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Title

Examining Language Confusion among Primary School Pupils Exposed to English and French as Foreign Languages

The case study of Fifth Year pupils at Mohamed Reguez Primary school in Biskra, Algeria

Dissertation submitted to the department of foreign Languages in partial fulfillment of the requirements for a Master Degree in Language Sciences

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Declaration

I " **Maroua Gasmi**" hereby declare that the dissertation titled "**Examining language confusion among primary school pupils exposed to English and French as foreign languages, case study of fifth year pupils at Mohamed REGUEZ primary school in Biskra, Algeria**" submitted to the Department of the English language and Literature at university of Mohamed KHIDER Biskra is entirely my own work, free from plagiarism, and has not been submitted to any other educational institution. I also declare that the list of references is provided forward indicating all the sources of the cited and quoted information.

Dedication

In the Name of Allah, the Most Gracious, Most Merciful.

I dedicate my work to my beloved deceased father with all my heart. Your love, strength, and wisdom continue to guide me, even in your absence. I hope I have made you proud.

To my mother, thank you for being by my side in every single moment. Your endless prayers have been the light that guides me through every challenge.

To my dear siblings-Mahdi, Ammar,And Abd Eljalil-thank you for all your encouragement and for your kind words that always came at the right moments.

To my best friend Nour, thank you for believing in me, for making challenging times enjoyable, you are my sister and part of my family

I dedicate my work to all beloved people and cherished ones, your love, support, and belief in me have been the heart behind every word of this work

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Abstract

This dissertation examines the issue of language confusion among fifth-year pupils learning English and French as foreign languages at Mohamed Reguez primary school in Biskra. The study aims to identify common patterns of confusion, investigate the causes behind them, and explore how teachers perceive and manage these challenges in a bilingual classroom context. A mixed-methods research design was used, combining a questionnaire distributed to English and French teachers with classroom observation sessions conducted in a state primary school in Biskra. The population consisted of English and French language teachers working in various primary schools in Biskra, while the sample included eighteen teachers and fifth-year pupils at Mohamed Reguez Primary School. The questionnaire focused on teachers' experiences with pupil language confusion, classroom strategies, and their perceptions of bilingual teaching effectiveness. The classroom observations allowed for the direct identification of interference between the two languages in spelling, pronunciation, grammar, and vocabulary. The findings revealed that pupils often mix linguistic elements from English and French, particularly when the languages are taught in close succession or without clear boundaries. Teachers confirmed the frequency of such confusion and emphasized the need for structured teaching methods, visual aids, repetition, and language awareness activities to reduce it. The study concludes with pedagogical recommendations to support bilingual instruction and improve language separation for young learners.

Keywords: Language confusion, bilingual education, language interference.

List of Abbreviation and Acronyms

L1: First Language

L2: Second Language

CIL: Cross-Linguistic Influence

CAH: Contrastive Analysis Hypothesis

UG: Universal Grammar

EFL: English as a foreign language

CLT: Communicative Language Teaching

TBLT: Task-Based Language Teaching

TOEFL: Test of English as a Foreign Language

IELTS: International English Language Testing System

TPR: Total Physical Response

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General introduction

Introduction

It is widely recognized that learning more than one foreign language at an early age can offer significant cognitive and communicative benefits to young learners. In Algeria, French has traditionally been the primary foreign language taught in schools due to the country's colonial past. Recently, however, Algeria has introduced English into the primary school curriculum, reflecting a broader shift towards global language integration. While this initiative marks a progressive step in language education, the simultaneous exposure to both English and French presents a new challenge for pupils which is language confusion. This occurs when learners mix elements of the two languages, such as vocabulary, grammar, or pronunciation, often due to similarities between them or limited understanding of each language's unique structure.

Moreover, introducing English alongside French at the primary level requires careful planning and support, especially as pupils are still developing their basic language skills. The fifth year of primary school is particularly critical because pupils are expected to build on their foundational knowledge of both languages. As a result, understanding how pupils handle learning two foreign languages at the same time is essential for improving bilingual education. In this context, it becomes important to investigate not only the signs of language confusion but also the role of teachers in managing this issue and the strategies they use to support pupils.

This dissertation is divided into three main chapters. The first chapter, titled Bilingualism and Language Confusion, provides a theoretical background on bilingualism and explores key concepts such as language interference, cross-linguistic influence, and code-switching, with a focus on how these affect young learners in a bilingual setting. The second chapter, English Language and Its Influence on Language Confusion, discusses the introduction of English as a foreign language in Algerian primary schools, its interaction with French, and the challenges pupils

face when learning both languages simultaneously. The third chapter, Field Work, presents the practical part of the study, including the research design, the tools used for data collection, and the analysis and interpretation of the results. Each chapter contributes to a deeper understanding of language confusion in bilingual classrooms and offers practical guidance that can support more effective teaching methods and enhance language learning in Algerian primary schools.

1. Statement of the Problem

The teaching of English as a foreign language (EFL) in Algerian primary schools alongside French has raised concerns about language confusion and interference among young learners. Since both languages share lexical similarities and some structural features, pupils often confuse vocabulary, pronunciation, and grammar rules, leading to difficulties in mastering English (Cenoz, 2001; Odlin, 1989). Despite the importance of this issue, there is limited research that focuses on how primary pupils experience language confusion in bilingual settings, and how teachers respond to it. Therefore, this study seeks to explore the nature of language confusion among pupils, identify common patterns, and examine the strategies used by teachers to manage these difficulties in the classroom.

2. Research Questions

To investigate the above problem, three research questions were asked:

1) What are the most common linguistic interferences between French and English observed in primary school pupils?

2) How do teachers perceive and address language confusion among pupils learning both French and English?

3) What teaching strategies can be implemented to minimize linguistic

interference and enhance English learning?

