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The Impacts of the French Language Interference on the EFL Students' Writing

Case of 1st Year EFL Students' Spelling Errors

A Dissertation Submitted in Partial Fulfilment of the Requirements
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Abstract

Language interference has long been considered as a challenging domain in the field of learning English as a foreign language. The present work attempts to explain the influence of the French language on the writing skill at the spelling level, taking first years LMD students at the University of Bejaia. In order to explore the field, a mixed research method was adopted through one research instrument which is a survey. The findings confirm that the French language influence leads EFL 1st year learners to spelling errors which cause most of the time to misunderstandings and poor English language mastery.

Keywords: writing, Language Transfer, Mother Tongue, Spelling.

Résumé

L'interférence linguistique a été considérée depuis longtemps comme un domaine difficile dans le secteur d'apprentissage de l'anglais en tant que langue étrangère. La présente étude tente d'expliquer l'influence de la langue française sur la compétence d'écriture au niveau de l'orthographe, en prenant des étudiants de première année LMD à l'université de Bejaia. Afin d'analyser ce sujet, une méthode de recherche mixte a été adoptée à travers un instrument de recherche qui est une enquête. Les résultats confirment que l'influence de la langue française conduit les apprenants de la 1^{ère} année Anglais à des fautes d'orthographe qui provoquent la plupart du temps une mauvaise maîtrise de la langue Anglaise.

Mots Clés : Compétence D'écrire, Transfer de la Langue, Langue Maternelle, Orthographe.

Dedication

I dedicate this work to

My precious parents Faress and Rachida who always believed in me, and for being my strength when I was weak.

My lovely sisters Amel, Sofia, Lydia and, her amazing husband Fateh.

My dearest Uncles Adel, Salim, faycel, and Mouloud for their unconditional love and support.

All my friends who have been there for me.

Larimane

Dedication

I dedicate this work to:

My loving parents, my source of life, to whom I wish a long life: Abdelhak and Farida.

My beloved sisters Sara, Amel and her husband Bahi.

My dearest brothers Mokran and Lamine.

My friends Hana, Amina, Nadjat, Lydia, and Chakib who provided me with immense support and encouragement.

Everyone who sets me on my path.

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List of Abbreviations and Initialisms

EFL: English as a Foreign Language

TL: Target Language

NL: Native Language

LMD: License/ Master/ Magister/ Doctorate

NOS: the National Office of Statistics

L1: The First Language

L2: The Second Language

CA: Contrastive Analysis

IL: Inter-language Approach

LT: Language Transfer

LT: Positive Transfer

NT: Negative Transfer

ESP: English for Specific Purposes

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General introduction

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1. Introduction

Learning foreign language is based on developing the four language skills which play an important role in and outside the academic world. Among these skills, writing is one of the most significant skills in the process of learning especially for EFL learners as it demands the mastery of its elements such as grammar, vocabulary, spelling... In this sense, it is commonly believed that the French language affects the English writing skill especially at the level of spelling of the LMD students at the University of Bejaia. To put it in another way, when students put their ideas in their writings, they most of the time make errors at the level of spelling due to the French language interference, to limit the students' spelling errors at this phase as the present research borders its scope to this phenomenon, and this affects negatively the writing skill and the writer's profile.

Exploring the impact of this phenomenon on EFL learners is based on explaining and determining the students' attitudes toward the use of two languages far from the concept of bilingualism which is not structured as a method in the teaching and learning syllabus. Accordingly, such types of errors can be explained in term of the similarities between the two languages as in the American English viewed as a melting pot language varieties, most of the words used as French like spelled contrarily to the RP British ones. Furthermore, because of the great deal of experience and knowledge of the French language, most of our students, mainly those living in the main research setting do converse and write in French considering it as their second mother tongue.

2. Statement of the Problem

According to the data collected from our population sample, the French language has always been a barrier for learning English effectively. This is due to some historical and linguistic background, which obviously have made that the two languages have descended from the very same mother language "Latin".

Despite the fact that these students have been learning English for at least seven years before coming to the university, they still apply knowledge of the French language to the English language as the status of foreign language in Algeria at different levels. However, the current study focuses only on spelling level. In this sense, the problem to be stated is exploring the impact of the French language interference on EFL learners' spelling.

3. Research of Questions

The research questions that guide our study are as follows:

- a. What influence does the French language have on the English language?
- b. What effects does the use of the French language have on EFL student's quality of writing?
- c. Why do EFL learners tend to meddle from French during writing in English?

4. Aim of the Study

The present work as a case of English language spelling is designed first, to explore the impact of the French language interference on EFL learner's writing among the 60 first years LMD students at the University of Bejaia. Second, it is meant to identify the factors behind first year students spelling errors when writing in English. Hence, raising learners' awareness about the importance of relying on correct English during the process of learning, mainly in writing is one of the major aims the present research tackles.

5. Method and Procedure

In order to conduct the present research, an exploratory method has been selected since it gives a better understanding about the research problem. Data have been collected through a survey, designed for first year students, where we have asked them a set of questions, thanks to which we have found out some factors behind the spelling errors in their English writings which were almost presented under the influence of the French language on the English language spelling. The procedure for analyzing and interpreting data is relied on frequencies, percentage, and descriptive statistics.

6. Population

The population for the current study is limited to 200 first year students of English at Abderrahmane Mira University of Bejaia-

7. Sample

The sample under study involves 60 first year students of English mixed age and gender. This sample is randomly selected because they have a long contact with both French and English languages during their scholar processes (primary, intermediate and secondary, or, college).

8. Significance of the Study

Many studies have been conducted on the influence of the French language on EFL teaching and learning. However the topic needs further investigations with different population and objectives. The aforementioned issue derives its roots from students' reliance on the French language. So, the present research may explore different factors behind students' spelling errors when writing in English caused by the French language. Besides, it attempts to solve this problem through the intervention of the teachers using and implementing positive reinforcement tools, strategies and techniques while encouraging their students to focus only on English to put apart the French language in the process of learning English writing since EFL classes are purely involved in using English as a communicative language, a system which differs from the European; especially the French one that is structured around "Bilingualism" because of the considerable number of immigrants. (Helot, C. 2020)

9. Description of the Study

The present study is divided into three main parts. The first part is divided into two sections. The first section entitled "writing skill in EFL context" and the second section introduces the spelling as an essential element in the writing skill. The second part of this research work within the theoretical part is entitled "the impact of French language interference on English words spelling".

The third part is the practical one and it is divided into three sections: the first one under the title of "Research Methodology and Design" presents the research methodology that is used throughout this study, while the second section provides data analysis and the interpretations of the findings. Finally the third section concerns some pedagogical implications, and suggestions for further research as well as the general conclusion.

