

**The influence of the MT on FL teaching and learning:
The case of Arabic (MT) and English (FL) in the Algerian context**

Ammar BENABED

Department of English
Ibn Khaldoun University-Tiaret- Algeria

Abstract

This article reflects on the impact of the mother tongue, namely Arabic, on teaching and learning a foreign language, namely English, in the Algerian multilingual context. The objective behind this study is to describe and explain the faults and difficulties caused by the interference of the MT on FL learning. Furthermore, the analysis of the interference will allow us to predict all of these faults, to prevent and to correct them. We, therefore, conducted a synthetic and detailed study of the syntactic, semantic-syntactic and phonological interferences in learners' oral and written productions. Through this work, we can say that mistakes made by the learners are not accidental. They can be analyzed, corrected and even prevented in so far as the process involves, at the base, the acquisition of phonetic, syntactic and semantic-syntactic systems which are totally different from those of the MT.

Key words: foreign language, mother tongue, multilingual context, interference

ملخص:

يعكف هذا المقال على دراسة تأثير اللغة الأم، وهي اللغة العربية، على تعليم وتعلم لغة أجنبية، وهي اللغة الإنجليزية، في السياق الجزائري المتعدد اللغات واللهجات. الهدف من وراء هذه الدراسة هو وصف وشرح الأخطاء والصعوبات الناجمة عن تداخل اللغة الأم على تعلم اللغة الأجنبية. علاوة على ذلك، فإن تحليل هذا التداخل يسمح لنا أن نتوقع كل هذه الأخطاء، لمنعها وتصحيحها. ولذلك، أجريت هذه الدراسة التركيبية والمفصلة لإبراز هذا التداخل اللغوي على المستوى النحوي، الدلالي-النحوي والصوتي في الإنتاج الشفوي والكتابي للمتعلمين. من خلال هذا العمل، يمكننا أن نقول أن الأخطاء التي تقع من قبل المتعلمين ليست عرضية. يمكن تحليلها، تصحيحها وحتى منعها بقدر ما تنطوي على عملية، في الأساس، تحصيل مختلف الأنظمة النحوي والدلالي-نحوي المختلفة تماما عن تلك التي تحتوي عليها اللغة الأم.

الكلمات المفتاحية: اللغة الأجنبية، اللغة الأم، السياق متعدد اللغات، والتداخل

Introduction

“Language is the most specific property of a social group and contains his soul, his dynamic creativity.

Similarly, for an individual, his mother tongue is

place from which continually broadcasts its sense of identity.”

Quoted in T. Nathan. *Whose child. New revised to Ethno psychiatry*, No. 12, Grenoble, wild thought Edition, 1993: 13-22

Currently, researchers are more interested in understanding the processes that help to acquire a foreign language; for example, cognitive sciences which aim to analyze the mental operations implemented by learners; pedagogy that attempts to understand and explain the strategies that learners use to acquire a new language. Among these processes and strategies, there is a comparison between the native language and the target language mentally and linguistically, on which there are two different trends: one, supported by the contrastive theory, introduced by Lado in 1957 and which postulates that the mother tongue greatly influences the learning of foreign languages. According to this theory, the differences between the two languages (MT and FL) constitute learning or acquisition difficulties and similarities between the two languages that are easy to learn. The second position postulates that the mother tongue may have influence on foreign languages, but it is only one factor among others and equal opportunity matters in the acquisition /learning of foreign languages. This approach is advocated by several specialists in the field of acquisition and learning such as Dulay, Burt Klein, Krashen (1982), etc.

In this article, based primarily on the contrastive theory, we try to highlight the fact that the FL acquisition / learning, even if it is affected by several factors such as the FL, itself, the learner's motivation, his culture, the cognitive and psycho-social factors, the way it is taught, are influenced by MT which plays a great role in this process. If the influence is not on a large scale for the neighboring languages such as Germanic languages (English, German and Dutch) or Romance (French, Spanish and Italian), it will be on distant languages as it is the case for Arabic (Semitic) and English. Linguistic proximity to neighboring languages facilitates the transition from one language to another and thus promotes learning one from the other and even mutual understanding with little previous efforts. This proximity also promotes language transfers. Though linguistic factors alone do not explain everything, and not enough to learn or prevent learning a language.

