

People's Democratic Republic of Algeria

**Ministry of Higher Education and Scientific Research**

**University of Mohamed Seddik Ben Yahia - Jijel**

**Faculty of Letters and Languages**

**Department of English**



**Investigating the Cross Linguistic Interference When Learning  
English and French Simultaneously**

**The Case of Third Year Pupils in Primary Schools in Jijel**

Dissertation Submitted in Partial Fulfilment of the  
Requirements for the Degree of Master in Didactics of Foreign Languages

**Submitted by**

Selsabil **HAMADA**

Oumaima **CHAABNA**

**Supervised by**

Salma **BOUHALI**

**Board of Examiners**

**Chairperson:** Houda **BOUHADJAR**, University of Mohammed Seddik Ben Yahia-Jijel

**Supervisor:** Salma **BOUHALI**, University of Mohammed Seddik Ben Yahia-Jijel

**-Examiner:** Meriem **BOUSBA**, University of Mohammed Seddik Ben Yahia-Jijel

**Academic Year: 2022/2023**

## Dedication 1

*I dedicate this thesis to:*

*my adorable family for their financial support through many years of  
education,*

*my source of happiness, my parents Abedlouahabe and Saïda for their  
love, patience and confidence,*

*my dearest sisters Asma and Selma who always believed in me, and  
their children Imane, Malak, Anfale ,Noufel, Mouhamed and Moussa  
who I love so much,*

*my dear brothers Soufiane ,Abdo, Marouane, Adem for their support,*

*my dear cousins Khadija, Rayane, Maysa and Noura for their  
unconditional love and support*

*and to my best friends, Sousou, Khawla ,Zahia and Baha for their  
support, their help and their encouragement to fulfill this piece of  
research work.*

*Thank you all.*

## Dedication 2

*I dedicate this thesis to:*

*my beloved grand-mother who has meant and continue to mean so much to me. She is no longer of this world; her memories continue to regulate*

*my life. I will never forget you "OMA WRAIDA",*

*my lovely parents: My dears Foudil and Malika who are always proud of*

*me and picked me up in time and encouraged me with financial and*

*moral support to take every adventure, especially this one,*

*my second mother, my sister Dr.Hamada Meriem who always supports*

*me,*

*my lovely brother «Fethi" who believes in my capacities,*

*my dear cute sister Chahinez who is always next to me, understanding*

*my illness*

*and to my online besties Oumaima, Imen and Manel.*

*Thank you for being always present when I need you.*

**SELSABIL**

## Acknowledgments

*First, we would like to thank and express our deepest gratitude to Allah the Almighty, who provides us with patience, blessing and help to accomplish this dissertation.*

*We would like to express our gratitude to our supervisor Mrs. Salma Bouhali who accepted to supervise this research work; we will never be thankful enough for her endless support, patience and her precious advice.*

*We do not forget to express our cordial appreciation to our teachers, the board of examiners who have kindly accepted to give us some of their valuable time to read, and examine this piece of research.*

*We would like to express particular thanks to all the respondents (parents, teachers) who contributed to make the current study possible.*

*Finally, we would like to thank all the people who directly or indirectly helped, encouraged and supported us.*

## Abstract

This piece of research work is a descriptive case study that sought to investigate the cross linguistic interference when learning English and French simultaneously by third year primary school pupils in Jijel, Algeria. It also aimed at finding the common types of error pupils committed due to cross linguistic interference. This study was built on one main assumption: third year pupils made errors that are caused by the cross linguistic interference of French and English. In order to collect data for this study, one research instrument was used; a questionnaire was administered to 80 teachers: 30 teachers of English and 55 teachers of French in Jijel primary schools. It mainly aimed at knowing the most common types of error pupils made. According to the obtained results, third year primary schools pupils who were learning English and French at the same time made errors that are related to cross-linguistic interference and this is due to the fact that they face difficulties in distinguishing between the two language systems. As a result, this type of interference affected their learning process negatively and leads them to commit two essential types of errors at this early age level. They were those related mostly to phonology and vocabulary. In addition, the results suggested that it is better not to teach English and French simultaneously for young learners.

**Key words:** learning English, learning French, cross linguistic interference, errors, and young foreign languages learners.

## List of Abbreviations and Symbols

**AA:** Algerian Arabic

**CA:** Contrastive Analysis

**EA:** Error Analysis

**EL:** English Language

**FL:** Foreign Language

**HCA:** High Commission for Amazighity

**L1:** Mother Tongue Language

**L2:** Second Language

**L3:** Third language

**Q:** Question

**RA:** Research Assumption

**RQ:** Research Question

**SLA:** Second Language Acquisition

**TL:** Target Language

**%:** Percentage

### List of Tables

<b>Table 1:</b> False Friends in French and English .....	29
<b>Table 2:</b> Ethnographic Errors .....	30
<b>Table 3:</b> Teacher's Experience .....	38
<b>Table 4:</b> Number of Pupils in Each Class .....	38
<b>Table 5:</b> Pupils' Attitudes toward French and English classes .....	39
<b>Table 6:</b> Teachers' Attitudes toward Pupils' Performance .....	40
<b>Table 7:</b> Pupils' Ability of Distinguishing between French and English Systems.....	40
<b>Table 8:</b> Possibility of Cross Linguistic Interference .....	41
<b>Table 9:</b> The Consequences of Cross Linguistic Interference .....	42
<b>Table 10:</b> Mistakes and Errors Made by Pupils .....	43
<b>Table 11:</b> Types of Common Errors Pupils Encountered.....	44
<b>Table 12:</b> Letter Pronunciation Errors (Vowels / Consonants) .....	44
<b>Table 13:</b> The Pupils' Ability to Distinguish between Vowels ' Pronunciation .....	45
<b>Table 14:</b> Teachers' Views about Pupils Mixing of English and French Vowels .....	46
<b>Table 15:</b> Consonants' Pronunciation Errors when Learning French and English.....	47
<b>Table 16:</b> The Cross-Linguistic Interference in Pronunciation .....	47
<b>Table 17:</b> The Common Vocabulary Mistakes.....	48
<b>Table 18:</b> The Presence of Grammar Lessons in the Curriculum .....	49
<b>Table 19:</b> Course Book Lessons .....	50.

<b>Table 20:</b> Lessons Including Problems Encountered Due to Interference .....	51
<b>Table 21:</b> Communication Errors Committed due to Interference.....	52



## Table of Content

Dedication 1.....	I
Dedication 2.....	II
Acknowledgments.....	III
Abstract.....	IV
List of Abbreviations and Symbols.....	V
List of Tables .....	VI
Table of contents.....	VIII

### General Introduction

1. Background of the Study.....	1
2. Statement of the Problem.....	2
3. Aim of the Study.....	3
4. Research Questions.....	3
5. Research Assumption.....	4
6. Research Methodology.....	4
7. Structure of the Dissertation .....	4

### Chapter One: Literature Review

#### Section One: Early Learning of French and English as Foreign

#### Languages in Algeria

Introduction.....	7
1.1.1. Language Context in Algeria.....	7

1.1.2. Status of Languages in Algeria.....	10
1.1.2.1 Status of French.....	10
1.1.2.2 Status of English.....	11
1.1.3. History of French and English in the Algerian Curriculum.....	12
1.1.3.1. History of Learning French.....	12
1.1.3.2. History of Learning English.....	15
1.1.4. Learning French and English Simultaneously in the Algerian Context.....	16
1.1.5. Challenges Faced by Learners When Learning French and English Simultaneously.....	18
<b>Conclusion.....</b>	<b>20</b>

## **Section Two: The Cross-Linguistic Interference**

1.2.1 Definition of Interference.....	23
1.2.2. Types of Interference.....	23
1. 2.2.1. Intralingual Interference.....	23
1. 2.2.2. Interlingual Interference.....	24
1.2.3. Consequences of Interference.....	24
1. 2.3.1. Positive Transfer.....	25
1. 2.3.2. Negative Transfer.....	26
1.2.4. Error Analysis.....	26

1. 2.4.1. Definition of Errors.....	27
1. 2.4.2. Errors Vs. Mistakes.....	27
1.2.4.3. Types of Errors .....	28
1. 2.4.4. Causes of Errors.....	29
<b>Conclusion.....</b>	<b>30</b>
 <b>Chapter Two: Field Work</b>	
 <b>Introduction.....</b>	 <b>33</b>
 <b>Section One: Research Design .....</b>	 <b>34</b>
2.1.1. Research Setting.....	34
2.1.2. Research Method.....	34
2.1.3. Research Population and Sample.....	34
2.1.4.1. Research Tools.....	35
2.1.4.1. The Teachers Questionnaire.....	36
 <b>Section 2: Data Analysis and Results</b>	
2-2-1. Analysis of the Questionnaire.....	37
2-2-2. Discussion of the Results.....	38
2-2-5. Overall Discussion.....	58
2-2-6. Limitations of the Study.....	59
2-2-7. Pedagogical Recommendations.....	59
2-2-8. Suggestions for Further Research .....	60
<b>Conclusion .....</b>	<b>61</b>
 <b>General Conclusion.....</b>	 <b>62</b>

**Appendices**

**References**

**Résumé**

الملخص

## General Introduction

### 1. Background of the Study

During the last decades, English has received great interest and become the most widely used language in the world. Nowadays, English is involved in many fields of life, especially in technology and in scientific fields, and it known as the lingua franca of the world. For this reason learning English has become much more than just a hobby.

It is believed that learning a language is not an easy task, especially for those who learn two foreign languages at the same time. Genesse (1994) stated, “It is commonly thought that children learning two languages simultaneously during infants go through a stage when they cannot differentiate between them and mix elements from their two languages” (p. 22).