PART ONE

Writing skill in EFL Context

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Part One**Writing Skill in EFL Context****Introduction**

Learning a foreign language has been recently the central interest of many researchers and education professionals. It has become a necessity with the globalization phenomenon. It is known that learning any foreign language does not occur within a year or two because it demands concentration, thinking, and combining elements into meaningful pieces. Hence, in the process of learning English as a foreign language, EFL learners need to master and improve the four basic skills: listening, reading, speaking, and writing. Writing is however, a productive skill that interests many researchers in recent years since it is not only important; but complex as well, and requires much attention and a considerable time for EFL learners to become skilful writers. It is commonly believed that the writing skill requires the mastery of three main aspects: vocabulary, grammar, and the rules of spelling.

This part introduces the writing skill and its difficulties and explores the aspects of writing introducing spelling as a significant element in the process of writing.

Section One:**Introducing the Writing Skill****1.1. Definition of Writing**

Writing is one of the main foreign language skills because it is important mainly for communication. It is considered as a very difficult, complex, and challenging skill to master. Umme Salma (as cited in Graham, Harris & Mason, 2005) since it demands the application of correct grammar, using appropriate vocabulary, and organization of ideas into meaningful sentences.

In fact, writing is a form of communication that allows students to transcribe their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. Umme Salma (as cited in Akkaya and Kirmiz ,2013) argued that “Writing is the expression of feeling , thoughts , desires, and plan in black and white”.

According to Byrne (1988), “the nature of writing is the combination of graphic symbols according to certain conventions”. (p.1). In other word, it is a language process in which mental activities such as thinking, selecting, combining, and organizing our thoughts into readable texts are involved to achieve a final product.

1.2. The Importance of Writing Skill

Writing plays a significant role in language development, since it is a fundamental skill in the process of language learning. Raims (1998) states the importance of writing on the learners’ learning process in three main elements: first, writing reinforces the grammatical structures and vocabulary taught to students. Second, it promotes learning and provides an opportunity for the learners to master other language skills. Finally, she explains that writing makes the learners live a real involvement with the new language. (Cited in Zawahreh 2012, p.281)

Writing skill is so important in the process of teaching because it is considered as one of the most powerful tool in language learning that’s why both students and teachers as well should take into consideration this skill. In this sense Byrne (1988) argued that “writing is a skill which is both limited in value and difficult to acquire, we should be very clear about our purpose in teaching it” (p.6). In other word, teachers should be very attentive in teaching it because it is more difficult than other skills.

The importance of writing cannot be minimized because it seems to be one of the great significant skills to be learnt.

According to Kane (1988): “interest in writing lays not so much on a topic as in what a writer has made of it” (p.5). In other word, a good piece of writing lays less on the content than on the way the content is to be transmitted.

Among the other language skills, writing is a mean of communications it accomplishes different communicative functions. For instance, it helps in realizing communication among people in community.

Writing skill is used in many areas of our lives.

- Writing is critical to becoming a good reader.
- Writing is an essential job skill.
- Writing is the primary basis upon which one’s work, learning, and intellect will be judged in college, in the work place and in the community.
- Writing expresses who we are as people.
- Writing preserves our ideas and memories.
- Writing allows us to understand our lives.
- Writing allows us to entertain others.

1.3. Elements of Writing Skill

In order to construct a readable piece of writing one needs to take into consideration different aspects of writing. They are presented as follows:

131. Grammar: Longman dictionary of language teaching and applied linguistics (2020) defined grammar as: “a description of the structure of a language and the way in which linguistic unites such as words and phrases are combined to produce sentences in the language”. That is to say, grammar is the application of language rules.

132. Word Choice: Word choice is an important component of writing. It refers to the selection of appropriate words in order to help the reader to see things clearly on the topic being discussed.

133. Mechanics: According to Nordquist (2019) “mechanics refers to the conventions governing the technical aspects of writing including spelling, punctuation, capitalization, and abbreviations”.

In other word, mechanics are the rules of written language.

134. The Content: It is an informative piece of writing in which the writer should be precise and clear to enable the reader grasp the intended meaning quickly and accurately avoiding plagiarism which is very essential to get a successful content.

135. Organization of the Ideas: Emajome Zade and Tahvilder (2013) demonstrated that “the organization of ideas is the internal arrangement and patterns of a piece of writing so long as it fits the central idea” (p.55). The idea is that, this latter deal with organizing the ideas in a coherent way so that the reader can easily understand what the writer is saying. In this sense, the organization “lets the writer see how his developing ideas fit within a framework, and clearly maps out any type of essay you are required to write” (Starkey, 2004, p.2). That is to say, the writer must consider both coherence and cohesion of the text. In terms of coherence, organization of ideas is declared by Yule (2006) as referring to “the ties and connections that exist within a text” (p.125). So cohesion and coherence are important elements for a good interpretation of the text.

136. Cohesion: cohesion has a significant role in the interpretation of message. According to Halliday and Hasan (1976) “cohesion refers to the relations of meaning that exist within the text, and is expressed through the strata organization of the text” (p.4). In other word it is the connections that exist within the parts of text.

137. Coherence: has an important role for creating connection and a logical flow of ideas in the text, it contributes in understanding the meaning of the message. Tabodoada (2004) states: “coherence is the hanging together of the text with relation to its context of situation or culture” (p. 158).

138. The Purpose:

It is to have a better understanding of the objectives and the subject matter behind the piece of writing.

1.4. Stages of Writing

Interesting, clear, and well organized piece of writing are the main elements that readers expect from a competent writer. That’s why any writer should take into consideration the basic stages of writing before getting his/her final draft. These stages have been mentioned by many researchers. According to Whitesmoke page (2020) the basic rule of writing says that you need to think about what you are going to write before you write and go over your writing a few times before sending it out or publishing it. This is because the act of writing is a complicated task, which involves many thought processes all going on at once.

These processes can be broken down into stages. In the coming point will deal with main stages of writing: prewriting, writing/composing, and the post writing.

- **Prewriting:** it is the first stage which is considered very difficult and the opening step in writing process. Oluwadiya (1992) defined prewriting as: “any structural experiences that influence active student participation in thinking”. (p.12). so this latter deals with thinking and planning what you want to write.
- **Writing/Composing:** in this step the writer focuses on the content only without looking about language and mechanical aspects and try to find the best way to communicate his/her ideas. This is strongly supported by Maha (2010) when she said: “writers flesh out the skeletal framework they already put” (p.19).
- **Post writing:** it is considered as the final step of writing process where the writer should edit and revise her/his draft. Besides use a variety of language constructions (punctuation marks, capitalization...) in order to achieve the final product and make it more precise.

1.5. Writing Difficulties

As in all learning problems, writing is neither an exception nor is a simple skill. Both, teachers and learners of English encounter difficulties to teach and learn this micro-skill especially in EFL classroom.

