Democratic and Popular Republic of Algeria

Ministry of Higher Education and Scientific Research

ABOUBEKR BELKAID UNIVERSITY-TLEMCEN

Faculty of Letters and Foreign Language

Department of English

Using French in English Medium Classroom: Towards a Lexical Approach Case of the Fourth Year Middle School Learners

Dissertation submitted in partial fulfillment of the requirements for the MASTER degree in science of language

Submitted by:
- Miss: REGGAB Faiza

- Miss: BOUAZZA Selma

Supervised by:

Dr. AZZOUG OMAR

Board of examiners

Dr. Semmoud Abdellatif	President
Dr. Azzoug Omar	supervisor
Dr. Berrabeh Boumediènne	Examiner

Academic Year 2017 -2018

Dedications

This research work is dedicated to all my teachers and my lovely friends.

A special feeling of gratitude goes to my loving parents, my real source of life: Abdelkarim and Ammaria

My beloved sister Asma as well as my dearest brother Adel,

To all my family members without exception

I appreciate their prayers, encouragements and support, without them I couldn't accomplish this work.

Faiza

Dedications

- *To my sympathetic father and thoughtful mother whose love always strengthens my will.*

- *To my little lovely nieces: Lina, Amira,*

- *To all the members of my family.*

- *To all my friends with whom I shared the university life with its lights and shadows.*

- *To my closet friend Jasmine.*

- *To all my teachers.*

Selma

Acknowledgments

Abstract

The purpose of the present research work was to examine the effect of the French lexical words in the process of English language learning. The main objective of the research is to know which errors mostly common that result from French interference in English. For this purpose an exploratory case was undertaken in Achour Thaleth middle school in Tlemcen. The study relied on research instrument: A proficiency test administered to pupils, and questionnaire administered to pupils and their teachers. The data gathered were analyzed qualitatively and quantitatively. The final results indicate that English middle school teachers are aware of the influence of French lexical words on English language learning. However, pupils' results showed that the majority of them find difficulties in learning and maintaining the English language.

TABLE OF CONTENTS

Chapter One: The Linguistic Situation in Algeria

Chapter II: Research Background Methodology and Data Analysis

List of Acronyms

CA: Contrastive Analysis

CAH: Contrastive Analysis Hypotheses

EA: Errors Analysis

EFL: English as a Foreign Language

FL: Foreign Language

L2: Second Language (French)

SL: Second language

CIA: Central Intelligence Agency

SLA: Second Language Acquisition

USA: United States of America

List of Figures

List of Tables

Table 2.1: Examples of pupils' errors because of the negative transfer.

Table 2.2: Examples of pupils' errors because of the influence of the lexis of the French language.

General Introduction

Throughout history, learning foreign languages has been always challenging for both teachers and learners in the field. Teachers, and applied linguists were persistently seeking to discover the possible ways to help learners learn the target language as quickly and efficiently as possible with introducing different methods and techniques that were thought to be of great help to learners for the mastery of the target language.

Language is said to be a set of aspects such as grammar, morphology, phonology…etc. In order to learn a language properly one has to be versed in every aspect of the *language he or she wants to master. Therefore, the objectives of the current work are:* first, to evaluate the lexis of the English language in Algerian middle school classrooms, and how this particular aspect is being learnt. Second, is to highlight on the crucial role that lexical plays in the acquisition of a foreign language. Finally, to discover the reasons behind the lack of lexis among the pupils, and how can teachers help their learners acquire as much as they can.

Consequently, the researcher strives to answer the following questions:

1- Why do beginners tend to interfere from French to English?
2- What types of errors are common in the EFL pupils?

The above mentioned questions led to the formulation of the following hypotheses:

- The reasons behind the interference from French to English due to the Algerian multilingual situation, besides to the insufficient knowledge in English language
- The common types of errors are the following: grammatical errors, lexical errors,syntactic errors.

The structure of this work is divided into two chapters; the first chapter is devoted to literature review which gives a brief description of the linguistic situation in Algeria, starting by a brief historical background of foreign languages and their status in Algeria besides to the educational system in Algerian and those foreign languages in the educational system in Algeria. It deals also with the levels of interference from French to English. The second chapter however,is the practical part of this research work which is studied the case of fourth year middle school in Tlemcen. This part deals with data collection which has been gathered from pupils and teachers and analyzing them by representing them figures. The research work contains of three research tool: a questionnaire and a proficiency test are planned for pupils besides to a questionnaire conducted with five middle school teachers. This chapter is devoted to the analysis of data gathered about using French in English medium classroom towards the lexical approach.

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

CHAPTER One

Theoretical Part

1.1 Introduction

Acquiring and using a foreign language other than the second one is the case of a great number of people all over the world. Thus, the first part of this chapter gives an outlook about the linguistic situation in Algeria. More importance is given to the status of French and English within the Algerian context. The second part presents an overview of the theories that have contributed to the explanation of language interference as a linguistic phenomenon, starting by Contrastive Analysis (CA) in 1960's, based on the linguistic notions «interference and transfer» moving to error analysis (EA), a philosophy that studies error SLA/EFL learners systems, that focused on intralingual sources of errors and marginalized interlingual errors and finally the discovery of interlanguage theory, which has been viewed as independent linguistic system constructed by EFL learners following certain strategies in order to simplify the foreign language learning.

1.2 Foreign languages in Algeria

Both Arabic and Berber are the native languages of over 99% of Algerians. French has no official status but is widely used in government, culture, media (newspapers) and in education (from primary school), this language can also be regarded as the co-official language of this country due to Algeria's colonial history. On the other hand, English is said to be a foreign language. The majority of subjects and documents in numerous fields like: psychology, medicine architecture: where the teaching/learning process depends completely on French language. English has been included in each field curriculum as a compulsory/optional subject; moreover, with the adoption of English as an international language for communication and its wide use all over the world, the Algerian authorities implemented English in the curriculum, as the second foreign language. As a result of globalization process and the increasing power of the English language today led Algerian leaders to include it at multiple levels in the educational field. So, English is brought into the educational system to open doors to cultural, scientific, economic, political and technological advancement.

As a result, it is estimates that a large majority can understand the language, but only about 20% can read and write it. In her respect Malika Rebai Maameri (2009) assumes that: **"the language spoken at home and in the street remains a mixture of Algerian dialects and French words" (Malika Rebai Maamerie 2009:10). I.e.** The Language used in daily life among people either at home or in the street is a combination of Algerian dialects and the use of French words unconsciously within their speech.

1.2.1 The English language

Nowadays, it seems to be important to speak foreign languages .Now that modern technology and the new means of transportation have made the world look like a small town, it is essential that people communicate .No country can live completely cut off from the rest of the world. All countries are in direct contact now economically, culturally or politically .English has become an international language for trade, business, science and the rest.English is the international language in the world. Britain was the global superpower in the nineteenth century and America is the global superpower in the twentieth and twenty first. For example, these two English speaking countries were the most important countries in terms of the military and trade .By colonizing so much of the world, their customs, culture and way of life Became common in those parts of the world. This is why so many British colonies now have English as the national language, with many of their people speaking English as a first language. Political history and finance are the most important reasons why English is the current global language.

1.2.1.1 The History of English Language

English language witnessed three periods old, middle and modern one. The old English period begins in the middle of the 5th century with the coming of Germanic tribes to settle in England. The Middle English period begins with the conquest of England by Normans after their success in the battle of Hastings 1060, the modern period begins with the 16th century and is characterized by an expansion in vocabulary by borrowing from classical languages.

1.2.1.1.1 Old English

It was a very complex language, at least in comparison with modern English; Nouns had three genders (male, female and neuter) and could be inflected for up to five cases. There were seven classes of "strong" verbs and three of "weak" verbs, and their endings changed for number, tense, mood and person. Adjectives could have up to eleven forms. Even definite articles had three genders and five case forms as a singular and four as a plural. Word order was much free than today, the sense being carried by the inflections (and only later by the use of propositions). Although it looked quite different from modern English on paper, once the pronunciation and spelling rules are understood, many of its words become quite familiar to modern ears.

Many of the most basic and common words in use in English today have their roots in old English, including words like water, earth, house, food, drink, sleep , sing , night , strong, the, a, be, of, he, she, etc.

Many of our common swear words are also of Anglo-Saxon origin (including tits, fart, shit, turd, arse, and probably, piss) and most of the others were of early provenance, though, with what are sometimes called "false friends", words that appear to be similar in old English and modern English, but whose meanings have changed, as in wife (which originally meant any woman, married or not).

During the 6th century, the Anglo-Saxon consonant cluster "Sh", as skield became shield. This change affected all 'SK'' words in the language at that time, It is estimated that about 85% of the 30,000 Anglo-Saxon words gradually died out under the cultural on shaught of the Vikings and the Normans who would come after them, leaving a total of only around 4,500. This represents less than 1% of modern English vocabulary, but it includes some of the most important "Function" words (e.g. to, for, but, and, at, in, on, from, etc.). Because of this , up to a half of everyday modern English taken from old English words, and , used most commonly words in modern English are of Anglo-Saxon origin (although pronunciations and spellings may have changed gradually overtime).

1.2.1.1.2 Middle English

When French became the language of the elite, most of the literature classes were no longer taught to read and write in English. Though there were some attempts to continue an English literary tradition, it is clear that few writers understand old English; particularly they want to represent their own spoken language. Middle English writers wrote in their own local dialects. Though the fourteenth century London dialect of Geoffrey Chaucer starts to resemble modern English. In Middle English there is no set spelling system; the same words are often spelt more than one way. Middle English words have survived in modern English sometimes had different meanings in the earlier period example silly meant blessed and buxom meant obedient. The plurals nouns generally end with s or es but some nouns end in n or en. There is no apostrophe; possessives are distinguished from plurals by context. The infinitive verbs example: to go, to sleep, to sing. In Middle English ends in n or en example goon, slepen, singen. The n or en ending can also indicate a plural form of the verb example they goon, they slepen, they singen. Pronouns in Middle English are easy to understand.

1.2.1.1.3 Modern English

From 1500 to 1800, English language takes many words from Latin and Greek as a result of the revival of classical learning. Therefore, the lexicon of English is enriched by two significant historical process.

The first is colonialism that starts at the beginning of the early modern English period. Therefore, English spread throughout the world. By the end of the eighteenth century the industrial revolution witnessed the emergence of the United States as a world power.

1.2.1.2 English phonetics and phonology

Phonetics is the scientific study of the speech sounds, the central concerns of phonetics and how speech sounds are produced, and how they are used in the spoken language, it deals with the study of the speech sounds in their physical aspect, it gives

importance to all languages thus '' a phonetic study tells how the sounds of a language are made and what their acoustic properties are.

However, for phonology, it is concerned with the study of supra segmental level (stress, rhythm, intonation) and combination of sounds of a language which gives a meaningful unit. It is local it depends only on a given language.

1.2.1.3 Semantics

Semantics is a branch of linguistics that is concerned with the study of meanings. The relationship between the signified and the signifier which are called linguistic sign. The signified is also the denotation. Semantic can also be defined as the study of the relationship between the surface structure and meaning, not only sounds that have meaning but also facial expressions and body language do bear meaning.

Semantics can be divided into two subfields:

*Lexical Semantics: it is concerned with the meaning can be derived in terms of other words. Example synonyms, antonyms.

*Homophones: different meaning, same sounds example (sea, see).

*Homographs: same spelling and different meaning.

*Polysemy: a word with more than one meaning

1.2.2 The French language

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

"Statically, Algeria is the most francophone country among the old colonies" (Calvet 1974, p219). But who speaks French in Algeria?

In 1969, the majority of the population about 81.55% was Arab; 17.9% Berber; 0.4% French and 0.2% other nationalities. Of these, 74.6% were illiterates; 5.5%were educated in Arabic; 8.9% in French; 10.6 in French and Arabic, 0.4% in other languages. Thus in a country where approximately three quarters of Algerians were illiterates, 20% of the population could write and read French in 1969.

Let us consider the position of French in Algeria after independence as well as in Tunisia and Morocco, there is an oral and written French culture of high quality. It is spoken by many students and French educated adults, in particular in the cities. Every year, a great number of Algerians immigrate to France in search of work. Migration to France has continued up to now, to fill France's reconstruction manpower need. These emigrants constitute a means of favor of the diffusion of the French language. The maintenance of French is due as well to inter-marriage. All those factors will maintain predominantly used in administrations everywhere.

"In the national charter of 1976, it was clearly stated that: "French language, so expended in use, must be at present be considered as a foreign language" (translated by Berrabah, Unpublished doctorate thesis 2013-2014 p: 151).

The above quotation mentioned the political will in giving a status to French as a foreign language through its wide spread use in social contexts is imposingly placing it as a second language ", (ibid). The status language is considered as a puzzling matter in Algeria because it is not mentioned in the constitutions and its use differs between Algerians. Some Algerians consider French as their mother tongue since they learned it at an early stage before enteringschool. And others ignored completely the use of French language in their society. Whereas the remaining members unconsciously use only some French words and AA is their mother tongue but it represents a mixture of MSA and French.