Correspondingly, different researches (Henry, 2010; Paradis, 2007; Hanafi, 2014) conducted in relation to the interference and simultaneous learning of two languages like English and French. For instance, Farshadjou (2013) conducted a study in Iran to investigate how the simultaneous learning of two foreign languages, English and French, by adult Persian-speaking learners promote their linguistic ability. Through studying the concept of bilingualism and acquiring a more profound insight into simultaneous teaching, a plan was designed for teaching 20 sessions of English and French to two groups: Group A composed of beginner learners in both languages and Group B of intermediate learners in English who were beginners in French. Thirty-six participants took part in the project. Twelve participants were in the simultaneous classes and 24 in the Control Groups, assigned into four groups of six based on language proficiency levels. Based on the average grades of the final exam, and the placement tests (given both before and after the course). Groups A and B obtained higher averages than the Control Groups. The findings of this study suggested that simultaneous

learning is not only an impending factor but also it reinforces the learning of the two languages.

Bouchioua (2016) also conducted a study in the Tunisian educational context. She discussed the cross-linguistic influence on the acquisition of English as a third language. This research focused on the pronunciation transfer between the French and English system. Two pronunciation features were tested in this study: the production of the syllables “in, yn, im” in English French cognates such as (information, syntax). The result of the study showed that significant interference from French in the pronunciation of English, the important number of cognate vocabulary they share, and their similar orthography make learners resort to French and apply its pronunciation features while producing English speech.

Another study by Sedouki (2020) in Algeria attempted to explore the cross-linguistic influence of French on the learning of English vocabulary for L1 Arabic speakers who have French as L2: and English as L3. The sample of this study were 30 first year secondary school pupils at Metkanat Hasi El-Ghara in Algeria; they were asked to do two exercises of filling in gaps to find out how French knowledge affects English and what types of lexical transfer pupils encountered . The findings showed that students tend to transfer from French and this transfer occurs due to the similarities that exist between the two languages.

## **2. Statement of the Problem**

Algeria is a multilingual country where Arabic is the mother tongue, and French is considered a second language (L2). However, English comes in the third place as a foreign language. (L3). Considering the fact that both English and French share the same linguistic roots (their origin is Latin), the simultaneous learning and teaching of those languages to beginners is a very challenging process because this may lead to cross-linguistic interference between them.

### **3. Aim of the Study**

The present piece of research focuses on three basic aims. Firstly, it aims at investigating the cross linguistic interference when learning English and French at the same time by beginners in the third year primary schools in Algeria. Secondly, it seeks to find out the different types of errors third year primary pupils make. Thirdly and finally, it aims at suggesting and giving some recommendations that may help in getting rid of those errors.

### **4. Research Questions**

The present study attempts to answer the following two questions:

**RQ1:** Does the cross linguistic interference of English and French in the third year level in primary schools cause positive or negative transfer?

**RQ2:** What are the common types of errors third year pupils in primary schools commit due to cross linguistic interference?

### **5. Research Assumption**

This study is based on one main assumption: third year pupils made errors that are caused by the cross linguistic interference of French and English.

### **6. Research Methodology**

This piece of research is descriptive. It is based on mixed approach using both quantitative and qualitative data. In order to achieve the aim of this study one essential data collection tool was used which is a questionnaire. The case study was carried out at the level of different primary schools in Jijel, Algeria and more specifically with teachers of English and French in the third year level. The tool used in this piece of research was a questionnaire that included 19 questions addressed to English and French teachers.

## **7. Structure of the Dissertation**

This dissertation comprises four parts: a general introduction, a theoretical chapter, a practical chapter, and a general conclusion.

The theoretical chapter includes two sections. The first section deals first with the early learning of French and English as foreign languages in Algeria. Then it provides the status of languages in Algeria and the history of French and English in the Algerian curriculum. It also tackles the issue of simultaneous learning of English and French, and it ends by specifying the major challenges faced by learners when learning these two languages at the same time. The second section is designed to talk about cross linguistic interference, including its definition, its types, and consequences of interference. Furthermore, it discusses error analysis by providing a definition of errors, types and causes of errors.

The second chapter, which is practical in nature, includes two parts: the first part presents a full description of the research methodology designed to conduct this piece of research. The second part treats the data collected from the research instrument that was used (teachers questionnaire) and a general discussion of the results. This part also exposes the limitations of the study, some pedagogical recommendations to the policy makers and some suggestions for further research.



## **Chapter One: Literature Review**

### **Section One: Early Learning of French and English as Foreign Languages in Algeria**

#### **Introduction**

1.1.1. Language Context in Algeria

1.1.2. Status of Language in Algeria

1.1.2.1 Status of French

1.1.2.2 Status of English

1.1.3. History of French & English in the Algerian Curriculum

1.1.3.1. History of Learning French

1.1.3.2. History of learning English

1.1.4. Learning French & English Simultaneously in the Algerian Context

1.1.5. Challenges Faced by Learners When Learning French & English Simultaneously

#### **Conclusion**



## **Chapter One: Literature Review**

### **Introduction**

English is the language of both globalization and international communication. English is taught in Algeria besides French rather than other foreign languages, and integrated in its national educational curriculum. This chapter tackles literature that is related to this issue. It is divided into two sections. The first section is entitled “Early Learning of Foreign Languages in Algeria”. It is designed to discuss the language context and the status of English and French in Algeria, and their history in the curriculum. Also, it will explain the simultaneous learning of English and French in the Algerian context and the different challenges faced by learners when learning them at the same time .The second section tackles the cross linguistic interference providing definitions of interference, its types and consequences, errors analysis by specifying definitions of errors, the differences between errors and mistakes and the types and causes of them.

### **Section One: Early Learning and Teaching of French and English as Foreign Languages in Algeria.**

#### **1.1.1. Languages Context in Algeria**

Algeria is a diverse country known for its rich history cultural heritage. The linguistic landscape in Algeria reflects a multicultural society where multiple languages coexist and interact. This diverse language context is an integral part of Algeria's identity.

The official language of Algeria is Arabic and it is the fourth most spoken language in the world as well as one of the United Nations' official languages ("Official languages," n.d.). It is an important component of Algeria's linguistic profile because it is both the national and official language (Algerian Const. amend 2016. art3).

According to Chemmami (2011), Algeria's primary language, is Algerian Arabic (AA), a dialect known as Darja. One of the many varieties of Arabic that are referred to as spoken Arabic is Algerian Arabic. The latter is defined as "a mixed form, which has many variations, and often a dominating influence from local languages" (Meftouh, Bouchemal, & Smaili, 2012, para.3). It is widely spoken and used for daily communication among the Algerian population. However, it is important to note that Algeria is a multilingual country and several other languages are also spoken within its borders.

One of the prominent minority languages in Algeria is Berber or Tamazight. Berber is the other national and officially acknowledged language in Algeria (Algerian Const. amend 2016. art4). Several Berber languages are spoken, with Kabyle and Chaoui being the most widely spoken ones. Kabyle is the primarily spoken in the Kabylie region in northern Algeria, while Chaoui is spoken in the Aures region in the eastern part of the country. However, there are other Berber languages spoken by smaller communities in different parts in Algeria, such as Tamazight, Twareg, Mozabite and others. Additionally, Tamazight is currently most known in the Maghreb (Algeria, Morocco, and Tunisia), as well as in some parts of Libya, Mali, and Niger (Mezhoud & El Kirat El Allame, 2010, p.27).

The situation of the Berber language in Algeria has transformed throughout time. In 2002, Berber was recognized as a national language in the Algerian constitution, alongside Arabic. This recognition was a significant milestone in acknowledging the cultural and linguistic diversity of the country. Since then, efforts have been made to promote and preserve the Berber language. Berber has been introduced in schools as an optional subject, and there have been initiatives to standardize its orthography and develop educational materials. The Algerian government has also established institutions, such as the High Commission for Amazighity (HCA), to support the development of the Berber language and culture. (Hamdan, 2023 ).

French is considered the second language in Algeria. It has a unique presence and context in Algeria due to the country's colonial history. Algeria was colonized by France for over 130 years, from 1830 to 1962 and during that period, French became the dominant language of the administration, education and culture. French took over in schooling and for official functions (Grandguillaume, 2004). As an illustration, “Algerians were obliged to learn French as a national language” (Rezig, 2011, p. 1328). Even after the independence of Algeria in 1962, French continued to be widely used and maintained its importance in various domains. It dominated education, administration, economy, and the media (Benrabah, 2007b, p.195; Grandguillaume, 2004).

Despite the process of “Arabization” that aimed at attaining the “cultural aspect of sovereignty” (Grandguillaume, 2004), the Algerian administration implemented 'Arabization' as a means of eliminating the French influence (Benrabah, 2007b, p. 194). As a result of that innovation, Arabic has become more widely used in various spheres, such as the Ministry of Justice, the Ministry of Religious Affairs, and the register offices in town halls; Arabic has completely or almost supplanted French (Benrabah, 2007b, pp.194-195). However, the French language continues to have a presence in the Algerian academic framework, as it is instructed as a non-native language starting from the fourth grade of primary schools and in tertiary education, notably in the scientific departments (Chemami, 2011, p.230; Grandguillaume, 2004). Recently in 2017, it has been scheduled in the third grade of primary schools.

English is regarded the first foreign language in Algeria. It is not a primary language though it is the third most spoken language in the world with 379 million first language speakers (“Summary by language size”, n.d.), according to ethnologic figures. In general, it is assumed that one-third of the world's population speaks English (Crystal & Potter, 2018). In Algeria, it is mostly restricted to education. It is taught as a foreign language in schools and

universities and many Algerians have at least the basic knowledge of the language. Moreover, English proficiency varies among individuals and regions. Large cities and urban areas tend to have a high level of English compared to rural areas. Also, English is often used in international business and trade, especially in sectors like tourism and oil and gas industries.