In our opinion, the contrastive method appears adequate to the extent that it allows the teacher to have both a comprehensive and detailed view of the functioning of two linguistic systems. Accordingly, it is a basic reflection preparatory to the introduction of educational innovations. This invites us to evoke B. Kuszmidler who says "*contrastive approach is a valuable tool to facilitate the acquisition of foreign languages.*" (1981: 92) what H. and R. Besse Porquier also support while stating that:

“The contrastive linguistics inadequate as it is, remains essential as a framework within which the learner gradually built his representative and communicative systems.” (Cuq in 1996: 39)

I. The sociolinguistic situation in Algeria

For a long time, the Algerian was in contact with foreigners. This proximity has allowed him to be more or less in touch with their languages. Hence a freedom of code choice for expressing himself, the speaker diversifying his communication strategies using sometimes one, sometimes the other, sometimes a mixture of two or three languages he knows. Thus we speak of Diglossia with Ferguson:

“There is a dichotomy between a prestigious variety “the sole language” classical Arabic, and dialects perceived as “non-language” idioms; they are the ones that speakers use most often.” (1995:53)

We emphasize, in this way that the linguistic reality of Algeria is multilingualism for its complexity and linguistic multiplicity. However, Algerian society uses three different languages; French, Arabic and Berber. Or, it is a mixture of several languages, dialects and regional variants.

In his article on culture and multilingualism in Algeria, Sebaa. R. states that:

“Algeria is characterized, as we know, by a quadri-linguistic social situation: Conventional Arabic/ French / Algerian Arabic and Tamazight. The boundaries between these different languages are neither geographically nor linguistically established. The continuum in which the French language takes and constantly takes place alongside with the Algerian Arabic, the different variants of Tamazight and Arabic redefines conventional social functions of each idiom. The roles and functions of each language, dominant or minority, in this continuum are part of a dialectical process that escapes any attempt of reduction.” (El Watan September 1, 1999: 7)

Before starting school, Algerian learners use the Algerian Arabic dialect for those from Arab families, Berber for those from Berber families, the Mozabite for those from Mozabite families and the Touareg for those living in Touareg families. At the age of six, they start learning classical

Arabic as the national and official language. At the age of 9, that is to say in the third year of primary school, they begin learning French as a foreign language 1 (FL1). At 11/12 years old, they begin learning English as a foreign language 2 (FL2). We could qualify them as quadrilingual. These different idioms can lead, subsequently, language interactions generated by a linguistic malaise experienced by the individual. Calvet schematises this situation: *"This is a linguistic mosaic determined by the coexistence of languages of oral tradition and written language tradition."* (2001: 62).

Therefore, the school is undoubtedly the ideal place for oral and written practice of the three languages, namely Arabic (LM), French (LE1) and English (LE2). The written language is learned at school and puts it Chérifa Ghetta: *"The school is the space or we learn to read and write."* (1998: 53), by an extended study of grammar, spelling and a attentive reading of the texts. Before beginning the learning of two foreign languages, learners are endowed by the MT with a number of representations on which they base the FL learning.

II. Algeria's Socio-linguistic Policy

Multilingualism and diversity of language teaching programmes are today, for several reasons, important objectives of national education and linguistic policy. This policy favors mandatory and early learning of two foreign languages, namely English and French, and an optional third language, German or Spanish. Early learning of French, from the primary, and English, from the first year of the middle school, reveals the good intentions of the country's linguistic policy for an opening on the outside world as it is well said by Groux D. and L. Porcher: *"When the school promotes and encourages the learning of foreign languages and cultures, it manifests its desire for openness on the other."* (1997: 96).

Currently, the Algerian linguistic landscape continues to undergo significant changes. The use of foreign languages is gaining ground, and, thus, allowing learners to implement a number of communicative strategies. As expected in such a situation of multilingual contact, the interaction of these different languages and dialects produced very interesting linguistic phenomena. Thus, learners for a communicative purpose, make use of strategies among which we may cite the "code switching" []: a means of communication where the speaker will move from a language LM to another language FL, alternating in speech two or more linguistic codes. It also uses the "code mixing" []: a means of communication in which the native speaker transfers the foreign language elements. This transfer can be phonological, lexical or syntactic.