1.3 Status of foreign languages in the Algerian society

Arabic and Berber are the official languages of the Algerian society, in addition to the status of French and English which represents a crucial component and it is classified as follows:

1.3.1 Status of French language

French has a strong position in the Algerian society; it is continuously increasing and gaining an essential part among its population but it has no official status, it is considered as the first foreign language of the country (status planning). In spite of this, French is present in the spheres of everyday life; it is used as a second language to Arabic in certain public administration, especially in health, commerce, economic…etc.

French is the most widely studied foreign language that can be regarded as a co-official language. Its spread is decidedly powerful, French expressions and words are still used in Algerian Arabic, which led to a co-existent relationship. Thus, the position of this language is so considerable that it is regarded as the major instrument of work in the media, government, culture, industry, and in education. According to the national charter (1976) it was largely stated that: **"French language, so expended in use, must at present be considered as a foreign language"**

According to the world Factbook , a reference resource produced by the CIA (Central Intelligence Agency), French is a lingua franca in Algeria, despite the government efforts to remove French and to arabize the education and other institutions, Algeria remains the second largest Francophone country in the world in terms of French speakers. It is regarded as the language of modernity, advancement and intellectual distinction, gaining gradually a prestigious status among Algerian people who develop a clear and particular preference to learn it.

1.3.2 Status of English Language

Historically speaking, the spread of English was increased due to the migration of English speaking people to other different areas in the world. English has become a global language because of the power of people who speak it. A power which is scientific, industrial, historical, political, economic and socio-cultural; in fact, if we through a close examination centuries ago, one finds that the industrial scientific power dates from the 19th century, when Britain was the leading industrial and trading power in the world, most of the innovations were in English.

Thus, the political power of the English language over the world was also because the British military power which was the leading colonial nation in   the world (the British Empire). Moreover, by the 20th century, the economic power rose also because of the emergence of the USA (united States of America) as the world economic leading nation, English dominated all the cultural aspects; the press, advertising, broadcasting, motion picture…etc.

Nowadays, this dominance still exists; the power of the English language is persisting. Its spread is mainly due to a number of factors that helped it again this worldwide status; alongside the FIFA, English is the official language of 25 000 international organizations between 1995 and 1996.

Socially speaking, most of the dominant musical in the world work and record music in English as well as for the publications, in fact, most of the literature words are published in this language than any other language . Thus, with the advance of technology, over 90% of electronic internet contents are stored in English,. In addition to this, it is the language of international travel widely used in the domain of tourism.

In Algeria, the power of this language and its spread is clearly noticeable. In fact, it is the most important foreign language taught after French. In the same vein, Harmer (2001) explains:

> **"A language widely adopted for communication between speakers whose native languages are different from each other and where one or both speakers are using it as a secondlanguage"**
>
> **(Harmer, 2001:01)**

This proves that English knew a considerable global spread and has reached the status of "language of wild communication" evermore the 'worlds' lingua franca".

1.4 The educational system in Algeria

Education in Algeria is free and compulsory from the age of 6 up to the age of 16. The compulsory basic education phase consists of; five years of primary school, four years of lower secondary education school and another three years of upper secondary education school.

1.4.1 Primary education

The first nine years of schooling is compulsory for all children. Usually from six years old. This cycle is divided into three other cycles, the first two are taught at primary schools (5 years) while the third one is taught at the middle school (4 years).

The five years of basic education, students are assessed on the results of their coursework; the promotion to the third cycle is exclusively based on their performances during the fifth grade. In the 3rd cycle, pupils are assessed on the basis of their successive grades and an average of 50% (out of 20) or more is required for upper stage. At the end of the ninth grade, students take the national basic certificate; those who are successful on the examination are awarded the Brevet d'Enseignement Moyen (BEM) which will allow and give them the access to the secondary education.

1.4.2 Secondary Education

Secondary studies leading to the baccalaureate are three-years in duration, in the first year students are required to choose one of the tree-core curriculums: language and social studies, sciences and technology. At the end of the cycle, students sit for the baccalaureate examination in which they are examined in each subject studied during their final years.

1.4.3 Higher education

The Algerian system of university degrees is currently under the LMD reform since 2004, in which the degree framework is similar to the structure adopted in Europe. This reform is based on the new French model: Licence (baccalaureate+

3years), Master (licence+2 years), Doctorat (master+ 3/4 years). The main objectives beyond the implementation of the new system are:

1. To offer Algerian students more compatible university programmes which are more compatible with those around the world.

2.To increase students flexibility in choosing and transferring courses and credits, making the system more effective increasing institutional autonomy and lifelong learning opportunities making them adequate to the needs and requirements of the labor market.

1.5 French and English in the Algerian educational system

1.5.1 French

In 1963, French was introduced in all levels and implement in all programs. As a result, this language gradually declined in the educational system as time passed, what made the difficult position for government and the ministry of education not only because of the opponents of the French-Arabic bilingualism at that time, but also because of the demographics. In fact, a report for High Council of Francophonie in Paris (1986) stated:

> **"In Algeria, over a total population of 21% million, 150 000 spoke French as a first foreign language and six million spoke it as a second language at that time. In 2008, 11, 2 million Algerians (33%) could read and write in French"**

In 2002, things have changed, French started to be taught as a foreign language from the 4th year of primary school till the final year of secondary school. Grand Guillaume (1983) noted that:

> **"The knowledge of French started expending to a more important number of citizens after independence, particularly school children, for French, it was the language of instruction"**

> (Grand Guillaume, 1983:23)

In 2007, the arabization policy has mostly affected primary and secondary education. French however, retained a higher social prestige at university education often used in scientific studies.

1.5.2 English

On the other hand, English widely spoken all over the world is taught from the middle school because of its status as a language among the two global linguafrancas, along with French. In this respect Crystal (1997) states that: "there has never been a language widely spread or spoken by so many people as English". (Crystal, 1997:127)

From the end of the 70s to the early 90s the Algerian government decided to implement English alongside French as a foreign language to be taught from the beginning of the second three-year cycle while French was the only foreign language taught at the primary level. At middle school however, student are required to choose either French or English as their second foreign language.

In 1993, the Ministry of Primary and secondary education made French and English to separate choices, students were required to pick up either French or English as the 1st mandatory foreign language. It is estimated that between 1993 and 1997, 1.28% of 2 million schoolchildren chose English over French. And according to the Algerian envoy to India, only 5% of the population is able to speak good English. To remedy to this, in 2012, the Algerian government invited Indian teachers to teach this language in Algeria.

1.6 Language Interference

Also known as L1 interference, linguistic interference, and cross meaning refers to speakers or writers applying knowledge from their native language to a second language. Dulay et al (1982) define interference as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language. Lott (1983: 256) defines interference as **"errors in the learner's use of the foreign language that can be traced back to the mother tongue"**. Ellis (1997: 51) refers to interference as 'transfer', he says **:"the influence that the learner's L1**

exerts over the acquisition of an L2". He argues that transfer is governed by learners' perceptions about what is transferable and by their stage of development in L2 learning.

In learning a target language, learners construct their own rules (Selinker, 1971, Seligar, 1988 and Ellis, 1997) with the use of their L1 knowledge, but only when they believe it will help them in the learning task or when they have become sufficiently proficient in the L2 for transfer to be possible when an individual's understanding of one language has an impact on his or her understanding of another language, that individual is experiencing language transfer. There can be negative transfers, otherwise known as interference, when the understanding of one language complicates the understanding of another language.

Alternatively, there can be positive transfers such that knowing one language can aid in developing skills for a second language. Language interference is the effect of language learners' first language on their production of the language they are learning. It means that the speaker's first language influences his/her second or and his/her foreign language. The effect can be on any aspect of language: grammar, vocabulary, accent, spelling and so on.

Language interference is considered as one of error sources (negative transfer), although where the relevant feature of both languages is the same it results in correct language production (positive transfer). The greater the differences between the two languages, the more negative the effects of interference are likely to be. It will inevitably occur in any situation where someone has not mastered a second language.

Corder outlines one way in which interference can be recast as a learner strategy. He suggests that the learner's L1 may facilitate the development process of learning an L2, by helping him to progress more rapidly along the universal route when the L1 is similar to the L2. Krashen when he suggests that the learners can use the L1 to initiate utterances when they do not have sufficient acquired knowledge of the target language. So, the effect can be on any aspect of language: grammar, vocabulary, accent, spelling and pronunciation and so on.

1.6.1 Contrastive Analysis and Language Transfer Theory

In analyzing learners' errors are the results of negative transfer from their nature language the transfer can be positive when knowing one language can aid in developing skills for a second age. Moreover, the degree of differences between the two languages will make difficulties in the foreign language learning as a result learners will make errors in those areas. To predict learners' errors, a comparison of both languages should be hold .Wardhaugh 1970 defines contrastive analysis hypotheses as the best language teaching material are based on the contrast of the two competing linguistics systems he propose the difference between the strong and weak version. The weak version will deals with errors. It does not imply the a priori prediction of certain degrees of difficulty; on the contrary, it adopts an a posteriori after the fact approach.

1.6.2 Criticism to Contrastive Analysis hypotheses (CAH)

Contrastive analysis hypothesis was widely influential in the 1950 and 1960, but from the 1970 its influence dramatically decreased. There are some of the reasons for the declined of the contrastive analysis hypothesis .In the late 1950s Chomsky showed a serious challenge against the behaviorist of language acquisition and structuralism linguistics that contributed to the downfall of the contrastive analysis .Contrastive analysis hypothesis was at odds with the views of later developments in applied linguistics including error analysis, interlanguage theory and second language acquisition. The theory of interlanguage listed a number of sources of error that first language interference was only one .as a result error analysis, the examination of attested learner errors, began to replace the error prediction of contrastive analysis .In the other hand the morpheme acquisition studies stated that foreign language errors come from a natural order of acquisition than from first language interference, moreover the hierarchy of difficulty was shown to have many short comings. Firstly ,the process was oversimplified .Second it was very difficult , even with six categories .The second language acquisition showed that the contrastive the contrastive analysis hypothesis made the wrong predictions .Firstly, it did not anticipate all the errors. Second, errors failed to materialize.

1.7 From contrastive analysis to error analysis

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

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

1.7.1 Definition of errors

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

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

Norrish (1987:07) refers to errors as:

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

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

1.7.2 Definition of mistakes

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

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

1.7.3 Sources of errors

Errors became the central concern that provides the most fruitful data for the teacher to measure the extent of success or failure in both learning and teaching, and they enable him to adjust his teaching accordingly. EA as an approach of applied linguistics focuses on the errors L2 learners make in order to analyze them and investigate their sources. In fact EA started with the identification of errors, according to Richards (1974) the classification of errors can be attributed to one of the possible origins:

1. Those resulting from interlingual sources as Corder (1971) stated: "Those attributed to the native language, there are interlingual errors when the learner's L1 habits (patterns, systems or rules) interfere or prevent him/her to extent from acquiring the patterns and rules of second language.

2. Or that resulting from interlingual sources as Richards (1970:06) refers to it as: "Items produced by the learner which reflects not the structure of the mother tongue, but generalization based on special exposure to the target language". i.e.it is related to the target language itself which the main concern of EA, indeed scholars in EA regarded errors as a device the learner uses in order to learn the second language, in this respect Gass and Selinker (1994) define errors as "Red flags" that provide evidence of learner's knowledge of the foreign language.

1.7.4 Models of error analysis

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

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

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

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

1.7.5 Error analysis Criticism

EA approach was criticized by some linguists due to the weakness in methodological procedures as Ellis (2008) pointed out, as well as it denies the language transfer theory and focuses on intralingual errors, at that time many researchers claimed that CA need to be carried out because not all CA hypotheses are wrong and they suggested that teachers should accompany CA with EA. In this respect Fisiak (1981) said:

"(…) Error analysis as a part of applied linguistics cannot replace contrastive analysis but only supplement it".

Ellis (1996) emphasizes the importance of exploring language transfer and he argues that any SLA/FL learning theory is not complete if it does not include transfer in the same vein Ziahosseini (2006) believes that: "For learners of English as a second language English spelling proved to be more difficult for people whose native language use roman scripts (e.g. French, Spanish) than for those native language used non-Roman scripts (e.g. Arabic, Japanese)."