Various studies have concentrated on problems that affect the learners’ writing skills. Muhammad, and Almas (as cited in Nunan, 1989) argues that “writing is an extremely difficult cognitive activity which requires the learner to have control over various factors”. In other word, an effective piece of writing must be cohesive, logical, clearly structured, and properly organized with a wide range of vocabulary and mastery of conventions in mechanics. The major EFL learner’s problems in writing are classified into: First, linguistic category such as the lack of appropriate vocabulary, incompetence in syntax, and reliance on L1 at different levels. Second, psychological category embedded in writing anxiety, low motivation, and lack of confidence. Third, the pedagogical category such as untrained teachers, ineffective teaching methods, and lack of writing practice is likely to cause uncomfortable writing situations.

Another noticeable problem in writing is the effects of language transfer also known as language interference where learners often use the L1 strategies in their L2 writing due to similarities and seeking facilitations too. This latter is our research aim, particularly, the French language interference on EFL learners ‘spelling while writing.

Section Two:

Spelling as an Important Element in Correct Writing Productions

1.2.1. Definition of Spelling

Spelling is the most important element in the writing skill. It is considered among the founding elements of any language. From a lexical point of view, spelling is defined as: “the forming of words with letters in the correct order, or the way in which a word is formed orthography”. (Cambridge Dictionary, 2020). In other word, spelling is the act of using a correct order of letter to write in a proper way. It is declared by Nordquist (2019) that, “in written language, spelling is the choice and arrangement of letters that form words”. Thus, learning to spell appropriately requires a considerable attention during the writing activities. Therefore, this latter needs practice from learners in order to be aware of the correct use of the spelling rules in the writing skill.

1.2.2. Teaching Spelling and its Rules

In English spelling some words are spelled differently from the way they are pronounced. Berminger and Fayol (2008) argued that “Spelling knowledge may be expressed as rules” (p.1). In this sense, some of these rules are reported in Oxford Online English’s videos (2018): “Doubling consonants, for instance, understanding when and why you need to use two consonants in English together, use rules to know when to use “ie” or “ei” in a word, know more about plurals and when to use either “e” or “es” in the spelling, and learn which words you need to drop the final “e” while adding suffixes”.

In addition to these rules, Shemesh and Waller (2000) suggest some useful tips which are helpful in teaching spelling and they are as follow: “

- *Teaching spelling patterns every week.*
- *Spending 8 to 12 minutes introducing the spelling pattern, another five minutes doing the warm up listening exercise, and as much time as your class needs to do and check the spelling activity.*
- *If you teach non-native English students, try using the students ‘mother tongue, if possible, to introduce the spelling pattern and try to write the ‘rule’ on the board.*
- *You may want to have a ‘spelling corner’ to record/display the spelling patterns, as you teach them. Referring to previously taught patterns becomes easier this way.*
- *Encouraging students to use a separate notebook or file for the weekly spelling patterns, example words, and spelling activities.*

- *Teach words listed as ‘common exceptions’ only if they are fairly important words that your class is likely to need.*
- *Test the weekly spelling patterns, few days after teaching it. This shouldn’t take long, and it can be a five-minute activity for the beginning or end of a lesson.*
- *To reduce student tension, as well as your own teaching load, try letting the students grade their own spelling quiz, by comparing their answers to those you write up on the board. Occasionally, you may want to check them yourself. We suggest that one mark be given for writing the correct spelling patterns, and another mark for spelling the whole word correctly.*
- *You might like to encourage each student to record his/her spelling quizzes in a table or graph form, with name of the spelling patterns as headings.*
- *If, at the same time, other classes are learning the spelling patterns, you can suggest an inter-class spelling-bee every few months” (p.7-8).*

1.2.3. The Importance of Spelling

Spelling is very important because it serves as an essential tool in writing since it helps the reader’s comprehension. According to K5 learning page (2020) spelling is of paramount importance for the following reasons:

- **Communication:** good spelling facilitates communication. By following the same rules for spelling words, we can all understand the text we read.
- **Comprehension:** good spelling avoids confusion. In a way spelling is a bit like sports. It’s up to the person passing the ball to make sure the receiver actually catches it. The same goes for spelling if you write with intent and proper spelling, the receiver of that text will understand it.
- **Distraction:** poor spelling distracts the reader and causes the focus lost. In other word it’s hard to read a text for comprehension when it’s full of spelling errors
- **Impressions last:** when you have people read something you’ve written and that text is full of spelling errors, it does not leave a good impression. So we should care about the fundamental part good spelling plays in our language.
- **Future:** let’s face it, university applications and job resumes littered with spelling errors don’t make it very far.

So, it is of great importance to devote special care and emphasis on the spelling conventions in the writing skill.

1.2.4. Spelling Errors

In a discussion about spelling errors, it is important to distinguish between errors and mistakes. Thus, according to Ellis (1997), “errors reflect gaps in a learner knowledge, they occur because the learner does not know what is correct” (p.17). In other words errors are when learners consistently make the same misspelling over and over again because they do not know what is correct. On the other hand, mistakes are defined by Corder (1974) “as a phenomenon that occurs because of the difficulty of processing forms that are not yet fully mastered”. (As cited in Ellis and Barkhuizen 2005). From this definition, spelling mistakes are when a learner occasionally misspells a word because he/she has forgotten the rules. In this regard, according to Cook (1999) the most common types of spelling mistakes are: “insertion of a single letter, substitution of one letter by another, transposition of two consecutive letters grapheme substitution, i.e. multiple related changes, other mistakes, such as local accent» (p.478-479). In addition to Cooks ‘classification of spelling mistakes; EFL learners still struggle with language interference where L1 appears in the spelling level and impact the L2.

Furthermore, the commitment of such types of errors is derived from anxiety during exams, lack of concentration, and the fear of not completing the composition task. In addition, these errors are also done, in some occasion because of the similarities between French and English words since they descended from the same mother tongue Latin.

Conclusion:

Throughout this part, the researchers have introduced the writing skill and the spelling element in a way that met the needs of the present research undertaking. They focused on the mastery of the spelling rules and their importance in the EFL writing process. Besides they presented the most common types of spelling errors due to various factors mainly the effect of the French language interference. This will be more detailed in the coming part.

PART TWO

The French Language Interference in EFL Writing and Spelling

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Part Two

The French language interference in the EFL writing and spelling

Introduction:

This chapter gives an outlook about the linguistic situation in Algeria; it deals with the status of the French language and the English language, passing by the influence of the French on English language. Moreover, the chapter sheds the light on some diverse theories that have contributed to the description of language interference as a linguistic phenomenon, starting by the contractive analysis (CA) moving to inter-language approach (IL); finally we will discover language interference (transfer), and how learners transfer French language to English language when they write in English as foreign language.

2.1. The French Language

The French language was inherited from the French colonization (1830-1962), even though there is no France anymore but their language still, and it is noticed in various levels, Calvet (1974) said that: “statically Algeria is the most francophone country among the old colonies” (P.219).

The status of the French language is much strong that it is continuously increasing; it is the main instrument in industry, culture, media, science and education.

