

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Ghardaïa



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**The Influence of French Language on Vocabulary
Acquisition among EFL Pupils: A Case Study of Fourth-
Year Primary School Learners**

**Dissertation Submitted to University of Ghardaïa for Obtaining the Master's Degree
in Didactics**

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Academic Year: 2024 /2025

Dedication

In the name of Allah, the Most Gracious, the Most Merciful. All praise is due to Allah, by whose grace all good things are completed. I am deeply thankful for His endless blessings, the strength, patience, and wisdom that guided me through this journey.

To my dear father, whose wise words lit my path, whose calm presence offered comfort in times of uncertainty, and whose silent prayers were a source of strength—I am forever grateful for all the support that cannot be put into words.

To my beloved mother, the light of my life, whose unconditional love, tireless sacrifices, and endless patience were the foundation of every step I took. No words can truly express the depth of my gratitude and love for her.

To my beloved sister, thank you for being a constant support, a voice of kindness, and a shelter in difficult times. Your presence means the world to me.

To my brothers and their wonderful wives, thank you for your encouragement, your care, and for always standing by my side when I needed it most.

To all our precious grandchildren—our little angels—your laughter and innocence fill our hearts with joy and give life its purest meaning.

To my dearest friends and companions on this journey, Chaima and Zahra, thank you for your sisterhood, your strength, and the memories we built along the way.

And to my soul companion and lifelong friend, Hanaa, your presence has been a blessing, your friendship a safe haven, and your loyalty a treasure I deeply cherish.

Hamida Heddar

Acknowledgments

First and foremost, I extend my sincere thanks to everyone who contributed to the realization of this dissertation, even through a simple word of advice or encouragement.

Your support, in all its forms, has been deeply appreciated.

I would like to express my deepest gratitude to my supervisor for his guidance, constructive feedback, and continuous encouragement throughout this research. I am also truly thankful to the respected board of examiners for their time, insightful comments, and thoughtful evaluation of my work.

Heartfelt appreciation goes to my loyal companion on this journey, Chaima Guellaadem, whose constant support, encouragement, and valuable assistance in my research were indispensable. Walking beside me through every challenge and success, your presence was a true source of strength and motivation..

My sincere thanks are also extended to the headmasters of both primary schools involved in this study, as well as to the French and English teachers who generously participated in the interviews and shared their valuable insights. I am equally grateful to the pupils' parents who took the time to respond to the questionnaire and contribute meaningfully to the findings of this research.

To the many others whose names I cannot list here—your reward is with Allah. Know that your kindness, assistance, and encouragement did not go unnoticed.

Abstract

This research explores the influence of French as a second language on teaching and learning English in Algerian primary schools, with a particular focus on the bilingual experiences of fourth-grade students. Recognizing the unique linguistic context in Algeria, where French often precedes English in the curriculum, the study investigates how students' proficiency in French affects their English learning process and how teachers adapt their instructional methods accordingly. Adopting a mixed-methods approach, the study combines quantitative data from a parent questionnaire with qualitative insights from interviews conducted with both English and French language teachers. The inclusion of parents' perspectives offers a more holistic view of the students' linguistic environment and highlights the role of the home in supporting language acquisition. Findings reveal that French proficiency significantly facilitates English learning by promoting vocabulary recognition, grammatical awareness, and general language learning strategies. Teachers also report using French strategically to clarify complex English concepts and to build on students' prior linguistic knowledge. Moreover, the study uncovers a collaborative dynamic between French and English teachers aimed at enhancing bilingual education practices. Ultimately, the research emphasizes the importance of valuing learners' existing language skills and adapting pedagogical approaches to reflect students' multilingual realities. It calls for educational practices that not only acknowledge linguistic transfer but also empower both teachers and learners in multilingual classrooms.

Keywords: French, EFL learners, Vocabulary acquisition, Primary Schools, Language Influence, bilingualism .

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List of abbreviations

EFL : English as a foreign language.

LPP: Language Planning and Policy

MSA: Modern Standard Arabic

TEFL: Teaching English as a Foreign Language

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General Introduction

General Introduction

Introduction

Statement of the Problem

Research Objectives

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General Introduction

In Algeria, the introducing of English in primary schools is an important step aimed at addressing the evolving societal and economic needs. However, teaching of English is significantly influenced by the presence of French as a second language, which has been integrated into the education system from an early age. French, with its strong historical and institutional ties to Algeria, presents challenges when it comes to teaching English, especially given the competition between the two languages for students' attention.

Teachers face difficulties with primary school students who are starting to learn English, as they often confuse letters and vowels between English and French, such as “e” and “i,” or “a” and others. This mix-up between the two languages can lead to mistakes in both writing and pronunciation, which affects students' progress in learning English.

Parents also face the same issue when they notice their children mixing up French and English, which often results in poor grades in one or both languages. This concern can make some parents worry about their children's ability to excel in learning more than one foreign language at the same time.

Therefore, it is essential to examine the impact of French as a second language on English teaching in Algerian primary schools. Awareness campaigns highlighting the global importance of English could help shift the attitudes of both teachers and parents, creating a more supportive learning environment for English language acquisition.

Statement of the Problem

Algerian primary school students often face the challenge of learning both French and English in close succession. While French provides a foundation for second-language acquisition, it may also interfere with or facilitate learning English, given the similarities and differences between the two languages. For teachers of English, understanding this dynamic is crucial for adapting teaching methods to students' linguistic backgrounds. This research examines the impact of French as a second language on English teaching in Algerian primary schools, identifying potential benefits and challenges for young learners.

Research Objectives

This study aims to analyse how prior knowledge of French affects English language learning among fourth-year primary students in Ghardaia. Specifically, it seeks to:

- Assess whether students' familiarity with French influences their understanding and use of English vocabulary, grammar, and pronunciation.
- Identify the challenges that teachers face when teaching English to students who have already been introduced to French.
- Suggest instructional strategies that account for the presence of French as a second language in English teaching..

Research Questions

This study attempts to answer the following questions:

- 1 How does proficiency in French influence the ability of primary school students in Algeria to learn English?
- 2 What teaching methods do primary school teachers in Algeria use when teaching English to students who are proficient in French, and how effective are these methods?
- 3 Have parents faced difficulties in supporting their children's English learning due to their insufficient knowledge of French?

Research Hypotheses

In order to answer these research questions, this study hypothesizes that:

- 1 Proficiency in French positively influences the ability of primary school students in Algeria to learn English, as the linguistic similarities between French and English enhance their understanding of English vocabulary and grammar.
- 2 Primary school teachers adapt specific teaching methods to students' bilingual background, and these methods enhance the effectiveness of English language instruction.
- 3 There is a relationship between parents' limited knowledge of French and the difficulties they face in supporting their children's English learning.

Research Methodology

The present study adopts a mixed-methods approach to investigate the impact of French as a second language on the teaching of English in Algerian primary schools. The research was conducted during the academic year 2025 in two public primary schools: Lkhnin Bouhafs and Boutaba Omar. Data were collected using two main tools: a questionnaire distributed to parents in order to gather quantitative data about their children's exposure to French and English, and interviews with English and French teachers to collect qualitative insights into classroom experiences and challenges. The combination of these tools allowed for a comprehensive understanding of how the presence of French affects the process of teaching and learning English. The Data were analysed using descriptive statistics for the questionnaire and thematic analysis for the interviews. Ethical considerations were respected throughout the study, with all participants informed about the purpose of the research and their voluntary participation.

Rationale

In the Algerian context, French has long been the dominant foreign language taught in schools, while English has only recently been introduced at the primary level. This shift raises important questions about how the presence of French influences the learning and teaching of English.

This study seeks to understand the impact of French as a second language on the process of teaching English in primary schools. It focuses on learners' experience with both languages and the role of parents in supporting English learning, especially when their own knowledge of French may shape that support.

To gain a balanced perspective, the research combines a questionnaire for parents with interviews conducted with both English and French teachers. Their insights provide valuable observations on how pupils navigate between the two languages in the classroom.

By exploring these dynamics, the study hopes to contribute to a better understanding of multilingual education in Algeria and support more effective approaches to language teaching at the primary level.

Limitations of the Study

This study is limited to two primary schools in the city of Ghardaia, and the participants include a selected number of English and French language teachers, as well as

parents of fourth-year pupils. Therefore, the findings are context-specific and cannot be generalized to all Algerian primary schools or other regions.

Although the study addressed additional aspects such as grammar and pronunciation through selected items in both the questionnaire and the interviews, the central focus remained on vocabulary acquisition. Hence, the treatment of grammar and pronunciation was not as detailed.

The limited duration of the study constrained the scope of data collection and did not allow for longitudinal observation of learners' language development over time.

The research relied mainly on self-reported responses from teachers and parents, which may include subjective opinions or personal bias, especially when evaluating language proficiency or teaching effectiveness.

The variation in students' backgrounds, particularly in terms of their exposure to French at home or in earlier schooling, was not extensively analysed, which may affect the consistency of the results.

No direct classroom observations or language proficiency tests were conducted with pupils, which could have added more objective and measurable data to complement the perceptions collected.

Part One

Theoretical Part

Chapter One: Literature Review

Introduction

1. Linguistic Situation and Multilingualism in Algeria

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9.1 The Challenges of Teaching English in Primary School

Introduction

Algeria, a nation deeply rooted in a rich historical tapestry, presents a fascinating case study of linguistic diversity and evolving language policies. Its journey since independence in 1962 has been marked by a dynamic interplay of languages, shaped by historical legacies and contemporary aspirations. While Arabic holds its prominent position, the lingering influence of French from the colonial era continues to be palpable across various societal domains. Amidst this established linguistic fabric, English is rapidly emerging as a language of increasing importance, driven by global interconnectedness and the demands of modern education and communication.

This study delves into the intricate facets of Algeria's linguistic situation, exploring the complexities of its multilingualism and the underlying language policies that govern it. We will trace the status and historical trajectory of English within this context, examining the compelling competition between French and English and the intricate ways they interact and influence each other. Furthermore, we will differentiate between a foreign language and a second language, a crucial distinction for understanding pedagogical approaches. A significant part of this research will focus on the practical implementation of teaching English as a Foreign Language (TEFL) in Algerian primary schools, shedding light on both its strategic importance and the inherent challenges faced in its delivery. By critically analyzing these elements, this study aims to provide a comprehensive understanding of Algeria's linguistic evolution and the pivotal role English is poised to play in its future.

1. Linguistic Situation and Multilingualism in Algeria

1.1 The sociolinguistic situation in Algeria

Algeria, with a population of over 40 million and a territory spanning more than 2 million square kilometres, is a linguistically and culturally diverse country. The population is mainly divided into two major linguistic groups: Algerian Arabic speakers and Berber (Tamazight) speakers. Within the Berber-speaking population, several subgroups and varieties exist, such as Kabyle, Chaoui, Mozabites, and Tuareg.

Most Algerians speak Derja (also known as Algerian Arabic), a variety of Arabic that incorporates elements from Tamazight, Chaoui, and a significant number of French loanwords (Belmihoub, 2017, p.2).

This rich linguistic environment is shaped by a complex sociolinguistic history, heavily influenced by French colonization. French retains a strong presence in Algerian society and continues to impact language use in many domains. Following independence in 1962, the Algerian government initiated a policy of Arabisation to reassert Arabic as the official language and reclaim the country's national identity (Chaouche, 2006, p.4).

Despite these efforts, Algeria remains a multilingual nation, where four main languages coexist: Classical Arabic, Algerian Arabic (Derja), Tamazight (in various dialects), and French. Each language carries distinct political, social, and cultural significance.

As Tabory and Tabory (1987, as cited in Rezig, 2011) note, the linguistic landscape in Algeria is particularly complex. It sits at the crossroads of competing influences: French, the language of the former colonizer, versus Arabic, the national and official language; Classical Arabic versus the colloquial Algerian Arabic; and the variety of Berber dialects that reflect indigenous heritage. .

1.1.1 Classical Arabic

Classical Arabic, also referred to as Modern Standard Arabic (MSA), is the official language of Algeria. It is used in various public domains including government, administration, education, media, and workplaces (Rubdy & Ben Said, 2016).

Moreover, Classical Arabic holds a sacred status as the language of the Qur'an and Islamic scholarship, making it central to religious practice throughout the Muslim world. As

Houghton and Mifflin (1994) state, "Classical Arabic is used by approximately one billion Muslims for prayer and scholarly religious discourse" (p. 412).