The phenomenon of code alternation 'code-switching' and 'code mixing' become necessary to communicate. If the mixture does not occur, the influence of the MT is not one of the possible forms that take little. Another mixture is the form of loans and the second foreign language in the mother tongue.

The distinctive roles of second and foreign languages should be recalled. Second languages play an institutional and social role in the community, that is to say, they function as recognized means of communication among the members who speak a language other than their mother tongue (spontaneous acquisition) Klein 1986. In contrast, foreign languages are learned in a setting where they play no important role in the community; they are mostly learned in the classroom (guided acquisition) (ibid). Therefore, there should be a difference in their contents and their learning processes. In the Algerian context, French and English officially enjoy the status of foreign languages 1 and 2 respectively, although French, actually plays a larger institutional and social role. We limit our research to what concerns us most and which is learning English as a foreign language (Instructed learning).

The scarcity of studies in what can be called "Algerian English" seems to suggest that there is no such a variety of language. Yet, when Algerian students speak and write the language, native speakers have no difficulty in identifying the non-compliance of used language. This type of English reflects the structural characteristics of the mother tongue. More specifically, these properties can be discovered at all levels: phonological, morphological, syntactic and semantic. From the perspective of syntactic-semantic properties of sentences produced by Algerian learners, we refer to the following examples to shed light on the types of influence of the LM on the acquisition of FL.

III. Multifarious Interferences

Generally, the interferences are defined as a deviation from the norm. At the moment of the oral and written production, the learner disrupt learning the FL rules by integrating other rules that belong to the MT, which results in what is said a standard must ensure compliance with the graphic and phonetic rules of a given language. This norm is defined by Galisson R. and D. Coste. D as follows:

“La norme équivaut à la normalité, c’est-à-dire l’usage courant observé dans une communauté linguistique donnée. Elle représente alors la langue la plus attendue et la plus entendue, donc la moins marquée, celle qui permet de prendre conscience de

l'anormal, du non courant et de rendre compte de la notion d'écart.”(1976 :337).

Any learner of a foreign language is faced with a lock that Debyser (1970: 34) refers to as a gap between MT and FL, at one time or another when he speaks one of the two languages with some transformations borrowed to the other. This blockage occurs when the speaker does not immediately find the needed word in the language in which he is currently communicating.

The transition from one language to another is done spontaneously. The interlocutors use both languages simultaneously and shift from time to time from one language to another which generates interferences. These interferences are due to very low contact of these learners with the FL in school (*vitro*) and family environments (*vivo*).

To avoid communication failure, which is a very embarrassing situation, the student introduces the MT components. Research on the interference took as reference the work of Uriel Weinrich, who observed that “the interferences observed among students were attributed to the influence of MT.” (1953). This arrangement of two entirely distinct varieties, inevitably leads to the production of interferences. A. Hassan says in this regard: “Interference is unconscious violation of a standard language by the influence of the elements of another language.” (1974: 171).

In what follows, we will explain how these interferences are manifested among EL learners. It is worth noting that they operate on several levels. However, the most recognizable levels are the syntactic, phonetic, lexical and stylistic levels.

IV. The Corpus

To conduct this research, it seemed useful to proceed to the analysis of written and oral productions, the fact that they constitute the major difficulties for most English language learners.

We have been led to propose to secondary school students, namely terminal, to write a letter to a friend, inviting him to visit them during the summer holidays. In addition, we analysed a classroom scene recorded with the same students. The theme of this oral interaction was about accident and the new Highway Code; a current topic that causes controversy within Algerian society.

The main reason for the choice of this group of learners is the fact they are among the first cohorts of learners from the educational reforms of 2003. This corpus was collected in classes of philosophy and letters stream where English teaching is allotted 4 hours/ week during the three years of the secondary education. We have formed a corpus comprising 80 copies

and a tape to which we applied a contrastive analysis. The objective was to identify the recurrent interferences and develop from then a programme promoting remediation and/or forecasting.