1.8Interlanguage Approach

The term interlanguage refers to a language intermediate between the native and the target language.The main tenet of the hypothesis is that the language of foreign language learners is itself a linguistic system independent of either L1 or L2, although influenced by both. It will differ from the native speaker system in ways which are systematic, so that the differences between learner production and target norms will not be random. Interlanguage is a term coined to caver all types of linguistics influences among learners of languages and to avoid controversies between CA and EA. It was introduced by Selinker (1972), Corder (1967) refers to it as "Transitional Competence" and Nemser (1974) as "The Approximative System" which may be differ from one learner to another because of many factors such as: proficiency, level of communication, learning ability, learning experience …etc. In Crystal's Dictionary of Linguistics and Phonetics, interlanguage is defined as: "Interlanguage reflects the learner's evolving systems of rules, and results from variety of processes including: the influence of the first language (Transfer), contrastive interference from the target language, and overgeneralization of newly encountered rules".

It is worth mentioning that interlanguage cannot take place involving just two linguistic systems rather it includes the third language or more due to the fact that, it must involve "the influence of a no –native language" (ibid:43).

Though studies on multilingualism competence are in fact, considered as a more recent field and research into L2 instead of L1 transfer, still in its infancy in this

respect De Angelis and Selinker (2001:44) state that: "Current language transfer theories are highly restricted, being primarily based on the interaction between two systems".

Interlanguage has been regarded as a dynamic linguistic system that all EFL learners developed through it but never reach full FL competence. Scholars have been considering interlanguage as a linguistic grammar bridge constructed by FL learners who use L1 and/ or other language learned by previously (L2) In order to learn the foreign language. A central characteristic of interlanguage is fossilization which refers to a stage during a language learning that ceases to develop at some points in the foreign language, so that FL learners never achieve a level of facility in the use of the foreign language as a native language. There is thus a crucial and central psycholinguistics difference between child native language and adults FL, there is a structure in the brain called the latent psychological structure that is activated for the purpose learning another language after the close of the critical period, i.e. children always succeed in acquiring their native language but adults only rarely succeed in completely learning FL.

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

1.8.1 Learning Strategies in Creating Interlanguage

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

1.8.2 Language Transfer

Ellis (1994:341) provides different types of transfer in his definition in which he said:**" transfer is to be seen as a general cover term for a number of different kinds of influence from the language other than L2. The study of transfer**

involves the study of errors (negative transfer), facilitation (positive transfer), avoidance of target language norms and over-use".

1.8.2.1 Positive Transfer

According to Hellen and Corder who maintain that "positive transfer helps new learning, for instance, it is easy to learn to pronounce aspirated voice less stops in a second language if the language also has aspirated voice less stops".It is the transfer of skill A which facilitates s the learning or has positive transfer on the command of a skill B because of the similarities between both languages as: the same alphabetical system, the same rhetorical conventions, the same linguistic features...etc. i.e., prior knowledge can be very helpful in learning a new language.

1.8.2.2 Negative Transfer (Interference)

From the beginning, particular interest was given to areas where the first language seemed to interfere with the target language. According to Richard (1992): **"making an error and using wrongly the rules of L2 is due to the application of L1 on L2".**

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

1.8.2.3 Avoidance

Foreign language learners avoid certain structures that are very different from their native language or any language learned previously. In a study, Schachter (1974) found that Chinese and Japanese students committed fewer errors in English relative clauses than did the Persians and Arab students, it was though that English relative clause were less difficult for the Chinese and Japanese students than for Arab and Persian students because the placement of relative clauses in Chinese and Japanese differs so much from their placement in English language.

1.8.2.4 Over-use

It refers to the over use of certain grammatical forms, words and discourse types foreign language as a result of the avoidance of some difficult structures. For instance Arab EFL learners over use simple present ad simple past since those tenses found in Arabic language as well, while they avoid using tenses which do not exist in their native language Arabic like: the continuous and perfect tenses.

1.8.2.5 Overgeneralization

It is most often used in connection with language acquisition by children. They overgeneralize by applying certain grammatical rules in case where they do not apply. It is associated with redundancy reduction, it may be the result of the learner reducing linguistic burden for instance: using the mark of the plural form "S" and apply it even for irregular nouns as the case of the noun: foot→ foots.

1.8.2.6 Simplification

Language learners employ it in order to simplify the task of learning specially the structures and rules that are difficult for them to grasp, for instance, EFL learners may write "two month" instead of "two months" such example can be explained as the result of negative influence from standard Arabic because Arabic language has the dual form, whereas English has no counterpart as a result of this learners omit the "S" of the plural to simplify their task in English.

1.9 Conclusion

This chapter was adescription of the situation in Algeria towards the two foreign languages "French and English" as well as their influence on each other, by treating them from a historical and linguistic framework, that part is also related to foreign language learning, by dealing with theories of Contrastive Analysis, Error Analysis and interlanguage, then levels of interference of French into English, in order to clarify reasons and sources of learners' errors and thus enabling teachers as well as pupils to discover errors and improve their English.

CHAPTER Two

Practical Part

Chapter Two: Research Background Methodology and Data Analysis

2.1 Introduction

This chapter is devoted to data collection and analysis. It aims at evaluating to which extent French influences English lexical words. The data of this research were collected from a test and questionnaire administered to fourth year pupils of Achour Thaleth middle school in Tlemcen besides to a questionnaire directed to English middle school teachers in the above mentioned school. It is necessary to point out that this research work investigated a bi-sided perspective of pupils and teachers so as to have a better insight on the lexical approach of English in Algerian middle schools.

Thus, the previous chapter dealt with theoretical finding and literature review of the research work. Yet, this chapter is dedicated for the methodology which aims at reaching some results at the end of the work which will be considered as answers to the proposed hypotheses in order to assess whether or not the use of French has any benefits in Algerian classrooms.

2.2 Sample Population:

A sample was chosen to represent the study; it includes 40 pupils of 4th year. To guarantee the success of the research, the researcher formulated two questionnaires one presented to pupils to get their opinions, and another one given to the teachers, to get opinions and views from both sides. The students' questionnaire aims to discover the errors they made. The teachers' questionnaire asks the teachers which methods they use in teaching.

2.2.1 Learners' Profile

The researchers have selected one group of forty pupils from Achour Thaleth middle school in Tlemcen. The total number of these groups includes twenty girls and twenty boys. Those pupils have at least three years' experience of studying English language thus; they possess insufficient knowledge about English language.

23

3.2 Teachers' Profile

Concerning middle school teachers, there are 5 teachers, 3 of them are in charge of teaching fourth year middle school. The total time allotment to teaching English is estimated to four hours per week. Teachers' experiences vary between 5 to more than 20 years.

2.3 The research instruments

Since any experimental investigation involves research instruments such as questionnaires, interviews, tests, classroom observation…etc .The research instrument which are used test, questionnaire for the teachers and pupils.   Therefore, the test and questionnaire were dedicated to fourth year middle school   Pupils in order to investigate the common errors committed by those pupils. On the other hand, the questionnaire was addressed to middle school teachers.

2.3.1 Learners' test

A proficiency test was given to fourth year pupils in order to know the most frequent errors they make from their answers in this test. The problem of interference from French into English as the two languages have the same Alphabets and both of them are written from left to right. The first part they need to choose the correct form of the words that look similar in both languages, but they differ in writing. The purpose is to discover learners' background. Then to fill in the gaps with the correct word. The last part contains words that look similar in both languages, but have different meanings. So they were asked to select the suitable meaning of the underlined word, to check if learners master the two languages separately or they mix both of them.

2.3.2 Learners' Questionnaire

Learners 'questionnaire was given to fourth year pupils in order to know the most frequent errors they make from their answers to this questions. First of all they need to choose one answer, to check if learners master the two languages separately or they mix both of them.

2.3.3 Teachers' Questionnaire

In order to round up the objectives of this research work, a semi-guided questionnaire is added. It contains 8 questions. It is dedicated to the design of the questionnaire which is divided into two rubrics:

- **Rubric one**: is made up of two questions involving personal information about teachers' degree of education and the number of years that they have been working as teachers of English.

- **Rubric two**: contains 8 questions concerning teachers' views about the influence of interference from both languages French and English. Teachers were asked about the reasons that lead pupils transfer from French to English.

On the other hand, the other questions if the Algerian educational system contains activities that push pupils to read and write two languages and which errors mostly common, that result from French interference with English. Other questions were asked to teachers. Does the current English Text book helps them to discover their learners' errors and if reduced number of hours is enough to teach English .Other question do teacher explain only using The English language in the class room, and if they use visual aids in their explanation. The last question is about the suggestions.

2.4 Data collection and Analysis

This phase of research work is devoted for data collection from both pupils' answers in the test and the questionnaire, and teachers' answers in the questionnaire in order to analyze them quantitatively and qualitatively. The results and findings obtained from the two research instruments may help the researchers to answer the research questions being set in the present research work.

2.4.1 Learners' Test analysis

In order to analyze the data collected from the test, one table is presented to demonstrate the types of errors committed by pupils, it shows some examples of negative influence of French.

Subsequently, some graphs are set to show percentages of corrected and wrong answers to get a clear image about the common errors made by learners.

➢ The following table demonstrates some examples of pupils' answers in the part of the test devoted to the levels of interference from French to English.

Questions	Examples of pupils' answers	Types of errors
a-Mohammed Dib is an Algerian …	*poète	-Grammatical error
b-Our house is surrounded by a beautiful	*jardin	-Semantic error
c-Algerian celebration of the revolution day is on the first of…	*Novembre	-Spelling error
a-Amine is …	*jaloux	-Semantic error
b-My father always watches …	*information	-Semantic error

Table 2.1 Examples of pupils' errors because of negative transfer

The table above shows answers of the majority of pupils, this will be clearly shown in the following graphs.

❖ *__Part One :__*

- **Question nº01: Pupils' selection of the correct form of the words**

    a- Mohammed Dib is an Algerian…

    ✓ 20% of pupils did not choose the correct form "poète", while 80% used the correct one.

    b- Our house is surrounded by a beautiful…
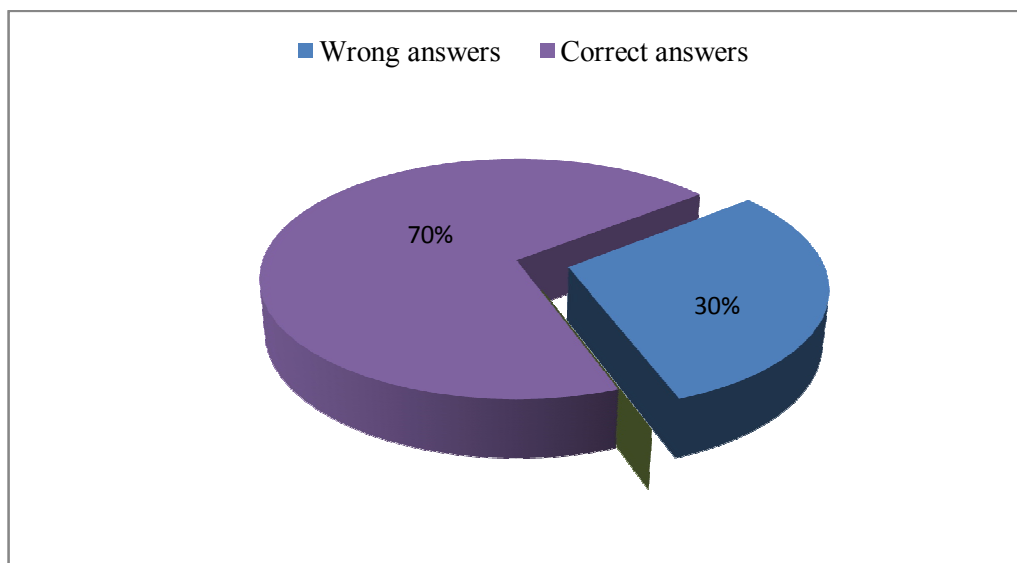
    ✓ 30% of pupils had wrong answers and 70% had correct answers.

    c- Algerian celebration of the revolution day is on the first of…

    ✓ 40% of pupils have selected the wrong word, while 60% have selected the correct one.

➢ The average of errors of question two is: 30%

    The following chart will explain the results:

Pie Chart 2.1: Analysis of pupils' failure in choosing the English words

- **Question nº02: pupils' choice of the suitable words**

    a- Amine is a ….friend.