3. Research Aims

The aim of this study is to explore how primary school pupils who are learning both English and French as foreign languages experience language confusion. It seeks to understand the types of confusion that occur, the reasons behind them, and how teachers deal with this issue in the classroom. The study also aims to suggest effective strategies to help reduce confusion and support better language learning.

4. Significance of Study

This study is significant because it addresses a growing challenge in Algerian primary education. It will help teachers develop effective bilingual teaching. As Algeria expands its language education policy by introducing English at the primary level, it becomes increasingly important to understand how young learners cope with learning two foreign languages at the same time. Additionally, it contributes to the field of applied linguistics, offering insights into cross-linguistic influence in early language education.

5. Research design

This study emphasizes on examining language confusion among primary school pupils learning English and French as foreign languages. Data is gathered using a descriptive approach within a mixed-methods research design that combines both qualitative and quantitative methods for a thorough analysis. A questionnaire was administered to English and French teachers in primary schools in Biskra to collect their insights, experiences, and opinions regarding the effectiveness and relevance of current teaching strategies Three of them completed printed questionnaire (two English teachers and one French teacher), while the remaining fifteen responses

online. Furthermore, classroom observations were carried out with forty 5AP-b pupils to investigate how they experience and manage language confusion, and to identify the difficulties they encounter when exposed to both languages. This mixed-methods approach aims to offer a comprehensive understanding of the challenges, teacher perspectives, and possible solutions for teaching English alongside French in Algerian primary education.

Chapter one

The Influence of the French Language on Language confusion in Primary School

Introduction

In multilingual education systems, pupils are often required to learn more than one foreign language at an early age. In Algeria, French has historically played a central role in education, while English is increasingly being introduced as a global language of communication. This dual-language exposure presents both opportunities and challenges, particularly for young learners who are still developing cognitive and linguistic skills. One of the key challenges is language confusion, where pupils mix elements of French and English due to similarities or differences in structure and usage. This chapter focuses on nature and causes of language confusion, particularly among fifth-level primary school pupils. It explores how cross-linguistic influence (CLI), and interference occur in phonology, vocabulary, and grammar. Concepts such as transfer, code-switching, and false cognates are used to explain why pupils might struggle to separate the two languages clearly. Theoretical frameworks like Interlanguage Theory and Universal Grammar help frame this analysis and shed light on how learners construct their own language systems. By examining real examples of interference and confusion, this chapter aims to provide insight into how language contact affects learning.

1.1. An overview of French as a foreign language

Learning French as a foreign language opens doors to a rich cultural tradition and enhances global communication skills. Many people are first inspired to learn French because they want to interact with French-speaking people, enjoy French books and films, or find opportunities in general environment (council of Europe, 2001). Learning the language means developing skills in pronunciation, grammar, vocabulary, and understanding the cultural details that shape how the language is used.

One of the first challenges learners often encounter is French pronunciation, which differs significantly from English in terms of vowel sounds and consonant articulation (Armstong & Rogers, 2017). For instance, nasal vowels and the 'r' sound require specific training of the vocal cords. Alongside pronunciation, French grammar presents its own set of rules, such as gendered nouns, verb conjugations that vary based on tense and subject, and complex sentence structures (Ellis, 2019). Understanding these grammatical principles is crucial for forming grammatically correct sentences and achieving fluency. Moreover, expanding one's French vocabulary is a continuous process that develops through regular contact with the language using tools such as schoolbooks, music, and movies (Nation, 2013). Good vocabulary learning often includes using flashcards, reading frequently, and practicing new words in everyday conversations. In addition, being in the cultural background of the French language is very important. This means learning about daily life habits, common sayings, and the historical context that shapes how people speak (Kramsch, 1993). In addition, learning French can greatly improve a person's ability to understand and work with other cultures. By becoming familiar with the ways people in French-speaking communities communicate and what they value, learners gain important skills for interacting in different social and work settings (Byram, 1997). This cultural understanding helps build empathy and reduces confusion when speaking with people from Francophone backgrounds. In today's global world, these skills are especially important in areas like international relations, global business, and tourism.

In general, learning French as a foreign language brings many benefits in both personal and professional areas. It helps learners understand other cultures, improve their thinking skills, and increase their chances of finding job opportunities. In today's connected world these language

skills are very useful. The time and efforts spent learning French lead to meaningful personal growth and better chances to take part in global experiences.

1.2. The importance of French language in primary school

French is an important subject in Algerian primary schools because of the country's history, culture, and daily needs. Even though Algeria has a policy of using Arabic in most areas, French is still used a lot in many parts of life and is taught as a main foreign language starting in primary school (Azzouz & Khayen, 2014). There are several reasons why French continues to play a key role in early education.

To begin with, French is considered a way to connect with the wider world and brings mental benefits to young learners. Starting to learn a foreign language like French at an early age can help improve thinking skills, memory, and problem-solving abilities (Bialystok, 2001). It also helps children see the world differently by introducing them to new cultures, which can make them more open-minded. French still has an important place in Algerian society, especially in schools, businesses, and the media. Many people who went to French-speaking schools speak the language well and use it often at work. Also, many Algerians read and watch French-language newspapers, magazines, and TV programs. People's opinions about the French language in Algeria are mixed and can vary a (Laissouf, 2023). The role of the French language in Algeria's education system has gone through many changes since the Arabization policy. Between 1980 and 1991, French, which is the first foreign language in the country, was taught starting from the fourth grade in primary schools. From 1992 to 1999, there were efforts to replace French with English at the primary level. However, after the 2001 educational reform, French began to be taught starting from the second grade. Later in the 2000s, this changed again, and French started being taught from the