2.1.1. The French Language in Society

Some Algerians consider French as their mother tongue and that because they learn it at an early age. According to the national charter (1976) it was stated that “the French language, so expended in use, must at a present be considered as a foreign language”. In her respect Maamri (2009) noted that “the consequence of language and sustained spreading of the French language and culture still maintain Algeria as a stronghold” (p.10). The national office of statistics NOS (2008) noted that “11, 2 million Algerian (33%) could read and write in French”. In other words the French language is far to be a foreign language because it is largely expended and used in the society. Maamri (2009) stated “the language spoken at home and in the street remains a mixture of Algerian dialect and French words” (p.10). In other words French language has a powerful position in the Algerian society that took place and co-existed with the native language.

2.1.2. The French Language in the Higher Education

The French language is a part of standard school curriculum since the independence. Grand Guillaume (1983) noted that “the knowledge of French started expanding to more important number particularly school children, for French, it was the language of instructions” (p.12). French language is the mostly studied language, it is used from elementary school to university, and it remains to be the language utilized for instruction in number of streams. In fact Berger (2002) noted that “over 60% of university students in Algeria are educated in French” (p.53).

As well in his respect Benrabah (2007) stated that:” in university education French retained a higher social prestige and class and language used in scientific studies” (p.195). As well as Maamri noted “it is staggering that certain aspects of formal education and research are still carried in French language.” In other words the French language is well spread and used by the majority of learners in high education field.

2.2. The English Language

The English language is a universal language, it is spoken worldwide. Crystal (2004) assumed that:” over two billion people speak English (as of 2000s)”. English language is widely spread, and its dominance exists, as Harmer (2001) explains: “a language wildly adopted for communication between speakers whose native language is different from each other’s and where one or both speakers are using it a second language” (p.1). Baught and Cable (2005) stated that:” in a number of sparkers as well in its use for international communication and other less quantifiable measures, English is one of the most important languages of the word”. That is to say that the English language is the language of communication in the world.

2.2.1. English Language in the Society

English language is known as an international language. Speaking or writing it makes it possible to communicate with people all over the world, and it is one of the most dominating languages. English is the language of media, global entertainment and language of sports, due to this many influences, now days in Algeria its spread is noticeable. It is widely use in social networks such as Facebook, Instagram to communicate with different people from the globe. Moreover it is the most important language taught after French, because it insures a better access to knowledge for learners, researchers, and it has an important role in

the Algerian communication with the rest of the world, and at present the Algerian citizen from different ages tries to learn English for its priority and necessity.

2.2.2. The English Language in Higher Education

English has become a global language; it has been included in each field curriculum as a compulsory subject and according to why English matters: “98% scientific articles published today are in English». Moreover with the adoption of English as a universal language, the internet sites are in English, it is the language of information and technology, the Algerian authorities implemented English into the education field as a second foreign language after French, and it is taught from the first year of middle school, at the Algerian universities English is introduced at different departments, and required to pursue ESP courses, in view of its power, to enable better access to knowledge, and advancement .

2.3. The influence of the French Language on the English Language

As All the languages in the world the English language has had foreign influences that changed English from almost a pure language to a completely a mixed one, the French language is one of them since the Norman Conquest in 1066. In his respect Lacourde (2016) estimated that “over 40,000 English words come directly from French and maybe understood without orthographical change by French speakers”. According to various sources it is estimated that “45% of words in English are of French origin “. So French language influence English language and this interference is classified in different level such as:

- **Vocabulary**

“Purely French words make up of 29% of English” (Salzberg, 2020) , and it is estimated that 10.000 of English words are from French origin, these words are associated to various categories, we can find this influence in “law, fashion, art, medicine, meals and social life” Baugh and cable (2001) listed some English words that are from French origin:

Levels	Examples
Law	Justice, equity, accuse, innocent
Fashion	Fashion, robe, ruby
Art	Art, painting, image
Medicine	Surgeon, stomach,
Meals	Feast, appetite, taste, sole
Social life	Arras, curtain, lamp, coverlet

Table.1. English words coming from French

- **Phonetics**

Through time some pronunciation of English words has changed under the influence of French, such as the phonemization of the voiced fricative /z/ and /v/ and the use of diphthongs /ui/ and /oi/ (“influence of French language on English” .2020). Also old English “sc” is replaced by “f”.

- **Grammar**

English language was influenced by French grammar as well, and took some French structure such as putting adjectives after noun “consul general” and “agent general” (Ager, 2012).

As well as borrowing several suffixes and prefixes:

Prefix as: con-, de-, pro-, en- . And suffix as: -action, -ment, -ity, -able, -al.

- **Spelling**

French contributed in old English to become the English that we speak today. French has influenced much word’s spelling such as:

“sc” become “qu” like in “queen” instead of “sceen” .

“Sh”or “sch” like in “ship” instead of “scip”

“ch”or “cch” instead of “c” like in “ church”

“ou” instead of “u” like in “house”.(the influence of French on English, 2020).

Due to these similarities and cross linguistic influence and background knowledge, EFL learners who are not competent in English, apply French rules and back ground knowledge, to write in English; in fact they use literally the exact word of the French language to fulfil the existing gap when writing in English.

2.4. Constrictive Analysis

Constrictive analysis is considered as a branch of applied linguistics; it was first introduced by Charles Fries in 1952, and then developed by Robert Lado, “CA is the systematic study of pair of languages with the view to identifying their structural differences and similarities.” Moreover the basic presumption of CA is that learners tended to transfer forms and structure from, their mother tongue to the L2/TL as in his respect, Lado (1957) stated ” Individuals tend to transfer the forms and the meanings and the distribution of forms and meanings of their native language and culture to the foreign language and culture “. (p.2). Fries (1945) claimed “ the most efficient materials are those that are based open a scientific description of the language to be learned, carefully compared with a parallel description of the native language of learners” (p.9) In other words CA is devoted to compare MT and L1 to explain similarities and differences and to use it as predict for errors made by learners.

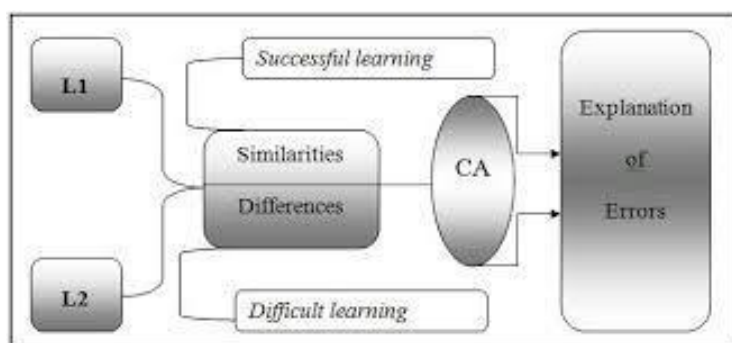


Figure 1: the procedure of Constrictive analysis (Al-khresheh, 2015)

The diagram above explains the procedure of CA. and it is defined as a linguistic comparison of two languages and to indicate the differences, similarities and explain the errors committed by learners.