In Algeria, Classical Arabic is the language of instruction in most schools and universities, particularly in the humanities and social sciences, although scientific faculties may use French instead (Ouahmiche, Beddiaf & Beddiaf, 2017). Benrabah (2007) similarly affirms that MSA is the dominant language in Algerian education at all levels.

In addition to education and religion, Classical Arabic is widely used in formal settings, including public speeches and official discourse. A number of prominent newspapers, such as El Khabar and El Chorouk, are published in Modern Standard Arabic, further reflecting its strong presence in Algerian media.

1.1.2 Algerian Spoken Arabic (Derja)

While Classical Arabic is the official language of Algeria, used in formal institutions and enshrined in the constitution, a distinct variety is spoken in daily life: Algerian Spoken Arabic, commonly referred to as Derja or Algerian dialect.

This colloquial form of Arabic is unwritten and used spontaneously in everyday communication (Kerma, 2018, p. 136). It reflects a mix of Arabic roots, Tamazight (Berber) influences, and loanwords from French, shaped by the country's colonial and cultural history.

Algeria's 48 wilayas (provinces) are spread across diverse regions—north, east, west, and south—each with its distinct dialect and regional accent. For example, a word or expression used in the eastern region may not be easily understood in the west, and the same holds true across other regions such as the south and north. People from cities like Oran, Algiers, Guelma, Annaba, Souk-Ahras, Skikda, and Ouargla often have recognizable accents that reflect their local identity.

Though Derja is not standardized or formally taught, it is the primary means of oral communication for most Algerians and plays an important role in cultural expression and identity.

1.1.3 Tamazight

Tamazight, known in Western literature as Berber, is the ancestral language of the Amazigh (Berber) people, indigenous to North Africa. Historical records trace the Amazigh

presence back to 3000 BC, with various names given to them by ancient civilizations. The Egyptians referred to them as Amazighs, while Greeks called them Mazyes or Maxis (Herodotus), Romans referred to them as Numidians, and the Arabs later used the term Berber, derived from the Latin word barbarus, meaning non-Greek or non-Latin speakers (Ahfir, 2018, p. 67).

Tamazight is spoken across different regions in Algeria by groups such as the Kabyle, Chaoui, Mozabites (Mzabi), and Tuareg (Tergui) (Berrahma, 2018, p. 6). These varieties differ slightly in pronunciation and vocabulary but share a common linguistic heritage.

In recognition of its historical and cultural significance, Tamazight was declared an official language in Algeria alongside Arabic. Today, it is taught in schools, used in media, and supported by written materials such as manuals and dictionaries. This institutional recognition is part of ongoing efforts to preserve and promote Amazigh identity and linguistic rights in Algeria (Achab, 2001, p. 2).

1.1.4 French in Algeria

French plays a central role in Algeria's complex linguistic situation. Despite being officially classified as a foreign language, it serves as a lingua franca across much of Algerian society. The majority of Algerians speak or understand French, and it remains deeply embedded in daily life, administration, education, and media.

The prominence of French in Algeria is largely the result of colonial history. During the French colonization (1830–1962), the French language was imposed upon Algerians as part of a broader effort to assimilate the population and erase indigenous identities. As Taleb Ibrahimi (1995) states, "French, imposed on the Algerian people in violence, has constituted one of the fundamental elements used by France in its policy of depersonalization and acculturation" (pp. 42–43). Similarly, Caubet (1986) describes French as a colonial language with a conflicted status, officially foreign, yet socially dominant.

According to Sebaa (2002), the number of French speakers in Algeria has grown significantly since independence, suggesting that postcolonial policies have unintentionally supported the continued use of French, particularly in education and administration (p. 61).

A 2013 survey by La Francophonie en chiffres reported that Algeria ranks as the second-largest Francophone country in the world in terms of the number of French speakers.

French is introduced as the first foreign language in Algerian schools, starting in the second year of primary education. Its influence becomes even more pronounced at the

university level. As Benrabah (2007) notes, 95% of post-graduate courses in science and 95% of undergraduate courses in medicine and technical disciplines are taught in French (p. 233). Scientific research, medical education, and technical training are all heavily reliant on the French language.

In addition to education, French is widely used in many sectors, including administration, law, government, politics, technology, and the media. Most official documents issued by Algerian institutions are printed in French, and political speeches are often delivered in French rather than Arabic.

French dominates the media landscape as well. A significant number of newspapers, magazines, and books are published in French. Benrabah (1991) highlighted that more newspapers are published daily in French than in Arabic, with well-known publications including *El Watan*, *Liberté*, and *La Dépêche de Kabylie*.

The use of French surged in the 1990s, especially following the presidency of Abdelaziz Bouteflika, when its status was further solidified in official and public domains (Aitsiselmi, 2006).

Overall, despite its colonial roots and its official designation as a foreign language, French remains a powerful tool for social mobility, scientific advancement, and international communication in Algeria.

1.2 The Status of English in Algeria

Since the 1980s, Algeria has witnessed major developments due to the growth in its gas and oil sectors. These economic shifts, along with increasing political, social, and cultural openness, contributed to the rising importance of English as a global language of progress and modernity (Bouhadiba, 2006).

Recognizing the growing significance of English, the Algerian government initiated programs to train English teachers in the United Kingdom. However, many of these efforts were abandoned following the collapse of oil prices in 1986, which led to economic instability (Bouhadiba, 2006).

In 1993, Algeria introduced an important reform: for the first time, parents were allowed to choose between French and English as their children's first foreign language in school (Benrabah, 2007). This marked a shift in language policy, signaling a growing openness to English as an alternative to French.

Today, English is taught as the second foreign language in Algerian middle schools, secondary schools, and universities, alongside French. It is also taught for specific purposes in specialized fields such as medicine, business, journalism, tourism, and hospitality training.

Benrabah (2002) notes that English has gained importance in key economic and technological sectors, particularly the oil industry, computer science, and scientific documentation (p. 16).

An experimental initiative in 1993 introduced English at the primary level, allowing parents to choose it as the first foreign language for their children. However, the initiative was short-lived. According to Rezig (2011), although the plan was implemented in some schools, it was later abandoned for unspecified reasons. Benrabah (1999) suggests that the program was canceled because most parents opted for English, which conflicted with existing educational policies. Grandguillaume (2004) also notes that English gained symbolic importance in the 1990s but ultimately failed to replace French, as only 10% of parents chose English. Between 1993 and 1997, only 1.28% of two million children selected English over French (Benrabah, 1999).

Parents' preference for French was largely based on two factors: the perceived difficulty of learning English and the belief that French offered better socioeconomic advantages in the Algerian context (Benrabah, 1999). As a result, while English was initially introduced as a potential first foreign language in some schools, it is currently taught only as a second foreign language.

The presence of English in Algerian media remains limited. While some online newspapers, such as Ennahar, publish occasional English-language articles, and a few magazines like *Ilelectronics' Magazine* and *50/Fifty* are edited in English, French continues to dominate the media landscape.

2. Language Policy

2.1 Definition of Language Policy and Language Planning

Language Planning and Policy (LPP) is a relatively recent academic field that emerged in the 1960s. It aims to address language-related issues by determining which languages are to be designated as national, official, second, or foreign within a given society.

According to Spolsky (2004), language policy refers to the rules, regulations, and guidelines set by a government, institution, or organization to manage language use within a specific context. These policies may involve the designation of official languages, language education strategies, language rights, and the regulation of language use in domains such as media, governance, and education. Language policies significantly influence language development, preservation, and diversity, and often mirror the socio-political and cultural values of a society.

Similarly, Orman (2008) defines language policy as “the formulation of laws, regulations and official positions regarding language usage and the allocation of linguistic resources by some government or other political organization” (p. 39). For instance, the Algerian Ministry of Education's decision to introduce English as a second language in primary schools is a clear example of language policy in action.

2.2 Algeria’s Policy of Adopting English in Primary Schools

During the 132 years of French colonization, many central streets in Algeria bore the names of French figures such as Rue d’Esly, Boulevard Michelet, and Avenue Sadi Carnot. Following independence, these names were replaced by Algerian national heroes—Didouche Mourad, Larbi Ben M’hidi, and Hassiba Ben Bouali, respectively. Interestingly, while some of these new names were embraced by the public, others, like Rue d’Esly, continued to be referred to by their colonial names. This highlights the complex relationship between language, memory, and identity, and underscores the idea that language is a living entity that does not always conform to formal changes.

In a significant linguistic policy shift, Algerian President Abdelmadjid Tebboune announced that English would replace French as the second language taught in public primary schools starting in the upcoming academic year. This decision sparked a range of reactions. Algerian linguist Abdel-Razzak Durari refrained from offering a definitive evaluation but expressed concerns over the lack of qualified English teachers and the insufficient availability of educational materials necessary for effective implementation.

Culturally, there has been a notable shift in Algerian media consumption habits. Many Algerians today are more engaged with Turkish television series and international streaming platforms like Netflix, moving away from traditional French programming, which once

dominated the media landscape. This shift reflects broader changes in cultural preferences and linguistic exposure.

On an economic level, Algeria has recently ended public contracts with several French companies in sectors such as transportation and water management, opting instead to support local enterprises (Hafid, 2022). These political, cultural, and economic shifts reflect a broader move toward reducing French influence and embracing new global partnerships—linguistically and beyond.

3. English in Algeria – Status and History

Following Algeria's independence in 1962, the presence of English began to gradually emerge within the country's educational landscape. As noted by Hayan (1989), a comparative analysis between English textbooks produced in France and those produced in Algeria revealed significant cultural and pedagogical modifications in the Algerian editions. Interestingly, early student reactions to English were not particularly enthusiastic. Many learners resisted the inclusion of Algerian cultural elements in English textbooks, expressing a preference for the promotion of Classical Arabic and Berber languages as primary vehicles for cultural and linguistic identity.

According to a 1984 report by the British Council, English was considered the third most prominent language in Algeria at the time (British Council, 1984). There was an effort by the Algerian government to expand the presence of British English teachers in the country. However, this plan was hindered by several factors, including currency constraints, visa issues, and academic qualifications such as the requirement for PhD-level educators. Despite these challenges, the English language began to gain traction, bolstered by individual initiatives—including among Francophone Algerians—who advocated for its adoption as a primary foreign language. Further encouragement came from international partners such as the United States and the United Kingdom, both of which supported Algerian students through scholarships in the 1980s, viewing English as a language of science, technology, and global development (Belmihoub, 2018).

However, the momentum slowed dramatically during the late 1980s and 1990s due to national crises. A sharp decline in oil prices caused a severe economic downturn, while Algeria entered a period of civil conflict known as the "Black Decade." This era of instability undermined educational and cultural initiatives, including those related to the promotion of

English. Many foreign collaborations were halted due to concerns over safety and political uncertainty. Despite these setbacks, the government made an effort to introduce English as an optional subject in the fourth grade alongside French. Nevertheless, the majority of parents chose French, citing its relative accessibility and widespread use across various sectors in Algeria (Benrabah, 1999).

Following the stabilization of Algeria's political and social environment in the early 2000s, efforts to revive English education resumed. Cultural and academic collaboration with the United Kingdom was renewed. Notably, a British initiative between 2015 and 2020 aimed to prepare 500 Algerian doctoral students to study in UK universities, marking a new chapter in the strengthening of English-language education and academic exchange between the two nations.

4. The Competition between French Language and English Language in Algeria

Following its independence in 1962, Algeria's language policymakers aimed to establish a new linguistic order. Their goals were twofold: to adopt a language more globally dominant and progressive than French, and to choose one free from the historical burden of colonial ties. English appeared to be the ideal candidate, offering an opportunity to embrace the "arch-enemy" of France. Indeed, calls to replace French with English emerged almost immediately after independence (Benrabah, 2013).

Discussions regarding the status and acquisition of English began as early as 1975, with some Algerian administrators considering a long-term shift from French to English (Gordon, 1978). However, it was in the 1980s and 1990s that a heated debate ignited. Plans to introduce English as the preferred foreign language gained momentum due to its greater utility in scientific education at the university level compared to French (Benrabah, 2013).