## **1.1.2. Status of Languages in Algeria**

### **1.1.2.1. Status of French**

French is widely spoken and holds a unique status in Algeria, shaped by the historical, cultural, and political dynamics of the country. The French colonization of Algeria, which lasted for over a century from 1830 to 1962, had a profound impact on the linguistic features even after Algeria gained the independence in 1962; French continues to have a significant presence in Algerian social life. In Algeria, Arabic, specifically Algerian Arabic, is the official language, while Berber languages are also considered as national languages.

However, French is considered as a lingua franca and is commonly used as a second language by a significant portion of the population. Also, it has been the language of instruction in many schools and universities and used in different aspects such as administration, business and media. Similar to this, Calvet (1974) stated that among the former colonies, Algeria had the highest percentage of Francophones (p. 119).

French is believed to be the second most widely used language in the world from a linguistic standpoint, and from a political perspective. It is the primary foreign tongue. Since it is required from primary school, it becomes important in different fields such as: government, administration, medicine, politics, law, education, trade and media. French continues to have a significant presence in Algerian social life. While in Arabic, specifically Algerian Arabic is the primary language among Algerians, French is commonly spoken in various social contexts and professional settings, and it is used among friends. Proficiency in

French has been highly valued in the job market. Moreover, French has had a profound influence on Algerian culture, including literature, music, and art. Many Algerian writers, artists, and musicians express themselves in French and their work contributes to the cultural landscape of the country.

Moreover, with the rise of technology, the French have solidified their place among Algerians. Indeed, this language is widely utilized in the media; more newspapers are published in French than Arabic. In this regard, daily newspapers printed in French sell 880.000 copies compared to merely 30.000 copies of those published in Arabic (Benrabah, 1991)

#### **1.1.2.2. Status of English**

After World War II, English became a widely used lingua franca, which compelled nations to integrate it in their curriculum and syllabi for many educational institutions. There has never been a language that has been as widely used or spoken by as many people as English, according to Crystal (1997. p, 127).

English had increased dramatically in the Algerian context, offering a promising status, and the government lately supported it. According to Crystal (2003), “there is no country in the world that does not recognize English at least as a foreign language that should be taught in educational institutions or even in private schools”(P33),. English has become the most competitive language in the world depends on various factors such as its global reach, economic influence, cultural significance, and the demand for speakers in different contexts, because it is known as the first global language, and it is studied for different purposes throughout the world.

English in the Algerian society is no exception. The Ministry of Education suggested introducing English in the Algerian primary school (Benrabah, 2014). “Unexpectedly, their

proposal was refused by Algerians and English remained of a lower status, because in Algeria, Arabic is considered as the official language of the country and French was the second dominant language. In fact, English has the position of a foreign language (FL) after French but since this language is considered as the mark of globalization and the medium of international affairs, it had her position in the Algerian economy. In addition, it leads many Algerian people in demand of that language in their life.

### **1.1.3. History of Learning French and English in the curriculum**

The history of languages in the Algerian curriculum has evolved over time, reflecting the country's sociopolitical changes and linguistic contexts.

#### **1.1.3.1. History of Learning French**

The history of teaching French in Algeria is closely intertwined with the colonial period. Algeria was under French colonial rule for over 130 years, from 1830 to 1962. During this period, French was the dominant language in the curriculum, being the primary language of instruction across all subjects including: language, literature, mathematics, sciences, history and geography. According to Bouamran (1986), it has been reported in 1931 from a person claiming that Algerian children can no longer speak for one minute or even two seconds without inserting a foreign term, the equivalent of which is obtainable in the native tongue (AA), and furthermore in the scholarly language.

After gaining independence in 1962, Algeria implemented an Arabization policy, aiming to promote Arabic as the primary language of instruction. This led to significant changes in the curriculum with French gradually being replaced by Arabic as the medium of instruction in various subjects. On May 14, 1975, President Boumédiène described the Arabic language in relation to the French language in a conference on Arabization, as follows:



The Arabic language does not can suffer from being compared to another language be it French and English, because the French language was and will remain what it was in the shadow of colonialism, that is to say a foreign language and not the language of the popular mass.....The Arabic language and the French language are not to be compared, the latter being only a foreign language which benefits from a particular situation because of historical considerations objectives that we know.

In the same path, on May 13<sup>th</sup>, 2000, President Bouteflika made a statement regarding the teaching of foreign languages at the official installation of the panel in charge of reforming the Algerian educational system. He stated:

(...) The mastery of foreign languages has become unavoidable. Teaching students, from an early age, one or two other widely spoken languages, is to equip them with the essential assets to succeed in the world of tomorrow. This action involves, as everyone can easily understand, integrating the teaching of foreign languages into the various cycles of the education system in order, on the one hand, to allow direct access to universal knowledge and to promote openness on other cultures and, on the other hand, ensure the necessary connections between the different levels and streams of secondary education,

vocational training and higher education  
(Bouteflika. 2000).

At the end of the work of the commission, new provisions were set up aiming at teaching French. The most important point is teaching this language from the second year instead of the fourth year of the elementary cycle. After an instruction from senior officials, the teaching of the French language is shifted to the third year of primary school. Today, the French language actually holds a large place in Algeria. Its teaching begins from the third year of primary school, as P. Gorgeais (2006, p. 172) pointed out, “After a period of massive Arabization of teaching and the affirmation of national linguistic uniqueness, the Algerian authorities are once again promoting the teaching of French language”. In recent years, there has been a renewed emphasis on promoting Arabic and national languages of Algeria, such as Tamazight (Berber) in education. The Algerian government has implemented policies to increase the use of Arabic in schools and reduce the dominance of French. However, French still holds a significant position as a language of business, high education, and international communication in Algeria. (A. Bouteflika. 2000 - as cited in Idrici , 2017 )

### **1.1.3.2. History of Learning English**

English has achieved an important status by becoming the lingua franca of the world, and it has been involved in different fields and sectors, namely in education, medicine, advertising or broadcasting, business and communication. On the view of such a fundamental role, English gained attention in the Algerian context. According to Bellallem (2012), “the English language flourished in Algeria before 1980, when this country was heading toward socio-economic development” (p. 2-3)

During the French colonial period in Algeria English was mainly taught for commercial purposes, after this country gained independence, this language was integrated in

the curriculum as a compulsory subject, and as a foreign language alongside French classes, however the teaching of English took part in the educational policy in 1980.

The implementation of English in primary schools in the 1990 intended to improve foreign language education at a younger age alongside French. Benrabah (2014) noted that English was incorporated into the curriculum due to pressure from advocates of Arabization, such as nationalists and Islamists, who saw it as a viable alternative to French.

In a surprising turn of events, there was a significant shift in the competition between English and French because of the Algerian Ministry's decision on September 6, 1993. Parents suddenly gave the power to decide which language their child would study as a foreign language, a crucial development during this period. While the option to choose between the two languages was available, French emerged as the clear winner. As cited in Benrabah article, this was a pivotal moment in history (2012, p. 51).

In 2001, the Ministry of Education announced new educational reforms; many changes have taken place in the teaching of English in Algeria. The language is introduced in the first grade of junior high school (age 11), which includes seven years of education, four years of junior high school and three years of secondary school.. The new English language program is in full alignment with the official Algerian education system in partnership with the United States and Canada, which have pledged to support this education reform policy in Algeria free of charge (Chemami, 2011, p. 231) ;

Today, English language strength continues to grow as the core component of the Algerian curriculum, and it is taught in primary and secondary schools as well as in universities and other higher institutions .The Algerian government continues to investigate ELT, and many Algerians seek to improve their EL skills through private, and online courses and programs.

### 1.1.3. Learning French and English simultaneously in the Algerian context

Learning French and English simultaneously is applied for the second time in the Algerian primary schools, and specialist in the field are still conducting research to check whether teaching these foreign languages at once is beneficial for children at an early age or not. Despite the fact that French is considered the second official language in Algeria and English is a foreign language, the competition between these two languages in Algeria has resulted from an increase in the demand for learning English, especially by the Arab phone elite (who are typically well connected and engage in international business, travel or online interactions) aimed at reducing the use of French through the Arabization policy. In this regard, Benrabah (2013) stated,

This rivalry intensified with the rise of literacy in Arabic. The more Algeria became Arabized with Arabic displacing French as a medium of instruction, the more demands for English increased; the more the status of French changed into a mere subject; the more it faced competition from English as the first mandatory foreign language (p. 90).

Previous studies were conducted (Hamzaoui, 2022; Belmihoub, 2018) to shed light on the coexistence of the two languages in the Algerian learning context and Algerians' attitudes towards French and English. The study of Hamzaoui (2022) was conducted at the University. The results showed that almost all the participants were in favour of learning foreign languages in different ways (public and private schools) and had different attitudes towards French and English. Another study by Belmihoub (2018) aimed at measuring teachers and education inspector's attitudes towards the incorporation of English as an additional foreign language alongside French at the primary level, in primary schools in Tlemcen. The findings

show that the majority have positive attitudes towards the inclusion of English. However, some of them express their preference to keep the situation the way it is and keep French the sole foreign language taught in primary schools in Algeria. .

In Algerian schools, English language teaching was introduced in primary, middle, and secondary schools alongside French. The two languages are taught separately, with different teachers and classes. Although both of them belong to different subgroups of Indo-European languages, they both share the same linguistic similarities because French is a Latin language that was influenced by German and English, whereas English is a Germanic language influenced by Latin and French (Lawless, 2006). This makes the learning of both English and French simultaneously very challenging, especially for beginners who cannot differentiate between them. Pupils start to mix up between the two languages, leading to language interference that affects their ability to communicate effectively in both of them. They may find it difficult to learn them at once if they do not have a strong foundation in their mother tongue, which can confuse their overall language proficiency.