2.5. Inter-language Approach

Inter-language was introduced by Larry Slinker in 1972. It is a term coined to cover all types of linguistics influence among learners of language. According to Crystal’s Dictionary of Linguistics and Phonetics, inter-language is defined as “inter-language reflects the learner’s evolving systems of rules, and results from a variety of processes including: the influence of first language (Transfer), contrastive interference from the target language, and overgeneralization of newly encountered rules”. According to McDonough (2002) inter-

language is “ the way of conceptualizing the need to describe the learners language as an incomplete language in its own write , but it also expressed the perception that learners do not learn only what they are taught, but that they sometimes seem to know things they have been taught, creating successive versions of the target language grammar underlying the learner dialect they use, which move between that of their native language and that of new language.” (p. 58).

Trone (1994) defined IL as “The separate linguistic system evidenced when adult second language learners attempt to express meaning in a language they are in the process of Learning. This linguistic system encompasses not just phonology, morphology, and syntax, but also the lexical, pragmatics, and discourse levels of the interlanguage. The interlanguage system is clearly not simply the native language morphological and syntactic system relexified with target language vocabulary; that is, it is not the morphological syntactic system that would have been evidenced had the learner tried to express those meanings in his or her native language”. In other words it is the type of language used as bridge by second and foreign language learners who are in the process of learning a target language.

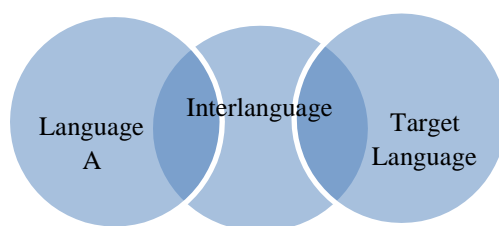


Figure.2: the notion of inter-language (Corder, 1981, p.17)

This diagram above represents the notion of the inter-language according to Corder, (1981), the language A refers to learners L1 or mother tongue. In others words inter-language is the process of transition from mother tongue or L1 to the target language.

2.6. Language Interference

Language transfer (also known as L1 interference, linguistic interference) refers “to speaker or writers applying knowledge from their native language to a second language.” In other words, LT is the process of using the native language when speaking or writing the

target language. According to James (1980) “the first language learning affects the second language learning” (p.25)

LT is the influence of person’s mother tongue or L1 on the language trying to be learned. As Dulay et al (1982) stated that LT is “the automatic transfer, due to habit, of the surfaces structure of the first language into the surface of the target language”. Lado (1957) claimed that: “individuals tend to transfer the form and meaning, and the distribution of forms and meaning of their native language and culture to the foreign language and culture, both productively when attempting to speak the language and to act the culture, and respectively when attempting to grasp and understand the language and the culture as a practiced by natives”. In other words individuals transfer the meaning and the culture of their language to the meaning and the culture of the target language. As well as language transfer is “a psychological process for language learners who stimulated their mother tongue to use the inter-language” (Faerech and Kasper, 1987, p.36).

Actually LT appear when EFL learners try to learn a foreign language, by the use of their mother tongue or L1 as a means to facilitate the learning of the target language, in other words the learners always go back to their mother tongue or L1 in order to understand the TL.

2.7. Types of language Interference

Because languages are different, when dealing with language transfer, the importance of the mother tongue or L1 has a role that can’t be negated, in fact learners are always influenced by their native language or L1 when they learn a foreign language and this influence can appear in two types: positive transfer and negative transfer.

2.7.1. Positive Transfer

Wolfarm (2007) stated that positive transfer signifies “the incorporation of language features into a non- native language based on the occurrence of similar features in the native language” (p.83). In other words, when the L1 and the L 2/FL share same features, this will facilitate the learning process of the L2/FL.

According to Leberman et al (2016) positive transfer occurs when “learning in one context improves learning or performance in another context this is called positive transfer. For example, if someone learning a new database package has background knowledge of databases or has used a different database package they are likely to benefit in terms of time taken to learn the new package”. Positive transfer means when the L1 and the TL share the

same characteristics, PT take place when L1 influence the TL in a positive way, and this happen when similarities exists between both languages, thus will lead to the learning of the target language. So positive transfer occurs when the pervious knowledge of the M1 facilitates and help the learner's learning of the TL.

2.7.2. Negative Transfer

According to the APA dictionary of Psychology “negative transfer occurs when differences between two languages structures lead to systematic errors in learning of the second language”. Likewise Bransford, et al (2000) noted that “previous experience or learning can hinder the learning of new concepts”. According to study.com negative transfer occurs “when L1 knowledge influences L2 understanding and results in errors, such transfer hinders the acquisition of L2.” NT is the influence of L1 on the TL, and this occurs when a difference exists between the two languages. It happens when the learner uses the knowledge or the habits of the first language in the target language, which will lead to errors if both languages have no similarities, the existence of different rules between both languages make some difficulties in learning, thus will be the cause of errors. As Leberman et al (2016) stated, “Negative transfer occurs when previous learning or experience inhibits or interferes with learning or performance in a new context” (p.4). In other words negative transfer occurs when the FL learner uses the knowledge of the L1 in order to learn the L2/TL when there are no similarities between the two, so this leads to errors in the acquisition or the use of the L2/TL. This is to say the difference that exist between the learner's L1 and the TL make straggles in learning, that lead to the production of errors.

2.8. Causes of Language Transfer

Language transfer is an important point and matter to deal with when learning a foreign language.

Due to many causes language transfer occurs. According to Weinreich (1979) there are numerous factors behind language interference such as:

- First Speakers bilingualism background, in fact bilingualism is one of the reason behind language transfer, because individuals speak both languages, thus for example when they write or speak in English, learners tend to use French language words in the English language.

- Second is Disloyalty to target language, this lead to defiance to target language structure, and that by applying the structure of the L1 on the TL, for instance in applying the structure of the French language in the English language.
- Third the limited vocabulary of target language mastered by learner, because of the lack of their L1 in the TL when they are not able to figure out the right word.
- Final factor is the needs of synonym, when learners write in the target language they lean to use synonyms to avoid repletion, thus lead learners to borrow words from the L1 to TL.

2.9. Consequence of Language Transfer

The influence the mother tongue or first language can be as facilitator, that the learning process of the target language will be easier, as well as an obstacle in learning and a reason of errors production of the target language.

Oldin (1993) indicated four consequences caused by language transfer. First consequence is “underproduction”, Oldin stated that underproduction appears when FL learners find out that there is a different linguistic structure between L1/ MT and the target language, So they will avoid using that structure when they produce TL. Second consequence is “overproduction”, in fact overproduction takes place as a results of underproduction, Cortes (2005) noted that “overproduction occurs due to the fact that some common structures are avoided because of such underproduction, other structures that are not frequent in the Target language are used more regularly by the learners because they feel more confident using them therefore over production will arise” (Corted, 2015, p.5).The third consequence is “production errors”. Oldin distinguished two types of production errors that can occur as a result of language transfer, first is substitution, it means the use of L1/MT form on the target language, second claue, it is the errors that reflect when L1anq TL are closely related in the structure, the final consequence is” misinterpretation’, signifies every wrong interpretation of what the speaker or writer wanted to convey from L1 to TL. And his is due to the influence of the structural and cultural assumption of the L1on the TL.