third year of primary school, which is still the case today (Samiaa & Boussaha, 2023). Because of this history, learning French in primary school helps prepare students for future studies and can give them more chances to succeed in French-speaking settings later. However, the addition of English as a new foreign language in Algerian primary schools is also important to think about. French has traditionally been the first foreign language taught, but now English is being added because of its rising global importance (Belhadj, 2024).
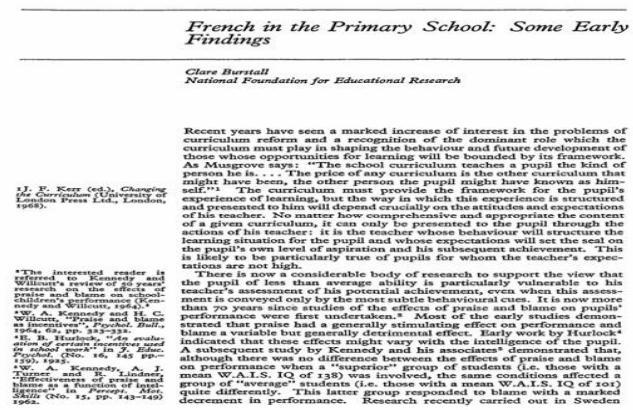
Figure 1: French in the primary school

In summary, French is still very important in Algerian primary schools. It helps children learn about French-speaking cultures and understand both the past and present of their country. Even though English is now being added to the school system, French remains a key language that gives young learners useful skills for their studies and personal growth.

1.3.   Cross-linguistic influence and language transfer

Cross-linguistic influence (CLI) refers to how knowing one language can affect the learning or use of another language (Odlin, 1989). This effect can happen in both directions and may

influence different parts of language, such as how words are pronounced, the choice of vocabulary, grammar rules, and even how people communicate in different social settings. However, Language transfer is an important part of cross-linguistic influence. It happens when a bilingual or multilingual person uses elements from one language while speaking or writing in another language (Ellis, 1994). When someone learns two languages simultaneously, cross-linguistic influence (CLI) takes place, causing one language to affect how the other is understood and used (Ludovica, 2013).

1.3.1. Definition of language transfer, interference, and code-switching

1.3.1.1. Language transfer

Odlin's (1989) explanation of transfer is frequently mentioned because it is general enough to include a variety of perspectives: "transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired" (p. 27). Odlin's definition covers both helpful (positive) and unhelpful (negative) types of transfer. This includes using too little or too much of a language structure, making mistakes like using the wrong word or directly translating from another language, misunderstanding what is heard or read, and even how long it takes learners from different language backgrounds to learn the new language (Murphy, S, 2003). In applied linguistics, transfer refers to what happens when language learners use what they already know from their first language while learning a new one. This can be helpful when both languages share similar features, leading to what is called positive transfer or facilitation. However, when the languages are different, it can cause problems known as negative transfer or interference (Arabski, J, 2006).

1.3.1.2. Interference

Interference, often used in place of negative transfer, refers to mistakes made in a second language (L2) that happen because of the influence of a person's first language (L1) or another language they learned earlier (Selinker, 1972). In addition, interference can be understood as the influence of one language on another, affecting different parts of the language such as pronunciation, grammar, vocabulary, and writing (Berthold, Mangubhai, & Batorowicz, 1997).

According to Berthold et al. (1997), phonological interference happens when features like stress, rhythm, intonation, and speech sounds from a person's first language affect how they speak the second language, often resulting in a foreign accent. Grammatical interference involves the influence of the first language on aspects such as sentence structure, pronoun usage, articles, verb tense, and mood in the second language. At the lexical level, interference appears when words are borrowed from one language and adapted to fit naturally into another. Orthographic interference occurs when the spelling rules of one language impact how words are written in the other (Skiba, R, 1997). A learner may face challenges in areas like pronunciation, word choice, and grammar when learning a second language because of the influence of existing habits from their first language and second language (Beardsmore, 1982).

Errors that occur while learning a second language are often due to interference from the learner's first language and can be grouped into three categories. The first type is developmental errors, which arise naturally during the learning process and are not directly related to the learner's first language. The second type is ambiguous errors, which result from a combination of both interference and natural development. The third type is unique errors, which do not clearly fit into either of the first two categories. Interference itself stems from existing habits formed through the

first language, and these habits must be unlearned to effectively acquire new patterns and skills in the second language (Dulay, Burt, & Krashen, 1982).

1.3.1.3 Code-switching

code-switching is the intentional and often systematic switching between two or more languages during a conversation, a sentence, or even within a single phrase. Unlike transfer and interference, which usually involve mistakes or the unintentional influence of one language on another (Grosjean, 1982). Furthermore, code-switching is a way bilingual or multilingual people communicate, and it is shaped by social, situational, and language-related factors. It doesn't mean the speaker lacks language skills; instead, it shows their ability to use multiple languages and express their identity. For instance, in Algeria, someone who speaks both French and Arabic might change between the two depending on what they are talking about, who they are speaking with, or the setting (Bentahila & Davies, 1983). In addition, Crystal (1987) explains that code-switching takes place when a bilingual speaker changes from one language to another while talking to someone else who also knows both languages. Being bilingual can mean different things, it might refer to someone who only uses a second language now and then, someone who hasn't used it for a long time, or someone who speaks it very well.

1.3.2. Theories of language acquisition (L1 and L2 influence)

Several theories attempt to explain how L1 influences L2 acquisition. Early theories like the Contrastive Analysis Hypothesis (CAH) suggested that the challenges in learning a second language (L2) could be predicted by comparing it to the learner's first language (L1). According to this view, similarities between the two languages would help learning through positive transfer, while differences would cause negative transfer or errors (Lado, 1957). However, this theory was

later seen as too simplistic because not all predicted mistakes occurred, and some errors happened even in areas where the two languages were alike.