In September 1996, under pressure from pro-Arabization advocates, the Minister of Education announced a departmental shift favouring English over French. The Minister argued that "experience has proved that schoolchildren prefer English in many schools." Yet, in a remarkable turn of events, the Ministry of Education simultaneously released the results of a survey on language preferences among Algerian parents and teachers. The findings were surprising: over 73% of polled parents supported maintaining French as the primary foreign

language in schools, with approximately 71% preferring their children learn French and only 29% opting for English. Among teachers, less than 52% rejected replacing French with English, while 46% supported the change.

This indicated an unexpected preference for French in the competition between the two European languages, proving a 1963 prediction by an Algerian poet/writer—mentioned earlier in this chapter—to be strikingly inaccurate. Between 1993 and 1997, out of two million fourth-grade schoolchildren, the number choosing English was negligible, ranging from a mere 0.33% to 1.28%. Consequently, by the end of the 1990s, Algeria had statistically become the world's second-largest Francophone community after France (Asselah-Rahal et al., 2007: 16; Queffélec et al., 2002, pp. 38, 118).

The profound presence of the French language in Algeria, spanning over 130 years, resulted in its deep integration, which could not be erased overnight. Even after independence, French remains active and dominant in many vital sectors across Algeria.

Many Algerians still perceive that they are not fully independent, feeling the effects of "cultural colonialism" from France. This historical context contributes to a complex and often conflicted attitude towards the French language (Berabah, 2007).

5. French and English – Interaction and Influence

5.1 The Educational System in Algeria

Education in Algeria is free and officially compulsory for children from the age of six until sixteen. The compulsory basic education phase consists of six years of primary school, followed by three years of lower secondary education, and then three years of upper secondary education.

5.1.1 Primary Education: The first nine years of schooling are compulsory for all children, typically starting at six years old. This phase is divided into three cycles of three years each. The first two cycles take place in primary schools, while the third cycle is conducted in middle schools.

During the six years of basic primary education, students are continuously assessed based on their coursework. Promotion to the third cycle depends solely on their performance in the sixth grade. In the third cycle, student evaluation is based on their grades throughout the

years, requiring an average of at least 50% (10 out of 20) to progress to the upper secondary stage. At the end of the ninth grade, students sit for the national basic certificate examination. Those who pass are awarded the **Brevet d'Enseignement Moyen (BEM)**, which grants them access to secondary education.

5.1.2 Secondary Education: Secondary education spans three years and leads to the baccalaureate. In the first year, students must choose one of three core curriculum streams: language and social studies, sciences, or technology. At the conclusion of this cycle, students take the baccalaureate examination, which assesses their knowledge across all subjects studied in their final year.

5.1.3 Higher Education: Since 2004, Algerian higher education has undergone reform based on the LMD (Licence-Master-Doctorate) system, aligning with the Bologna Process adopted across Europe. This reform, inspired by the French university model, structures degrees as follows:

- **License** (equivalent to a bachelor's degree): three years following the baccalaureate
- **Master:** two additional years after the License
- **Doctoral:** three to four years after the Master

The main objectives of implementing this new system are:

1. To offer Algerian students university programs compatible with international standards.
2. To increase student flexibility in course selection and credit transfers, thereby improving the effectiveness of the system. This reform also seeks to enhance institutional autonomy and promote lifelong learning opportunities, aligning academic programs with labor market demands.

5.2 French and English in the Algerian Educational System

5.2.1 French: In 1963, French was introduced at all levels and implemented across educational programs. Over time, the use of French gradually declined in the educational system. This posed a difficult challenge for the government and the Ministry of Education, not only due to opposition to French-Arabic bilingualism but also because of demographic factors. According to a report from the High Council of Francophonie in Paris (1986):

"In Algeria, over a total population of 21 million, 150,000 spoke French as a first foreign language and six million spoke it as a second language at that time. In 2008, 11.2 million Algerians (33%) could read and write in French."

By 2002, French was taught as a foreign language from the 4th year of primary school until the final year of secondary school. Grand Guillaume (1983) noted:

"The knowledge of French started expanding to a more important number of citizens after independence, particularly school children, for French was the language of instruction." (Grand Guillaume, 1983, p. 12)

By 2007, the Arabization policy had mostly affected primary and secondary education, but French retained higher social prestige at university level, often being the language of instruction in scientific studies.

5.2.2 English: English, widely spoken around the world, has been taught from middle school in Algeria due to its status as one of the two global lingua francas alongside French. Crystal (1997) states: "There has never been a language so widely spread or spoken by so many people as English." (Crystal, 1997, p. 127)

From the late 1970s to the early 1990s, the Algerian government implemented English alongside French as a foreign language taught beginning in the second three-year cycle of schooling, while French remained the only foreign language taught at the primary level. In middle school, students were required to choose either French or English as their second foreign language.

In 1993, the Ministry of Primary and Secondary Education formalized French and English as two separate options, with students required to select either French or English as the first mandatory foreign language. Between 1993 and 1997, only about 1.28% of 2 million schoolchildren chose English over French. According to the Algerian envoy to India, only 5% of the population was estimated to speak good English. To address this, in 2012, the Algerian government invited Indian teachers to help teach English in Algeria.

6. The Influence of French on English

As many other languages in the world, English has known different foreign influences through its history, changing it from an almost pure language to a completely mixed one. Since

the Norman Conquest in 1066, French is one of the languages that have had the most spectacular influence on English. Croll (2005) states that:

“The Norman Conquest made English for two centuries the language mainly of the lower classes, while the nobles and those associated with them used French on almost all occasions” (Croll, 2005, p. 4). And the influence of French on English is seen at different levels:

6.1 Vocabulary: The most important influence of French on English was the introduction of a great number of French words into English. Most of the time, when new words could have been easily formed on native models, French words were borrowed instead, and English people borrowed words whose native equivalents existed in their language. In this respect, McMahon (1994) states that: “The unifying factor underlying all borrowings is probably that of projected gain; the borrower must stand to benefit in some way from the transfer or linguistic material. This gain may be social, since speakers often borrow material from a prestigious group or it may be more centrally linguistic, in that a speaker may find a replacement in her second language for a word which has become obsolete or lost its expressive force. However, the most common and obvious motive for borrowing is sheer necessity. Speakers may have to refer to some unfamiliar object or concept for which they have no word in their own language” (McMahon, 1994, p. 201).

The vocabulary of English was greatly enriched by words drawn from the romantic elements of French, including some very basic words such as the verb *take* and even grammatical words like the pronoun *they*. That French influence became increasingly evident in English manuscripts of the 13th century. In this respect, Lawless (2006) points out: “As a result of the Norman occupation of England, English adopted about 10,000 French words; of which around three fourths are still used today. This vocabulary is found in every domain: art, literature, cuisine, law, government. More than a third of all English words are derived from French either directly or indirectly. An English speaker who has never studied French already knows around 15,000 French words” (Lawless, 2006, p. 4).

It has been estimated that some 10,000 French words came into English at that time; these words were largely to do with the mechanism of law and administration, including also words from such fields as medicine, art, and fashion. Over 70% of these words were nouns, and a large number of them were abstract terms, constructed using such new French affixes as: *con-*, *trans-*, *pre-*, *-ance*, *-tion*, and *-ment*.

Here is a list put by Crystal (1995, p. 47) which gives some English words coming from French:

Level	Examples
Administration	Authority, court, duke, servant, council, baron
Law	Arrest, adultery, jury, crime, executor, prison, fraud, verdict, punishment
Military	Army, defend, captain, sergeant, enemy, combat, lieutenant, retreat, guard, soldier, siege, lance
Food and drink	Salad, appetite, beef, cream, dinner, fruit, olive, orange, raisin, juice, sardine, vinegar, toast, tart, biscuit
Home	Basin, chimney, lamp, lantern, tower
Leisure and the arts	Conversation, music, theatre, image, debate, tragedy, volume, dance, preface, prose, rhyme, romance, title, poet, melody, literature, sculpture, painting, contemporary art
Science and knowledge	Calendar, anatomy, gender, geometry, geology, grammar, logic, mental, study, research, sphere, physician, poison, visual

6.2 Phonetics/Phonology: The phonetics of Middle English was quite different from modern English, especially noticeable in the pronunciation of vowels, which evolved significantly during the **Great Vowel Shift**. These shifts were accompanied by changes in consonant realization, particularly the pronunciation of many letters that became silent in certain positions. As Crystal (1995) explains:

- /k/ before /n/ in *knight*
- /g/ before /n/ in *gnaw*
- /l/ before vowels and /f/, /v/, /k/; e.g., *calfe*, *halve*, *folk*

Several consonant sounds began to be spelled differently, mainly due to French influence. For instance, Old English /sc/ was gradually replaced by /ʃ/ (sh) or /tʃ/ (ch).

In summary, here is a list of Middle English consonants and vowels according to Crystal (1995, p. 42):

Consonants: /p/, /b/, /t/, /d/, /k/, /g/, /tʃ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, /j/, /f/, /v/, /s/, /z/, /θ/, /h/

Long vowels: /i:/, /e:/, /u:/, /o:/, /ɑ:/, /ɛ:/

Short vowels: /ɪ/, /ɛ/, /ə/, /ɔ/, /ʊ/, /a/, /ʌ/

Diphthongs: /æɪ/, /eɪ/, /aɪ/, /uɪ/, /oɪ/, /ɪʊ/, /ɛv/, /av/, /ɔɪ/

6.3 Grammar: Compared to vocabulary and phonology, **French influence on English grammar** was minimal but still noteworthy. One clear area is **word order**, especially in noun phrases where the adjective follows the noun—a structure typical in French:

- *attorney general*
- *surgeon general*
- *court martial*

French also contributed many **affixes**, enriching English morphology:

- **Prefixes:** con-, de-, ex-, pre-, en-, pro-, trans-
- **Suffixes:** -ee, -ance, -ant, -ation, -ment, -ism, -ity, -able, -al, -ous, -fy, -ize

Additionally, some **idioms** and expressions were borrowed from French either directly or through translation:

- *force majeure, vis-à-vis, vice versa* (borrowed directly)
- *it's me* (from *c'est moi*), *that goes without saying* (from *cela va sans dire*)

As Lawless (2006) observes:

“French had much less influence on English grammar, but you can see a few elements... One notable example is found in the word order of expressions like ‘attorney general’, where English uses noun + adjective, which is typical of French.”
(Lawless, 2006, p. 5)

Some illustrative examples:

English Word	French Loan	Modern French Equivalent
Ask	Question/Demand	Questionner/Demander
Fear	Terror	Terreur
Time	Age	Temps / Âge
Begin	Commence	Commencer

Kingly	Royal	Royal
Child	Infant	Enfant
Beg	Pray	Prier

7. Differences and Similarities between French and English

The English language has been significantly shaped by contact with many other languages throughout its history. Among these, Latin, German, Portuguese, Greek, and especially **French** have had considerable influence. As Marcheteau et al. (1997) note:

“English of today is the result of successive linguistic influences, connected to waves of invasions which has a long historic evolution. During the Renaissance (15th–16th centuries), the intense activity of translators and writers enriched English with numerous words of Germanic, Latin, Greek, Italian, Spanish, Portuguese, and French origins.”
(Marcheteau et al., 1997, pp. 33–41)

Among these languages, **French** played a particularly important role. Following the Norman Conquest of 1066, French and English coexisted in England for several centuries. Rather than merging into a single bilingual system, they functioned in a **diglossic** environment. Dalton-Puffer (1961) clarifies:

“French has had a great impact upon the English language. The findings of Berndt and Richter would suggest that this can hardly have happened through mass bilingualism. The linguistic situation in England after the conquest is probably best described in terms of diglossia.”
(Dalton-Puffer, 1961, p. 7)

This long-standing contact led to a **binary linguistic relationship** between English and French: on one hand, they are distinguished by fundamental structural and grammatical **differences**; on the other, they are **closely connected** due to centuries of lexical, phonological, and even syntactic **similarities**.

7.1 Key Differences:

- **Language Family:** English is a Germanic language, while French is a Romance language (derived from Latin).
- **Word Order:** French often uses noun + adjective structures (e.g., *vin rouge*), while English prefers adjective + noun (e.g., *red wine*). However, legal and military terms in English sometimes retain the French order (e.g., *court-martial*).
- **Pronunciation and Phonology:** French phonetics includes nasal vowels and more consistent orthography, while English has irregular spelling and a broader range of vowel sounds.
- **Grammar and Morphology:** French uses grammatical gender, more complex verb conjugations, and agreements in number and gender. English has largely abandoned these features.