Conclusion

This chapter was a description of the status of English language and French language in Algeria, and it is related as well to language learning by getting by with the theories that have contributed to define language interference by dealing with constrictive analysis and inter-language approach, in order to clear up reasons and the origin of learners errors, to help them to improve their writing.

Part Three

Methodological Design and Discussions of Results

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Introduction:

In the previous part, we dealt with the theoretical side related to our research field and study. The present part however, deals with the practical one which is more methodological, analytical and interpretative. The purpose of this part is to present and interpret the analysis and the findings of the current data gathered from the sample in order to shed light on the impact of the French language interference on EFL learners 'spelling while writing.

This part consists of three sections; the first one is devoted to the description of the research method used in this study. Moreover, it provides a description of the participants in this research and the procedure used for data collections as well. The second section deals with the data analyses and interpretations of the results obtained from the students' survey which is illustrated through tabular presentations. At last, the third section is concerned with pedagogical implications, research limitations, and suggestions for further research.

Section One

Design of the Study

3.1.1. Description of the Sample

The sample under investigation consists of 60 first year LMD students of English at the University of Bejaia for the academic year 2019/2020. They had studied English as the second foreign language after French for at least 7 years before coming to university. (Middle school level, high school level); so, we assume that they have experienced studying this language and have background knowledge about English writing. But, as aforementioned our population sample is still exposed to French language which is the first language used to spell English words.

3.1.2. Description of the Research Method

In the current research work we have opted to use the exploratory method combining both qualitative and quantitative descriptions in order to investigate the issue presented in the study. We preferred to work with this method in order to get reliable results about the French language interference impact on English words spelling. Such research method allows a better understanding of the existing problem.

Furthermore, implementing the exploratory research method means to be able to investigate a problem whose origin is not sufficiently defined, or, there are important and plenty of sources that we have to limit the problem to the most apparent one known as the grounded theory approach or interpretative approach to the problematic situation encountered by the population sample.

In addition to this and as we clearly put it, this research methodology is interrelated with the qualitative research as any exploratory investigation is based upon this element. It is therefore used to guide understanding of the reasons, the opinions and motivations which resulted to such a situation: “spelling errors”. Working on an exploratory research method, in addition to the aforementioned literature related to this point, means to explore the research questions which guide the researcher. Contrarily to some beliefs, this method does not intend to provide conclusive solutions to the existing problem.

As in any adopted research method, this one presents two different facets: advantageous and disadvantageous. They are listed as follows according to :(Saunders, Lewis, & Thornhill, 2012)

a- Advantages of Exploratory Research

1. Flexibility and adaptability to change
2. Exploratory research is effective in laying the groundwork that will lead to future studies.
3. Exploratory studies can potentially save time and other resources by determining at the earlier stages the types of research that are worth pursuing.

b- Disadvantages of Exploratory Research

1. Exploratory studies generate qualitative information and interpretation of such type of information is subject to bias
2. These types of studies usually make use of a modest number of samples that may not adequately represent the target population. Accordingly, findings of exploratory research cannot be generalized to a wider population.
3. Findings of such type of studies are not usually useful in decision making in a practical level.

3.1.3. Description of the Procedure

For the sake of obtaining valuable data, the researchers could have used different research tools such as questionnaires, tests, interviews, observations, surveys; however this could not be possible because of the sanitary crisis the world in general went through, and because the presential aspect which might have facilitated this undertaking was simply null as students and teachers were forced to confinement. In this research a survey has been addressed to 60 first year LMD students because we found that this latter served more our purposes. In this view, the survey to collect data in any research is defined as “the collection of information from a sample of individuals through their responses to questions” (Check & Schutt, 2012, p. 160).

In fact the choice for the survey as a research tool for both qualitative and quantitative data collection allows the collection for further information and more detailed data to get a better exploration and valid answers to our research questions.

Furthermore, Surveys prove helpful in describing the characteristics of a large population and ensure a more valid and precise sample to gather targeted results in which to draw conclusions and make important decisions. However, in our case the population sample is not as large as it should have been because we limited it to 1st year EFL students at a limited environment: the department of English at the University of Bejaia.

Therefore, we opted for this instrument because of time restrictions to cover the research and mostly because of the sudden sanitary crisis.

This research work is presented as a triangulation method since we opted for the exploratory method based on a qualitative profile nurtured by a survey as a collecting data design but for a limited population sample which represents the case of this study.

According to our understanding and beliefs, a case study is generally dealt with in an exploratory research. Its potential is the ability to help the researcher generate new ideas about the point that consist the key research element even though this remains up to the researcher to test using other methods. Thanks to the case of study, the researcher not only can illustrate the theories used and derived but can demonstrate through the analysis of the data collected how each aspect of the research is related to the other.

Furthermore, a case study enables the researcher to investigate in an in depth way the subject of analysis in order to understand more the problem and taking part in constructing new knowledge that may be added to the previous studies.

Section Two

Data Analysis and Interpretations

This section is devoted to data collection from student's answers on the surveys questions to be analyzed through both quantitative and qualitative scale. The results and the findings gathered may help the researchers to explore areas of problems in English spelling caused by the French language interference.

3.2.1. Description and Aims of the Survey's Questions

In order to correctly investigate the issues presented in the study, we designed a survey structured according to the title of the research topic to reach the required data and to achieve precise results.

This survey comprises (11) questions designed to explore areas of problem in English spelling caused by the French language interference. These questions are divided into 2 categories;

Category one: It is made up of 02 questions. The first question dealt with students' personal information (students 'gender). The second one looked for the number of years the students have been studying English as a foreign language.

Category two: It is made up of 09 questions aiming to gather general information about the use of both French and English languages in their daily life as well as in their studies. On the one hand our respondents were asked about the influence of the interference from the French language on the English studies mainly on the writing skill. On the other, they were asked to reveal the extent this interference impacted the English word spelling which is our research question. In addition to this, the participants in this research work were asked if they were used to confound between the French and the English spelling when writing. The other questions were asked to know if the time devoted to written expression courses was sufficient to master the spelling conventions which might lead to improve the writing skill. And the main reasons that made the students to interfere from French language. Then the last question was about the frequent spelling errors 'categories.

3.2.2. The Students' Survey analysis

Category one: Personal Information

Question1. What is your gender?

- a. Male
- b. Female

Table2. Students' gender

Gender	Number	Percentage
Male	24	40%
Female	36	60%
Total	60	100%

- (60%) of the sample was for female.
- The males presented (40%) of our participants.

Question2. How long have you been studying English language?

- a. 8 years
- b. 9 years
- c. More than the allowed period

Table3. Years of studying English

Years of Studying English	Number	Percentage
8 – 9 Years	60	100%
Total	60	100%

- This table showed that all students have been studying English for 8 to 9 years.

