample.

GENERAL CONCLUSION

The present study was an attempt to explore, analyze and categorize the common frequent linguistic interference errors among the first year secondary school students. Our first stage of conducting this study has been reviewing the related literature, that is, the studies conducted previously in the same field, or more specifically on the same matter. The second part consisted of gathering data by conducting writing productions in which a sample of 40 students were selected from the target population to participate. This practical part enabled us to come up with data that answered our research questions, and confirmed our hypotheses.

The results obtained showed that the categories oflinguistic interference errors that werefound in the study participants' writings were grammatical, syntactic, lexical, semantic, and substance. The participants' errors were analyzed and categorized with frequencies and percentages. After having analyzed the study participants' errors, it was found out that first year secondary school students frequently commit errors in written English due to inter-lingual reasons. The results also showed that overcoming linguistic interference errors is a shared responsibility between the teachers, the learners and the educational system. Since, the latter are responsible for the lack of interest and deficiency among first year secondary pupils.

Based on the results obtained, a number of suggestions were made to reduce linguistic interference among EFL learners. Those suggestions are using authentic materials, teaching poetic text and repeated reading. Moreover, a number of recommendations were also reformulated for future studies, as the present one focused on just one writing problem among the first year, secondary schools students' linguistic interference. Another study can be conducted based on the spoken form, or to figure out which one of the Arabic or MSA causes more interlingual in English writings.

This study enabled us to gain more information, and to better understand linguistic interference among EFL learners in general, and the first year, secondary school students in particular. Least but not last, the present study should pave the way for the great deal of work that is to be done in this area in the future.

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<h1 align="center">Appendix A</h1>

<h2 align="center">Teachers' interview</h2>

The interview guide

The profile of the teachers:

The teachers where asked about:

1. Their ages.
2. Their degree.
3. Their years of experience.

A-The First section:

1. According to your experience, what is the current status of English in the Algerian society?

         Important   less important   not important

         Why?...

2. Outside the classroom, what is the dominant language used by the pupils?

         Algerian Arabic   Modern Standard Arabic   French

B- The second section:

3. What is the main obstacle that you face with your 1st year secondary pupils?

         Motivation   The approach …………………………………………

4. As I have mentioned, my topic is about linguistic interference, i.e., the influence of Arabic on English learning. Did you notice such phenomenon among your 1st year secondary pupils?

   If yes which kind of Arabic…………………………………………….

5. How often do your pupils commit interlingual errors (errors due to interference)

         Rarely   repeatedly   very often

6. Which kinds of errors are frequent and common among your pupils: grammatical, syntactic, lexical or semantic?

C-The third section:

1. How do you try to deal with such errors, which type of assessment do you use?

Appendix B

Hala Chebourou.

How Sporty Are our Teenagers ?

- In present-day Algeria, sport is teenagers' favourite pastime. But people keep complaining that the good sportsmanship of the old times is gone and dead. I decided to find out whether it was true that our teenagers were less sporty than their elders.

I have asked 80 informants to new how sporty teenagers between 15 - 17.

So the most popular sport is fotball whith 50 of them because a good funny and challenge.

the most of teenagers practising sport and watching it.

they good losers because when they wins the game say : well, we are just lucky.

Surprisingly, my survey showed that the most of people like practising and

teenagers like practising and 80 teenagers wortching and 50 teenagers goes play it Are good lovies.

As expected, I found out that the foot ball is the most popular games.

Marouf Mouna 1AS2

-How SPORTY are our Teenagers?

-In present-day Algeria, sport is the teenagers' favourite pastime. But people keep complaining that the good sportsmanship of the old times is gone and dead.
I decided to find out whether it was true that our teenagers were less sporty than their elders (the number of informant between 80 (male and female) the age 15-17.
The most popular sport is football because 50.

First name : Sabrina
Family name : Mouali

Class : 1 AS 2

Report

How sporty Are our TEENAGERS?

In present-day Algeria sport is the tenagers' favourite pastime but people keep complaining That the good sportsship of the old times is gone and dead. I decided to find out whether it was true that our tenagers were less sporty Than their elders. So The most populor sport is Football because it is good fun, and The most of the teenagers like watching sport because it is Relaseing ‡ . Yes they are because when they favourite team Wins the gams the most of them (To) (theyore just) will just lucky.

As exepected I found out that the football is the most popular sport

Report

How sporty are our teenagers?

In present-day Algeria, sport is the teenagers' favourite pastime. But people keep complaining that the good spothmanship of the old times is gone and dead. I decided to find out whether it was true that our teenagers were less sporty than their elders.

The purpose of this survey is to know if the thinks of people that teenagers of today like sports is true or false. And as expected, I found that all the high school teenagers like practicing sport specially the football.

I questioned eighty teenagers male and female between 15 and 17 to know if they like sports or no. As a result I found that the football is the most popular sport because the majority of boys like playing it, they find fun and challenge when they practice it. ALL of the informants said that they like practicing sports and also watching it. And also these people who like football are good when they lose.

(04) 1\ Learn to invite your friend to have
a meal with you.
2\ Don't eat our or grab a takeaway.
II \
(02) 1\ fresh |Fresh/ , eat | i: | , meal |mi:|,
in |Im|.
Part two : Situation of Interrogation

Most of teenagers love eating at
the fast food restaurants when they
feel hungry. That's why they develop
bad food habits and serious illnesses.

04
So, in my opinion aboute fast
food, is it unhealthy because :
First, the fast food causes à diffrents
problems like : Coléstrol , diabétes...
etc. Second, the fast food contains
a lot of fat, sugar . Third , the
fast food don't contains de végétaloles
and vitamines. Finaly, the fast food
is not Realthy for body.