7.2 Key Similarities:

- **Lexical Borrowing:** A significant portion of English vocabulary is of French origin, particularly in law, art, literature, cuisine, and administration.
- **Cognates:** Many English and French words share the same roots, making them recognizable to speakers of either language (e.g., *animal*, *nation*, *important*).
- **Formal Registers:** French-derived words in English are often used in more formal contexts, creating a stylistic register contrast within English (e.g., *ask* [Germanic] vs. *inquire* [French]).

The intertwined history of English and French illustrates both divergence and convergence in their evolution. Despite originating from different language families, their centuries-long interaction—especially after the Norman Conquest—has led to deep mutual influence, making them **distinct yet interrelated languages**.

7.2.1 Pronunciation, Spelling, and Phonology

English pronunciation has been significantly influenced by French phonological features. While Old English primarily included unvoiced fricative sounds such as [f], [θ] (as in *thin*), and [ʃ] (as in *shin*), French influence contributed to the development and distinction of their voiced counterparts: [v], [z], and [ʒ] (as in *mirage*).

A notable challenge in pronunciation arises due to fundamental differences between the phonological systems of English and French. For instance, French speakers often struggle with vowel contrasts in minimal pairs such as *ship/sheep*, *live/leave*, and *full/fool*. This difficulty stems from the French system's limited vowel length distinctions and the reduced use of the tongue tip for articulation. Additionally, the English "th" sounds [θ] and [ð], found in words like *think*, *the*, and *clothes*, are often mispronounced by French learners, who may substitute them with [s], [z], or [d].

One frequent phonological issue among French native speakers is the omission of the /h/ sound at the beginning of English words. A sentence such as “Has Harry heard about her?” may be pronounced as “’As ’Arry ’Eard about ’Er?” due to the absence of the aspirated /h/ in standard French phonology.

Another area of difficulty is word stress. English features unpredictable stress patterns, especially in multisyllabic words and cognates. In contrast, French stress typically falls on the final syllable and is more regular. English also employs vowel reduction in unstressed syllables—such as the use of the schwa /ə/—a feature not present in French. French learners often avoid this reduction, leading to overly full pronunciations that sound unnatural in English.

Additionally, there are clear differences in syllabication. French tends to favor **open syllables** (ending in vowels), while English often prefers **closed syllables** (ending in consonants). For example:

- French: *animation* → [a ni ma sjɑ̃]
- English: *animation* → [ˌæn.ɪˈmeɪ.ʃən]

French vowels are generally shorter and more consistent in quality than English vowels, which can change tonality depending on stress and surrounding phonemes. In English, many vowels are diphthongized or lengthened, particularly in stressed syllables.

In summary, the differences in pronunciation, stress, and syllable structure between French and English present significant challenges for French speakers learning English. These phonological differences often manifest in characteristic features of French-accented English.

7.2.2 Morphology

In terms of syllable structure, French typically favours **open syllables**, where syllables end in vowels. In contrast, English tends to use **closed syllables**, with syllables ending in

consonants. This morphological difference impacts word construction and pronunciation in both languages.

Nouns:

Both French and English have singular and plural noun forms, and each language marks pluralization differently. A key difference is **grammatical gender**:

- In **French**, all nouns have gender—either **masculine** or **feminine**. Generally, words ending in *-e* are feminine (e.g., *la voiture*, *la table*), although this is not a strict rule.
- In **English**, **natural gender** is typically used—gender reflects biological sex (e.g., *he*, *she*, *it*), and nouns themselves are generally **gender-neutral** (e.g., *table*, *car*).

7.2.3 Grammar

The grammatical influence of French on English is minimal compared to its impact on vocabulary and phonology. As **Lawless (2006)** points out:

“French had much less influence on English grammar, but you can see a few elements of French grammar in the English language. One notable example is found in the word order of expressions like ‘attorney general’ and ‘surgeon general’, where English uses noun + adjective, which is typical of French rather than the normal word order of adjective + noun.”
(Lawless, 2006:5)

Despite some minor influences, both languages share key grammatical structures, such as:

- The **subject–verb–object (SVO)** word order
- The use of **auxiliaries** and **participles**
- Recognition of **active and passive voice**
- Expression of **past, present, and future tenses**

However, a significant difference lies in the use of **auxiliary verbs**.

- English frequently uses **do-support** for questions and negatives (e.g., *Do you know?* / *I don't know*), which **French does not**.
- French learners of English often commit errors due to **negative transfer**, such as incorrect word order: *He is rich?* instead of *Is he rich?*

7.2.4 Syntax

At the syntactic level, both English and French are **right-branching** languages, meaning that heads of phrases tend to precede their complements. Despite these structural similarities, functional differences exist in how phrase types operate within each language.

Prepositions

Both languages use **prepositional phrases** to complete verb meanings. For example:

- English: *to look for*
- French: *chercher* (used without a preposition)

This shows that while both systems depend on prepositions for meaning, their usage is not always parallel. A common learner error is **overusing prepositions** in English due to direct translation from French.

7.2.5 Semantics

Vocabulary

French and English share a vast number of **true and false cognates**, owing to their intertwined linguistic histories. According to **Kendris (1990)**:

“A cognate is a word whose origin is the same as another word in another language. There are many cognates in French and English whose spelling is sometimes identical or very similar. Sometimes they appear to be related because of similar spelling, but they are not true cognates.”

(Kendris, 1990:19)

True cognates (also called *les vrais amis*) are beneficial for learners, as they often share spelling and meaning. **Lawless (2006)** emphasizes:

“For English speakers, one of the nice things about learning French is that there are some hundreds of true cognates—words which look similar in the two languages and have the same or similar meaning. These are nearly always nouns or adjectives.”

(Lawless, 2006:7–8)

However, learners must also be cautious of **false cognates** (or *faux amis*), which appear similar but have different meanings, such as *library* (EN) vs. *librairie* (FR), which actually means *bookstore*.

The historical and linguistic relationship between French and English is one marked by deep and long-lasting influence, particularly following the Norman Conquest of 1066. This contact led to significant transformations in English across various linguistic levels—especially in phonology, vocabulary, and spelling.

At the phonetic and phonological level, French introduced new sounds and distinctions to English. The voiced fricatives /v/, /z/, and /ʒ/ were either reinforced or newly introduced, differentiating English from its earlier Germanic phonetic inventory. Other notable effects included silent letters, changes in syllable structure, and the influence on stress patterns and vowel articulation.

In terms of spelling and pronunciation, French orthographic norms were adopted in place of Old English patterns. Spelling conventions such as qu replacing cw, and ch or sh replacing c or sc, exemplify the French influence. Additionally, many French loanwords preserved their original spelling but underwent Anglicized pronunciation.

Though grammar remained relatively unaffected, French contributed some syntactic structures and morphological elements. The English use of noun + adjective order in legal and military terms (e.g., attorney general) mirrors French syntax. Morphological influence is seen in the incorporation of numerous French prefixes and suffixes into English word formation.

In syntax, both languages share the subject–verb–object (SVO) structure and right-branching tendencies, but they differ in verb–preposition combinations and auxiliary verb usage. French learners of English often struggle with English-specific constructions such as do-support in questions and negatives.

At the semantic level, the vocabulary of English has absorbed a substantial number of French words, including many true cognates and false friends. This lexical borrowing enriched English in areas such as law, art, cuisine, government, and fashion. While many words retained their French meanings, others shifted or diverged over time, contributing to both ease and confusion for language learners.

In conclusion, while English and French remain distinct languages, their shared history and prolonged contact have created profound linguistic parallels. French influence on English

is most prominent in vocabulary, pronunciation, and orthography, with more limited but noteworthy effects on morphology, grammar, and syntax. Understanding these historical and structural connections not only sheds light on the evolution of English but also offers valuable insights for language learners, educators, and linguists alike.

8. Differentiating between Foreign Language and Second Language

Although the terms "second language" and "foreign language" are often used interchangeably, researchers have highlighted distinctions between the two. These distinctions are reflected in acronyms such as TESL (Teaching English as a Second Language) and TEFL (Teaching English as a Foreign Language), which emphasize different instructional contexts.

8.1 Second Language

According to the Merriam-Webster Dictionary, a second language (L2) is a language learned in addition to one's native language. For instance, many French speakers in Algeria consider French to be their second language because they acquire it at an early age and use it regularly, even though it is not the country's official language. In Algeria, French is commonly used in various domains, and public signs are often displayed in both Arabic (the mother tongue) and French.

- **Sturn (1983) provides a detailed definition:** "The term 'second language' has two meanings. First, it refers to the chronology of language learning. A second language is any language acquired (or to be acquired) later than the native language. Second, the term 'second language' is used to refer to the level of language command in comparison with a primary or dominant language. In this second sense, 'second language' indicates a lower level of actual or perceived proficiency. Hence 'second' also means 'weaker' or 'secondary'" (Sturn, 1983, pp. 12–13).

A second language is often an official or nationally recognized language, essential for participation in political, economic, and educational spheres. Learners receive language input both within and outside the classroom, enabling them to apply what they learn in real-life contexts—similar to how children acquire their first language.

8.2 Foreign Language

According to Richards and Schmidt (2002), a foreign language is one that is not the native language of a large number of people in a given region and is not commonly used in

government, media, or other public communications. They note that foreign languages are typically studied to communicate with non-native speakers or to read texts in the target language (p. 206). Similarly, Rivers (1981) emphasizes the cultural value of learning a foreign language:

"The learning of a foreign language contributes to the education of the individual by giving him access to the culture of a group of people with whom he does not have daily contact" (Rivers, 1981, p. 9).

- **Wilkins (1972) defines a foreign language situation as:** "A foreign language situation is one in which the target language is not the mother tongue of any group within the country where it is being learned and has no internal communication function either" (Wilkins, 1972, p. 122).

Foreign languages are generally taught in environments where community members do not use the language in their daily lives.

Harmer (2007) further clarifies the distinction between English as a Second Language (ESL) and English as a Foreign Language (EFL). He explains that EFL is typically learned for international communication, tourism, or business and is often taught in the learners' home countries or through short courses in English-speaking nations. ESL learners, however, usually reside in English-speaking countries and must learn English to function effectively in everyday situations, such as finding housing or accessing healthcare (Harmer, 2007, p. 19).

9. Teaching English as a Foreign Language in Algerian Primary School

Teaching English as a foreign language (TEFL) in Algerian primary schools plays a crucial role in promoting linguistic diversity, intercultural communication, and global citizenship among young learners. The rationale behind introducing English at this early stage is the belief that starting language acquisition young provides students with more time to become proficient, a concept supported by Brewster et al. (2004).

As Crystal (1997) highlights, English has become an increasingly vital global lingua franca. It serves as a potent tool for success across scientific and technological domains, as well as a medium for international and intercultural exchange. Consequently, equipping Algerian students with English language skills from a young age is fundamental for their academic and professional success in today's interconnected world.

Introducing English instruction at the primary level offers numerous advantages for Algerian students. In fact, Algerian President Abdelmadjid Tebboune emphasized in a 2019 interview with El Bilad TV that English would be Algeria's primary focus among foreign languages, as it facilitates connection with the world. Firstly, it establishes a solid foundation for language acquisition, allowing students to develop key skills such as listening, speaking, reading, and writing. Secondly, English proficiency broadens students' access to educational resources, international opportunities, and advancements in fields like science, technology, and commerce. Furthermore, learning English fosters cultural understanding and tolerance as students engage with the diverse perspectives and cultures present in English-speaking nations.

Despite its importance, TEFL in Algerian primary schools faces several obstacles. Limited resources, including a scarcity of qualified teachers, instructional materials, and technology, impede effective language instruction. Additionally, the prominence of Arabic and French as primary languages of instruction presents linguistic and pedagogical challenges for integrating English into the curriculum. Cultural factors and societal attitudes towards foreign languages can also influence students' motivation and engagement in English language learning.

In conclusion, teaching English as a foreign language in Algerian primary schools is essential for preparing students to succeed in an increasingly globalized world. As President Abdelmadjid Tebboune reiterated on July 30, 2022, "for us, the French language is the spoils of war, but English is an international language that will be taught from the start of the school year so that Algeria can reach universality." By investing in primary-level English language education, Algeria can empower its students to become effective communicators, critical thinkers, and global citizens capable of thriving in diverse cultural and linguistic environments.