Later, the Interlanguage Theory (Selinker, 1972) was introduced, proposing that learners of a second language create their own evolving language system, called interlanguage. This system is shaped not only by their first language (L1) but also by the input they receive in the second language (L2), the learning strategies they use, and their tendency to overapply L2 rules. Instead of viewing L1 as the only cause of learning challenges, this theory considers it as just one of several influences on the learner's language development.

The Monitor Model (Krashen, 1985), which is part of the larger Input Hypothesis, also considers the role of the first language. According to Krashen, learners use conscious knowledge of second language rules called the "monitor" mainly to check or correct what has already been produced by their subconscious language system. While the first language may have an indirect effect on the subconscious learning process, its direct influence is mostly limited to the conscious monitoring stage.

More recent views, like those based on Universal Grammar (UG) theories (e.g., White, 1989), look at how built-in language principles guide second language learning and how the first language can influence the starting point. Although UG mainly focuses on the deep structure of language, it recognizes that a learner's first language can shape how they understand and respond to second language input, which may lead them to follow different learning routes.

Sociocultural Theory (Vygotsky, 1978) highlights the importance of social interaction and support in the process of learning a language. According to this view, a learner's first language can affect the way they communicate with others in the second language and how they make use of guidance or help from more experienced speakers.

In summary, the influence of L1 on L2 acquisition is a complex and multifaceted phenomenon. While early theories focused heavily on predicting errors based on L1-L2 differences, more contemporary approaches view the L1 as one of several interacting factors that shape the learner's developing interlanguage and their journey towards L2 proficiency (Gass & Selinker, 2008). Understanding these theoretical perspectives is crucial for educators to anticipate potential areas of difficulty for learners from specific linguistic backgrounds and to develop effective pedagogical strategies.

1.4.   The influence of French on English perception

The impact of French on how English is understood is an important subject, mainly affecting vocabulary, but also influencing spelling, and to a smaller degree, pronunciation and grammar (Crystal, 2003; Freeborn, 1992). French and English share interferences in several aspects, including pronunciation (phonology), vocabulary (lexicon), and grammar.

1.4.1. Phonological interference

Phonological interference, also called pronunciation difficulties, occurs when the sound patterns of a learner's first language (L1) affect how they pronounce words in a second language (L2) (Odlin, 1989). Since French and English have different sound systems, learners often face certain expected pronunciation problems when switching between the two. Below are some typical examples of how this interference appears between French and English:

Table 1: Phonological Interference Between French and English

Type of Interference	Explanation	Example of Errors

1. *Absence of /h/ in French*	The letter "**h**" is silent in French. French learners often omit the English /h/ sound.	- "house" → [aʊs] instead of [haʊs] - "history" → "istory"
2. *Difficulty with "th" sounds*	French lacks the /θ/ (as in "thin") and /ð/ (as in "this"). These are often replaced with familiar French sounds.	- "think" → [sɪŋk] or [tɪŋk] - "this" → [zɪs] or [dɪs]
3. *Vowel Differences*	English has more vowel sounds and diphthongs than French, making them hard to distinguish and reproduce.	- "ship" vs. "sheep" → /ɪ/ vs. /iː/ confusion - "cat" → [kat] - "car" → [kar] - "go" pronounced with a monophthong instead of [goʊ]
4. *English /r/ sound*	French uses a **uvular /ʁ/**, whereas English uses a retroflex or bunched /r/. This gives French-accented English a distinct sound.	- "red" → [ʁɛd] instead of [ɹɛd] - "right" → [ʁaɪt]
5. *Final consonant pronunciation*	Many final consonants are silent in French, but not in English. Learners may omit them when speaking English.	- "cat" → [kæ] instead of [kæt] - "bus" → [bʌ] instead of [bʌs]
6. *Word stress and rhythm*	French is syllable-timed, and stress tends to fall on final syllables.	- "hospital" → ho-SPI-tal instead of HOS-pi-tal

	English is stress-timed, with varied syllable length and stress placement.	
7. Nasal vowels	French has nasal vowels that do not exist in English. These may be overused or poorly substituted in English speech.	- "man" → nasalized as [mɛ̃n] - "bon" → [bɔ̃n] instead of [bɒn]

1.4.2. Lexical interference

Lexical interference arises when word similarities between two languages such as French and English cause learners to mistakenly assume they share the same "faux amis" in French, which are words that look or sound alike in both languages but differ in meaning. It can also occur due to partial overlaps in vocabulary or variations in how certain words are used (Ringbom, 2007).

Echeverria (2012) illustrated that "cognates are items of vocabulary in two languages that have the same roots and can be recognized as such" (p. 1).

1.4.2.1. False cognates

False cognates are a major cause of lexical interference, as their similar appearance often misleads learners into assuming they share the same meaning, even when they do not (Swan & Smith, 2001). This can result in mistakes that are sometimes amusing or potentially awkward in conversation.

Table 2:Examples of False French English Cognates

French word	English look-alike	French meaning	English meaning of look-alike
Attendre	Attend	To wait, to expect	To be present at

Blesser	Bless	To injure, to wound	To invoke divine favor upon
Bras	Bra	Arm	Undergarment
Chair	Chair	Flesh	Seat with a back
Coin	Coin	Corner	Piece of currency
Déception	Deception	Disappointment	Act of misleading
Demender	Demand	To ask, to request	To ask for forcefully
Eventuellement	Eventually	Possibly	In the end, ultimately
Journée	Journey	Day, daytime	Trip, voyage
Librairie	Library	Bookshop	Place to borrow books
Passer un examen	Pass an exam	To take an exam	To succeed in an exam
Préservatif	Preservative	Condom	Food additive
Prétendre	Pretend	To claim, to assert	To feign, to simulate
Sensible	Sensible	Sensitive	Reasonable, wise
Cave	Cave	Cellar, basement	Natural underground void
Figure	Figure	Face, appearance	Number, diagram
Gentil	Gentle	Kind, nice	Mild, soft, tender
Raisin	Raisin	Grape	Dried grape
Réaliser	Realize	To achieve	To understand
Restaurer	Restore	To renovate, to fix	To bring back to a former state
Salle	Saloon	Room	Type of bar
Smoking	Smoking	Dinner jacker	Act of inhaling tobacco smoke
Toilette	Toilet	Washroom	Porcelain plumbing fixture

1.4.2.2.   Vocabulary Confusion

Besides the confusion caused by false cognates, French speakers often face wider problems with English vocabulary. This is known as lexical interference, and it happens when their knowledge of French affects how they understand or use English words. Many things can cause this, and it makes learning English harder. It's important for both learners and teachers to be aware of these difficulties so they can work together to improve vocabulary skills and avoid misunderstandings.