    ✓ 35% of pupils have chosen the wrong choice "jaloux"

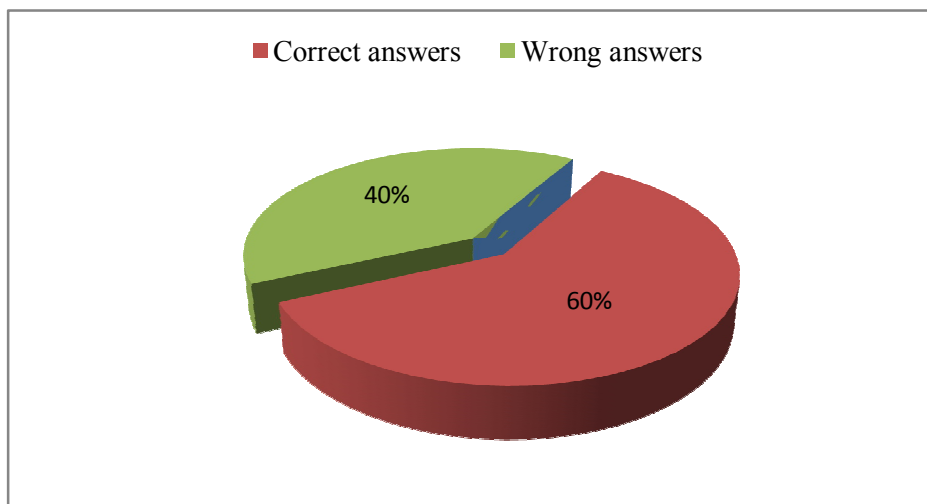   ✓ 65% of pupils have chosen the correct one.

b- My father always watched the…

   ✓ 45% of pupils have chosen the wrong choice

   ✓ 55% of pupils have chosen the correct one

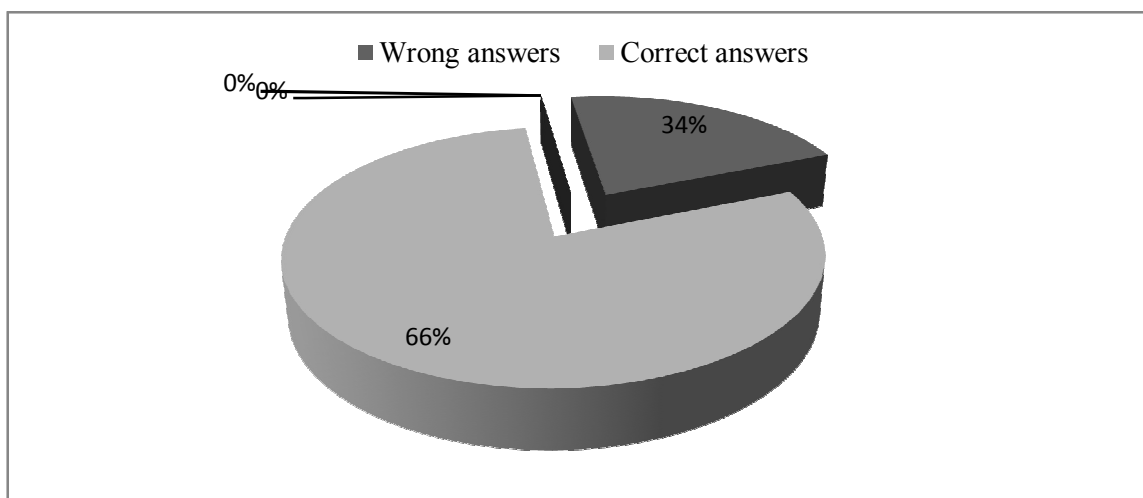➢ The average of errors of question two is: 40%

    The following chart will explain the results:

Pie Chart 2.2: Pupils' errors in selection suitable words

➢ The total average of pupils' errors of the 1st and 2nd questions is: 34%

    The following chart will explain the results:

Pie chart 2.3: Analysis of pupils' selection of English words

The above graph shows a portion of pupils that made errors, in comparison to the other portion of pupils that have correctly selected the answers.

> ➢ The following table demonstrates some examples of pupils' answers in the second part of the test devoted to the levels of interference from French to English

Questions	Examples of pupils' answers	Types of errors

a-I read <u>a sophisticated</u> text, means:
 	
  • **Complicated**
 	
  • **Comfortable**
	*Comfortable	-Semantic error

b-I <u>pass</u>the exam, means:
 	
  • **Success**
 	
  • **Sit for**
	*Sit for	-Semantic error

c-Our teacher's <u>car</u> looks new, means:
 	
  • **Bus**
 	
  • **Automobile**
	*Bus	-Semantic error

**Table 2.2:** Examples of pupils'errors because of the influence of the lexis of French.

❖ *Part Two:*

Question n°03: pupils' selection the suitable meaning of the underlined word:

a- I read a sophisticated text.

Above pupils are asked to answer this question by choosing the correct answer.

✓ 15 % of pupils have chosen the wrong answers.

✓ 85% of pupils have chosen the correct one.

The following chart will explain the results.
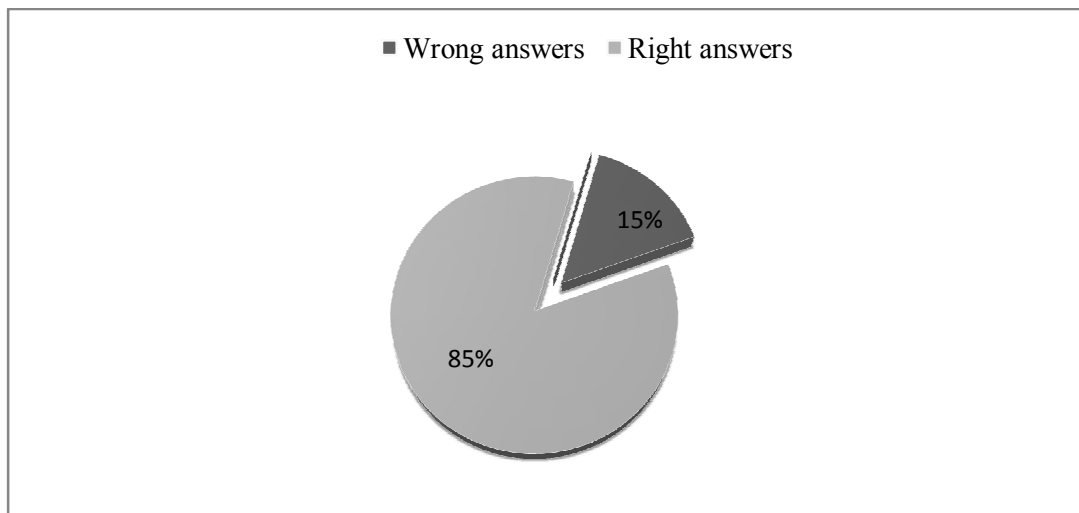
Pie chart 2.4: The influence of French language on English language.

The above graph shows a large portion of pupils choosing the right answer whereas the small portion presents the wrong answer.

b-I pass the exam.

Above pupils are asked to answer this question by choosing the correct answer.

✓ 15% of pupils have chosen the wrong answer.

✓ 85% of pupils have chosen the correct one.

The following chart will explain the results:

sh language.

Pie chart 2.5: pupils' choice of English words

The above graph, a large portion of pupils has chosen the right answer whereas the small portion presents the wrong answer.

c-Ourteacher's <u>car</u> looks new; means:

Above pupils are asked to answer this question by choosing the correct answer.

- ✓ 13 % of pupils have chosen the wrong answer.
- ✓ 87 % of pupils have chosen the correct one.

The following chart will explain the results

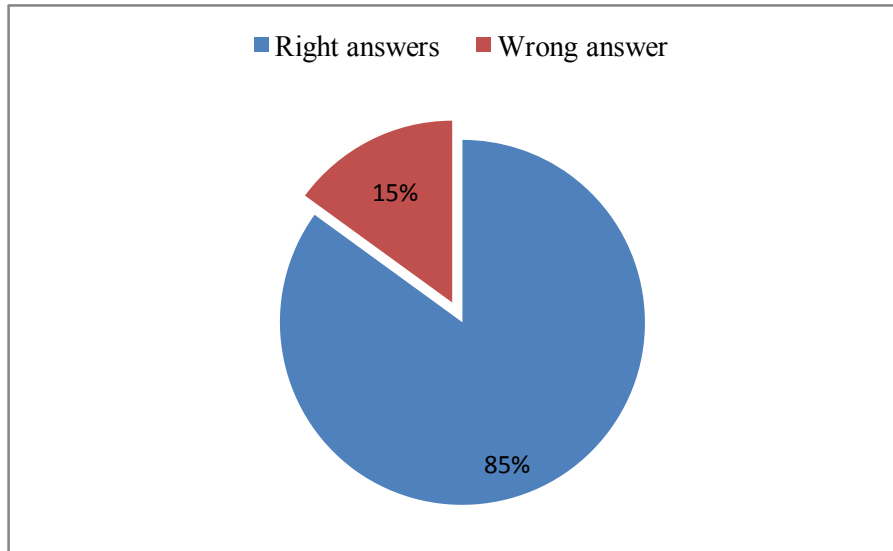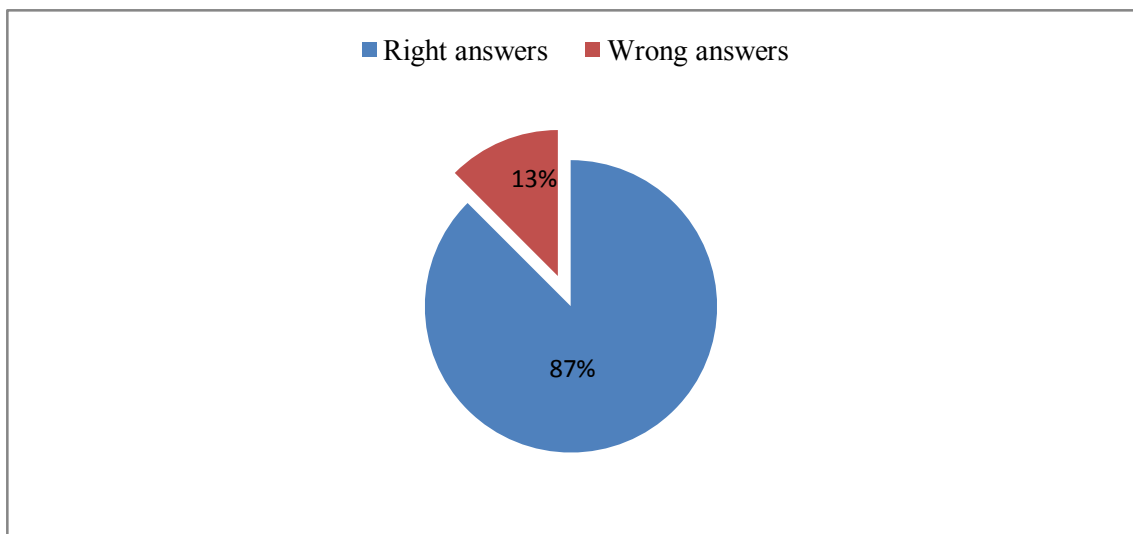**Pie chart2.6:** Their influence of French language on English language.

The above graph shows a large portion of pupils choosing the wrong answer whereas a small portion represents the right answer.

2.4.2 Learners' Questionnaire

For the sake of having a better understanding of the impact of French on learning English, a questionnaire of 8 questions is administered to 40 fourth year middle school learners in order to gather general information about EFL learners in classrooms

To conclude, the objective beyond this chapter is to provide information about the two sample population, and the research instruments used for data collection.

Question nº01: was planned to know whether pupils like English or not. It was found that:

- ✓ 70% of pupils like the English language
- ✓ 30% of pupils do not like the English language

The following chart will explain the results:
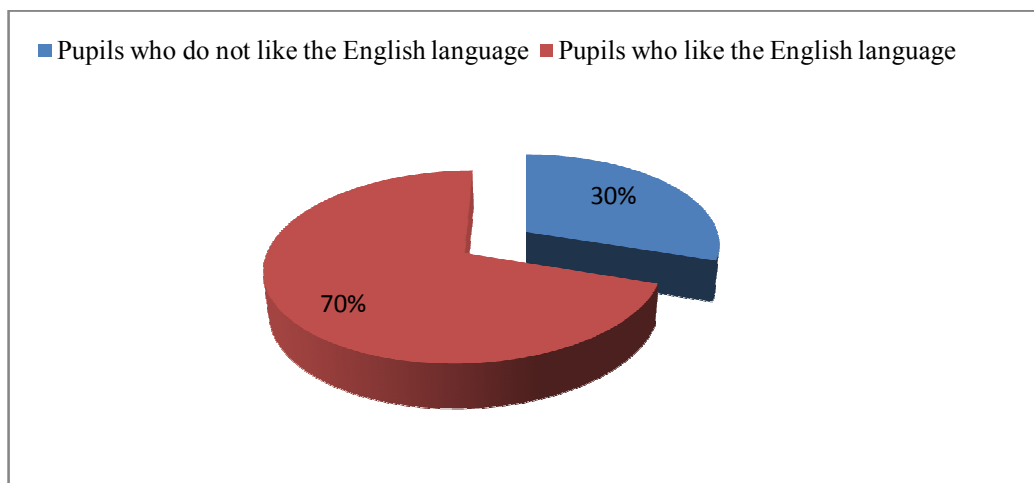
Pie chart 3.1: Pupils' attitudes towards English

Question nº02: was asked to know how many pupils like the French language. Results show that:

- ✓ 80% of pupils like the French language

✓ 20% of pupils do not like it

The following chart will explain the results:
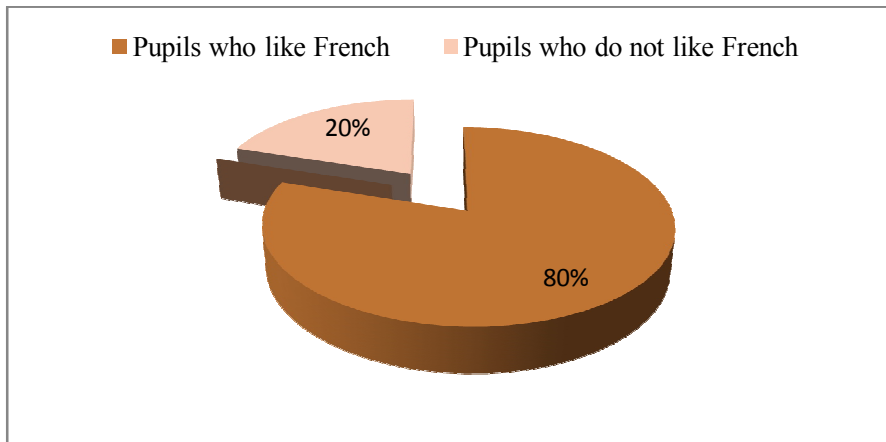
Pie chart 3.2: Pupils attitudes towards French

Question n°03: was asked to know how do pupils judge their level in English. It was found that:

✓ 15% of pupils'level is good

✓ 60% of pupils are average

✓ 65% of pupils have a bad level

The following chart will expalain the above results:

Pie chart 3.3: Pupils'level in English

Question nº04: Was asked to know which language do they prefrer to use in classrooms. Results reveal that :

- ✓ 35% of pupils prefer using English
- ✓ 65% of pupils prefer using French

The folloing chart will explain the above results:

■ Pupils who prefer English   ■ Pupils who prefer French

35%

65%
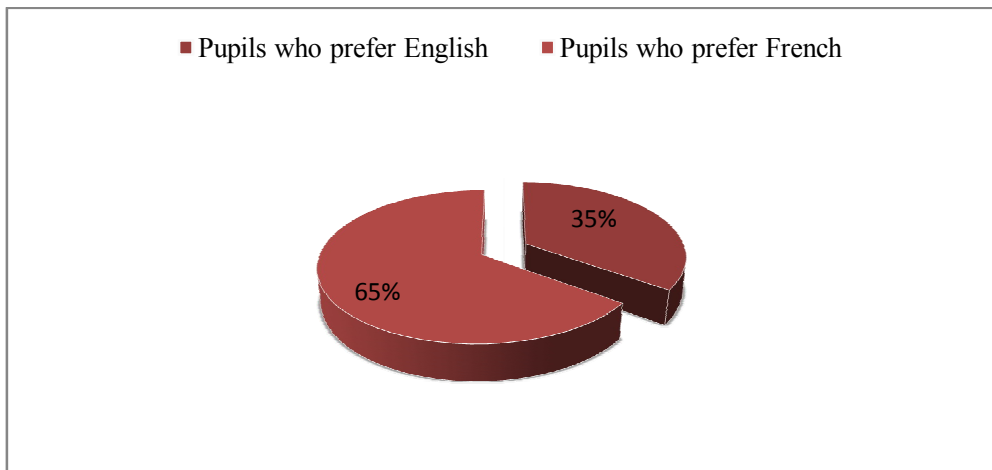
Pie chart 3.4: Pupils' attitudes towards the use of English and French in classrooms

Question nº05: was planned to know which language is easy to learn.

- ✓ 53 % of pupils who confirm that French language is easy to learn
- ✓ 47% of pupils who confirm that English language is not easy to learn.

The following chart will explain the results:

■ Wrong answer   ■ Righr answer

47%

53%
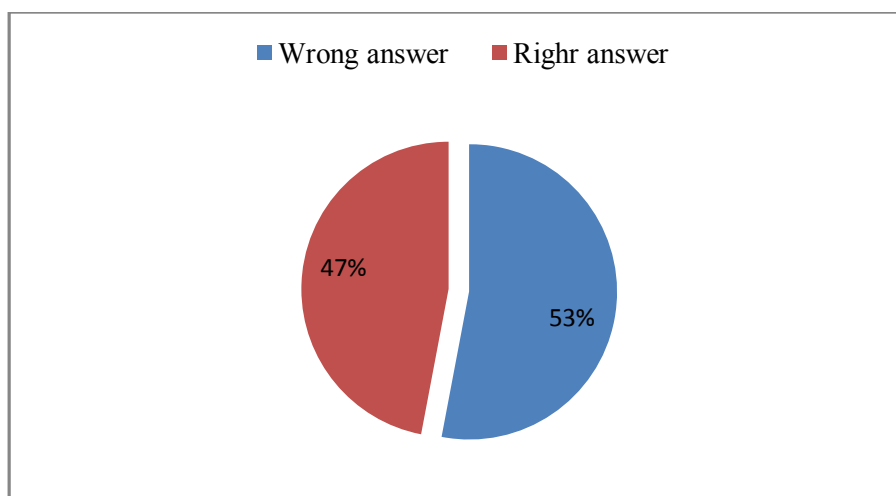
Pie chart 3.5: pupils' point of view about which language is easy to learn.

The above representation shows a large part of   pupils who confirm that French language is easy to learn, while small amount of them confirm that English Language is not easy to learn.

Question n°06: was planned to know if they are" For" or "Against" the use of French in classroom.

- ✓ 35 %   of pupils who confirm the use of French language in class room are something good.
- ✓ 45 % of pupils who confirm the use of French language in classroom are something bad.
- ✓ 60% of pupils who confirm sometimes they prefer to use French language. in classroom

   The following chart will explain the results:

■ Pupils who confirm the use of french language is something good
■ Pupils who confirm the use of french language is something bad
■ Pupils who confirm sometimes they prefer to use french language in classroom
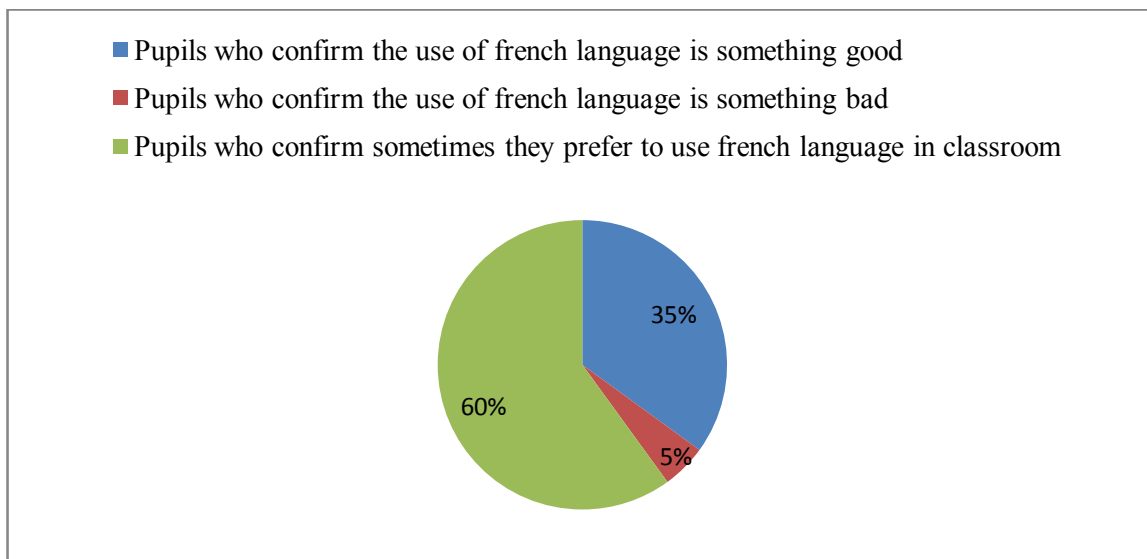
Pie chart 3.6: pupils'point of view about the use of French language in classroom.

The above graph shows a large portion of pupils who like to use French language in classroom, where there are some pupils who refuse to use French language in classroom .whereas, some pupils who said sometimes they prefer to use French language in class room.

Question nº07: was planned to know which dictionary you prefer to use.

       ✓ 85 %   of pupils who prefer to use dictionary English /French.

       ✓ 15 %   of pupils who prefer to use dictionary English/English.

The following chart will explain the results:
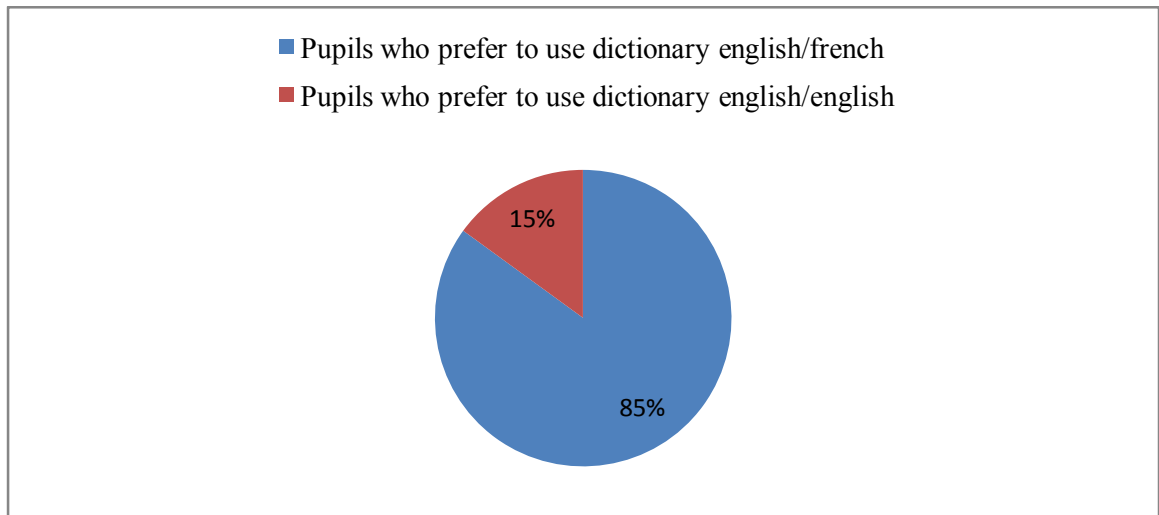
Pie chart 3.7: pupils' point of view about the use of dictionary.

The above graph shows large portion of pupils who prefer to use English/French dictionary, while the small portion, they prefer to use English /English.

Question nº08: was planned to know if there are similarities between French and English languages.

       ✓ 87% of pupils who said there are similarities between the two languages.

       ✓ 13%of pupils who said there are no similarities between the two languages.

The following chart will explain the results:
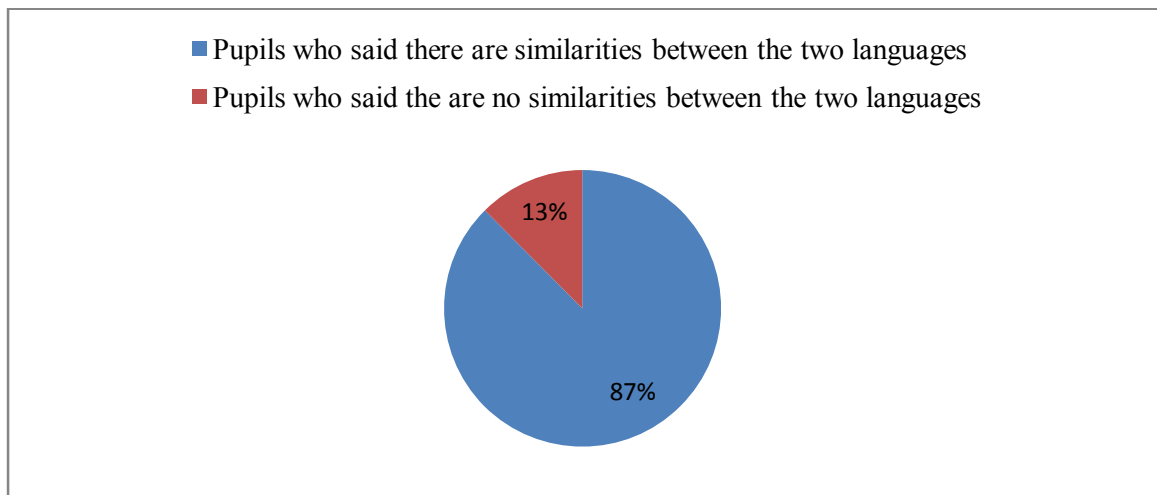
Pie chart 3.8: pupils' point of view about the similarities and differences between the two languages.

The above graph shows a large portion of pupils who said that there are similarities between the two languages, while the small portion who said that there are no similarities between the two languages.

Question n°09: was planned to know if they like their teachers' use of French to explain.