#### **1.1.4. Challenges faced by Foreign Language Learners When Learning French and English Simultaneously**

In today's world, a good demand of more than two foreign languages is a common necessity. A general movement towards multilingualism has recently started throughout the whole world. However, the simultaneous learning of two foreign languages is not an easy process, especially when it comes to English and French, which share similar Latin roots and closely related to each other due to the fact they both belong to the same family called the Indo-European family, which makes the teaching of them at the same time very challenging.

Anyone who wants to learn two languages at once may find it difficult, especially if the two have different grammar rules and pronunciation conventions, which make it difficult for

students to distinguish between them. As a result, learners may face different problems; they can be summed up as follows:

- **Interference**

Interference between the two languages occurs mostly at the semantic, phonology, and grammatical levels of languages. In this regard, Stockwell and Minkova (2001) indicated, "...the interaction between the two languages following the conquest resulted in quite dramatic vocabulary changes..." (p. 36).

Interference occurs when the grammar rules, vocabulary, or pronunciation of one language affect the other. Learners may unintentionally mix elements from one language into the other, leading to errors or hybrid linguistic forms. For example in English, the grammatical structures differ in many aspects from French, interference can happen when learners apply the grammar rules of one language into another. For instance, English speakers might have difficulty with French verb conjugations or gender agreement.

- **Confusion and Mixing**

When learning two languages at the same time, learners may experience confusion and mixing of vocabulary, grammar structures, and pronunciation. They might accidentally use words or structures from one language while speaking the other, leading to communication difficulties.

- **Interlanguage**

When a second language learner tries to learn a new language, the process is called the acquisition of the third language; the existing knowledge of a second language (L2) can be an impact of learning a new language (Ringbom 1987, Williams & Hammarberg 1998). If French is a second language in the country it will have either a positive or negative impact on the

acquisition of English as a third language, because the language produced by this process differs from the target language and the learners mother tongue; this process is often called interlanguage or approximation system (Richard, Schmidt, 2002. p. 267)

- **Borrowing**

According to Ilovi (1992), borrowing involves the importation of items of one language into another; these items usually take the form of single words or short idiomatic phrases. It involves adapting linguistic elements usually resulting from contact between speakers of different languages such as: the incorporation of words, phrases, or grammatical features from one language into the lexical or structural system of another language (Thomason&Kaufman, 1988). For instance, both French and English have at one time contact with Latin and Greek and borrowed words from them. Consequently, some of these borrowed words constitute a great deal of spelling problems.

- **Code Switching**

According to Bloomfield (1933), code switching is the use of more than one language by speakers in the same conversation, or in other words, it is the act of alternating between two or more languages or dialects. It can occur in various settings, such as informal conversation and bilingual communities at various levels, including individual words, phrases, or even entire sentences. The choice of code-switching between English and French may depend on factors such as the language proficiency of the speakers and the topic being discussed.

- **Proficiency Imbalance**

Learning two languages at the same time can result in imbalances in proficiency. Learners may find that they are more proficient or comfortable in one language while struggling with the other.

## **Conclusion**

As a conclusion, English language teaching has spread with the increase and demands of its learners around the world and in Algeria as well. This language, which indulged after the French language, taught as a basic subject across the curriculum in parallel with French in the Algerian context, which can offer several benefits and challenges, because of the cross-linguistic interference when learning two foreign languages simultaneously.



## **Section Two: The Cross-Linguistic Interference**

### **1.2.1. Definition of Interference**

Language interference, also known as linguistic interference refers to the influence of a previously learned language on the acquisition, production, or processing of a second language. Yule (2014) stated that transfer means using sounds, expressions or structures from L1 when performing in the L2 (Syarifah, 2017, p,15). Interference is also defined as “the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language” (Dulay, Burt, & Krashen, 1982). Additionally, Olden (1989, p.27) defined transfer as the influence resulting from the similarities and differences between the target language (TL) and any other language that has been previously (and perhaps imperfectly) acquired.

### **1.2.2. Types of Interference**

Language interference refers to the phenomenon where a person’s knowledge of one language affects their ability to learn or use another language; there are two main types of language interference which are: intra-lingual Interference and inter-lingual Interference.

#### **1.2.2.1. Inter-lingual Interference**

Inter-lingual interference, also known as language transfer is a common phenomenon that occurs when a speaker’s first language influences their use of a second language. This type of interference is also known as cross-linguistic interference; it refers to the comparative analysis or study of different languages, focusing on the similarities and differences between them.

Inter-lingual interference involves examining linguistic features, structures, and phenomena across multiple languages to gain insights into language universals and language-

specific patterns. ( Di Sciullo , 1987 ) .In other words , it may happen in many ways , such as when a person used a word or phrase from their first language in the second language or apply the grammar rules of their first language in the second language. For example a Spanish speaker might say « I have 25 years old » instead of « I'm 25 years old » in English, because in Spanish one says “Tener” (to have) instead of “Ser” (to be) to express age, and the same case for French speakers.

This language transfer can manifest in a variety of ways, from grammatical errors to miss pronunciation. French and English are closely related languages, but they still have many differences that can lead to inter-lingual interference. For example, French speakers often struggle with English pronunciation, particularly when it comes to the –“Th” sound. They may also have difficulties with English word order, as French typically places the adjective after the noun, while English does the opposite.

### **1-2-2-2. Intra-lingual Interference**

Intra-lingual interference, the phrase « interference» within the same language is another name for this form of interference. It is when the grammar or vocabulary of a person's first language affects their use of same language, which leads to different errors in communication and can be difficult to overcome. When learners understanding of one component of the target language influences how they utilize another aspects of the same language this is referred to as Intra-lingual Interference also known as language transfer,

For example, a learner of English as a second language may use the simple present tense to talk about habitual actions in the past, as “I go to the gym every day last week” because they are transferring the rules that simple present tense is used for habitual actions in the present to the past tense. Several factors can lead to intra-lingual interference including incorrect understanding of the target language system and an oversimplification of rules and a

lack of exposure to language use in context (Ellis, 2008) which can result in mistakes and confusion due to incomplete knowledge of linguistic structure.

### **1.2.3. Consequences of Interference**

There are two major types of interference: positive transfer which leads to correct usage and negative transfer which leads to incorrect usage. According to Brown (2000) the term "transfer» is used for the positive impact of L1 whereas «interference» refers to the negative one (Azzouz,2013, p,21).

#### **1.2.3.1. Positive Transfer**

Positive transfer, also known as facilitative transfer or positive inter-lingual influence, refers to the beneficial influence that knowledge or skills of one language can have on the learning or acquisition of another language. It occurs when knowledge or skills from a learned language aid in the learning or use of a second language. Oldin (1989, p. 27) confirmed that positive transfer results from similarities between any language that has been previously acquired before the target language. The positive transfer is difficult to recognize because the transformed forms are also correct in the target language.

Moreover, Troike (2006, p 27) stated that positive transfer is also called facilitating, and it happens when two languages contain the same structure. Richard and Schmidt (2002) reported: Positive transfer is a transfer that makes learning more accessible and may occur when both the native language and the target language have the same form. For example, both French and English have the word table, which can have the same meaning in both languages (p. 249).

Positive Transfer can occur in various aspects of language, including: vocabulary, grammar, pronunciation, and discourse. Some examples of positive transfer include:

- **Vocabulary**

If the learner shares cognates or similar words with a second language, it can facilitate the language acquisition. For example, English and French share some cognate, which are words that have similar form and meaning in both languages such as: communication, restaurant and bleu are similar in both English and French. This shared vocabulary can facilitate language acquisition for learners in both languages.

- **Grammar**

Understanding French grammar, including verb conjugations, tenses and sentence structure, can help grasp similar concepts in English. It becomes easier for learners to transfer their knowledge. For instance, both languages have this structure: subject -verb-object (Word order in basic sentences).

- **Writing Conventions**

Both of French and English share certain features in writing like punctuation marks (full stop (.), exclamation mark (!) and question mark (?), etc.).

- **Pronunciation**

Many English and French sounds are similar and easy for English speakers to imitate and produce correct French pronunciation. For instance, both languages use nasalized vowels in words like “song” (English) and “long” (French). They also share the same consonants.

### **1.2.3.2. Negative Transfer**

Negative transfer, also known as interference or cross-linguistic influence, refers to the phenomenon where knowledge or skills from one language or domain hinder or negatively affect the learning or performance in another language or domain. Cortes (2006, p 4) defined negative transfer as: “the negative influence that the knowledge of the first language has in the learning of the target language due to the differences between both languages”.

According to Troike (2006, p 200), language interference is an inappropriate influence of an L1 structure or rule on FL use. According to McGeoch, McKinney, and Peters (1937), the transfer is divided into two types: retroactive inhibition, which refers to present education obstructing previous knowledge, and proactive inhibition, which refers to last learning blocking current learning; for example, learning one language (French) may confuse pronunciation of previously known English words.

During the process of learning two foreign language, and switching from one language to another lead to the appearance of negative transfer. For example, French and English pluralize nouns differently. Beginners use French in English, such as saying "Childs" instead of " children ".Also , the false friends may lead to incorrect usage .For instance , the French word "actual" means "current" but is often mistakenly used in English to mean "actual ".

#### **1.2.4. Error Analysis**

Error Analysis (EA) covers the study of errors that learners make while speaking or writing a new language. It comes as a theory against contrastive analysis (CA). It claims that learners' errors do not come only from their mother tongue or their first language they learnt in fact most of those errors are caused due to the linguistic interference between the new language rules. According to Richard & Al (2002) EA was developed as a branch of linguistics in the 1960 and came to light to argue that the mother tongue was not the only source of errors committed by the learners.

##### **1.2.4.1. Definition of Errors**

In the field of linguistic, J. Richard& al. (2002) define an error as the utilization of a word, speech act, or grammatical element in a manner that appears flawed and indicative of incomplete learning (p. 184). Norrish (1983, p. 7) viewed it as a consistent deviation that occurs when a learner has not acquired certain knowledge and consistently makes mistakes.