Where is the conclusion?

II   1. Learn to invite your friends To have a meal with you.

2. Don't eat out or grab a takeaway.

III

fresh (Fᵣɛʃ), eat (iːt),

meal (miːl), in (ɪn).

Part Two :

I think that, the fast food is unhealthy because first, it's full of pesticide and additive. Second, it's causes the bad consequences, like: cholesterol and obesity. Next, it's not full of vegetables and fruit. Finally, the fast food teatches habits trad   umpolite and illnesses. A(obic the word order.

The fast food is not

should revise in groups because
when you work in groups, you may
have better chances for success
and avoid the stress. You should
sleep early at night before the exam and
you ought to revise yours lessons
at home.

V. good

I am sure if you want to
following those advices, you will
certeénly succed and avoid the
stress.

yours, Yasmi

II) 1 → Présent inability.
    2 → a Future possibility (not sure).
         positive
    3 → a suggestion.

III)
    A: Can /kən/ you solve this mathematical equation? (w.F).
    B: Yes, I can. /kæn/ (s.F).

Part two:
    Dear Ali,

        My friend, you are a clever pupil but you always becomes stressed when we pass a test or an exam. So, I think to give you a pieces of advice to help you to get rid of panic and stress.
        You should relaxe and have a healthy diet. You ought to organise a time of revising. You
            no relative pronous

finish your revision you should have to do

many exercises, you must eat sugar because it

the use
gives you energy and you (need) should sleep

to not to
early for don't be late.

My (fiend) friend, the most of students

may be fail because of stress so, you

of in
shouldn't x stressed

be

yours Hidayat

at physics → a suggestion.
III - Can /kən/ you solve this mathematical equation? →
- yes, I can /kæn/.
Part two:

Dear Hlanda,

Hi Hlanda, I'm know you are suffering from thes test ansciety When you take exams and you feel nervous.

So, I'm here for advise you to avoid this stress, you should revise in groups because it reduces [tra] stress by the questions, you should organize your times revise and when you

good.

but don't make alotof mistakes

05,1

in / I n /.

Part Two :   Situation of Integration

Today, most of teenagers love eating at
the fast food restaurants when they are hungry,
But, I thinks the fast food is unhealthy,
because it it (no) contains too much sugar
and oil. and doesn't containg the vegitabels
or fruits. So, the humain who eats too much fast food
he will be sick like : diabetes cholesterol... and he
will fat.

conclusion ?

04

Report

Arichi
Farah
LAS₂

How sporty are our Teenagers?

In present-day Algeria, sport is the teenagers favourite postime. But people keep complaining that the good sportsmanship of the old times is gone and dead. I decided to find out whether it was true that our teenagers were less sporty than their elders.

The number of informants is 80 and their age beetween 15 and 17 (High school Teenagers).

The most popular sport is football because it is (sportsmanship) a good fun and the 80 informants all then watch and play it, and are they are good losers

As expected, I found out that the sport not changed between the past and the present

SUMMARY

The present dissertation investigates the impact that the MSA has on EFL writings. It provides a description of the type of errors that first year secondary pupils of lycee Bouazza Miloud, commit in their English writings due to the negative transfer from MSA. It also attempts to give a clue about the causes of such phenomenon, and some suggestions to overcome such problem. To achieve such goal, an investigation about the language situation and previous theories of linguistic interference were described. Moreover, an exploratory case study has been done on forty student and four teachers of English, the results have proven the accuracy of the suggested hypothesis.

Key words: impact, MSA, EFL writings, first year secondary pupils, lycee Bouazza Miloud, negative transfer, linguistic interflinguist.

Résumé

La présente thèse étudie l'impact que l'Arabe moderne a sur les écrits de l'Anglais en tant que langue étrangère. Il fournit une description du type d'erreurs commises par les lycéens du lycée Bouazza Miloud dans leurs écrits en anglais en raison du transfert négatif de l'Arabe moderne. Il tente également de donner un indice sur les causes de ce phénomène, et quelques suggestions pour surmonter ce problème. Pour atteindre cet objectif, une étude sur la situation linguistique et les théories précédentes de l'interférence linguistique a été décrite. De plus, une étude de cas exploratoire a été réalisée sur une quarantaine d'étudiants et quatre enseignants d'anglais, les résultats ont prouvé l'exactitude de les hypothèses suggérée.

Mots clés: impact, Anglais en tant que langue étrangère, Arabe moderne, les lycéens du Bouazza Miloud Maghnia, interférence linguistiques.

ملخص

نعالج في هذه المذكرة تأثير اللغة العربية الحديثة على التّعابير باللّغة الإنجليزية كلغة أجنبية. إذ يعطي لنا وصفا للأخطاء، الّتي يقوم بها تلاميذ ثانوية بوعزة ميلود مغنية، في تعابيرهم باللغة الإنجليزية بسبب اللّغة العربية الحديثة. كما انّه يحاول أن يعطي دليل لأسباب هذه الظاهرة، و بعضاالاقتراحات من أجل التّغلب على هذا المشكل. للوصول إلى هذا الهدف، أولا، التحقيق حول الوضع اللّغوي و النظريات السابقة للتداخل اللغوي. بالإضافة، للقيام باستكشافي لدراسة وضعية أربعون تلميذ و أربعة أساتذة للغة الإنجليزية . وضّحت النتيجة صحّة الفرضيات المقترحة.

الكلمات المفتاحية: اللغة العربية الحديثة ،اللّغة الإنجليزية كلغة أجنبية ،تلاميذ ثانوية بوعزة ميلود مغنية، التداخل اللغوي.