V.1. The Syntactic Interferences

Considered in this respect, first, the case of syntactic construction: The browsing of a few letters of learners shows that influence of MT on the FL:

*“With pleasure and respect, I inscribe you this few lines
and with the hope it will meet you in good condition of health”.*

This is a recurrent phrase in the letters written by the majority of learners. The phrase indicates the integration / coating of the syntactic properties in the derivation of a sentence in English. These properties are adjectival and subject-verb agreements. The wrong choice of subject pronoun 'it' in the second paragraph appears to reflect the absence of this subject-verb agreement. Note that the pronoun 'it' agrees with the adjectival phrase 'this few' rather than the noun 'lines'. Regarding the semantic and syntactic property, it is reflected in the expression 'it will meet you in good condition of health'. Part of the problem is due to the fact that in the LM verb “تجدك. تلقاك”, equivalent to 'meet' in English, is generally performed by three different verb 'meet', 'find' and 'encounter'. Cognitive strategies for writing are first built in native language and then practiced in English. The other problem is cultural: the native of Arabic begins any discussion with a recipient, asking after his welfare as a first step in the two types of greetings whether written or oral. This tradition does not exist in English; where inadequate expression in the sentence above.

We also noted other mistakes that affect the position of the adjective as (NB: we deliberately rewrite the sentences with mistakes in order to return to their original during analysis):

1. *my hometown is not a town large.* Instead of *My hometown is not a large town.*
2. *you can visit places tourist.* Instead of *You can visit tourist places.*
3. *sablette is a beach magnificent.* Instead of *Sablette is a magnificent beach.*
4. *sour is a site prehistoric monumental to visit.* Instead of *Sour is a monumental pre-historic site to visit.*

The influence of MT is obvious. Within the MT system the adjective comes after the noun it qualifies.

The very obvious gap in the British English standard shown in the above examples may suggest that the speaker translated directly from his mother tongue. Anyway, it is not our purpose here; the fact is that the sentence reflects the known characteristics of the Arabic language, and that

they are easy to detect. Learners tend to emulate their English on turns of Arabic.

Also at the syntactic level, the Algerian student encounters another problem related to prepositional categories. In some cases, prepositions, few in the MT, are used according to syntactic rules of that language. For sentences collected from copies "Phone to me when you arrived at the airport," "You will compare between the two cities" learners fit the prepositions "to" and "between" because in the MT, prepositions "to" and "between" are used with the verb "call" and "compare".

The learner's MT disposes not only as English and many other languages of SVC sentence structures (noun phrase), but also VSC structures (verb phrase). Even though in the first case the syntactic order is identical in both languages (Arabic and English), there are differences in gender, prepositions, inflections, determinants, and words order in phrases, etc.

Considering the following examples which relate to the different models of English phrases and their equivalence in LM:

	English sentence patterns		Arabic sentence patterns		
1.	S.V	Jack arrived.	SV/ VS	Arrived John	وصل جون
2.	S.V.O	I saw John.	VSO/ SVO	Saw John	رأيت جون
3.	S.V.C	John is a student.	SC	John student	جون طالب
4.	S.V.O.O	She gave her brother a gift.	V.O.O/ SVOO	Gave her sister gift	أعطى أخته هدية
5.	S.V.A	She is here.	S.A	She here	هي هنا
6.	S.V.O.C	They elected him president.	V.O.C/S.V. O.C	Elected him president	انتخبوه رئيسا
7.	S.V.S:	There is a man (at the door).	A.S	There man	رجل عند الباب

In all sentence patterns aforementioned, the word-order in MT differs from that of the FL. Thus, we note that in sample 1 the verb precedes the subject to make a VS sentence pattern. In sample 2, the personal pronoun 'I' becomes a pronoun (ت) attached to the verb. In (3) there's omission of the verb (is) and the indefinite article (a), the subject is attached to the complement of the subject. In (4), there is omission of the personal pronoun (she) which becomes (ت) attached to the verb and the possessive

pronoun "her" is (ها) attached to the indirect object (sister). In (5), there's omission of the verb (is), so the subject is attached to the adverb. In (6), there's omission of the personal pronoun subject (they), the pronoun 'him' is attached to the verb. In sample (7), there's omission of 'is' and the indefinite article 'a'.