Nevertheless, effort to contextualize errors has always been closely linked to the processes of language learning and second –language acquisition. Hendrickson (1987:357) asserts that errors serve as “signals” indicating an ongoing learning process, highlighting that the learner has not demonstrated a well-structured linguistic competence in the target language.

#### **1.2.4.2. Errors Vs Mistakes**

In the field of second language acquisition, the terms “error” and “mistake” often used to describe different types of language production problems. While both of them refer to incorrect language use, an error is a systematic deviation from the target language norm that is caused by learners' lack of knowledge or incomplete knowledge of the language system and the right rules of the foreign language (Reason, 1990)

Corder (1974) claimed, “Errors enable the teacher to decide whether he can move to the next item on the syllabus, or he must devote more time to the item he has been working on”. Mistake on the other hand, is a performance error that is caused by factors such as fatigue, t0/hat is to say mistakes are all breaking rules done consciously under some circumstances, which means that the writer or the speaker knows the form but at the same time he knows that he breaks the rule.

#### **1.2.4.3. Types of Errors**

When learning English and French simultaneously, learners may face various types of errors due to the differences between the two language systems. Three major types can occur:

##### **1.2.4.3.1. Vocabulary Errors**

At the learning process of one of the languages, learners may mix vocabulary words, especially those with similar spellings or meanings such as: language in English and Langue in French. Additionally, false friends are words that look or sound similar in two languages

but have different meanings. The table below gives examples of the most common vocabulary errors.

**Table 1**

*False Friends in French and English*

English	French	Explanation
Lecture	La lecture	Lecture in English means reading while in French means " un cours " a course
Car	Un car	Car in English means vehicule while un car in French means a bus
Face	Une face	Une“face” in French means side
To attend Orange	Attendre Orange	The verb “attendre” in French means to wait and not to attend which means to assist or to participate.

Another important aspect of the vocabulary problem faced by learners when learning English and French at the same time is ethnographic errors. In some cases, French words end with (e) while in English they don't. Also, the way the letter "E" is written in French and English can differ in terms of accent marks. In English , the letter E has several possible written form ,which are the accented E : Accent aigu : café , accent grave : père and accent circonflexe : Hôpital while in English there is existence of the accented E .

**Table 2***Ethnographic Errors*

English	French
Class	Classe
Group	Group
Futur	Future

**1.2.4.3.2. Phonological Errors**

Phonological interference is a common issue. Each language has its unique pronunciation patterns. As a result, learners may make mistakes when encountering unfamiliar sounds.. For instance: For instance in English, the vowel /a/ has many ways of pronunciation such as: / ei / in name; / ə/ in ball; and / æ/ in apple; while in French it has only one way of pronunciation. The same case with the vowel /i/, it is similar to the “ee”; sound in English where can be pronounced in different ways including: /i:/ in sleep;/ ai/ in time; the vowel (i) in French is pronouncing /ai/ in English and not /I/ .

**1.2.4.3.3. Grammatical Errors**

Interference in grammar occurs as a result of the distinct grammatical structures of each language. To start with, the use of tenses is more complex in French than English. In French, verbs change their endings based on the subject pronoun and tense .Conversely, the conjugation of English verbs is usually simpler to grasp since there are fewer verb endings.

For example : je mange , tu manges , nous mangeons , ils mangent / i eat you eat , we eat , they eat . Articles is another main grammar errors because both of languages have



different rules for articles .In French , articles agree in gender and number with the noun ( un / une / des/ le / la / les / l ' ) whereas English has only three articles ( a / an / the ) . As a result, switching from one language to another may lead to the wrong use and apply of the articles.

#### **1.2.4.4. Causes of Errors**

Errors are an inherent part of human learning and communication, they occur when individual make mistakes or deviate from the expected or standard forms, rules, structures of language. While the journey of acquiring a second language can be exciting and rewarding, it is not an easy process for all learners who face challenges and encountering different errors that are influenced by their native language or their developing knowledge of the target language. Understanding the causes of errors in second language acquisition can help learners, educators to identifying these challenges.

Error Analysis was highly influenced by the behaviorist theory of language learning, and it was considered that mostly the errors committed by learners are the results of language interference between rules, structures of learners' first language. While inter-lingual errors are caused mainly by mother tongue interference, intra-lingual errors originated to different factors. Many studies conducted in language performance on the categorization of learner's errors sources.

Interference from the first language is one of the primary causes of errors in SLA because learners often transfer linguistic structures, pronunciation patterns, and even cultural norms from their native language, which lead to errors in grammar, vocabulary and incorrect word order, pronunciation difficulties and languages usage as learners mix elements from both languages (Selinker, 1972 as cited in Richard 1974, p. 7).

- **Overgeneralization**

Learners tend to apply language rules and patterns they have learned to new situation, this is the use of one form or construction in one context and extending use of certain forms

refers to the over generalization and becomes the causes of errors in language learning, this Phenomenon is mostly observed in children while learning their first language (James, 1998, pp. 178-178).

- **Simplification**

Learners often choose simple forms and constructions instead of more complex ones, for example the use of simple present instead of the present perfect continuous, to make the learning process easier. This simplification can lead to errors in grammar syntax and vocabulary (Lightbown & Spada, 2013, p, 176).

- **Fossilization**

Fossilization refers to the situation when linguistic or grammatical development in certain areas is stopped while as in other linguistic areas. Fossilization occurs when learners reach a plateau in their language development and continue to make persistent errors that are resistant to correction (Selinker, 1972, p, 215).

- **Lack of knowledge**

Incomplete or limited knowledge is also one of the major reasons of learners errors, sometimes learners do not have sufficient knowledge about the rules of the target Language, which can hinder the development of language skills, learners May struggles with pronunciation, vocabulary acquisition, and grammatical accuracy. (Lightbown & Spada, 2013, p, 52)

- **Individual learner's factors**

Factors such as age, learning style motivation, anxiety and lack of confidence can influence second language acquisition and contribute to errors (Elis, 1994).

## **Conclusion**

In summary, lexical, phonological, grammatical and communicative interferences can cause errors in vocabulary selection, pronunciation, sentence structure and the appropriate language use. However, it's important to note that language interference is a natural part of language learning and with awareness, exposure and practice, learners can minimize errors caused by the interference between languages and improve their proficiency in the target language.

## **Chapter Two: Field Work**

### **Introduction**

#### **Section One: Research Design**

2-1-1. Research Setting

2-1-2. Research Method

2-1-3. Research Population and Sample

2-1-4-1. Research Tools

2-1-4-1. The Teachers Questionnaire

2-1-4-1-1. Description of the Questionnaire

#### **Section 2: Data Analysis and Results**

2-2-3. Analysis of the Questionnaire

2-2-4. Discussion of the Results

2-2-5. General Discussion

2-2-6. Limitations of the Study

2-2-7. Pedagogical Recommendations

2-2-8. Suggestions For Further Research

### **Conclusion**

## **Chapter Two: Field work**

### **Introduction**

This chapter is devoted to explain the practical part of this dissertation. It consists of two sections; the first section presents a full description of the research methodology adopted to conduct this piece of work. It illustrates the setting, the method, the population and the sample, and gives more information about the tools of the research at hand. The second section is concerned with the analysis and discussion of data obtained from the questionnaire that was used, as well as the limitation of this study, some pedagogical recommendations and some suggestions for further research.

### **Section One: Research Design**

#### **2.1.1. Research Setting**

The choice of research setting has a fundamental role in shaping the context and scope of a study. This piece of work was carried out in Jijel , Algeria , focusing on Third year primary school pupils in different locations in the city depending on access ability and convenience: Jijel Centre , Taher , Tassoust , Chekfa, El Amir Abdelkader , El Milia , El Ouana and Ziama Mansouria .

#### **2.1.2. Research Method**

The aim of this piece of research work is to investigate the cross linguistic interference when learning English and French simultaneously. To reach this aim, the researchers follow a mixed method because it is the most adequate method for this theme especially with the limited period of time for conducting this research. The process of gathering data is mixed; it is based on qualitative and quantitative combination of data.

#### **2.1.3. Research Population and Sample**

This case study was conducted with 80 teachers, on the one hand with 30 teachers of English and 55 teachers of French in the third year of primary schools classes. These primary

schools are situated in different parts in Jijel (Taher, Chekfa ,Tassoust, El Amir and the city of Jijel).This sample was selected randomly because researchers were interested only in targeting teachers of English and French of third year level in primary schools.

#### **2.1.4. Research Tools**

As stated earlier, one research tool was used for the process of collecting data, namely: the questionnaire that was based on quantitative and qualitative data to facilitate the direct collection of data from participants and gaining a deep understanding of their thoughts, opinions and experience.

##### **2.1.4.1 The Teachers Questionnaire**

The questionnaire was distributed to 30 teachers of English, and 55 teachers of French in different primary schools in Jijel in Algeria.

###### **2.1.4.1.1. Description of the Questionnaire**

The teachers questionnaire is composed of 28 questions that are divided into three major sections. In the first section, entitled “Professional Information”, the respondents were required to answer three closed-ended questions through selecting the appropriate answer. This set of questions sought to identify the teachers ‘experience, classes they are in charge, and the average number of pupils they teach in each class.

The second section is under the title “Teachers Views about Pupils' Attitudes towards French and English”. In this section, teachers were asked to choose "Yes" or "No" answers or tick the appropriate box (closed questions). Moreover, to specify more, this section is concerned with gathering data about pupils' attitudes when learning French and English (Q4, Q5and Q6) and about language interference the following questions(Q7, Q8 and Q9) were set to find out whether there are cross linguistic issues between the two systems (French and English).