- ✓ 47% of pupils like their teachers' use of French language to explain.
- ✓ 5 % of pupils did not like their teachers' use of French language to explain.
- ✓ 48% of pupils sometimes like their teachers' use of French language to explain.

The following chart will explain the results:
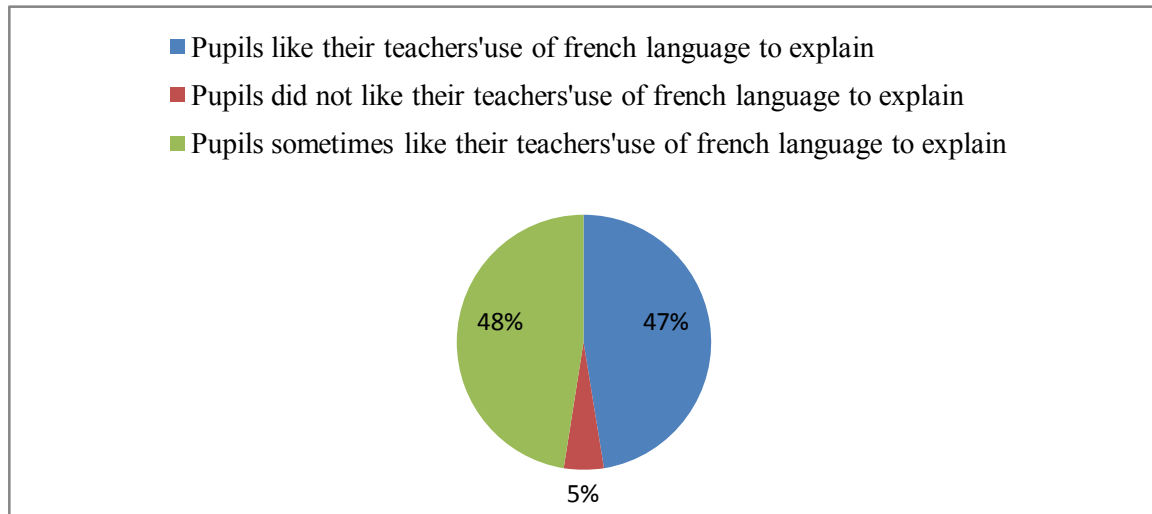
Piechart3.9: pupils point of view about the use of French language in classroom.

The above graph shows5% of pupils did not like their teachers' use French language to explain.47%of pupils sometimes like their teachers' use of French language to explain. While 48% of pupils like their teachers' use of French language.

2.4.3 Teachers' Questionnaire Analysis

The researchers directed a semi-guided questionnaire of 8 questions to 6 teachers at the middle school situated at Tlemcen.

Question n°01: was designed to know the reasons that lead pupils transfer from French to English.

- ✓ 17% of teachers who confirm that being in a multilingual society.
- ✓ 25% of teachers who confirm that insufficient knowledge account The English language.
- ✓ 25% of teachers who confirm pupils do not read books or articles in two languages.
- ✓ 33% of teachers who confirm the Algerian educational system does not contain activities that push pupils to read and write in two languages.

The following chart will explain the results:

■ Teachers who confirm that being in a multilingual society

■ Teachers who confirmthat insufficient knowlege account the english language

■ Teachers who confirm pupils do not read books or articles in two languages

■ Pupils who confirm the algerian educational systems does not contain activities that push pupils to read and write two languages
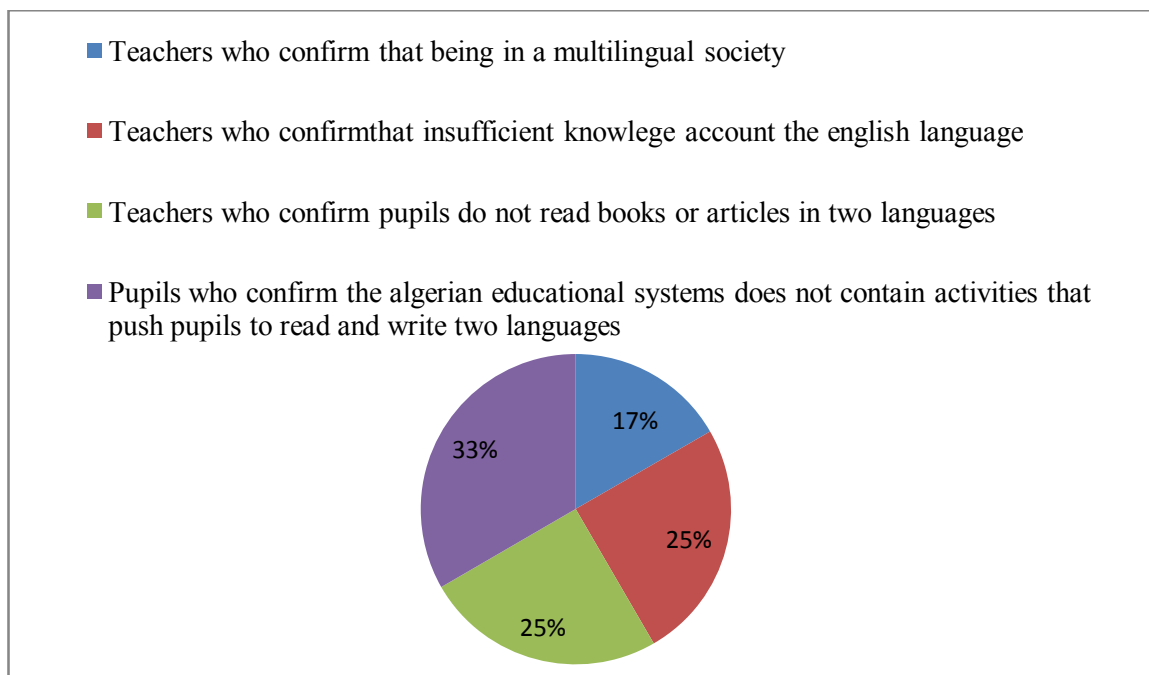
Pie chart 4.1: teachers' point of view about the reasons that lead pupils transfer from French to English

Question nº02: was planned to know which errors are mostly common, that result from French interference with English.

- ✓ 41%of teachers said that pupils make grammatical errors.
- ✓ 17%of teachers said that pupils make semantic errors.
- ✓ 25% of teachers said that pupils make lexical errors.
- ✓ 17% of teachers said that pupils make others types of errors.

The following chart will explain the results:
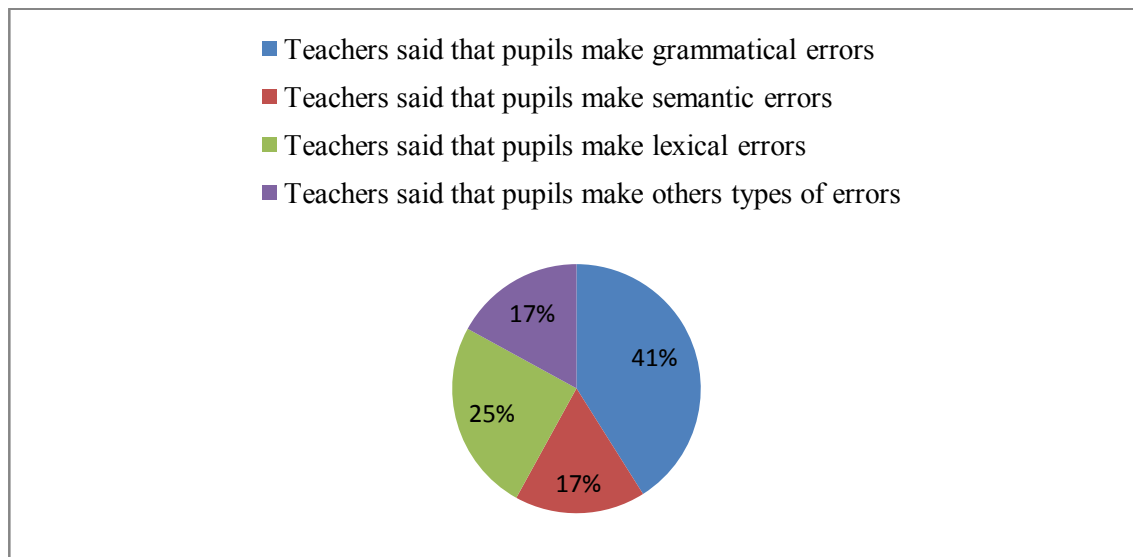
Pie chart4.2:   teachers' point of view about the errors which are mostly occurred in French interference with the English language.

The above graph shows a large portion of teachers who said that Errors resulted from grammatical errors, 17% of teachers said that pupils make semantic errors.25%of teachers said that pupils make lexical errors.17%of teachers said that pupils make other types of errors.

Question nº03: was planned to know if English text book contains useful instructions that help them discovering pupils' errors.

- ✓ 67% of teachers who deny that English textbook contain useful instruction that helps them discovering pupils' errors.
- ✓ 33% of teachers who confirm that English textbook contain useful instructions that help them discovering pupils' errors.

The following chart will explain the results:
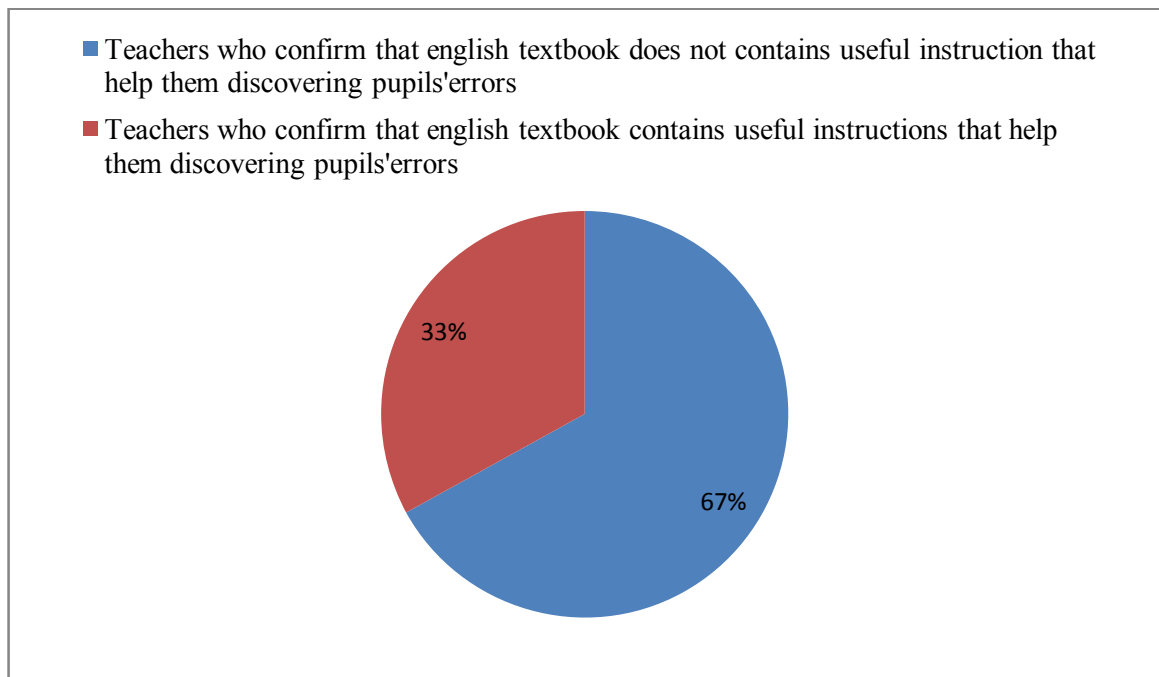
Piechart4.3: teachers' attitudes about English text book.

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

Question n°04: was designed to know if small number of hours it is enough to teach English.

- ✓ 67% of teachers who confirm that small number of hours is enough to teach English language.
- ✓ 33% of teachers who confirm that small numbers of hours is not enough to teach English language.