Category two: The impact of French language interference on English words spelling.

Question3. Do you use the French language in your daily life?

- a. Yes
- b. No

Table4. Using the French language in daily life

Options	Number	Percentage
Yes	58	96.7%
No	2	3.3%
Total	60	100%

- (96.7%) of our sample confirmed the use of the French language in their daily life.
- (3.3%) of our sample said that they did not make use of French language in their daily life.

Question4. If yes, how often does this happen?

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

Table5. Frequency in using the French language in the students' daily life

Options	Number	Percentage
Always	36	60%
Sometimes	23	38,3%
Rarely	01	1,7%
Never	00	00%
Total	60	100%

- (60%) of our informants said that they always used the French language.
- (38.3%) of our informants said that they sometimes used the French language.
- (1.7%) of our informants said that they rarely used the French language.

Question5. Does this use impact your English studies?

- a. Yes
- b. No

Table6. Impact of the French language on the English studies

Options	Number	Percentage
Yes	45	75%
No	15	25%
Total	60	100%

- (45%) of our participants confirmed that the everyday use of French language had an impact on their English studies.
- (25%) of the students denied the impact of the daily use of French language on their English studies.

Question 6. To what extent does the French language influence your writing?

- a. No influence
- b. A little influence
- c. A big influence

Table 7: French language interference influence on English writing skill

Options	Number	Percentage
No influence	07	11.7%
A little influence	03	5%
A big influence	50	83.3%
Total	60	100%

- The majority of students (83, 3%), confirmed that the French language interference had a big influence on English writing.
- (11.7%) of the students denied the influence of the French language interference on the writing skill.
- (5%) of the students said that the writing skill was somehow influenced by the French language interference.

Question 7: Does this impact more on the English words spelling?

- a. Yes
- b. No

Table 8: Impact of French language on English words spelling.

Option	Number	Percentage
Yes	48	80%
No	12	20%
Total	60	100%

- (80%) of the students said that English spelling was more affected by the French language.
- (20%) of the students said that spelling was not affected by the French language interference.

Question.8: Have you experienced the situation where most or some of the English words are spelled in French?

- a. Yes
- b. No

Table.9:

Options	Number	Percentage
Yes	50	83,3%
No	10	16,7%
Total	60	100%

- (83, 3%) said that they had experienced this situation.
- (16.7%) said that they had not experienced the situation.

Question.9: According to you what are the reasons that lead you to interfere from French to English spelling?

- a. The similarities between French and English languages.
- b. Being in a multilingual society.
- c. The frequency in using the French language in your daily life.

Table.10. Reasons that lead students to interfere from French to English spelling in their writing.

Options	Number	Percentage
a	10	16.7%
b	40	66.7%
c	10	16.7%
Total	60	100%

- (66.7%) of the sample said that being in multilingual society lead them to interfere from French to English language.
- (16.7%) of the sample said that the similarities between French and English languages lead them to interfere from French to English language.
- (16.7%) of the sample said that this interference occurs due to the frequency in using the French language our daily life.

Question10. Do you think that the small number of hours devoted to the writing skill courses is not sufficient in comparison with hours of other courses which might lead to make spelling errors?

- a. Yes
- b. No

Table11. Raising students' awareness about the importance of English writing courses time allocation to improve their spelling.

Options	Number	Percentage
Yes	55	91.7%
No	5	8.3%
Total	60	100%

- (91.7%) of the students confirmed that the insufficient time devoted to English writing courses lead to the commitment of spelling errors.
- (8.3%) of the students denied that the time devoted to English writing skill was a reason for the commitment of spelling errors.

Question11. How can you categorize your spelling errors: look like? Sound like? Borrowed words? Language interference?

Table 12. Spelling errors categories.

Option	Participants	Percentage
Look like	09	15%
Sound like	12	20%
Borrowed words	03	5%
Language interference	36	60%
Total	60	100%

- (60%) of the informants classified spelling errors in the phase of language interference.
- (20%) of the students classified spelling errors in sound like phase.
- (15%) of the participants classified spelling errors in look like errors phase.
- (5%) of the students classified spelling errors in borrowed words phase.

3.2.3. Students' Survey interpretations:

In this survey, 11 questions have been addressed to 60 LMD students at Abdurrahman Mira University of -Bejaia-. The interpretations of the gathered results from this data collection instrument are interpreted as follows:

From the first question we noticed that the highest percentage (60%) of the sample was for female, whereas; the males presented the minority of our informants. This situation may explain the fact of using French in the communication sphere. In the second question all the students answered that they studied English for 8 to 9 years, this means that they had a long contact with the English language.

According to the results obtained from the third question, it was found that most of the students (96.7 %) said that they made use of the French language in their daily life. The results of the fourth question show the frequency in using the French language where the majority of the participants said that they always used the French language. This answer has been a mirror reflecting the everyday use of the French language to vehicle communication.

The results gathered from the questions fifth, sixth, and seventh revealed that the English studies are affected on a large scale by the French language mainly in the writing skill. It is clearly noticeable from the answer obtained from question seven that the French language interference has a big influence on English words spelling which is an important aspect in producing a readable and meaningful piece of writing.

The finding from question eighth shows that most of the students (83.3 %) have already experienced the situation where they confound between English and French spelling conventions while writing in English. This shows the extent English words spelling is influenced by the French language interference.

The answers of the ninth question state the main reasons that lead students to interfere from French to English.

(66.7%) of the sample said that being in multilingual society lead them to interfere from French to English language.

(16.7%) of the sample said that the similarities between French and English languages lead them to interfere from French to English language.

(16.7%) of the sample said that this interference occurs due to the frequency in using French language.

From the answers of the tenth question the majority of our research participants (71.7 %) said that the time devoted to English writing courses is not sufficient and this latter might lead to the commitment of spelling errors. This gives a clear image that improving the writing skill mainly spelling element need more time comparing to other courses.

According to the answer of the final question it is noticed that the highest percentage (60%) of the spelling errors categories is for the French language interference this reflects the negative transfer of the French language used by students to fill in the existing gaps in English language when writing.

Section Three

Pedagogical Implications Research Limitations and Suggestions for Further Research

3.3.1. Pedagogical Implications

Besides displaying the impact of the French language interference on the EFL writing case of English spelling, this study provides some suggestions to help the EFL students improve their language competences during teaching and learning situations. The significant implications to be noteworthy are as follows:

- When teaching English the focus should not be only on languages skills but also on sub-skills.
- When teachers introduce a new word, they should give its equivalent in French, and show them the similarities and differences in both French and English.
- Students need to read more, reading is the best way to build and expand vocabulary.
- Students should think in English when they write not in French to avoid errors.
- Feedback can be very helpful, teachers need to give feedback for students in order they will be aware of their errors and correct them.
- Student need to talk about the straggles they face when writing in English so they will get the help they need.
- Raising learners mindfulness around the influence of L1 on learning a foreign language by giving them translation activities where they riddle out the influence from the errors they make
- Students should develop some strategies in order to eliminate the words that create confusion to them for example by creating a word list of the misspelled words, thus they will notice the differences and the similarities.
- Teachers should encourage learners to write more, because if they need to learn the word they have to use it, thus the more they write the more the word will be correctly spelled.
- Students need to realize that every language has its own rules, and what occur in one language might not occur in another language.
- Teachers need to enhance the learners writing through empowering hone of writing in English.