In the third section with the title "Errors Made When Learning English and French simultaneously", teachers were required to choose between Yes or No answers, pick the right box, and give examples and suggestions for some questions. Before specifying the types of errors, the first four questions (Q 10, Q11, Q12 and Q 13) dealt with the existence of errors and their rate. The following questions (Q14, Q15, Q16, Q17, Q18, Q19 and Q 20) are seven questions that dealt with the first type of errors: ethnographic phonological errors, aiming to shed the light on the vowels and consonants interference between French and English and providing examples to make it clear if possible. "

The second type, vocabulary errors, combined two major questions (Q21 and Q 22). They were asked to figure out the average of vocabulary interference between English and French and the different common errors pupils make when learning the two languages. Moreover, these questions (Q 23, Q24 and Q25) covered grammatical errors where they focused on the grammar content of the course book and its difficulties. The remaining questions (Q26, Q27 and Q 28) dealt with communicative skills.

Finally, in the last section, the respondents were free to add any comment or suggestion about the decision of teaching English and French at simultaneously in the third year primary schools.

## **Section Two: Data analysis and Results**

### **2.2.1. Analysis of the Questionnaire**

#### **Section one: Professional Information**

**Q 1:** How long have you been teaching English (French)?

**Table 3***Teachers' Experience*

<b>Options</b> <b>Teachers</b>	From 1 year to 3		From 3 year to 5		From 5 year to 10		More than 10 year		<b>Total</b>	
	N	%	N	%	N	%	N	%	N	%
<b>French</b>	8	14,5	16	29,09	13	23,64	18	32,77	55	100
<b>English</b>	3	10	21	70	4	13,34	2	6,66	30	100

The results in table 1 show that 80% of the teachers of English answered that they have between 1 to 5 years of teaching experience, while 56, 41% of the teachers of French stated that they have more than 5 years of experience. From the results above and according to the teaching experience, teachers of French got better experience than the teachers of English.

**Q 2:** What is the average number of pupils in each class?

**Table 4***Number Pupils in Each Class*

<b>Options</b> <b>Teachers</b>	25		30		35		More than 35		<b>Total</b>	
	N	%	N	%	N	%	N	%	N	%
<b>French</b>	15	27,28	27	49,09	8	14,54	5	9,09	55	100
<b>English</b>	7	23,33	17	56,67	3	10	3	10	30	100



The results show that 56, 67 % of the teachers of English and 49.09 % of the teachers of French stated that 30 are the average number of pupils in each class. This means that third year classes have big number of pupils which means that they are crowded. Thus, pupils might lose their focus in the lessons.

## Section 02: Teachers' Views about Pupils' Attitudes towards French and English

**Q 3:** Do pupils enjoy English (French) classes?

*Table 5*

*Pupils' Attitudes towards English and French Classes*

<b>Options</b> <b>Teachers</b>	<b>No</b>		<b>YES</b>		<b>Total</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>French</b>	38	69,33	17	30,90	55	100
<b>English</b>	2	6,76	28	93,33	30	100

Table 5 indicates that 28 teachers of English out of 30 (93, 33 %) claimed that pupils enjoy English class, while only two (6.76%) of them stated the opposite. However, 38 out of 55 (69%) teachers of French declared that pupils do not enjoy French class.

From the results above, it is deduced that pupils prefer studying English not French. This can be explained by the globalization of English as the universal language. It is used all over the world.

**Q 4:** Are pupils able to distinguish between English and French?

**Table 6**

*Pupils' ability of distinguishing between the French and English systems*

<b>Options</b> <b>Teachers</b>	<b>No</b>		<b>YES</b>		<b>Total</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>French</b>	9	16,36	46	83,63	55	100
<b>English</b>	4	13,33	26	86,63	30	100

As can be seen in table 7, and from the French and English teachers' perspectives, pupils cannot distinguish between the systems of the two languages (French and English).

The obtained results above are mainly due to the similarities that exist between the two languages (letters, numbers, some words like cognates and some rules) on the one hand. The origin of both English and French goes back to Latin. Hence, they share the same roots. On the other hand, studying two foreign languages that share things in common and at the same period of time can be challenging for pupils, especially in their early age.

**Q 5:** Is there a kind of (cross-linguistic) interference of French and English when students perform one of the languages?

**Table 07**

*Cross Linguistic Interference Possibility*

<b>Options</b> <b>Teachers</b>	<b>No</b>		<b>YES</b>		<b>Total</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>French</b>	46	83,63	9	16,37	55	100
<b>English</b>	28	96,66	2	6,67	30	100

As table 8 records, 96, 66 % of teachers of English, and 83, 63% of teachers of French observed that there is a kind of a cross-linguistic interference between French and English when students perform one of the languages.

As an interpretation to these results, the cross linguistic interference happens because of the common roots and origin of the two languages; they share a lot of features (letters, numbers, some words and some rules).In addition, pupils are still young, and at this third level it is their first exposure to new foreign languages besides their first and native language (Arabic).

**Q 6:** Do you think that this interference of the two languages causes mostly:

**Table 8**

*The Consequences of Cross Linguistic Interference*

<b>Options</b> <b>Teachers</b>	<b>Positive Transfer</b>		<b>Negative Transfer</b>		<b>Total</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>French</b>	16	29,10	39	70,9	55	100
<b>English</b>	7	23,33	23	76,67	30	100

In this question, a large number of teachers of both languages stated that the interference between English and French causes mostly a negative transfer when learning the two languages simultaneously. Teachers of French were with a percentage of 70, 9%, and teachers of English with 76, 67%.

According to the respondents' results, the interference causes more a negative transfer rather than a positive one. This is possibly due to the lack of linguistic background of the two foreign languages and also for being their first exposure to them.

### Section 3: Errors Made When Learning English and French Simultaneously.

**Q 7:** Do pupils make errors due to the interference of the two languages?

**Table 9**

*Mistakes and Errors Made by Pupils*

<b>Options</b> <b>Teachers</b>	<b>YES</b>		<b>NO</b>		<b>Total</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>French</b>	46	83,63	9	16,37	55	100
<b>English</b>	28	96,66	2	6,67	30	100

Table 9 shows that the majority of teachers in both specialties mentioned that pupils do make errors due interference. Teachers of English responded with the highest percentage 96, 66% and teachers of French with 83, 63%.

These results confirm the existence of negative transfer. Teachers admitted that the majority of errors made by pupils are related to cross-linguistic interference between English and French. This can be explained by the fact that pupils cannot differentiate between the two languages, because they are quite similar as systems.

**Q 8:** What type of errors do they make?

**Table 10**

*Types of Common Errors Pupils Encountered.*

<b>Options</b>  <b>Teachers</b>	<b>Pronunciation</b>		<b>Vocabulary</b>		<b>Grammar</b>		<b>All of them</b>		<b>Total</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>French</b>	27	49,09	12	21,81	7	12,73	9	16,36	55	100
<b>English</b>	12	40	8	26,66	3	10	7	23,33	30	100

The results in table 11 show that 27 teachers of French out of 55 and 12 teachers of English out of 30 claimed that pupils make errors mainly in the pronunciation of both languages. Also, vocabulary errors take a high percentage while grammar does not with only 7 out of 55 French teachers and 3 out of 30 English teachers.

As an interpretation to these results, the lack of grammar errors refers to the non-focus on grammar rules in the English syllabus on the one hand. On the other hand, the grammatical rules of the two languages are almost different. Yet, the presence of both vocabulary and pronunciation errors in the pupils' performance are indicators for the presence of common features between the two.

## Phonology Errors

**Q 9:** Pupils make errors at the level of:

**Table 11**

*Letters 'Pronunciation Errors (vowels / Consonants*

Options Teachers	Vowels		Consonants		Both of them		Total	
	N	%	N	%	N	%	N	%
<b>French</b>	45	81.81	4	7,27	6	10.90	55	100
<b>English</b>	21	70	2	6,66	7	23.33	30	100

Table 12 shows that the vast majority of pupils make errors at the level of vowels. This is according to the data collected from teachers of French and English where the percentages were 81.81% for French teachers and 70% for English teachers.

Making errors at the level of vowels in both languages is a fact that their pronunciation differences contribute in the pupils 'wrong performance when switching from one language to another which led them to use English vowels in French and vice versa.

**Q 10:** How often do they mix French and English vowels?

**Table 12**

*Teacher's Views about Mixing Pupils' English and French Vowels.*

<b>Options</b>  <b>Teachers</b>	Always		Often		Sometimes		Rarely		<b>Total</b>	
	N	%	N	%	N	%	N	%	N	%
<b>French</b>	17	30,90	24	43,64	8	14,55	6	10,91	55	100
<b>English</b>	4	13,34	13	43,33	11	36,66	2	6,67	30	100

From the table 43, 64 % of teachers of French stated that pupils often mix between English and French vowels and 43.33 % of English teachers agreed with them.

The fact that both languages' vowels are often pronounced differently than one another contributes to students' incorrect performance when transitioning from one language to another, which cause them to utilize English pronunciation of vowels in French and vice versa.



**Q 11:** Do pupils mix between French and English consonants?

**Table 13**

*Consonants' Pronunciation Errors When Learning French and English*

<b>Options</b>  <b>Teachers</b>	Always		Often		Sometimes		Rarely		<b>Total</b>	
	N	%	N	%	N	%	N	%	N	%
<b>French</b>	4	7,27	12	21,81	18	32,72	21	38,18	55	100
<b>English</b>	1	3,33	10	33,33	17	56,66	2	6,66	30	100

As a results from the teachers attitudes in question 15, between 30 to 50 % of them observed that pupils sometimes to rarely make errors at the consonants level. Unlike the vowels, consonants errors have a small percentage due to the similarities of the pronunciation of them in both languages where the pupils do not face any big changes when learning them at the same time.

**Q 12:** Have you experienced a situation where some English words spelled in French?

**Table 14**

*The Cross-Linguistic Interference in Pronunciation*

<b>Options</b> <b>Teachers</b>	<b>No</b>		<b>YES</b>		<b>Total</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>French</b>	4	7,28	51	92,72	55	100
<b>English</b>	2	6,67	28	93,33	30	100

The majority of the teachers of both English and French (93, 33 and 92, 72) answered that they have experienced a situation where some English words are spelled in French and vice versa.