9.1 The Challenges of Teaching English in Primary School

Teaching English to primary school children presents unique challenges due to inherent differences in how children and adults learn. These challenges stem from both internal factors (related to the learner and teacher) and external factors (related to resources and environment).

9.1.1 Internal Challenges: Internal challenges are primarily linked to pedagogical competence, motivation, and identity.

9.1.2 Pedagogical Competence: This refers to a teacher's ability to effectively manage student learning. It encompasses lesson planning, teaching implementation, and student

assessment (Susilo, 2011; Purnama et al., 2021). Teachers often struggle to implement modern strategies like Communicative Language Teaching (CLT) and Task-Based Learning and Teaching (TBLT).

9.1.3 Motivation: Motivation is crucial for language acquisition (Gardner, 1985). It's challenging to motivate children due to diverse learning drives and varying comprehension levels. Infrequent assessment of student progress can diminish motivation, especially for those with lower proficiency. Educators must use varied teaching strategies and provide individualized support. Parental involvement is also vital, as it fosters a sense of importance and engagement in English learning.

9.1.4 Identity: Teaching English while nurturing students' national identity is a delicate balance. It involves instilling pride in cultural heritage alongside language acquisition (Cahyati & Madaya, 2018). This requires careful planning and understanding of cultural differences.

9.1.5 External Challenges: External challenges largely involve textbooks, teacher proficiency, and class size.

9.1.6 Textbooks: Textbooks are fundamental for language learning, providing structure and materials (Garinger, 2001; Sheldon, 1988). However, many countries face issues with insufficient availability, poor quality, and ineffective use of these materials (Eliot & Corrie, 2015). Quality textbooks must be regularly updated and free from stereotypes (UNESCO, 2017).

9.1.7 Teacher Proficiency: A teacher's English proficiency directly impacts their teaching effectiveness. Lower proficiency can lead to reduced self-confidence, difficulty interacting with students, and slower comprehension of materials. Successful teachers need both professional competence (including English proficiency) and pedagogical competence (Richard, 2011). Training programs can help teachers develop these skills, especially for teaching young learners.

9.1.8 Class Size: Overcrowded classrooms pose a significant problem, making it hard for teachers to use learner-centred approaches. The British Council (2016) suggests an optimal class size of 15-20 students. Larger classes make it challenging to ensure active student engagement, monitor individual progress, and provide personalized attention (Wang & Zhang, 2011). Teachers need effective strategies and adaptability to manage diverse needs in large groups.

Conclusion

This chapter explores Algeria's complex linguistic environment, examining the interplay of various languages and the country's multilingual nature. It begins by outlining Algeria's language policy, which shapes the roles and prominence of different languages in society.

A significant focus is placed on English in Algeria, tracing its status and historical development. The chapter then delves into the dynamic competition between French and English, two major foreign languages in the country. It analyzes their interaction and mutual influence, with a specific section dedicated to the impact of French on English. While also touching upon the differences and similarities between French and English, the chapter importantly clarifies the distinction between a foreign language and a second language within the Algerian context.

Finally, the chapter shifts its attention to teaching English as a Foreign Language (TEFL) in Algerian primary schools. It highlights the rationale behind this initiative and, crucially, addresses the challenges of teaching English at this foundational level. These challenges range from pedagogical considerations and student motivation to resource limitations and the broader linguistic environment.

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Part Two

Practical Part

Chapter Two: Research Methodology and Data Analysis

Introduction

2.1 Research Methodology

2.2 Research sample

2.3 Data collection Tools

2.3.1 The Questionnaire

2.3.2 The interview

2.4 Data analysis

2.4.1 Questionnaire results analysis

2.4.2 Interview results

2.4.2.1 French teachers interview analysis

2.4.2.2 English teachers interview

2.5 Discussion of the Findings

Conclusion

Introduction

The present chapter explains the research methodology . Thus, it describes the subject of the study , data collection tools and methods used for data analysis . This chapter concludes with presentation and interpretation of findings of the study .

2.1 Research Methodology

The present study adopts a mixed-methods approach to investigate the impact of French as a second language on the teaching of English in Algerian primary schools. The research was conducted during the academic year 2025 in two public primary schools: *Lkhnin Bouhafs* and *Boutaba Omar*. Data were collected using two main tools: a questionnaire distributed to parents in order to gather quantitative data about their children's exposure to French and English, and interviews with English and French teachers to collect qualitative insights into classroom experiences and challenges. The combination of these tools allowed for a comprehensive understanding of how the presence of French affects the process of teaching and learning English. The results were analyzed using descriptive statistics for the questionnaire and thematic analysis for the interviews. Ethical considerations were respected throughout the study, with all participants informed about the purpose of the research and their voluntary participation.

2.2 Research sample

This study consisted of fourth year primary school , along with a selection of their parents and language teachers . this sample was purposefully chosen to reflect a relevant and focused representation of learners at this educational stage . By targeting this specific level .

2.3 Data collection Tools

This research adopted both quantitative and qualitative approaches . A quantitative method was employed through a structured questionnaire distributed to parents , aiming to explore their perspective and attitudes regarding the subject of this study . Additionally , a qualitative method was implement through interviews conducted with teachers of both French and English , in order to gather in-depth insights and comprehensive information that would enrich and support the findings of this research.

2.3.1 The Questionnaire

The questionnaire is one of the main tools used in research studies. It consists of a set of questions used to collect information from people about something. Questionnaire are widely used by researchers because they provide quick and efficient way of obtaining large amount of information from the respondents, and the results they reveal can be easily quantified by researchers either manually or through the use of software packages such as SPSS.

In this study, the researcher designed and administered a questionnaire to the pupil's parents in order to gain deeper insights into how the presence of French as a second language may influence the teaching and learning of English on Algerian primary schools. The goal was to explore parents' perceptions and lived experiences, acknowledging their crucial role in supporting their children's language development.

2.3.2 The interview

The interview is a qualitative research method that involves open-ended questioning to engage participants in meaningful dialogue and gather in-depth information on a given topic. In this study, the researcher conducted interview with French and English language teachers from two different primary schools. Each interview consisted of ten open-ended questions, carefully designed to elicit thoughtful responses. These interviews aimed to complement the data gathered through experience-based understanding of how the presence of French as a second language may influence the teaching of English.

2.4 Data analysis

2.4.1 Questionnaire results analysis

Question01: Your relationship to the child

Options	Number	Percentage
Father	38	47.5%
Mother	36	45%
Other Guardian	6	7.5%
Total	80	100%

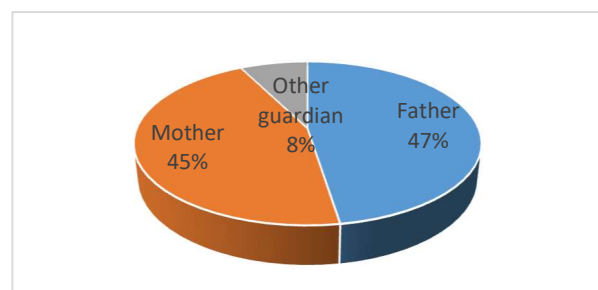


Figure 1 : Relationship to the child

Table 1 :Relationship to the child

The majority of survey participants were fathers (47.5%), closely followed by mothers (45%). A smaller percentage (7.5%) were other guardians, such as grandparents or extended family members. This balanced distribution between mothers and fathers offers a diversified parental viewpoint, enhancing the reliability of the findings. The involvement of other guardians also indicates that language learning is a shared concern among various caregivers, not limited to parents.

Question02: Does your child learn French outside of school ?

Options	Number	Percentage
Yes	13	16.3%
No	67	83.8%
Total	80	100%

Table 2 : Extra exposure to French

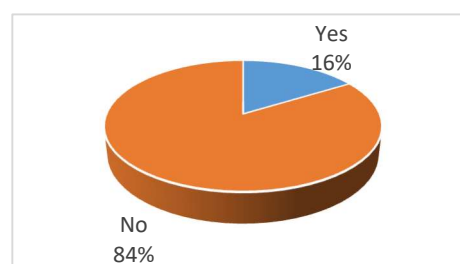


Figure 2: extra exposure to French

Only 16.3% of respondents stated that their children learn French outside of school, while a significant majority of 83.8% said no. This suggests that formal school instruction is the primary, and often the only, source of French exposure for most students. The limited engagement with French outside school may affect language retention and reinforcement .

Question 03: Have you noticed that learning French affects your child's acquisition of English?

Options	Number	Percentage
Positively affects	21	26.3%
Negatively affects	27	33.8%
Does not affect	26	32.5%
I don't know	6	7.5%
Total	80	100%

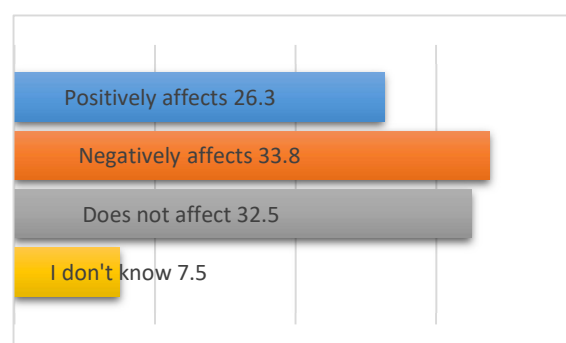


Figure 3

Table 3: The effect of learning French on English Acquisition

Parental perceptions on the influence of French on English acquisition were diverse: 33.8% believed it has a negative effect, 26.3% saw a positive influence, 32.5% believed it has no effect, and 7.5% were unsure. This variation reveals a lack of consensus among parents regarding the interaction between the two languages.

Question 04: Has your child faced difficulty in learning English as a result of studying French?

Options	Number	Percentage
Yes	24	30%
No	32	40%
Sometimes	24	30%
Total	80	100%

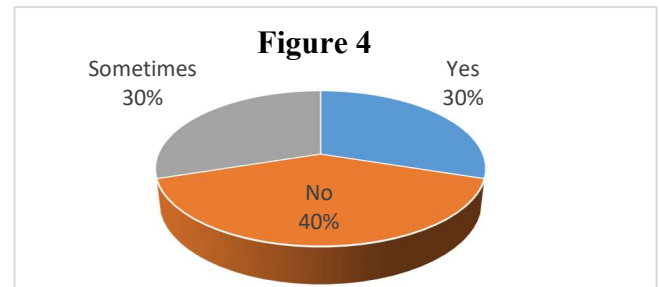


Table 4: Frequency of Difficulties in Learning English Due to Studying French

While 40% of parents reported no difficulties, 30% affirmed that their child did face challenges, and another 30% said it happens sometimes. This balanced distribution suggests that language interference may occur, but not uniformly across all learners.

Question 05: In your opinion, does learning French contribute to improving your child's acquisition of English?

Options	Number	Percentage
Yes	38	47.5%
No	26	32.5%
To some extent.	16	20%
Total	80	100%

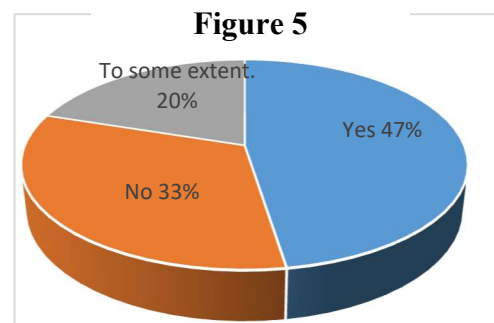


Table 5: To What Extent Learning French Helps in Acquiring English

Nearly half of the parents (47.5%) believe that learning French improves English acquisition, while 32.5% disagreed, and 20% thought it helped to some extent. This reflects a generally positive or neutral attitude toward cross-linguistic benefits.

Question 06 : Do you notice any similarities in vocabulary or grammar between French and English in your child?