In addition, there are also other differences between MT and FL, on gender, male/female, which subsequently results in problems of determinants, adjective or past participle agreements.

The case of the pronoun 'they' is valid for both male and female genders in the FL system, which is not the case in MT. E.g.: They went with their children to the theater. This sentence is a source of ambiguity for the learner, because the personal pronoun 'They' can (1) represent the masculine, or (2) the feminine gender. If it is the former, namely the plural masculine, the pronoun is / *hum* / 'هم' equivalent sentence in MT is as follows: 'هم ذهبوا مع أطفالهم إلى المسرح' / *maa hum dahabu atfalihim ila al masrah* / or simply / *dahabu Maa atfalihim ila al masrah* / . ذهبوا مع أطفالهم إلى المسرح. The personal pronoun 'هم' may be omitted. By cons, if it is the second case, namely the plural feminine gender, the MT equivalent sentence is as follows: / *huna dahabna Maa atfalihina ila al masrah* / 'هن ذهبن مع أطفالهن إلى المسرح', or simply / *dahabna Maa atfalihina ila al masrah* / " ذهبن مع أطفالهن إلى المسرح.

The table below covers the personal pronouns and the endings according to gender.

English		Arabic	
		Masculine	feminine
They		/hum / (هم)	/huna/ (هن)
Grammatical Inflections		Grammatical Inflections	
/-ed / for regular verbs	Variable for irregular verbs	/bu/ (بو)	/bna/ (بن)

In addition to this distinction in plural gender, there are also personal pronouns, specific to the MT, indicating the duality in the genre. The following sentence shows the difference to the male gender:

1. Jack and Jill went up the hill to fetch a pail of to water.
2. Jack and Jill went up the hill to find a bucket of water.

3. جاك و جيل ذهبوا إلى التل لإحضار دلو من الماء.

4. ذهبوا جاك و جيل إلى التل لإحضار دلو من الماء.

5. / *zak zil Dahaba wa ila as li min ihdaḡ delu Elma* / or / *li huma Dahaba ila such ihdaḡ delu min Elma* /

6. / Dahaba zak zil wa ila as li min ihdaḁ delu Elma /

The following sentences bring up the difference for the female gender:

1. Mary and Jane were invited for the party.
2. Mary and Jane were invited to the party.
3. ماري و جين دعيتا إلى الحفل
4. / mari wa ila al ʒen duiata Hafl / or / huna duiata ila al Hafl /

The following table shows the aspect of duality and the changes taking place:

Masculine		Feminine	
Pronom	Inflection	Pronom	Inflection
/huma/	/ba/	/huma/	/ta/

Relying on what Krashen (1977), cited by Klein, used to address the relationship between the systems of the LM and that of the FL by its control theory, we can say that the oral and written productions are influenced by the different systems of the MT. Indeed, when the FL learner wants to speak in a foreign language, it calls up a system of MT, and then he uses the system of the FL to change the semantic and syntactic form of the statement.

The influence of the MT on the FL is noticeable in learners' written and oral skills (productive skills). The presence of academic language, Algerian Arabic, and even dialects in written and oral statements is obvious; a fusion of the characteristics of two or more languages and dialects in communication. To cite a few examples from the learners' productions, I will list the following in relation to the phonological aspect.

V.2. Phonological Interferences

The analysis of the recording has led us to identify some phonetic failures due to interference concerning the assimilation of the vowel sounds compared to consonant sounds. These defects, or maybe we should qualify as confusions, are due to some consonants that do not exist in the MT vowel system. We noted the following examples.

1. In Algeria, the **b**roblem is caused by the neglect of the law.
2. **Beoble** don't find **barks** where they can **stob** their cars.
3. To my **obinion**, the new law must be **abblied** to reduce death on the roads.
4. **Ferification** should be regular.
5. Check points should be put **eferywhere**

6. *Terrible accidents are caused by taxi drivers.*

We can deduce that these failures are due to the lack of oral interactions in and outside the classroom. The daily use of MT and different dialects affects the "correct" pronunciation of the FL. It is important to say that from the graphical point of view, the consonants in question are indeed memorized by learners, copies testify.