The existence of situations where some English words were spelled in French and vice versa is a proof of the cross linguistic interference between the two languages and this is because pupils are beginners in both languages.

## B. Vocabulary Errors

**Q 13:** Pick up the most common vocabulary mistakes pupils makes due to interference of English and French.

**Table 15**

*The Common Vocabulary Mistakes*

Options Teachers	Family members		Numbers		Days of the week		Animals pets		Colors		Part of the face		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>French</b>	6	10.9	11	20	12	21.8	10	18.18	9	16.37	7	12.73	55	100
<b>English</b>	5	16.66	10	33.33	6	20	6	20	2	6.67	1	3.33	30	100

The table shows many vocabulary errors from the teachers' point of view .At first , 21.8% of teachers of French and 20% of teachers of English observed mistakes at the level of days of the week , numbers, colors and animals as major aspects of vocabulary errors. Most common vocabulary mistakes in French and English are quite similar. The interference between the languages happens in the use of days of the week numbers, colors and animals.

## C. Grammar Errors

**Q 14:** Does the course book contain grammar lessons?

Options	No	Yes	Total

	N	%	N	%	N	%
<b>French</b>	55	100	0	0	55	100
<b>English</b>	26	86.66	4	13.34	30	100

**Table 16**

*The Presence of Grammar Lessons in the Curriculum*

The tables about the presence of grammar lessons indicates that the English course book does not focus on grammar lessons (86.66 % of English teachers voted for No), while it is the opposite in the French course book which contains grammar lessons (100% of French teachers voted for Yes).

The non-focus of grammar lessons in the English course book confirms the fact that the curriculum designers are testing the effectiveness of the language in early age through performance in order to make it simple for them. The French textbook on the other hand, contains grammar lessons and that is possible due to the status of this language in Algeria since the independence.

**Q 15:** The course book covers lessons of:

**Table 17**

*The Course Book Lessons*

Options Teachers	Personal pronouns		Verb to be/ To have		Singular/ plural		Articles		Punctuation		Others		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>French</b>	12	21,81	4	7,28	18	32,74	10	18,18	3	5,45	8	14,54	55	100
<b>English</b>	11	36,66	5	16,67	10	33,34	4	13,33	0	0	0	0	30	100

Table 19 shows that most of both French and English teachers confirmed the two course books contain lessons of: singular / plural, personal pronouns, articles lessons .In contrast, the course book of French covers punctuations and others lessons while it is not the case in the English course book. As an interpretation to the results above, pupils of third year learn English courses deductively.

**Q 16:** In which lesson among the following do pupils face problems due to interference with French (English)?

**Table 18**

*Lessons Including Problems Encountered Due to Interference*

Options Teachers	Personal pronouns		Verb to be/ To have		Singular/ plural		Articles		Punctuati on		Others		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>French</b>	14	25.45	5	9.09	16	29.09	12	21.81	2	3.63	6	20	55	100
<b>English</b>	11	36.67	6	20	9	30	4	13.33	0	0	0	0	30	100

At the English class, pupils faced several problems due to the interference between the two languages, where researchers found: 36.67% of personal pronouns problems, 30% of singular/ plural problems, 20% in the use of the verb to be/ to have, and 13.33% in articles. While in the French class, the vast problems faced by pupils are in the use of: singular / plural, personal pronoun, articles, punctuation and others like adjectives, preposition of time and place, reading and comprehension.

Those results are a clear view that the majority of English lessons are considered as problems to the pupils especially when the French syllabus has the same lessons. So, switching between them with different rules, contribute in a jumble of their input.

#### D. Oral Expression Errors

**Q 17:** Do pupils face communication errors due to interference with French (ENG)?

**Table 19**

*Communication Errors Related to Interference*

Options Teachers	GREETING		Introducing oneself		Asking about age		Asking about colors		Asking about place		Asking about time		Asking favorite things		All of them		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>French</b>	9	16.63	10	18.18	7	12.72	3	5.45	2	3.63	2	3.63	8	14.54	14	25.34	55	100
<b>English</b>	8	28.67	6	20	5	16.66	3	10	1	3.33	1	3.33	5	16.66	0	0	30	100

From the two tables above, the vast majority of pupils face communication errors especially in greeting, introducing oneself at the first stage then asking about age, favorite things and time in both languages French and English.

Pupils face several oral expression situations including: introducing themselves, greeting and asking about favorite things which refers to the cross linguistic interference when learning English and French at the same time and at an early age where they cannot distinguish and choose the appropriate language in each season.

### 2.2.2. Discussion of the Questionnaire Results

The results obtained from the questionnaire revealed that the majority of the respondents had three to five years of teaching experience. Additionally, the average class size reported was 30 students. In section two, which explored teacher's perspectives on pupils' attitudes toward English and French, it becomes evident that most of pupils enjoyed English classes more than French classes due to its perceived simplicity.

Teachers also noted that pupils struggled to differentiate between the two language systems, as they share common roots such as letters. This lack of distinction contributed to cross linguistic interference which impacted pupils' performance negatively, resulting in errors when using one of the languages. Among English teachers, 20 out of 30 and among French teachers, 24 out of 55 claimed that around 15 to 20 pupils frequently made errors resulting from the link between the two language systems. Furthermore, 23 out of 30 English teachers and 27 out of 55 French teachers confirmed that beginners encountered more difficulties at the pronunciation level specifically with vowels such as / a/ in English and ( a ) in French, /i/ in English and ( i ) in French. This suggested that pupils faced more challenges with vowels than consonants due to the similarities between the two languages. Moreover, interference became more apparent when English words were spelled in French manner and vice versa.

Regarding the lexical errors, when teachers were asked about the most common mistakes pupils made, the vast majority of responses focused on numbers, family members and the days of the week due to the frequently use of them in their schools and in their daily lives. Turning to grammar, when English and French teachers were asked about the inclusion of grammar lessons in their curriculum, the results varied. In the English course book, it was found that it only focused personal pronouns, singular and plural, articles and verb to be whereas French book in the other hand covers grammar lessons like the present simple and



sentence structure and adjectives .Regarding communication errors related to interference, pupils face more problems in greeting, introducing oneself and asking about favourite things. Children at this early age needed to be more familiar with this language.

### **2.2.5. General Discussion**

From the data collected from teacher's questionnaire, all the participants had a positive attitude toward the integration of English in the Algerians school's curriculum due to the importance and status of this language in the world nowadays. However, learning English and French simultaneously at an early age was not an easy task for many reasons. Learning two foreign languages at the same time and that share same roots and especially letters with differences in pronunciation, meaning and writing was a big challenge to pupils.

The results indicated that pupils faced difficulties in distinguishing between the two language systems, which led them to encounter errors due to the negative transfer when using one of the languages. The responses were split about this point, two major types of errors were made by the pupils in their learning process: lexical and pronunciation errors.

### **2.2.6. Limitation of the Study**

As any study, it is important to acknowledge the limitation of the current work encountered when conducting this piece of research:

- Time constraints posed a significant limitation to this study. The research was conducted within a limited time frame, which may have impacted the depth of data collection and analysis.
- Lack of extensive books, documents, and resources pertaining to the specific focus of the study in the library posed a challenge.
- A notable limitation was observed in the composition of the sample. While efforts were made to select a diverse group of participants, it was an unequal representation of

French and English teachers. This disparity influenced the findings and limited the generalization of the results.

- An important limitation to consider is the absence of prior studies specifically addressing the simultaneous teaching of English and French in primary schools in Algeria.
- This research conducted only with teachers of English and French in Jijel and not all the whole parts of Algeria, thus, we may not generalize the results.

### **2.2.7. Pedagogical Recommendations**

Based on the findings of the present case study, this piece of research work offers some pedagogical recommendations for the Algerian policy makers:

- English as being the language of scientific development and technology, it should be given a more important status in Algeria.
- Parental concern and choices should be taken into account and should play an influential role in the education language policy in Algeria.
- The ministry of education should reconsider the case of teaching English and French simultaneously for beginners.
- English and French should be taught separately at different levels to prevent the cross linguistic interference between them.
- Teachers should use successful strategies to prevent the impact of one language on another.

### **2.2.8. Suggestions for Further Research**

In order to expand the scope and depth of this research, it represent a range of suggestions for further research that can serve as potential directions for future scholarly endeavors :

- For future researchers to conduct a similar research with other research tools such as tests, classroom observation, in order to obtain results that is more reliable.
- They should work with a large sample, including teachers from other regions, and on line meetings.
- Take the limitation of the study into consideration.

### **Conclusion**

This chapter presented the practical part of this piece of research. The results obtained from both the teachers' questionnaire and the parents' interview showed that the majority of third year primary schools pupils make multiple errors due to negative interference when learning English and French simultaneously. The findings supported what was taught in the research assumption that pupils errors are caused by the cross linguistic influence of errors and agreed that children cannot differentiate between English and French as two different language systems.

## General conclusion

This piece of research demonstrated the introduction of English in primary schools for the second time in the Algerian educational system at third year level, as a course to be taught at the same time with the French language courses. It aimed at investigating the cross-linguistic interference when learning both of English and French simultaneously by third year primary schools pupils. In this regard this study sought to determine whether there is a negative transfer when two foreign languages at the same time by beginners. This study also aimed at finding out the different types of errors that pupils may commit due to the negative transfer when learning English and French simultaneously, and knowing in which type pupils suffer more (grammatical errors, vocabulary or phonology errors).