Options	Number	Percentage
Yes, there is a clear similarity.	40	50%
There is no similarity	18	22.5%
Perhaps	22	27.5%
Total	80	100%

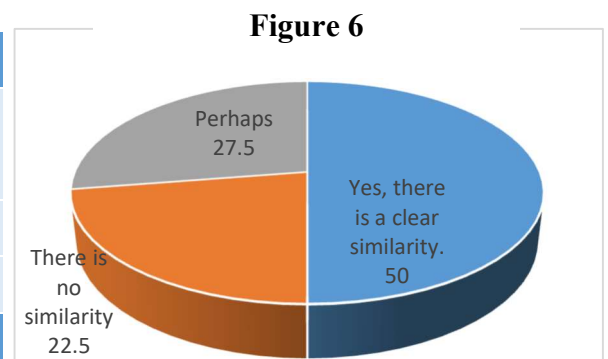


Table 6: Parents Observation of Vocabulary and Grammar Similarities between French and English

50% of respondents noticed clear similarities, 22.5% saw no similarities, and 27.5% were uncertain. The high recognition of similarities implies that cross-linguistic transfer is observable, especially in vocabulary or structure.

Question 07: Do you think that learning English helps in developing your child's skills in other languages?

Options	Number	Percentage
Yes	61	76.3%
No	7	8.8%
I don't know	12	15%
Total	80	100%

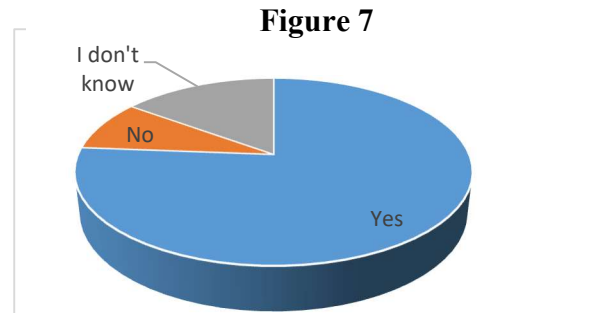


Table 7: Perceived Influence of English Learning on child's development in other Languages

A significant 76.3% of parents believe that learning English supports the development of other language skills, while only 8.8% disagreed, and 15% were unsure. This indicates a strong parental belief in the transferability of language skills.

Question 08 : Does your child use French words while speaking or reading English?

Options	Number	Percentage
Yes	16	20%
No	20	25%
To some extent.	44	55%
Total	80	100%

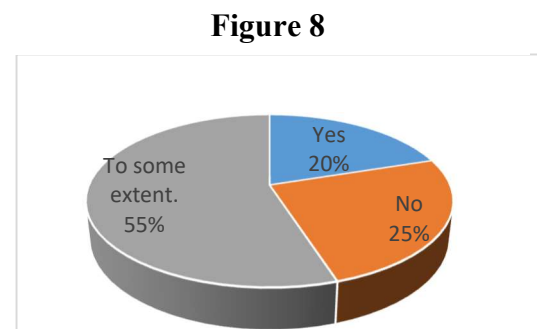


Table 8: Frequency of French Word usage when speaking or reading in English

There is a clear variation in responses, 55% of parents reported that their child does this to some extent, 20% said yes, while 25% said no. This shows that code-mixing between French and English is relatively common among children.

Question 09: Do teachers at school provide sufficient support to deal with the impact of studying French on English?

Options	Number	Percentage
Yes	28	35%
No	33	41.3%
To some extent.	19	23.8%
Total	80	100%

Figure 9

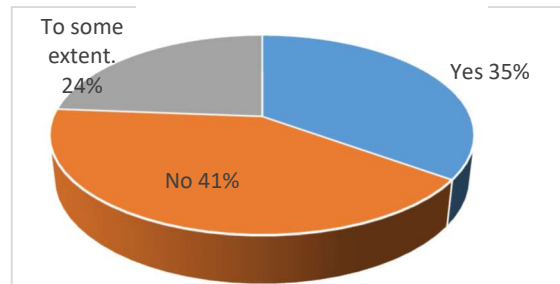


Table 9: Adequacy of school support in Managing the influence of French on English Learning

35% of parents felt that teachers provide adequate support, 41.3% said no, and 23.8% thought support was provided to some extent. This suggests that many parents perceive a lack of sufficient guidance by teachers.

Question 10: Do you believe that learning French affects your child's comprehension of English at the same time?

Options	Number	Percentage
Positively affects	26	32.5%
Negatively affects	24	30%
Does not affect	19	23.8%
I don't know	11	13.8%
Total	80	100%

Figure 10

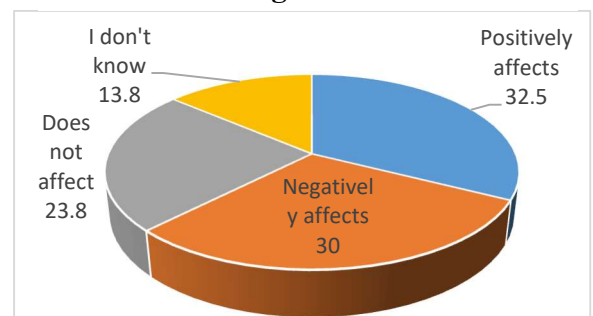


Table 10: Parental views on how Learning French Affects English Comprehension

The contradiction is very clear, 32.5% believed it has a positive effect, 30% said negative, 23.8% saw no impact, and 13.8% were unsure. This mixed response pattern highlights individual differences in learning experiences.

Question 11: Do you support teaching French only in elementary school?

Options	Number	Percentage
I agree with that.	28	35%
I do not agree with that.	44	55%
I don't know	8	10%
Total	80	100%

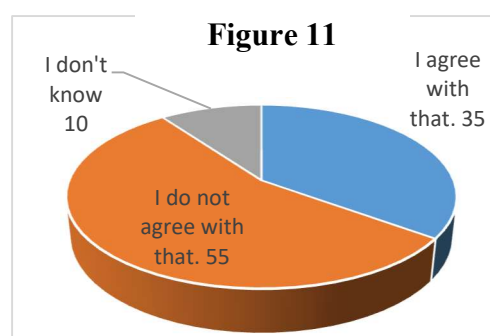


Table 11: Parents support for teaching only French at the Primary School

55% of parents disagreed with limiting French to elementary school, 35% agreed and 10% were unsure. This suggests that most parents support the continuation of French instruction beyond the primary level.

Question 12 : Were you opposed to introducing English into the elementary curriculum?

Options	Number	Percentage
Yes	27	33.8%
No	51	63.8%
I don't know	2	2.5%
Total	80	100%

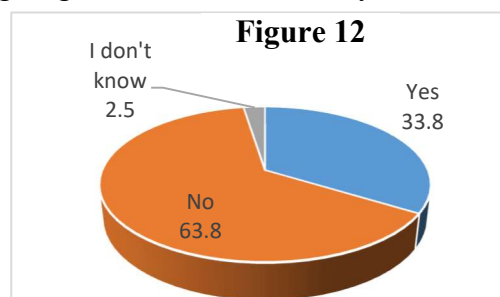


Table 12: Parental Opinion on the introduction of English in the Primary Curriculum

63.8% were not opposed, 33.8% were opposed, and 2.5% were unsure. This reflects a generally favourable attitude toward early English education.

Question 13: If you had the right to exempt your child from studying one of the two languages, which option would you prefer?

Options	Number	Percentage
Exempting my child from studying French	34	42.5%
Exempting my child from studying English	16	20%
Exempting both languages	7	8.8%
I don't know	23	28.8%
Total	80	100%

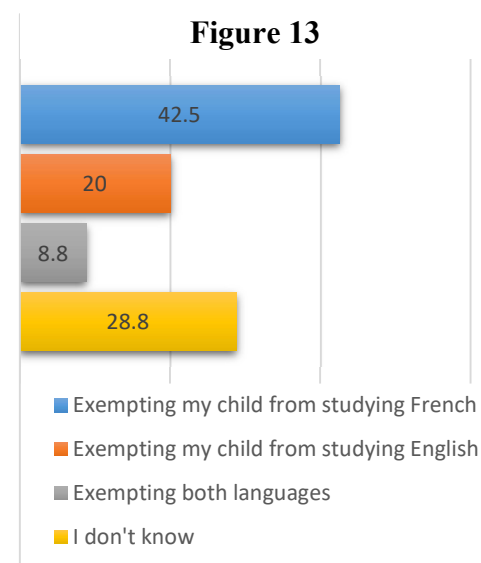


Table 13: Preferred Language for exemption if given the choice

42.5% would prefer exempting their child from French, 20% from English, 8.8% from both, and 28.8% were unsure. This shows that parents are more inclined to prioritize English over French.

Question 14: What is the most prominent problem your child faces when studying both languages together?

Options	Number	Percentage
The two languages are similar	60	75%
No problem	9	11.3%
I don't know	11	13.8%
Total	80	100%

Table 14: Main challenges reported by parents regarding simultaneous Learning of French and English

75% reported that the similarity between the two languages is the main problem, 11.3% saw no problem, and 13.8% were unsure. This suggests that language interference is a major challenge.

Question 15: How do you deal with your child mixing vocabulary between the two languages?

Options	Number	Percentage
I don't know	28	35%
I explain, guide, and advise.	52	65%
Total	80	100%

Table 15: Parents Approaches to Managing vocabulary mixing between the Two Languages

65% reported that they explain, guide, and advise their child, while 35% said they don't know how to address it. This shows high parental involvement and awareness.

Figure 14

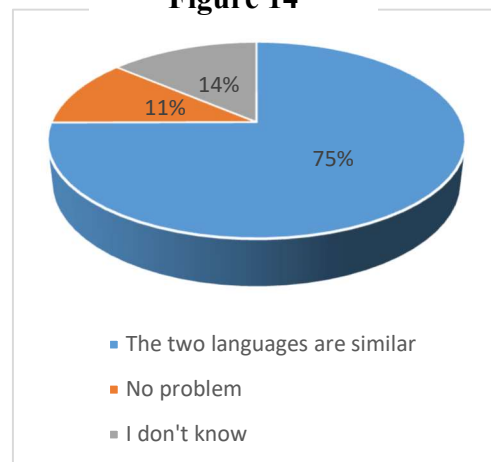
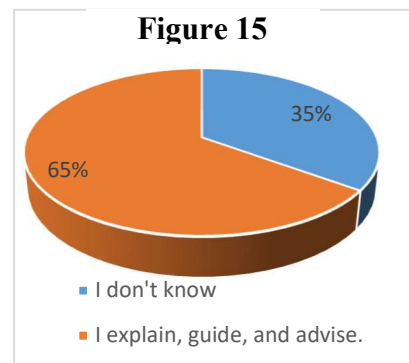


Figure 15



Question 16: Do you have suggestions to avoid mixing vocabulary between the two languages?

Options	Number	Percentage
Discontinuing French	16	20%
Supplementing lessons	37	46.3%
I don't know	27	33.8%
Total	80	100%

Table 16: Suggestions offered by parents to prevent vocabulary mixing

46.3% suggested supplementing lessons, 20% supported discontinuing French, and 33.8% were unsure. These results reflect a strong preference for educational support.

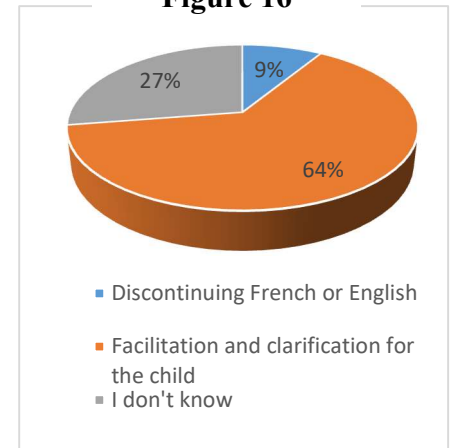
Question 17: What ideas or steps do you suggest to improve your child's learning of both languages?

Options	Number	Percentage
Discontinuing French or English	7	8.8%
Facilitation and clarification for the child	51	63.8%
I don't know	22	27.5%
Total	80	100%

Table 17: Proposed ideas and steps to enhancing Language for children

63.8% suggested facilitation and clarification, 8.8% favoured discontinuing one of the languages, and 27.5% were unsure. This shows that most parents are not against bilingual education.

Figure 16



2.4.2 Interview results

2.4.2.1 French teachers interview analysis

Question 01: What is your educational degree?

- Teacher 01: License
- Teacher 02: License

Question 02: How many years have you been teaching French language?

- Teacher 01: 13 years
- Teacher 02: 09 years

Question 03: How does learning French affect students' ability to learn English?