If we take for example the sounds /p/ and /v/, which do not exist in the phonological structural properties of the MT, we detect faults at the pronunciation. For the first sound, namely the consonant /p/, which is 'voiceless, plosive and bilabial', learners tend to pronounce the consonant sound as /ب/ corresponding to /b/, which is a "voiced, plosive and bilabial" consonant sound, so a property differentiates them. In addition, they tend to bring the sound /v/, which is "voiced, fricative and labial-dental", to the sound /ف/, which corresponds to /f/, which is "voiceless labio-dental". Thus, at the phonological aspects, the learners use the sounds /b/ instead of /p/ for words such as problem, park, price ... to become /brɒbləm /, / bɑ:k /, / brais / etc, and the sound /f/ instead of /v/ in words such as verify, very viable, etc. to become / ferɪfaɪ /, / ferɪ /, / fəɪəbl / etc. In the example six, the /t/ is pronounced as a /t/ more emphatic at least supported the binding of a /t/ dental. Thus learners tend to pronounce the word as taxi / t'Æksi /. Accordingly, in an oral communication, it would be difficult for an interlocutor, especially native, to distinguish between the following minimal and near minimal pairs: park and bark, pack and back, peat and beat, vest and fest, view and few, fine and vine, save and safe, etc. In addition to these defects in relation with the sound of these consonants, there is also the lack of the control of the necessary articulatory movements for the production of certain phonemes of the English language. Generally, the phonemes of the English language are reduced to phonemes corresponding to the MT and this results in a distortion of pronunciation or in a eerie accent. Inasmuch the MT shapes the learners' phonatory apparatus (lips to the larynx).

For cons, the example of the rising and falling intonation that sometimes learners do not master orally, though both types of intonation exist in the TM, should raise many questions on learners' awareness of the different phrases and the intonation that accompanies each type. In fact, students do not perceive any difference between the two sentences: "The weather is fine. " and "the weather is fine." The non mastery of both types of intonation phrases, above, is a source of misunderstanding.

V.3.The Graphic Interferences

By analyzing the written outputs of learners, we found another problem regarding the mechanics of writing in LE. We noted errors relating to the mechanics of writing, especially the capital letter at the beginning of

sentence (including proper names such as Mostaganem, Sablette, Sour, etc. (cf. supra).

We know that capital and lowercase letter concepts do not exist in the MT system, writing is unicameral []. By cons, in the FL, writing is bicameral, and learners have difficulty respect the use of the capital letter at the beginning of the sentence, for proper names, nationalities, months of the year, the days, etc. Some complementarity or partial interdisciplinarity can be between the two foreign languages, namely English and French. But, even among these two foreign languages, there are differences in the use of the capital letter. It is worth noting that for about thirty hours per week, learners are not exposed to mechanical writing of the LE except for a few hours (3 hours). The rest of the week-work loading (27 hours) is devoted to various mechanics. What makes their task difficult.

In this case, Klein is convinced that when learning a FL, the learner attempts to use all his knows at the moment of producing or understanding the statements in FL. For him, the MT is only one of these knows and these possible resources, which interact with other types of knowledge. It is obvious that the MT is the main resource transfer problems. This transfer does not appear only with syntax, phonology and lexis but also semantics. Unquestionably, the structures differ from one language to another, and the FL learner is trying to know how the structure and the specific system of the TL function. This analysis is not accessible to all learners, only those who have strong analytical skills succeed and learn effectively.

In the current situation, one could say that the official language is the language of no Algerian speaker. In fact, many languages and dialects (hybrid) are used. But the mother tongue, the language spoken in everyday life Algerian, is always the Arabic dialect. It should also be noted that the latter intervenes since childhood, while other languages, namely classical Arabic, French and English, are involved during schooling at different times. So, it is important to say that the sociolinguistic situation of our learners is well and truly multilingual.

It seems impossible to put Arabic away in the teaching of the FL because in phase of his learning, the learner undergoes a strong influence of the linguistic system of the MT. This appears clearly in his oral and written. As stated by, J.L Maume:

“The orthographic deficiencies, the words confusion entail misinterpretation or, nonsense not because of ignorance of the rule, they simply originate from phonetic deficiencies of the MT compared with the FL system.” (1973: 91).