The research work consisted of two theoretical sections. The first section dealt with the early learning of French and English as foreign languages in Algeria, by providing the status of languages in Algeria, and the history of French and English in the Algerian curriculum. It also tackled the issue of simultaneous learning of English and French, and challenges faced by learners when learning them at the same time. The second section of the theoretical part delved into the cross-linguistic interference by providing the definition of Interference, its types and consequences, error analysis: definition of errors, errors versus mistakes and types and causes of errors.

The second chapter represented the practical part. It was an attempt to provide answers to the research questions; therefore, a questionnaire was conducted with 30 teachers of English and 55 teachers of French in primary schools in Jijel, used to seek for the major errors that young learners confronted due to negative interference if any when learning English and French simultaneously.

Based on the results obtained and after analyzing the questionnaire, research questions were answered and the research hypothesis was proved. It was found that there was a negative transfer when learning English and French simultaneously at an early stage. This negative transfer was manifested in the form of vocabulary and pronunciation errors. The findings showed that when pupils learn two foreign languages concurrently, the interference between the languages can occur, resulting in difficulties in vocabulary acquisition and pronunciation accuracy. At the end and in the light of the results, some pedagogical recommendations have been proposed for Algerian policy makers to solve the problem and the major one is to start teaching these two languages at different levels.

## References

- Adeyui. (2015). Problems of learning foreign languages in College of Education in Nigeria: A comparative study of English and French languages. *International Journal of English Language Teaching*, 6(3), 1-8..
- Benrabah, M. (1999). *Langue et pouvoir en Algérie : Histoire d'un traumatisme*.
- Benrabah, M. (2005). The language planning situation in Algeria. *Current Issues in*
- Benrabah, M. (2007). *Language maintenance and spread: French in Algeria*.
- Benrabah, M. (2013). *Language conflict in Algeria: From colonialism to post-independence (Vol. 154). Multilingual Matters*.
- Benrabah, M. (2014). Competition between four “world” languages in Algeria. *Journal of World Language*, 1(1), 38-59.
- Bouchioua, N. (2016). Cross-linguistic influence on the acquisition of English pronunciation by Tunisian EFL learners. *European Scientific Journal*, 2(5), 260. Doi :10.19044/esj.v2n5p260 Britannica.
- Brown, H. P. (1980). *Principles of language learning and teaching*.
- CALVET L.J (1974), *Linguistique et colonialisme. Petit traité de glotlophagie*, Paris : Payot.  
Cambridge: Cambridge University Press.
- Chemami, M. A. (2011). Discussing plurilingualism in Algeria: The status of French and English languages through the educational policy. *International Journal of Arts & Sciences*, 4(18), 227.
- Cook, J. C., & Schmidt, R. V. (2010). *Longman dictionary of language teaching*.

- Corder, S. P. (1967). The significance of learners' errors. *International Review of Applied Linguistics*, 5(2), 161-170.
- Corder, S. P. (1974). *Error analysis and interlanguage*.
- Corder, S. P. (1982). *Error analysis and interlanguage*. Oxford University Press.
- Cortes, N. (2005). *Negative Transfer when learning Spanish as a foreign language*. Complutense University of Madrid. *Interlinguistica*
- Crystal, D. (1997). *The Cambridge encyclopaedia of the English language*. Cambridge, UK : Cambridge University Press.
- Crystal, D. (2003). *English as a global language* (2<sup>nd</sup>ed.). Cambridge, UK : Cambridge University Press.
- Crystal, D., & Potter, S. (2018, October 19). *English Language*. Encyclopædia
- Ellis, R. (1994). *The study of second language acquisition*. Oxford University Press.
- Ellis, R. (2008). *The study of second language acquisition* (2<sup>nd</sup>ed.). Oxford, UK : Oxford University Press.
- Genesee, F. (1994). *Language differentiation in early bilingual development*. Cambridge University Press, 22(1995), 611-631.
- Grandguillaume, G. (2004). *L'Arabisation au Maghreb*. *Revue d'Aménagement Linguistique*, 107, Winter, 15-39
- Grandguillaume, G. (2004). *La Francophonie en Algérie*. Hermès, *La Revue*, 40(3), 75-78.  
<https://www.cairn.info/revue-hermes-la-revue-2004-3-page-75.htm>.
- Hamzaoui, C. (2022). *Attitudes towards the burgeoning rivalry between English and French at the primary level*. *University Ain Temouchent (Algeria)*, 1(14), 1155-1190.

- Henry, A. (2010). Contexts of possibility in simultaneous language learning: using the L2 Motivationl Self system to assess the impact of global English. *Journal of Multilingual and Multicultural Development*, pages 149-162.
- Hanafi, A. (2014). The second language influence on foreign language learners errors: the case of the French language for Algerian students learning as a foreign language. *European scientific journal* 2, 30-38.
- Idrici, W . Le status de la langue francaise a Ain Bessam  
*International Journal of Francophone Studies*, 10(1-2), 193-215. doi:
- James, C. (1988). *Errors in Language Learning and Use: Exploring Error Analysis*. Longman.
- Kenar, A., & Chettibi, M. L. (2022). An investigation of Algerian primary school pupils' problems in learning English in private schools.
- Meftah, A. (2022). The impact of learning English and French simultaneously on learners' speaking skills.
- Meftouh, K., Bouchemal, N., & Smaïli, K. (2012). A study of a non-resourced language : the case of Algerian dialect . The third international workshop on spoken languages Technologies for Under- resourced Languages .Doi : 10.13140/RG.2.1.4881.10.41
- Odlin, T. (1989). *Language transfer: Cross-linguistic influence in language learning*.
- Oldin, T. (1989). *Language Transfer*. Cambridge, NY: Cambridge University Press.
- Paradis, J. (2007). Early bilingual and multilingual acquisition. *Handbook of multilingual and multilingualism acquisition* 5, 15-44.



Rezig , N .( 2011 ) .Teaching English in Algeria and educational reforms : A, overview on the factors entailing students failure in learning foreign languages at universities . Procedia social

Richards, C. J. and Schmidt, R. (2002).Longman dictionary of language teaching &

Richards, J. C., & Schmidt, R. (2014).Error analysis : Perspectives on second language acquisition.

Frshadjou, M. (2013).Simultaneous learning of two foreign languages, English and French, by adult Persian-speaking learners. International Education Studies, 6(10), 70-77.  
Doi :10.5539/ies.v6n10p70.

Sedouki, F. (2020). European Journal of Teaching and Education, 2(1), 179-189.  
Doi :10.33422/ejte.v2i1.188.

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

Troike, M. (2006).Introducing Second Language Acquisition.Uk: Cambridge University Press.

Watson, C. (2007). Small stories, positioning analysis, and the doing of professional identities in learning to teach. Narrative inquiry 17 (2), 371-389.

Yallas, A. (2016). Teaching English to primary school children in Algeria: An evaluation by parents and former pupils.

## ملخص

هذه الدراسة عبارة عن دراسة وصفية تهدف إلى التحقيق في التداخل اللغوي بين تعلم اللغة الإنجليزية والفرنسية بشكل متزامن من قبل طلاب السنة الثالثة في المدارس الابتدائية في الجزائر. كما تهدف إلى اكتشاف الصعوبات المشتركة وأنواع الأخطاء التي يواجهها الطلاب، واقتراحا بعض الحلول للتغلب على هذه المشكلات. تعتمد هذه الدراسة على فرضية رئيسية واحدة، وهي أن التداخل بين اللغتين الإنجليزية والفرنسية يؤدي إلى ارتكاب اخطاء لغوية مما يؤثر ذلك سلبيًا على الطلاب وادا تبينت تلك الأخطاء فستكون في قواعد اللغة والمفردات والنطق، نظرًا لأن اللغتين تشتركان في جذورهما الهندوأوروبية نفسها. من أجل جمع البيانات لهذه الدراسة، تم استخدام أداة بحثية واحدة من ناحية، تم إجراء استبيان مع 30 مدرسًا للغة الإنجليزية و55 مدرسًا للغة الفرنسية في مدارس جبل الابتدائية، ويهدف إلى معرفة أنواع الأخطاء الأكثر شيوعًا التي يواجهها الطلاب والأخطاء. وفقًا للنتائج المتحصل عليها، يواجه طلاب السنة الثالثة في المدارس الابتدائية الذين يتعلمون اللغة الإنجليزية والفرنسية في نفس الوقت صعوبات في تمييز نظام كل منهما. وهذا يؤثر سلبيًا على عملية تعلمهم ويؤدي بهم إلى مواجهة العديد من الأخطاء في الجوانب الرئيسية للغة (قواعد اللغة والتعبير الشفوي والمفردات والنطق).

## Résumé

Ce travail de recherche est une étude descriptive qui vise à examiner l'interférence inter linguistique lors de l'apprentissage de l'anglais et du français simultanément par des élèves de troisième année des écoles primaires en Algérie. Elle vise également à identifier les difficultés communes et les types d'erreurs auxquels les élèves sont confrontés, ainsi qu'à proposer des solutions pour surmonter ces problèmes. Cette étude repose sur une hypothèse principale selon laquelle l'interférence entre l'anglais et le français affecte négativement les élèves, ce qui les amène à commettre plusieurs erreurs de grammaire, de vocabulaire et de phonologie, car les deux langues partagent les mêmes racines indo-européennes. Pour collecter des données pour cette étude, deux instruments de recherche ont été utilisés. D'une part, un questionnaire a été administré à 30 enseignants d'anglais et 55 enseignants de français dans les écoles primaires de Jijel. Il vise à identifier les types d'erreurs les plus fréquents auxquels les élèves sont confrontés et les erreurs courantes qu'ils commettent. Selon les résultats obtenus, les élèves de troisième année des écoles primaires qui apprennent l'anglais et le français en même temps rencontrent des difficultés à distinguer entre les systèmes des deux langues. Cela affecte négativement leur processus d'apprentissage et le conduit à commettre plusieurs erreurs dans les principaux aspects de la langue (grammaire, expression orale, vocabulaire et phonologie).