Both teachers agreed that early exposure to French can help pupils transition into learning English more easily, as they become familiar with foreign language structures and sounds. However, one teacher mentioned that some students might become confused or mix the two languages, especially if they have not yet developed a strong foundation in their mother tongue. Therefore, the positive impact of French depends greatly on clear and age-appropriate teaching methods.

Question 04: Is there a difference in English comprehension between those who learn French and those who don't?

The teachers observed that pupils who had prior exposure to French often showed greater readiness to understand English, particularly in pronunciation and vocabulary. However, one teacher emphasized that this difference is not general and can vary depending on factors like teaching quality and family support.

Question 05: Do French vocabulary words help facilitate English learning?

Both teachers agreed that similarities between French and English vocabulary can support pupils learning. However, one teacher cautioned that this similarity may also cause confusion if not properly explained, especially among younger learners.

Question 06: Do teaching methods in French affect how students learn English?

The teachers unanimously agreed that the approach used to teach French plays a significant role. Interactive and visual methods not only aid in learning French but also prepare students to engage with English more comfortably. They emphasized the need for consistency in teaching approaches across both languages.

Question 07: Do students who learn French develop better language skills overall?

The teachers noticed that learning French can help some pupils develop general linguistic awareness, such as sentence structure and grammar understanding. This positively influences their English learning experience. However, they also noted that such benefits are not guaranteed for all pupils and depend on individual aptitude.

Question 08: How can students benefit from learning both languages at the same time?

Both teachers recommended fun, engaging teaching strategies such as games, songs, and visual aids to help pupils learn both languages simultaneously. They also highlighted the importance of a supportive learning environment where language learning feels natural and not overwhelming.

Question 09: What was your initial reaction to introducing English alongside French in primary school?

One teacher was excited about the initiative, while the other initially had reservations, fearing it might overwhelm the students. Ultimately, they both agreed that the success of the program depends on thoughtful planning and consideration of the children's capacities.

Question 10: Is there communication between French and English teachers regarding students' progress?

Both teachers confirmed that communication exists to varying degrees. They sometimes share observations on pupils' challenges or progress, which contributes to a more holistic support system for the child.

2.4.2.2 English teachers interview

Question 01: What is your educational degree?

- Teacher 01: License
- Teacher 02: Master Two

Question 02: How many years have you been teaching English language?

- Teacher 01: 04 years
- Teacher 02: 05 years

Question 03: How do you see the impact of the French language on learning English among elementary school students?

Both teachers acknowledged that French has a noticeable influence on English learning. They agreed that pupils often rely on French reading and pronunciation patterns when engaging with English texts. One teacher emphasized the dominance of French in students' environments, while the other pointed out how pupils tend to read English words as if they were

French, especially mispronouncing vowels. Both responses highlight the strong presence of French in students' linguistic habits, suggesting it can interfere with or shape English acquisition. Some examples they give the word “The nation” in French is the same “la nation”. The difference here is in the pronunciation.

Question 04: Do you believe that learning French helps students better understand English? Why or why not?

The teachers held opposing views. One teacher believed that learning French helps pupils mainly in reading, though it may not necessarily enhance understanding of English due to interference. The other teacher disagreed, emphasizing that the two languages differ greatly in structure, pronunciation, and usage, which can lead to confusion rather than clarity. This shows a contrast in perception of cross-linguistic transfer.

Question 05: Do you face any difficulties in teaching English to students who are also learning French?

Both teachers agreed that there are challenges. They noted that pupils often confuse vocabulary, grammar rules, or pronunciation between the two languages. One teacher gave examples of sentence structure interference and similar-sounding words being mixed. Example: when a child is asked about their age in English, they might not say it correctly because they confuse it with French. In English we said “I am 8 years old.” In French they say “J’ai 08 ans”. The mistake a child can make is “I have 8 years”.

However, both also believed that with clear explanations and regular practice, pupils can learn to separate the languages effectively.

Question 06: How can the French language contribute to improving listening and pronunciation skills in English?

Both teachers recognized the potential benefits of French in developing listening and pronunciation skills in English. One pointed out that pupils become more aware of sound differences and pronunciation patterns through French, which can enhance auditory discrimination. The other emphasized insisting on correct English pronunciation, especially when pupils default to French habits. Overall, both teachers suggested that cross-linguistic awareness may help improve listening skills.

Question 07: Do you use any teaching strategies that combine both French and English? If so, how?

Both teachers admitted to using comparative strategies between French and English. One teacher described using French to explain complex grammar or vocabulary when needed, then returning to English for practice. The other confirmed allowing occasional references to French but insisted on reinforcing English terms. These responses reflect a strategic, supportive use of pupil's French knowledge to enhance English learning.

Question 08: Do you communicate with English teachers about students' progress in learning both languages?

Only one teacher explicitly stated that they regularly collaborate with other English teachers to share strategies and track pupils progress, especially in relation to French learning. This teacher emphasized the importance of collaboration for consistent instruction. The other teacher did not mention such collaboration directly.

Question 09: Is it important for a child to learn English at this level? Why?

Both teachers strongly agreed that learning English at an early age is crucial. They highlighted that young learners are more receptive to pronunciation, vocabulary, and grammar, and that starting early boosts confidence and lays the foundation for future academic and professional growth.

Question 10: What challenges could face the teacher when teaching English in primary school?

Both teachers identified multiple challenges, including short attention spans, varied learning paces, and limited exposure to English outside school. One teacher mentioned the issue of interference from French, while the other highlighted a lack of resources and parental support. Both emphasized that these factors can hinder students' language development.

2.5 Discussion of the Findings

This section discusses the results in relation to the research topic: "The Impact of French as a Second Language on Teaching English in Algerian Primary School." The study aimed to understand whether and how French language proficiency affects students' ability to learn English, and whether teachers adapt their teaching methods based on students' bilingual background.

Regarding Hypothesis 1, which suggested that parents do not perceive a significant influence of French on their children's English learning, the data contradicted this assumption. The questionnaire results showed that many parents do recognize a connection between the two languages. They reported that knowledge of French supports their children's understanding of

English, especially in vocabulary and sentence structure. This indicates that parents are aware of the linguistic transfer between French and English.

Hypothesis 2 proposed that proficiency in French positively influences the learning of English due to linguistic similarities. This was strongly supported by both the questionnaire and teacher responses. English teachers noted that students familiar with French were more confident and quicker to grasp new English vocabulary and grammar. French teachers also stated that exposure to a second language like French helps students develop general language learning strategies, which can transfer to English. However, both French and English teachers mentioned the possibility of confusion between similar structures or words if not addressed carefully.

Hypothesis 3 focused on whether teachers use specific teaching methods adapted to students' knowledge of French. This was also confirmed. Teachers reported that they sometimes use French to explain complex English concepts, especially in the early stages of instruction. They also mentioned the benefit of drawing comparisons between the two languages to help students distinguish and understand rules. Moreover, collaborative efforts between French and English teachers were seen as effective in monitoring and supporting bilingual learners.

In summary, the findings clearly demonstrate that French as a second language does influence the teaching and learning of English in Algerian primary schools. Teachers not only recognize this connection, but many actively integrate it into their teaching practices to enhance student understanding and engagement.

Conclusion

In line with the research title “The Impact of French as a Second Language on Teaching English in Algerian Primary School”, the findings of this study highlight the significant role that French plays in shaping English language instruction at the primary level. Teachers and parents alike acknowledged that proficiency in French can support students in learning English, particularly in terms of vocabulary and pronunciation, due to the linguistic similarities between the two languages. However, they also pointed out potential challenges, such as language interference and confusion, especially among young learners who lack a solid foundation in their first language.

Moreover, the data revealed that English teachers often adapt their teaching strategies based on students' proficiency in French, using comparative or supportive methods to ease the learning process. Collaboration between French and English teachers also emerged as a key factor in supporting bilingual learners' progress.

Overall, the influence of French as a second language proves to be a central factor in teaching English effectively in Algerian primary schools. It is not only an element to consider—it is a cornerstone in the design of inclusive and responsive language education practices for young learners in a bilingual context.

General Conclusion

General conclusion

In the multilingual context of Algeria, where Arabic is the first language, French serves as the dominant second language, and English is introduced as a foreign language, the interaction between these languages plays a significant role in shaping language acquisition in primary schools. This research investigated the influence of French proficiency on the acquisition of English vocabulary among fourth-year primary school pupils, focusing on how bilingual exposure—particularly to French—affects the learning process of English as a foreign language (EFL). The study also examined the role of teachers' methodologies and parental support in this linguistic dynamic.

To address this issue, the following research questions were posed

1. How does proficiency in French influence the ability of primary school students in Algeria to learn English?
2. What teaching methods do primary school teachers in Algeria use when teaching English to students who are proficient in French, and how effective are these methods?
3. Do parents find it difficult to help their children learn English due to their insufficient knowledge of French?

From these questions, three hypotheses were formulated:

1. Proficiency in French positively influences the ability of primary school students in Algeria to learn English, as linguistic similarities between French and English facilitate vocabulary and grammar acquisition.
2. Primary school teachers adapt specific teaching methods to students' bilingual background, and these methods enhance the effectiveness of English language instruction.
3. A lack of proficiency in French among parents may limit their ability to support their children in learning English.

The research is structured into two main chapters. The first chapter presents the theoretical background, covering key concepts related to vocabulary acquisition, second language influence, and the role of French and English in the Algerian education system. It

explores the cognitive and linguistic interplay between these languages, emphasizing the importance of cross-linguistic transfer in vocabulary development.

The second chapter is devoted to the practical aspect of the study. It includes the data collection tools, which comprised questionnaires administered to parents and interviews conducted with primary school teachers of English and French. The aim was to analyze perceptions, teaching practices, and the challenges faced in supporting English learning within a bilingual (Arabic-French) environment.

The findings indicate that students with a higher proficiency in French tend to perform better in acquiring English vocabulary. This supports the first hypothesis, confirming that lexical and structural similarities between French and English can facilitate cross-linguistic transfer, aiding vocabulary retention and comprehension.

Regarding the second hypothesis, results from teacher interviews revealed that educators often adapt their teaching methods to align with the students' knowledge of French. Teachers reported using contrastive analysis, translation strategies, and familiar linguistic patterns to bridge the gap between the two languages, which enhanced comprehension and vocabulary acquisition. This confirms that bilingual-aware instruction contributes positively to the learning process.

As for the third hypothesis, the data gathered from parental questionnaires showed that some parents, especially those with limited knowledge of French, reported difficulties in assisting their children with English homework. These parents expressed a lack of confidence and limited ability to explain linguistic similarities or differences between French and English, which sometimes affected their children's exposure and practice at home.

In conclusion, the research highlights the significant role that French proficiency plays in English vocabulary acquisition among Algerian primary school pupils. It demonstrates that while French can serve as a supportive bridge to English learning due to linguistic similarities, challenges still exist—particularly when parental support is limited. These findings emphasize the need for inclusive teaching approaches that consider students' bilingual backgrounds and the development of resources to engage both learners and their families in the language learning journey.

Recommendation and suggestions

The findings of this study aim to propose several recommendations for enhancing the teaching of English vocabulary in Algerian primary schools, particularly in contexts where French is already established as a second language. The following suggestions should be considered:

- Curriculum designers should take into account the linguistic overlap between French and English and incorporate contrastive approaches that help learners recognize similarities and differences between the two languages.
- Teachers should implement teaching strategies that leverage learners' prior knowledge of French to facilitate English vocabulary acquisition, such as using cognates, translation techniques, and bilingual glossaries.
- Training programs should be offered to English teachers, equipping them with pedagogical tools and methods for managing bilingual classrooms, with an emphasis on cross-linguistic influence and vocabulary instruction.
- Parents should be encouraged and guided to participate in their children's English learning, even if their proficiency in French is limited, through simplified bilingual resources and home-based vocabulary activities.
- School administrations should promote collaborative efforts between French and English language teachers to design integrated lesson plans that avoid confusion and maximize the benefits of bilingualism.
- Further research is recommended to explore the long-term cognitive effects of introducing two foreign languages in early education, especially regarding vocabulary retention and language interference.
- Awareness campaigns could be organized to help families and educational stakeholders understand the role of French as a linguistic bridge, and not necessarily a barrier, in the learning of English.

By adopting these recommendations, it becomes possible to create a more effective and inclusive learning environment where learners' bilingual backgrounds are not only acknowledged but actively used as a resource in the development of English vocabulary and overall language proficiency.