The following chart will explain the results

■ Teachers who confirm that small number of hours is not enough to teach english language

■ Teachers who confirm that small number of hours is not enough to teach english language

33%

67%
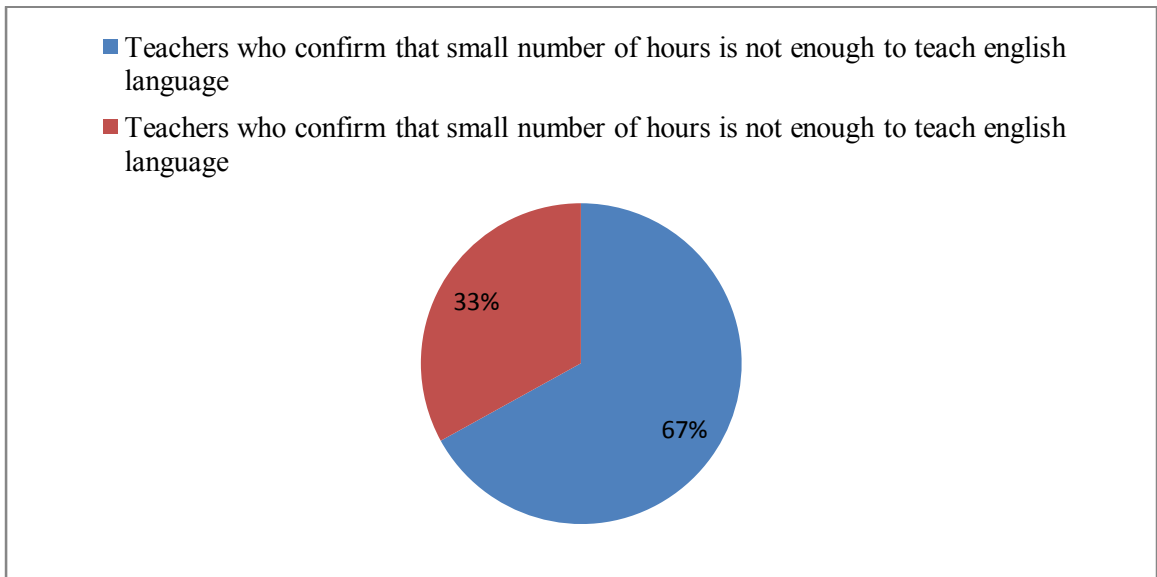
Pie chart 4.4: teachers' attitudes about hours devoted to English language teaching.

The above graph shows a large portion of teachers who confirm that small number of hours is enough to teach English, while small portion presents teachers who confirm that small number of hours is not enough.

Question n°05: .Was planned to know if the teachers provide extra hours when their pupils cannot understand.

✓ 67% of teachers suggest extra hours.

✓ 32% of teachers do not suggest extra hours.

The following chart will explain the results:

■ Teachers who suggest extra hours

■ Teachers who do not suggest extra hours

32%

68%
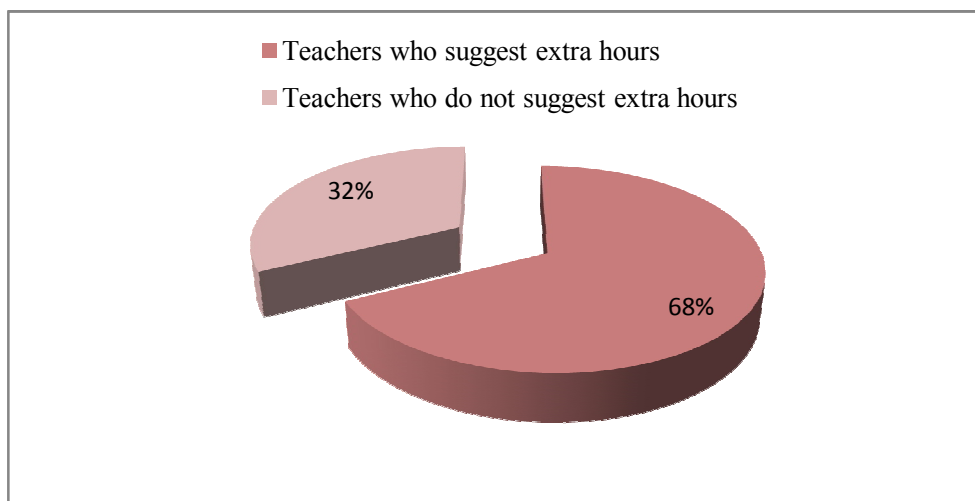
Pie chart 5.5: Teachers' suggestion of extra hours

The above presentation shows that a large portion provide extra hours when their pupils cannot understand.

Question nº06: was designed to know if teachers explain only with English language in their classrooms.

✓ 100% of teachers use translation in their English classrooms

The following chart will explain the results:

- All teachers rely on translation technique in their English sessions.

Question nº07: was planned to know teachers' attitudes towards the use of visual aids in their explanations.

✓ 83% of teachers use the visual aids in their explanation
✓ 17% of teachers do not use the visual aids in their explanation

The following chart will explain the results:
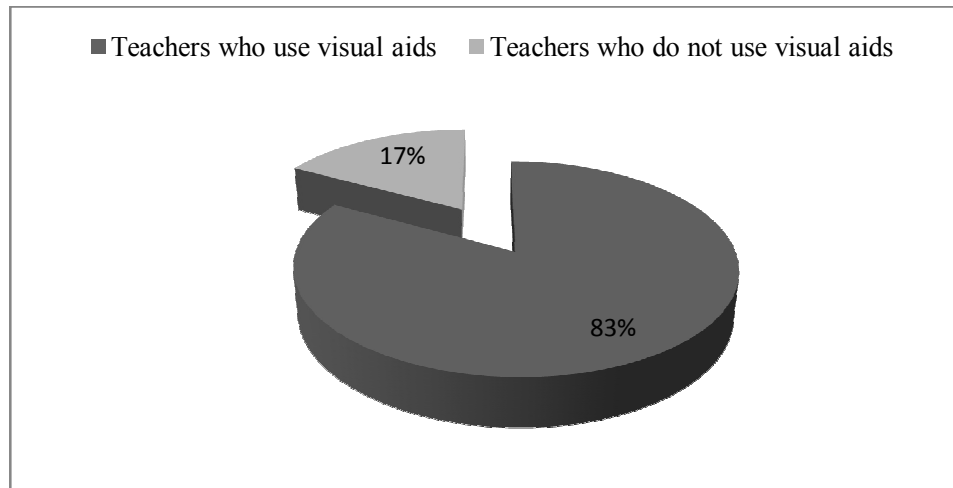
Pie chart 4.7: Teachers' attitudes towards the use of visual aids.

The above chart shows that majority of teachers rely on visual aids in their explanation.

Question nº08: was designed to know what suggestions that teachers provide to ameliorate pupils level of English.

✓ 17% of teachers suggest to use visual aids in teaching English as (ICT)

✓ 33% of teachers to devote more time to English

✓ 33% of teachers to make pupils aware of the importance of English as a global language and encourage them to learn it from childhood.

✓ 17% of teachers suggest that the Algerian educational system should give more importance to English.

The following chart will explain the results:
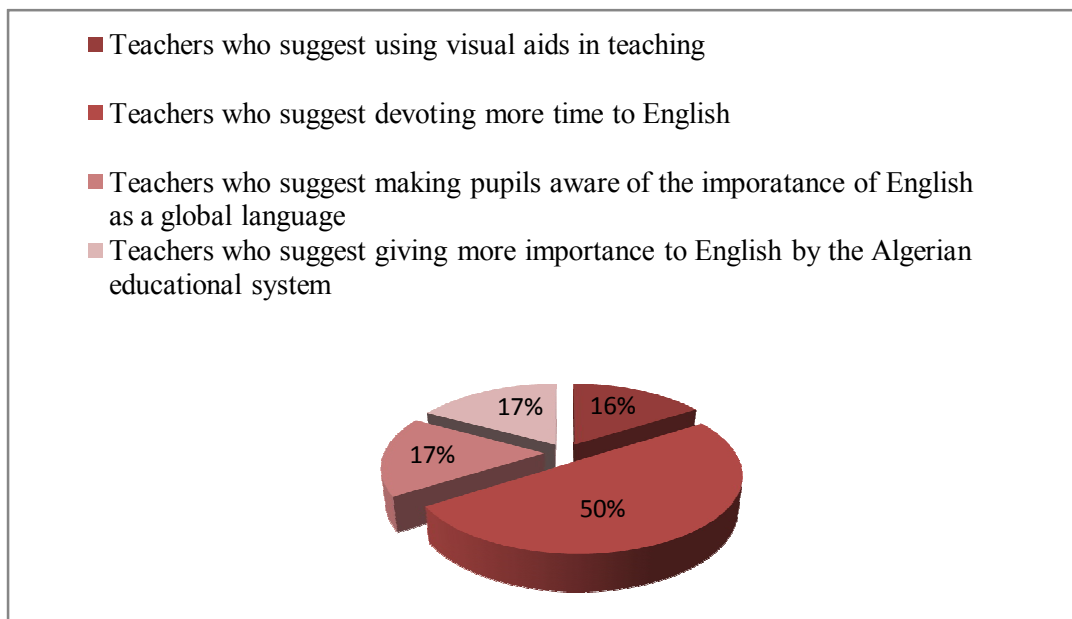
Pie chart 4.8: Teachers' Suggestions.

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

1.9 CONCLUSION

This chapter gives the quantitative and qualitative side of language interference in Algerian middle schools, 40 pupils In Tlemcen were involved in this research work, besides to their teachers. The pupils were tested and questioned, and their teachers were approached through the questionnaire .Those research Instruments were used to collect data as much as possible.

Therefore, this chapter gives a clear image about the frequent errors made by those pupils which explain the possible reasons of these errors.

GENERAL CONCLUSION

General conclusion

Algeria like other African countries which have been subject to the French colonization, has been to some extent influenced by it.

In the presented study, which arose primary from sociolinguistic interests, we have attempted to illustrate the causes of learners' interference from French to English, and tried to give idea about French which constitutes an inseparate part of the Algerian linguistic patrimony and to focus on the importance of French as well as English at different levels of the Algerian educational system. Thus, the researchers can say that linguistic transfer has been a field of many studies in different disciplines. Indeed; it is the concern of applied linguistics, second language acquisition, sociolinguistics, and language teaching. Such linguistic study was conducted by many researchers who provided different theories and approaches stemming from distinct views and interpretations. Thus, a common view lies on the fact that language interference or negative transfer from the previous background knowledge to the target language.

In the light of this view, the aim of this current research work is to investigate language interference in Algerian middle schools, mainly; the influence of Algerian learners' second language on the lexical approaches of English.

The form of this research work was divided into two chapters. In the first chapter, the researchers have gone through two main phases of the literature review to pave the way for the situation analysis. The latter concerns the status of the two foreign languages: French and English in Algeria. The second phase then have treated language interference theories, including: contrastive analysis hypotheses, errors analysis, and interlanguage approaches.

The second chapter is about collecting data and analyzing the data gathered from the research tools, namely: semi-guided questionnaires administered to teachers and learners, and language proficiency test. The data collected from this research revealed that most errors committed by pupils concerns typically: semantic errors, which are the most frequent errors followed by grammatical and lexical errors. The results have showed that the use of French among pupils is a habit because they get

used to speak French in their daily conversation and they find no difficulties with their English teachers when they get interfere from English to French. Some pupils show the opposite.

In fact, Algerian middle school teachers of English believed that pupils committed those errors due to the main following reasons: being in multilingual society and the fact that learners possess insufficient knowledge in English. Therefore, the researchers believed that the best techniques used to develop learners' knowledge in English based on motivation which is the cornerstone of learning a foreign language, by bringing English books and stories to memorize English new words so that their they will be able to develop their level and enrich their baggage of vocabulary and lexis.

The results obtained showed that the hypotheses that were put forward at the beginning of this work reveal the multifaceted effect of French on English among pupils in Algerian middle schools.

Bibliography

Bibliography

A) Books and Articles:

- Aarts, F. (1980). The Contrastive Analysis Debate: Problems and Solutions. Eleventh Triennial Conference of the International Association of University Professors of English.
- Alam Khan, I.(2014).Cross-linguistic Issues and Compatible Strategies for Teaching English. Journal of Foreign Languages, Cultures and Civilizations June 2014, Vol.2, No.1, pp.201-234.
- Arnott, R. (1978).Regional and Urban Economies.Routledge, 20 June, 2013.The World's Academic Publisher in the Humanities and Social Science.
- Aronin, L.Hufeisen, B. (2009).The Exploration of Multilingualism.John Benjamins Publishing Company.
- Al-Buainain, H.A. (1998). A study of the Interlanguage of some Arab students of English. Bulletin of the Faculty of Humanities and Social Sciences, vol.11, University of Qatar.pp27-56.
- Baiche, A. (2008). Innovation and Change in Language Education: A critical Reflection on the Teaching and Learning of EFL in Secondary Education in Algeria. Unpublished Doctoral Thesis. University of Oran.
- Baugh, A.C, & Cable T. (2005). A History of the English Language. 4th ed. The United Kingdom: Taylor & Francis.
- Benrabah, M. (2005). The language planning situation in Algeria. Current Issues in Language Planning. (6).4, 379-502
- Berrabah, M. (2007). Language Maintenance and Spread: French in Algeria International Journal of Francophone Studies. (10). 1-7. 193-21
- Benrabah, B. (2013).Developing Vocabulary through the Receptive Skills: Case of 1st Year EFL Students at the University of Tlemcen.Unpublished Doctoral Thesis.87
- Brookes, A. & Grundy, P. (1990) .Writing for Study Purposes: A Teachers 'Guide to Developing Individual Writing Skills. Cambridge University Press.
- Brown, H.D. (2000). Principles of Language Learning and Teaching.4th ed Longman: Addison Wesly Longman.
- Brown, H.D. (2007). Principles of Language Learning and Teaching. 5th ed. Longman: Addison Wesly Longman.
- Claire Blesset.al, (2006). Fundamentals of Social Research Methods: An African Perspective. 4th ed. Cape Town, South Africa: Juta and Company Ltd.
- Cenoz, J. (2003).The Additive Effect of Bilingualism on Third Language Acquisition: A Review.Vol .3, pp122-154.