3.3.2. Limitations of the Study

The present research explores the impact of the French language interference on EFL writing skill case of English spelling. However, it contains a number of limitations that should be borne in mind.

First, this study implicates 60 first year students at Abderrahmane Mira University of Bejaia. Therefore, the findings cannot be generalized to all the students of other universities.

Second, due to this global pandemic (Covid- 19), during months we could not have access to the University, the library, and we could not even meet our informants; but could get into contact with our supervisor via the Internet device.

Finally, this research has been conducted in very critical time and environment.

3.3.3. Suggestions for Further Research

Based on the data of the present research, the study provides some recommendations for further research:

- The present study focuses on the impact of the French language interference on EFL writing case of English spelling on the first year students at Abderrahmane Mira University of Bejaia. So, we suggest that the further studies related to this theme should concentrate on understudies of secondary or middle school as well as provide the readers with valid evidences to support both the statement of the problem, any hypothesis according to the future selected research methodology and design and finally cement the research with appropriate and adequate solutions to come over this common malady.
- This study is restricted to 60 students; moreover future studies should be undertaken with a larger population sample including professionals to validate the evidences.
- Our research is involved with writing skill; therefore future research is expected to tackle other different skills as reading, listening and speaking skill.
- Due to the global pandemic covid-19, we have used only a survey as a tool for our research and to collect data, so for further research, researchers should use additional tools such as interviews, tests, questionnaires...

Furthermore, the future research has to study learners different errors, thus the result will help to design more drills for the EFL learners as well as find out innovative techniques that will teach them how a foreign language can be effectively learned and improved in regard to the learners' foreign languages cognitive knowledge. May be these techniques will encourage

the syllabus designers and stakeholders to introduce and implement the “Bilingualism concepts” not only in higher education; but in other education institutions too.

Conclusion

All along this part the researchers presented the design of the study, and the data analyses. Moreover, they dealt with the interpretation and the discussion of the findings obtained. Hence the survey results showed that First year students are affected by the French language interference in their writing at the level of spelling. Finally pedagogical implications, limitations of the study have been mentioned in addition to some recommendations for further researches.

General conclusion

General conclusion

As a conclusion, language interference or linguistic transfer has been the central interest of many researchers and the field of many studies in different disciplines. The current study is an investigation in the field of learning English as a foreign language. The overall aim of this investigative research is to explore the influence of the Algerian students' second language (French) on the writing skill in English at the level of spelling.

The work of this study consisted of three main parts in addition to general introduction and general conclusion.

The first part was a description of the writing skill and the spelling element as well in an EFL context. Part two focused on the French language interference influence on the English language at different levels, types of this transfer, causes, and its consequences. Part three however, has been the practical part of this work and it comprised three sections. The first one was about the description of the methodology opted in the research. The second section dealt with the analysis and the interpretations of the data which were gathered from a survey administered as a research tool to first year LMD students at the University of Bejaia which were selected as a sample in order to investigate the issue presented in the research work.

The findings confirmed the existence of the influence of the French language on the English one and it occurred at different levels on English word spelling while writing productions and this might likely to cause misunderstanding of the expressed ideas and the messages conveyed by the student writers.

In the last section, some suggestions and recommendations have been proposed to alleviate the burden of language interference and minimize students' spelling errors in the English writing productions.

We have also to reveal that this research has been conducted to gather data which could later confirm the existence of this type of errors and has not been meant to treat the errors on the linguistic issue of error analysis sequences. It is more an informative investigation.

We have, on the basis of the forced sanitary crisis situation, opted for a situational convenient research methodology as our prior target aims were to design tests embedded in producing short pieces of writing on free topics and some activities mainly dictations to gather valid and reliable evidences. Therefore, because of these constraints, we found it more judicious to implement an exploratory research methodology and design a survey for the

students. We are quite aware that in a situation where one of the target language macro skill “spelling” is Concerned, teachers’ attitudes and positions should have been surveyed; but we could not afford this opportunity because of the aforementioned sanitary case.

Furthermore, one of our aims was to create individual folders where the students as our population sample could insert their spelling errors in general and the language interference spelling errors in particular in an ordered and structured way to be able to develop the ability of memorization, self-evaluation, self and peer assessment and finally measure their language mastery development.

Thus, according to us can be achieved later either through our determination to further the study at hand or through new researchers’ engagement in the field.

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Appendices

Appendix N°01: Student's survey

Dear students

The aim of this study is to explore the areas of students' problems in the English spelling while writing which are likely caused by the French language interference. We would like to thank you for your collaboration while answering this survey. Your answers will be treated with great confidence and anonymously.

1. Gender:

- a: male b: female

2. How long have you been studying English?

- a: 5 years b: 6 years c: more than the allowed period

3. Do you use the French language in your daily life?

- a. Yes b. No

4. If yes, How often?

- a. Always
b. Sometimes
c. Rarely
d. Never

5. Does this use impact on your English studies?

- a. Yes No

6. To what extent does the French language influence your writing?

- a. No influence
b. A little influence
c. A big influence

7. Does this impact more on the English word spelling?
- a. Yes b. No
8. Have you experienced this situation where most or some of English words are spelled in French?
- a. Yes b. No
9. According to you what are the reasons that lead you to interfere from French to English spelling:
- d. The similarities between French and English languages
- e. Being in a multilingual society
- f. The frequency in using the French language in your daily life
10. Do you think the small number of hours devoted to the writing skill courses is not sufficient in comparison with hours of other courses which might lead to make spelling errors?
- a. Yes b. No
11. How can you categorize your spelling errors:
- a. look like
- b. Sound like
- c. Borrowed words
- d. Language interference

Résumé

L'interférence linguistique a été considérée depuis longtemps comme un domaine difficile dans le secteur d'apprentissage de l'anglais en tant que langue étrangère. La présente étude tente d'expliquer l'influence de la langue française sur la compétence d'écriture au niveau de l'orthographe, en prenant des étudiants de première année LMD à l'université de Bejaia. Afin d'analyser ce sujet, une méthode de recherche mixte a été adoptée à travers un instrument de recherche qui est une enquête. Les résultats confirment que l'influence de la langue française conduit les apprenants de la 1^{ère} année Anglais à des fautes d'orthographe qui provoquent la plupart du temps une mauvaise maîtrise de la langue Anglaise.

Mots Clés : Compétence D'écrire, Transfert de la Langue, Langue Maternelle, Orthographe.