One primary source of this confusion lies in the partial overlap of meaning between words in the two languages. Certain words may have a similar basic meaning in both French and English, but their extended meanings or connotations can differ. For instance, the French word terrible can translate to "terrible" in English, but it is also used informally in French to mean "marvelous" or "amazing" (MED Magazine, 2002). Furthermore, the seemingly straightforward task of combining words into meaningful phrases is complicated by differences in collocation. Words that appear to have the same meaning in French and English may pair differently with other words in each language. For example, French speakers might say "discuss about a problem," influenced by the French verb discuter, which is typically followed by de ("discuter d'un problème"). However, in English, the verb "discuss" takes a direct object, so the correct phrasing is simply "discuss a problem" (Reddit, 2020). The realm of usage frequency and formality also contributes to vocabulary confusion. Some words may share the same basic meaning in both French and English but differ in how often they are used or the level of formality they convey. For instance, French learners of English might rely heavily on formal, French-derived vocabulary, which can make their English speech or writing come across as too formal or unnatural (MED Magazine, 2003). Finally, the increasing presence of English loanwords. The growing presence of English-origin words

(anglicisms) in the French language can lead to misunderstandings for French speakers learning English. While some of these borrowed terms keep their original English meanings, others take on altered or more specific meanings in French. For example, le footing in French refers to "jogging," not "walking quickly" as the English term might suggest (MED Magazine, 2003).

To sum up, vocabulary problems in learning English go beyond just confusing similar-looking words. French learners often struggle with small differences in meaning, how words are combined, how formal they are, how often they're used, and how borrowed words can change over time. Understanding these problems is important for teachers and learners so they can find better ways to teach and learn English more effectively.

1.4.2.3. Grammatical interference

Grammatical interference occurs when a learner mistakenly applies the grammatical patterns of their first language (L1) to their second language (L2) (Odlin, 1989). Although French and English share common Indo-European origins and have historically influenced one another, their grammatical systems differ in significant ways, which can result in various types of interference mistakes for learners of both languages. Here are some common examples of grammatical interference from French to English:

Table 3:Examples of Grammatical Interference from French to English.

Grammatical Interference Category	French Pattern (L1)	Incorrect English Example (L2)	Correct English Example (L2)

Adjective Order	Adjectives often follow the noun (e.g., une voiture bleue)	"I saw a car blue."	"I saw a blue car."
Adverb Order	Adverb placement can differ from English patterns	"He speaks very well English."	"He speaks English very well."
Object Pronoun Order	Object pronoun precedes the verb (e.g., Je le vois)	"I it see."	"I see it."
Articles (Grammatical Gender)	Nouns have grammatical gender (masculine/feminine)	Incorrect use of *a* or *an* based on perceived gender.	Correct use of *a* or *an*.
Articles (Definite Article)	Rules for le, la, les don't always match "the"	Difficulty knowing when to use "the."	Correct use of "the."
Overgeneralization of Tense	French present tense can express ongoing actions	"I live here since 2 years."	"I have lived here for 2 years."
Modal Verbs	May use full verb form after modals	"I must to go."	"I must go."
Prepositions	Prepositions pair differently with verbs/nouns/adjectives	"I am waiting the bus."	"I am waiting for the bus."

Pluralization	Uses various rules beyond adding "-s"	"one cat, two cat"	"one cat, two cats"
Question Formation	Uses intonation, est-ce que, or subject-verb inversion	"You like coffee?"	"Do you like coffee?"

Conclusion

The French language holds a long-standing position in Algerian society, particularly in education, administration, and daily communication. Despite efforts to promote Arabic and the recent introduction of English in primary schools, French continues to hold a strong position in Algeria, particularly in urban areas and higher education. While it is not equally dominant across all regions or sectors, its historical roots and continued institutional use have maintained its significant influence on learners, especially in early education. This chapter has addressed the issue of language confusion experienced by primary school pupils who are learning both English and French. It has shown that such confusion often results from cross-linguistic influence, where learners unintentionally apply rules or patterns from one language to the other. This is particularly evident in areas such as pronunciation, vocabulary, and grammar. Although French and English share some linguistic similarities, their structural differences frequently lead to interference, especially for young learners still developing language awareness.

Chapter two

The Role of English in Primary Education and Its

Impact on Language Confusion

Introduction

In Algeria's improving educational system, the introduction of English as a foreign language in primary schools has marked a significant shift. However, this development occurs in a complex linguistic environment where Arabic is the official language and French still holds a strong presence, particularly in urban areas and higher education. As a result, young learners are now faced with learning both English and French at an early age, which often leads to language confusion. Furthermore, this chapter will examine the range of learner profiles, motivations, and learning environments that characterized EFL. Finally, the chapter will outline the development of EFL teaching approaches, highlighting the shift from traditional methods focused on grammatical accuracy to modern communicative methods that prioritize practical language use.

2.1. An Overview of English as a Foreign Language (EFL) Teaching and Learning

Richards & Rodgers (2014) argues English as a foreign language (EFL) as the teaching and learning of the English language in contexts where it does not function as either the native or an official language. This area includes varied teaching methods, learner groups, and educational settings, influenced by the growing global need for English skills in communication, education, and the workplace (Crystal, 2003).