- Corder, S.P. (1974). Errors Analysis. Oxford University Press

- Chomsky, N. (1967).A Review of Skinners' Verbal Behaviour.(Appeared in Readings in the Psychology of Language).Ed.Leon, A.Jackobovists and Murray, S.Miron (Prentice-Hall.Inc).

- Crystal, D. (1995).The Cambridge Encyclopedia of theEnglish Language. New York:Cambridge University Press.

- Crystal, D. (1997). English as a Global Language. New York: Cambridge University Press.

- Ellis, R. (1994). The Study of Second Language Acquisition. Oxford, University press.

- Faerch, C. & Kasper, G. (1987).Perspectives on Language Transfer. Applied Linguistics; Oxford8:11.

- Forsyth, H. (2014).The Influence of L2 Transfer on L3 English Written Production in a Bilingual German/Italian Population: A Study of Syntactic Errors. Open Journal of Modern Linguistics, 2014, 4, 429-456.

- Gass, S. (1983). Language Transfer and Universal Grammatical Relations. In S. Gass& L. Selinker (Eds).New Jersey.

- Gass, S. andSelinker, L.a (2001). Second language acquisition: An Introductory Course.2ed ed. Lawrence Erlbaum Associates Publishers, Mahwah, New Jersey.

- Hanafi, A. (2014). Language Learners' Errors: The Case of the Second Language Influence on Foreign Language for Algerian Students. European Scientific Journal June 2014 /SPECIAL/ edition vol.2 ISSN: 1857 − 7881 (Print) e - ISSN 1857- 7431 Rowley, MA: Newbury House.

- Isselnane, K. (2009).Analysis of Interlanguage in Algerian Brevet papers in English: A case study of learners in Tizi–ouzo. Unpublished Magister Thesis–University of Tizi-ouzou.

- James, C. (1981). Contrastive Analysis. Essex: Longman

- KINNEAVY, J. &Warriner, J. (1993). Elements of writing. Orlando: Holt, Rinehart and Winston.

- Krezeszowski, T. (1990). Contrasting Languages: The Scope of Contrastive Linguistics. Mouton de Gruyter, Berlin. New York.

- Lado, R. (1957). Linguistics Across Cultures. Ann Arbor: University of Michigan Press.

- Lawless, L.K. (2006). The Everything French Grammar Book. USA: F+W Publications, Inc.

- Lenk, U.(1998).Making of Arts and Sciences. 3(3): 77 - 89.

- Nada Salih A. Ridha (2012). The effect of EFL learners' mother tongue on their writings in English: An error analysis study. In Iraq Journal of the College of Arts.

- Norrish, J. (1987). Language Learning and their Errors. London: Macmillan Publisher Ltd.

- Phillipso n, R. (1992).Linguistic Imperialism. Oxford University Press. Great Clarendon Street, Oxford, Ox2 6DP.

- Torrijos, R. (2009). Affects of Cross-Linguistic Influences on Second Language Acquisition: A corpus-based study of semantic transfer in written production. Revista de Linguistica y LenguasApplicadas, 4, 147-159.

- Richards, J. (ed). (1974). Error Analysis. Essex: Longman.

- Richards, J. & Richards, S. (2002).Longman. Dictionary of Language Teaching and Applied Linguistics. 3rd ed.

- Selinker, L. (1972). Interlanguage. International Review of Applied linguistics, 10 (3), 209-231.

- Schachter, J. (1974). An Error in Error Analysis. Language learning, 24 (2), 205-214.

- SCOTT, M. & R. TUCKERS (1974). Error Analysis and English Language Strategies of Arab Students. Language Learning, 24: 69-97.

- Singleton, D. & Ryan, L. (1907-1992).Language Acquisition: the Age Factor Clevedon.Buffalo.Toronto.

- Wardhaugh, R. (1974). Topics in Applied Linguistics. Rowley, MA: Newbury House.

- Weinreich, U. (1953). Languages in Contact. The Hague, NL: Mouton.

- Whitman, R and K.L.Jackson. (19972).The Unpredictability of Contrastive Analysis" .Language learning.Vol.22.

- Ziahosseini, S. M. (2006). Questions and Answers on Contrastive Analysis and Error Analysis, Rahnama Press, Tehran

- Kendris, C. (2001). French Grammar. 2nd ed. New York:Barron's Educational Series,Inc.

- Krashen, S, D. (1987). Principles and Practice in Second Language Acquisition. Prenctice-Hall International.

- Kempson,R. (1977). Semantic Theory. London:Cambridge University Press. Lyons,J. (1974). Introduction to Theoratical Linguistics. Cambridge: Cambridge UniversityPress.

- Lyons,J. (1995). Linguistics Semantics.Cambridge: Cambridge University Press.

- Lawless, L.K. (2006). The Everything French Grammar Book. USA:F+W Publications,Inc.

- Marcheteau et.al. (1997).40 Leçonspour parlerAnglais. 3rd ed. Manchecourt, France: Maury Eorolivres S.A. Pocket.
- Mahlow, C &Piotrowski, D. (2013).A Rule-Based Morphosemantic Analyzer for   French for a fine-Graned Semantic Annotation of Texts. Springer,VerlagBerling, Heidelberg..

A) Websites Retrievals and Online Articles:

- Lawless, Laura K. How French has Influenced English.About.com French Language.
- http://french.about.com/od/vocabulart/a/frenchinenglish.htm17 March.2013.
- Maamri, M, R. (2009). "The Syndrome of the French Language in Algeria''. International Journal of Arts and Sciences. 3(3): 77 - 89. http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.301.3343&rep=rep1 &ty pe=pdf. (12 February 2015).
- Kaye, Paul. (March 2009). Translation Activities in the Language Classroom www.teachingenglish.org.uk/article/translation-activities-language-classroom. March, 2015.
- Plastina, A, F. (2000) Teaching Culture in Literature in the ESL/EFL Classroom. The Internet TESL Journal, 6(3). http://iteslj.org/Lessons/Plastina-CultureInLiterature/.7 April, 2015.
- Donna, M. S. & Patricia A. C. (2009) 52 Activities for improving Cross Cultural Communication. USA: Nicholas Brealey Publishing
- Goshkheteliani, I. &Megrelidza, D (2013) Lingua-Cultural Approach to teaching English Idioms to Georgian Students. Universdad NEBRIJA.
- http://www.nebrija.com/revista-linguistica/lingua-cultural-approach-to-teaching-english-idioms-to-georgian-students 3, May. 2015.
- Lewis, M. Paul (ed.), 2009.Ethnologue: Languages of the World. Sixteenth edition. Dallas, Texas: SIL International.Online version: http://www.ethnologue.com/16. 10, May.2015.
- http://lael.pucsp.br/especialist/181diab.ps.pdf
- http://www.scirp.org/journal/ojml
- http://french.about.com/od/vocabulart/a/frenchinenglish.htm17 March.2013.Lawless, Laura K. How French has Influenced English.About.com French Language.
- http://esl.fis.edu.
- Search.Proquest.Com/Openview/e97946439d0b9d5981f0e1985f7774f/1?pq-origsite= G Scholar &Cbl=1818652.

Appendices

Appendix A   **Learners' Test**

Level: Fourth year middle school.

A-Answer the following questions:

1-Choose the correct form of the words.

- Mohammed Dib is an Algerian :

    Poéte   ☐   Poet   ☐

- Our house is surrounded by beautiful:

    Garden   ☐   Jardin   ☐

- Algerian celebration of the revolution day is on the first day of:

    November   ☐   Novembre   ☐

2-Fill in the gaps with the correct word:

- Amine is (jealous/jaloux)
- My father always watches(information/news)

B-Select the suitable meaning of the underlined word:

    I read a <u>sophisticated</u> text; means:

    Complicated   ☐   Comfortable   ☐

    I <u>pass</u> the exam; means:

    Success   ☐   Sit for   ☐

    Our teacher's <u>car</u> looks new means:

    Bus   ☐   Automobile   ☐

Appendix B   **Learners' Questionnaire**

Level : Fourth year middle school.

1-Do you like French language?

Yes [ ]   No [ ]

2-Do you like English language?

Yes [ ]   No [ ]

3-How you can judge your level in English language?

Good [ ]   Bad [ ]   Average [ ]

4-Which language do you prefer to use?

French [ ]   English [ ]

5-Which language is easy to learn?

French [ ]   English [ ]

6-Are you For or Against the use of French language in classroom?

Yes [ ]   No [ ]

7-Which dictionary do you prefer to use?

English/French [ ]   English/English [ ]

8-Do you think that there are similarities between French and English language?

Yes [ ]   No [ ]

9-Do you like your teachers' use French language to explain?

Yes [ ]   No [ ]

Appendix C   **Teacher's Questionnaire**

This study is intended to collect data about the influence of the French Lexical words in English language. You are, therefore, kindly requested to answer the following questions as your answers will help us to conduct our study. Thank you in advance.

Rubric one: personal information:

    Degree

License ☐   Master ☐   Other ☐

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

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

Rubric two: information about the topics:

RUBRIC TWO: Information related to the topic:

1. According to your experience, what are the reasons that lead pupils Transfer from French to English?
   - Being in a multilingual society. ☐
   - Insufficient knowledge account the English language. ☐
   - Pupils do not read books or articles in two languages. ☐
   - The Algerian educational system does not contain activities that push pupils to read and write in two languages. ☐
   - Others ☐

2. Which errors mostly common, that result from French interference With English?

   Grammatical errors ☐ Semantic ☐ cal ☐ Other ☐

3. Do you think that English text book contains useful instructions that   help teachers discovering pupils' errors?   Yes ☐   No ☐

4. Do you think that small number of hours it is enough to teach English Language?

5. When learners can not understand, do you suggest extra hours?

6. Do you explain only with the English language in the class room?

7. Do you use visual aids in your explanation?

8. What are your suggestions?

<div dir="rtl">

ملخص

الهدف من هذه الدراسة هي اكتشاف سبب استعمال اللغة الفرنسية في المادة الإنجليزية أثناء تدريس. أهمية هذا البحث هي المعرفة ، تأثير اللغة الفرنسية على مادة الإنجليزية أثناء الشرح مما أدى الباحثون إلى إشارة مشكلة و هي تحويل من اللغة الإنجليزية إلى اللغة الفرنسية و لإيجاد حل لهذا المشكل شارك أربعون تلميذ و ستة مدرسين من متوسطة عاشور الثالث تلمسان. في هذا البحث تم تقديم استبيان موجه إلى الأساتذة و التلاميذ بالإضافة و قد توصل الباحثون إلى نتيجة و هي أن الأساتذة تبذل مجهودات من أجل تحسين مستوى الدراسي أما التلاميذ فهم يواجهون صعوبات في هذه المادة.

الكلمات المفتاحية : تأثير ، المعرفة اللغوية ، تلاميذ السنة الرابعة متوسط، التحويل ، تلمسان.

</div>

Résumé

Le but de notre travail de recherche est examiné l'importance d'apprendre et d'enseigner l'approche lexicale dans une langue étrangère plus précisément le vocabulaire anglais. L'objectif de la recherche est étudié comment le vocabulaire est appris et enseigné et dans quelle mesure les jeunes apprenants maintenir à cette fin une étude de cas exploratoire à Achour Taleth sur trois instruments de recherche. Un test d'aptitude administré aux élèves et un questionnaire aux enseignants et aux élèves. Les données recueillies ont été analysées qualitativement. Les résultats finaux ont indiqué que les enseignants du niveau fondamentale anglais sont au courant du lexique anglais et comment l'enseigner en utilisant différentes stratégies. Cependant, les résultats des élèves montrent que la majorité entre eux rencontrent des difficultés pour apprendre et maintenir l'anglais lexical.

Mots clés : Impact, connaissance linguistique, les élèves de la 4éme année CEM, transfert, Tlemcen.

Summary

The purpose of the present research work was to examine the importance of learning and teaching the lexical approach in a foreign language more precisely the English vocabulary .The objective of the research was to investigate how vocabulary is being learned and taught and to what extent young learners maintain the proper amount in lexical of English language .for this purpose an exploratory case study was undertaken in Achour Taleth on three research instruments .A proficiency test administered to pupils, and questionnaire for the teacher and pupils .he data gathered was analysed qualitatively. The final results indicated that English middle school teachers are aware of the English lexical and how to teach it using different strategies. However, pupils results showed that the majority of them encounter difficulties in learning and maintaing lexical English.

Key words: Impact, linguistic back ground, pupils of fourth year middle school, transfer, Tlemcen.