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Appendices

Appendix01

Parents' questionnaire in Arabic

تأثير اللغة الفرنسية على تدريس اللغة الإنجليزية في الطور الابتدائي في المدارس الجزائرية
هذا الإستبيان الموجه للأباء هو جزء من البحث للحصول على شهادة الماستر في اللغة الإنجليزية و هدفنا منه دراسة
موقفكم تجاه هذا الموضوع. يرجى الإجابة على الأسئلة التالية بناءً على تجاربكم الشخصية؛ فإن ملاحظاتكم مهمة لتطوير
طرق التدريس ودعم تعلم الأطفال. نرجو منكم الإجابة بعلامة صحيح/ عند كل دائرة °

استبيان حول تأثير تعلم اللغة الفرنسية على اكتساب اللغة الإنجليزية لدى تلاميذ المرحلة الابتدائية

أولاً: البيانات الأساسية

1. العلاقة بالطفل:

- الأب
- الأم
- ولي أمر آخر

ثانياً: معلومات عن تعلم اللغة الفرنسية

2. هل يتعلم طفلك اللغة الفرنسية في أماكن غير المدرسة؟

○ نعم

○ لا

ثالثاً: تأثير تعلم اللغة الفرنسية على اكتساب اللغة الإنجليزية

4. هل لاحظت أن تعلم اللغة الفرنسية يؤثر على اكتساب طفلك للغة الإنجليزية؟

- يؤثر بشكل إيجابي
- يؤثر بشكل سلبي
- لا يؤثر
- لا أدري

6. هل واجه طفلك صعوبة في تعلم اللغة الإنجليزية نتيجة لدراسته للفرنسية؟

- نعم
- لا
- أحياناً

7. برأيك، هل يسهم تعلم اللغة الفرنسية في تحسين اكتساب طفلك للغة الإنجليزية؟

- نعم
- لا
- إلى حد ما

8. هل تلاحظ وجود تشابه في المفردات أو القواعد بين اللغتين الفرنسية والإنجليزية عند طفلك؟

- نعم، هناك تشابه واضح

- لا يوجد تشابه
○ ربما
9. هل ترى أن تعلم اللغة الإنجليزية يُساعد في تطوير مهارات طفلك في لغات أخرى؟
○ نعم
○ لا
○ لا أدري
10. هل يستخدم طفلك كلمات فرنسية أثناء تحدثه أو قراءته للإنجليزية؟
○ نعم
○ لا
○ أحياناً
11. هل يقدم المعلمون في المدرسة الدعم الكافي للتعامل مع تأثير دراسة الفرنسية على اللغة الإنجليزية؟
○ نعم
○ لا
○ إلى حد ما
12. هل تعتقد أن تعلم اللغة الفرنسية يؤثر على استيعاب طفلك للإنجليزية في الوقت نفسه؟
○ يؤثر إيجاباً
○ يؤثر سلباً
○ لا يؤثر
○ لا أدري

رابعاً: آراء أولياء الأمور حول تدريس اللغات

13. هل تؤيد تدريس اللغة الفرنسية فقط في المرحلة الابتدائية؟
○ أؤيد ذلك
○ لا أؤيد ذلك
○ لا أدري
14. هل كنت من المعارضين لإدخال اللغة الإنجليزية في المنهاج الابتدائي؟
○ نعم
○ لا
○ لا أدري
15. إذا كان لك الحق في إعفاء طفلك من دراسة إحدى اللغتين، فأأي خيار تفضل؟
○ إعفاء طفلي من دراسة اللغة الفرنسية
○ إعفاء طفلي من دراسة اللغة الإنجليزية
○ إعفاء كلا اللغتين
○ لا أدري

خامساً: التحديات والاقتراحات

16. ما هي أبرز المشكلة التي يواجهها طفلك عند دراسة اللغتين معاً؟
-
.....
.....
.....

17. كيف تتعامل مع خلط طفلك للمفردات بين اللغتين؟
-
.....
.....

.....
.....
18. هل لديك اقتراحات لتفادي خلط المفردات بين اللغتين؟
-
.....
.....

.....
.....
19. ما هي الأفكار أو الخطوات التي تقترحها لتحسين تعلم طفلك لكلتا اللغتين؟
-
.....
.....
.....

Appendix02

Parents' questionnaire in English

The Influence of French on the Teaching of English at the Primary Level in Algerian Schools

This parent questionnaire is part of a Master's research project in English. Its aim is to explore your perspective on this subject. Please answer the following questions based on your personal experience; your insights are valuable for improving teaching methods and supporting children's learning. Kindly tick ✓ the appropriate circle ° for each question.

Questionnaire on the Influence of Learning French on the Acquisition of English Among Primary School Pupils

First: General Information

1. Your relationship to the child:

- ° Father
- ° Mother
- ° Other legal guardian

Second: Information About Learning French

2. Does your child learn French outside of school?

- ° Yes
- ° No

Third: The Influence of Learning French on Acquiring English

4. Have you noticed that learning French affects your child's acquisition of English?

- ° It has a positive effect
- ° It has a negative effect
- ° It has no effect

° I don't know

6. Has your child experienced difficulty learning English due to studying French?

° Yes

° No

° Sometimes

7. In your opinion, does learning French help improve your child's acquisition of English?

° Yes

° No

° To some extent

8. Do you notice any similarities in vocabulary or grammar between French and English in your child's learning?

° Yes, there is a clear similarity

° No, there is no similarity

° Maybe

9. Do you think that learning English helps develop your child's skills in other languages?

° Yes

° No

° I don't know

10. Does your child use French words when speaking or reading in English?

° Yes

° No

° Sometimes

11. Do the teachers at school provide enough support to address the impact of learning French on English?

- Yes
- No
- To some extent

12. Do you believe that learning French affects your child's comprehension of English at the same time?

- Positively
- Negatively
- It has no effect
- I don't know

Fourth: Parents' Opinions on Language Teaching

13. Do you support teaching only French at the primary level?

- I support it
- I do not support it
- I don't know

14. Were you against the introduction of English in the primary curriculum?

- Yes
- No
- I don't know

15. If you had the choice to exempt your child from learning one of the two languages, which option would you prefer?

- Exempt my child from learning French
- Exempt my child from learning English

° Exempt my child from learning both languages

° I don't know

Fifth: Challenges and Suggestions

16. What is the main challenge your child faces when studying both languages simultaneously?

-

17. How do you deal with your child mixing vocabulary from the two languages?

-

18. Do you have any suggestions to prevent the mixing of vocabulary between the two languages?

-

19. What ideas or steps would you propose to improve your child's learning of both languages?

-

Appendix 03

Teachers' Interview

Dear Teacher,

This interview is part of a research study conducted in fulfillment of a Master's dissertation at Ghardaïa University, entitled: "The Influence of French on EFL pupils' vocabulary acquisition :case study of 4th year in primary schools". The purpose of this interview is to gather your valuable insights and experiences related to the topic under investigation.

Your participation is highly appreciated, and your responses will be treated with strict confidentiality. All the information you provide will be used solely for academic and research purposes. We kindly ask you to answer the questions as clearly and honestly as possible, based on your professional experience.

Thank you in advance for your time, cooperation, and valuable contribution to this research.

French teachers

French version

Question 01 : Quel est votre diplôme universitaire ?

Question 02 : Depuis combien d'années enseignez-vous la langue française ?

Question 03 : En quoi l'apprentissage du français influence-t-il la capacité des élèves à apprendre l'anglais ?

Question 04 : Remarquez-vous une différence dans la compréhension de l'anglais chez les élèves qui apprennent le français par rapport à ceux qui ne l'apprennent pas ?

Question 05 : Le vocabulaire français peut-il faciliter l'apprentissage de l'anglais pour les élèves ?

Question 06 : Les méthodes d'enseignement du français influencent-elles la manière dont les élèves apprennent l'anglais ?

Question 07 : Trouvez-vous que les élèves qui apprennent le français ont de meilleures compétences linguistiques en anglais ?

Question 08 : Comment les élèves peuvent-ils bénéficier plus efficacement de l'apprentissage simultané des deux langues ?

Question 09 : Quelle a été votre première impression lorsque vous avez entendu parler de l'enseignement de l'anglais à l'école primaire au même niveau que le français ?

Question 10 : Communiquez-vous avec les enseignants d'anglais au sujet des progrès des élèves dans l'apprentissage des deux langues ?

English version

Question 01: What is your educational degree?

Question 02: How many years have you been teaching French language?

Question 03: How does learning French affect students' ability to learn English?

Question 04: Do you notice a difference in students' ability to understand English compared to those who don't learn French?

Question 05: Can French vocabulary help ease the learning of English for students?

Question 06: Do the teaching methods of French influence how students learn English?

Question 07: Do you find that students learning French tend to have better linguistic skills when learning English?

Question 08: How can students benefit from learning both languages simultaneously in a more effective way?

Question 09: What was your initial impression when you first heard about teaching English in primary school at the same level as teaching French?

Question 10: Do you communicate with English teachers about students' progress in learning both languages?

English Teachers

Question 01: What is your educational degree?

Question 02: How many years have you been teaching English language?

Question 03: How do you see the impact of the French language on learning English among elementary school students?

Question 04: Do you believe that learning French helps students better understand English? Why or why not?

Question 05: Do you face any difficulties in teaching English to students who are also learning French?

Question 06: How can the French language contribute to improving listening and pronunciation skills in English?

Question 07: Do you use any teaching strategies that combine both French and English? If so, how?

Question 08: Do you communicate with English teachers about students' progress in learning both languages?

Question 09: Is it important for a child to learn English at this level? Why?

Question 10: What challenges could face the teacher when teaching English in primary school?

ملخص البحث

تستقصي هذه الدراسة تأثير اللغة الفرنسية كلغة ثانية على تعليم وتعلّم اللغة الإنجليزية في المدارس الابتدائية الجزائرية، مع تركيز خاص على تجارب التلاميذ الثنائيي اللغة في الصف الرابع. وبالنظر إلى السياق اللغوي الفريد في الجزائر، حيث تسبق الفرنسية الإنجليزية في المنهاج الدراسي، تستقصي الدراسة كيف يؤثر مستوى التلاميذ في اللغة الفرنسية على عملية تعلّمهم للإنجليزية، وكيف يقوم المدرسون بتكييف أساليبهم التعليمية تبعًا لذلك. وقد اعتمدت الدراسة على منهجية مزدوجة تجمع بين البيانات الكمية المستخلصة من استبيان موجه لأولياء الأمور، والرؤى النوعية المستقاة من مقابلات أُجريت مع معلمي اللغتين الفرنسية والإنجليزية. ويُساهم إشرارك أولياء الأمور في تقديم نظرة شاملة حول البيئة اللغوية للتلاميذ، ويسلط الضوء على دور الأسرة في دعم عملية اكتساب اللغة. أظهرت النتائج أن إتقان اللغة الفرنسية يساهم بشكل ملحوظ في تسهيل تعلّم اللغة الإنجليزية، من خلال تعزيز التعرف على المفردات، وتنمية الوعي النحوي، وتطوير استراتيجيات عامة لتعلّم اللغات. كما أفاد المدرسون بأنهم يوظفون اللغة الفرنسية بشكل استراتيجي لتبسيط المفاهيم المعقدة في اللغة الإنجليزية، والبناء على المعارف اللغوية السابقة لدى التلاميذ. وعلاوة على ذلك، كشفت الدراسة عن وجود ديناميكية تعاونية بين معلمي اللغتين الفرنسية والإنجليزية تهدف إلى تعزيز ممارسات التعليم الثنائي اللغة. وتؤكد هذه النتائج في مجملها على أهمية تقدير المهارات اللغوية الموجودة لدى المتعلمين، وضرورة تكييف الممارسات التربوية لتعكس واقع التعدد اللغوي في الفصول الدراسية. وتدعو الدراسة إلى تبني ممارسات تعليمية تُراعي النقل اللغوي بين اللغات، وتُعزّز قدرات كلّ من المعلمين والمتعلمين في بيئات التعليم متعددة اللغات.

الكلمات المفتاحية: اللغة الفرنسية، متعلمو الإنجليزية كلغة أجنبية، اكتساب المفردات،

المدارس الابتدائية، تأثير اللغة، الثنائية اللغوية.