The appropriation of another language can bring a different perspective on itself, on his native language and the world; it is never an end in itself but a means to build and acquire new learnings. Learning a language is a social activity. It is through the interaction with others that the language is built. Therefore, learning requires a high level of socialization, incompatible with selfishness and isolationism. This is why it is essential to build in the learner new social behaviours, knowing that to know the other one must first know oneself. Knowledge is built thanks to general cognitive strategies acquired in the mother tongue.

V.4. Interferences other than Linguistic

"Speaking a language is bearing the weight of a culture" Merleau Ponty

However, the influences of other languages are not limited of prejudicial linguistic interference. The learner is also endowed in his native language of other language skills, for example pragmatic, strategic, sociolinguistic competence, etc. These skills have, in principle, a positive influence, provided that the speaker is able to implement the pragmatic competence in dialogical situation adequately when communicating in a foreign language. Similarly, knowledge of other languages is definitely related to the knowledge of the world, allowing access to meaning.

However, all skills are not always transferable and may cause an influence that penalizes the speaker. To consider non-linguistic skills, D. Hymes speaks of "communicative interferences." Like the linguistic interferences, which are somehow the "by default" for our students due to lack of foreign language proficiency, the learner immediately makes his own socio-cultural rules, Arab, for lack of socio-cultural knowledge in the English language. Thus, although the expression in English is beyond reproach from the linguistic point of view, some cultural influences can become a handicap.

VI. Propositions

The primary objective of our research is to equip learners of English as FL with tools enabling them to combat effectively interference and circumvent errors thanks to good communication strategies.

In order to access to the good command of the FL, namely English, it is fundamental to insist first on the phonological aspect, i.e., pronunciation, especially when it comes to the English language and its particularity. The acquisition of this mechanism is necessary to the functioning of the language as a communication tool. Because it is present in two aspects: it is found in the transmission by phonation and the reception by hearing.

In this case, the implementation of phonics instruction would be the best exercise to get good productions. To do so, we should develop methods that involve the design and implementation of systematic phonics exercises.

This is by mastering oral communication that learners become proficient in writing. This is the assimilation of oral code which involves systematically assimilation of the written code, and not the opposite.

The learner does not produce only in the foreign language, it also means that language, he reads and understands it. It is therefore a question of interlingual during which the learner initiated at the approach of meaning draws on its linguistic resources and implements them wisely using good strategies. These strategies, called intralinguistic, should enable him to seek substitutions and combinations in the foreign language to convey meaning, and not systematically interlinguistic or translinguistic or strategies, in the sense that he appeals to resources of other language.

In doing so, the interference between the phonic and graphic systems of the MT and FL will be reduced.

VII. As a conclusion

Due to the immensity of the difficulties that prevent learners from building their knowledge and skills, teaching English in the Algerian context, is a daunting task that requires a lot of hard work, requirement and even sacrifice. The transition from one mode to another is a process that provokes in the learner a sense of fear of missing the norm at the moment of production. Therefore, oral and written outputs are marked by linguistic, phonological, and lexical interferences. It would, hence, be most appropriate that the English teaching as a FL can have a task of forming not only simple connoisseurs of another civilization, but of speakers, that is to say learners who have acquired control of a code of representations that allow them to progress, attaining more goals in the future.

By constructing his competence in a foreign language, the learner distances himself from his mother tongue and culture. Freed from value judgments and automation (conceptual, engines and intellectuals which are part of his socio-cultural unconscious), the learner can finally imagine and create.

The language is a whole, it is spoken or written. Also, teaching how to speak and write is essential. The written language is a form of distancing, structuring; an instrument of power on oneself and others. It is appropriate to wonder about the methodology of writing, on its rapport to the oral skill, because the oral and written do not differ only by their respective codes, but mainly by the communication situation.

We hope this contribution will help English teachers, who question the origin of some mistakes made by learners, to interpret these errors due to interference with the MT and to implement appropriate strategies to remedy.

Furthermore, we sincerely hope that these reflection elements highlight a few of the aspects often neglected in the teaching of foreign languages.

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