The landscape of EFL is varied, as learners come from many different language and cultural backgrounds and have different levels of education and motivation (Dörnyei, 2001). Their reasons for learning English may include anything from simple conversation for travel to advanced academic or professional use (Nation & Macalister, 2010). As a result, EFL teaching occurs in a wide range of environments such as public and private schools, universities, language centers, and

online programs often adapted to suit the specific goals and needs of the learners (Lightbown & Spada, 2013). The theoretical underpinnings of EFL teaching have developed greatly over the years, shaped by progress in linguistics, psychology, and education. In the past, methods like Grammar-Translation focused mainly on learning grammar rules and translating texts between languages (Richards & Rodgers, 2014). Later, Communicative Language Teaching (CLT) became widely used, shifting the focus toward real communication and practical language use (Littlewood, 1981). More recent approaches include Task-Based Language Teaching (TBLT), which encourages students to use English to complete real-life tasks, as well as the growing use of technology to support and improve the learning process (Ellis, 2003; Warschauer & Healey, 2016).

In EFL settings, the teacher's role goes far beyond just teaching language rules. Brown (2007) states that effective teachers in EFL settings act as facilitators, supporters, and motivators. These teachers help to establish a positive and interactive classroom environment that accommodates the various learning preferences and needs of their students. According to Byram (1997), teachers employ a variety of techniques to develop learners' abilities in the four language skills listening, speaking, reading, and writing while simultaneously fostering cultural understanding and awareness. The importance of evaluating English language proficiency in EFL setting for monitoring student progress and informing teaching practices is highlighted by Bachman & Palmer (2010). This section employs several assessment tools, such as traditional tests focused on grammar and vocabulary, as well as more communicative, task-based assessments designed to measure students' practical English skills. Moreover, internationally recognized assessments such as TOEFL and IELTS are widely used for university admissions and to provide evidence of professional qualifications. The field of English as a foreign language is continuously developing, influences by global significance of the English language. This field includes array of learners,

instructional contexts, and pedagogical approaches, and it continues to improve through the integration of new research and technological tools to support individuals in acquiring the English skills required in today's global society.

2.2.   The Role of English in Global Education and Primary Schools

English occupies an important position as a second language in Algeria, and its function within Algerian society has been extensively discussed and studied. It is commonly taught in schools as the second foreign language, and the demand for English proficiency continues to grow steadily in the employment sector. Furthermore, English is employed as the language of instruction in specific higher education programs, especially in scientific and technical fields (Laissouf, 2023). Moreover, the worldwide importance of English has a strong influence on education policies and curriculum development, particularly in non-English-speaking countries. Integrating English into the national school systems is frequently seen as a strategic move to enhance a country's global standing and expand students' access to international opportunities (Baker, 2011).

English works as the primary language of instruction in numerous universities worldwide, which allows learners to access extensive resources such as research, academic publications, and international partnership. Proficiency in English empowers students and researchers to connect with the latest information and participate in global scholarly networks. Additionally, many online learning platforms and educational materials are mainly available in English, making it an essential tool for accessing worldwide educational opportunities. Outside of the academic world, English is very important in the workplace. It is commonly used in international business, trade, and diplomacy, which is why many employers around the world look for employees who can speak English well (Impofy, 2025). Being able to communicate in English can lead to more job

opportunities and make it easier to work with people from other countries. Since English is also the main language used in technology and on the internet, knowing it is key to using digital tools and finding information online (Scientific Bulletin, 2024).

Moreover, English contributes to cross-cultural understanding and exchange. While promoting multilingualism and respecting diverse linguistic heritages remains important, English serves as a common tool that enables individuals from different cultures to interact, share ideas, and build relationships. In this context, English in global education aims not only to impart linguistic skills but also to foster intercultural awareness and communication competence, preparing learners to be effective global citizens.

2.3. Common Language Challenges in English Learning

Although learning English opens the door to global communication, it also brings specific language difficulties for non-native speakers. These difficulties usually arise from the differences between English and the learner's native language, which can affect different parts of the learning process (Ellis, 2015).

One significant area of difficulty lies in pronunciation. The English phonetic system includes certain sounds, like the "th" (/θ/ and /ð/), that might not exist in the learner's native language. In addition, English spelling does not always match its pronunciation, which can make learning even more confusing. For example, the letter combination "ough" is pronounced differently in words like though, through, tough, bought, and cough. Grammar also poses considerable challenges. The typical subject-verb-object (SVO) sentence structure in English is differ from many other languages, which can cause confusion. The wide range of verb tenses, especially the small differences between tenses like the present perfect and past simple can also be

hard to learn (Swan, 2005). On top of that, articles like "a," "an," and "the," as well as prepositions, often don't have direct matches in other languages, making them a common source of mistakes. Vocabulary acquisition presents another hurdle. Although there are some cognates words that look and mean the same across languages many English words don't have exact translations or may change meaning depending on the context (Nation, 2001). Phrasal verbs like *"look up"* or "give up" are especially difficult because their meanings are often not clear from the individual words, making them hard for learners to understand (McCarthy & O'Dell, 2017). Finally, differences in culture and communication practices can affect how well learners use English. To communicate effectively, learners need more than just vocabulary and grammar. They must also understand hidden meanings, idiomatic phrases, and ways of speaking that are specific to certain cultures (Cutting, 2002).

To overcome these common language difficulties, learners need targeted teaching, regular practice, and opportunities to experience real English in different situations. Through careful guidance, teachers can support pupils in building a strong language foundation and help reduce confusion during the learning process.

2.4. Teaching English at primary school

In recent years, there has been increasing support for introducing English language instruction at the primary level. Advocates believe it offers many advantages for young learners. A key benefit is that children have an innate capacity to learn languages, and studies suggest that beginning early can result in stronger language skills over time. To strengthen global communication abilities and follow international developments, Algeria officially introduced English language teaching in primary schools, beginning with third-grade pupils in September

2022. This step represented a major change in the national education system, placing English on equal footing with French as a foreign language taught from an earlier stage. Over a year after Algeria began a pilot program to introduce English in primary schools, the initiative is being praised as a success. "Teaching English is an important part of the country's new education plan," said Education Minister Abdelkrim Belabed, who called the decision a big success.

Many primary school educators are not specifically trained to teach English to young learners. As a result, there is a strong need for professional development to help them learn suitable teaching methods, manage language classrooms effectively, and use strategies that capture and maintain young students' interest (Abderrahim & Bouchra, 2023; Wahiba, 2023). Furthermore, there is often a shortage of appropriate teaching materials and resources designed specifically for Algerian primary schools. This makes it necessary to adapt existing content or create new materials that are culturally appropriate and relevant (Wahiba, 2023). Introducing English language education in Algerian primary schools is a crucial step towards preparing young students for globalized world. This initiative holds significant potential to improve thinking skills, communication abilities, and future career opportunities.

Figure 2: Introducing English in primary education.

2.5.   Learning English at an early age

In recent years, it has become increasingly common for foreign language learning to begin at a young age, typically around the age of five. In countries like Algeria, many parents choose to have their children learn a foreign language before they even start primary school. Zhang et al. (2019) suggest in their study that learning English at a young age may achieve higher level thinking skills and help children develop abilities in creativity, imagination, and problem-solving. These programs often introduce fundamental language skills, such as letter pronunciation, basic communication, and essential language rules. According to this early introduction, these children frequently have a solid language foundation when they begin formal schooling. On the other hand, some parents choose to delay foreign language instruction until their child begins school, while others may depend on resources like television or games to facilitate their children's acquisition of new language skills.

More than the benefits related to language learning, acquiring English at an early age also contributes to the development of the brain. Research shows that bilingualism or multilingualism can enhance important cognitive skills, including problem-solving, memory, critical thinking, and the ability to perform multiple tasks simultaneously. Learning a new language helps the brain develop and remain adaptable by enhancing functions like attention and the ability to switch between tasks. It also fosters children's creativity and improves their capacity to adjust to new situations due to increased cognitive flexibility. According to the study by Garcia-Sanchez et al. (2017) beliefs of other cultures show a greater interest in learning about different languages and culture backgrounds.

2.6.   Teaching strategies to minimize language confusion

To minimize language confusion, especially when teaching students who already know other languages, a careful and systematic approach is essential. The key aim is to help learners clearly differentiate the languages and prevent common errors caused by language interference. Here are some effective strategies teachers can use to support this:

2.6.1. Explicit Contrastive Analysis

A method for reducing language confusion involves a clear comparison between the learner's first language (L1) and the language being learned (L2). This approach, known as contrastive analysis, requires showing learners the primary differences between the two languages (Gass& Selinker, 2008). By clearly explaining the ways in which grammar, pronunciation, vocabulary, and sentence structure differ, teachers can help students avoid common errors caused by interference from their native language. This approach not only helps learners better understand the new language but also teaches them how languages can differ from one another.

2.6.2. Contextualization and Meaningful Practice

Another effective strategy is contextualization and meaningful practice in language teaching. This means introducing new words and grammar in situations that clearly show how they are used in the target language (Brown, 2007). When language is taught in real and meaningful situations, learners are more likely to understand and remember how it works, instead of depending on direct translation from their first language. In addition, involving students in activities where they must actively use the new language with a purpose helps them become more fluent and accurate, and reduces the chances of falling back on patterns from their L1 (Littlewood, 2011).

2.6.3. Focused Practice on Distinguishing Features

In order to facilitate reducing language confusion, teachers can use focused practice that targets the parts of the second language (L2) that learners are most likely to mix up with their first

language (L1). This involves creating specific activities that deal with common problem areas. For instance, exercises focused on pronunciation can train learners to discern and produce sounds that are similar but distinct in the two languages. Similarly, grammar exercises can concentrate on the rules of the second language (L2) that differ significantly from those of the learners' first language (L1) (Celce-Murcia, Brinton, & Goodwin, 2010). By focusing on these challenging areas, teachers can guide students toward clearer and more accurate use of the target language.

2.6.4. Encourage Metalinguistic Awareness

Another useful strategy is to encourage metalinguistic awareness. This contains prompting learners to think carefully about the similarities and differences between their first language (L1) and the language they are learning (L2) (Ellis, 2015). Activities that involve comparing grammar rules or analyzing common errors help learners develop a better understanding of how languages function and relate to each other. When students become more likely to develop into confident, independent, and successful language learners.

2.6.5. Creating a Language-Rich Environment

Creating a language-rich environment is also essential. Within the classroom setting, this involves clearly separating the use of the learners' first language (L1) and the language they are learning (L2), while providing students with as much exposure to the L2 as possible (Odlin, T, 1999). Teachers can use different methods to show which language is being used and include real-life materials like reading texts, audio recordings, and videos to offer learners a wide range of useful and engaging language input.

2.6.6. Patience and Positive Feedback

Patience and encouraging feedback play a vital role in effective language teaching. Teachers should recognize that confusion between languages is a normal step in the learning

journey and respond with understanding and support. Instead of just pointing out mistakes, giving clear and helpful feedback can guide learners to see why the error happened and how to improve, helping them grow through the learning process (Wright, A, 2010).

2.7. Challenges of teaching and learning English at primary school

Teaching and learning English in primary schools comes with its own special challenges for both teachers and young learners. These difficulties may arise due to several reasons, such as the mental and developmental stages of children, the classroom setting, and the nature of the English language itself. A major challenge in primary English teaching is meeting the cognitive needs of young learners. Children at this age usually have limited attention spans and need lessons that are more interactive and engaging than those designed for older students (Nunan, 2010). It can be difficult for teachers to keep pupils interested and motivated, particularly when introducing complex or abstract language ideas. Another difficulty comes from the mixed abilities often found in primary school classrooms, where students may have different levels of English proficiency. Teaching such diverse groups can be challenging, as educators must address each student's individual learning needs and pace, making sure that everyone is supported (Nunan, 2010). These often require various teaching methods and developing a range of learning activities, which can demand considerable time and effort in planning and management. Additionally, assessing methods, such as written testes, often fail to accurately measure children's oral and listening comprehension in English (Cameron, 2003). To obtain a more comprehensive understanding of their abilities, teachers should utilize diverse assessment techniques, including student observation during activities, and performance-based tasks. These methods need to be carefully planned and carried out. Lastly, the learning environment can also cause problems. If learners don't hear or use English outside the classroom, it can be harder for them to learn. A lack of materials and having

too many students in one class can also make teaching and learning more difficult. Teachers in schools with few resources may find it hard to give students the help and chances they need to improve their English.

2.8.   Methods for Teaching English in Primary Schools

Teaching English to primary school children requires a dynamic and engaging approach that caters to their specific developmental needs and learning styles. Here are some effective methods:

2.8.1. Communicative Language Teaching (CLT)

This method seeks to improve students' communication skills in English by using meaningful interactions. Communicative Language Teaching (CLT) highlights the use of real and practical language, encouraging students to speak and listen in everyday situations. Using common daily experiences in lessons helps learners use English more naturally and understand it in context. "Communicative Language Teaching emphasizes the use of English in real-life situations and focuses on the development of students' communicative skills in English." (Richards and Rodgers, 2014, p.182). For instance, teaching English by talking about the child's clothes, using words for toys and furniture, introducing terms related to food, or practicing vocabulary used while shopping can be very helpful. Another effective technique involves providing children with a picture-based shopping list and asking them to locate the items. This kind of task aids children in utilizing English in real-world scenarios, thereby enhancing their ability to learn and employ the language in daily life.

2.8.2. Task-Based Language Teaching (TBLT)

This approach is grounded in the idea that language learning is most effective when students are engaged in activities that are meaningful and useful. Task-based Language Teaching (TBLT) involves activities where students are required to use English to achieve a specific outcome, such

as planning a trip or delivering a presentation. As defined by Willis and Willis (2007, p. 1), "Task-Based Language Teaching is an approach to second language instruction that emphasize the use language to communicate and accomplish tasks."

2.8.3. Total Physical Response (TPR)

This method, known as Total Physical Response (TPR), uses physical movement to aid students in learning and retaining English vocabulary and grammar. TPR is particularly effective with young children because it makes learning interactive, active, and enjoyable. Asher (2008, p. 1) defines it as "a method of language teaching that emphasizes the use of physical actions to help learners understand and remember language." Teaching new vocabulary to children can be more effective when linked to physical actions or emotions, such as through role-playing. This approach helps children construct sentences and maintain focus by actively participating in acting out their roles. Including movement and feelings in the learning process helps kids understand and remember new words more easily, which supports their overall language development.

2.8.4. Stories and Anecdotes

Using stories to teach English is a great method for children, as they are drawn to colorful pictures and illustrations that help them understand new words. Storytelling supports the development of all four language skills: listening, speaking, reading, and writing. Reading books is a fun and effective way for children to learn sentence structure and expand their vocabulary. Teachers can make storytelling more engaging by adjusting their voice, using gestures and facial expressions, making eye contact, and highlighting key moments in the story to keep the children interested.

2.8.5. Games style

Young children often enjoy playing games more than studying. However, when language learning is mixed with fun and motivating games, it can become more effective. Teachers need to choose games that hold the children's interest during lessons. Still, these games shouldn't just be for fun or used as a break—they should be a meaningful part of the lesson, with clear learning goals that keep students involved and actively participating (Sarpparaje, 2017).

According to Gozcu and Caganaga (2016), educational games should meet certain standards that set them apart from simple fun activities. These standards include having clear learning goals, targeting specific language skills, using suitable and accurate content, being easy to use, and matching the age and interests of the learners. The games should also be engaging, motivating, and enjoyable. To maintain students' focus, shorter games generally prove more effective. Sarpparaje (2017) indicates that numerous games can be utilized within the classroom to support language learning, encompassing Spelling Contest, Call My Bluff, and Hangman. Furthermore, a multitude of other engaging and effective games exist for young learners, including Last Man Standing, Charades, Pictionary, Board Race, Taboo Words, Hot Seat, Chalkboard Acronym, and Categories. While a wide variety of games are available to facilitate language learning, their success is contingent upon the collaboration among students, teachers, and school administrators. These games are designed to render the learning process more enjoyable and interactive.

2.9. Second Language Acquisition (SLA)

Second language acquisition (SLA) is a multifaced field of study that attempts to understand how individuals learn a language other than their first, or native language. While seemingly, the definition of SLA involves a complex interplay of cognitive, social, and linguistic factors.

Understanding what a "second language" means is one of the easiest parts of learning about second language acquisition. According to Gass and Selinker (2008), a second language is "any language learned after the first language" (p.7). This means it can also include learning a third, fourth, or more languages. The word "second" does not mean it is the second in order, but simply that it is not the first or main language. Also, the way people learn these languages can be very different. As Saville-Troike (2012) explains, second language learning can happen in places where the language is commonly used (second language learning) or where it is not (foreign language learning) (p.3).

In second language acquisition (SLA), the word "acquisition" often suggests that part of the learning happens without the person even realizing it. Krashen (1982) made a well-known difference between "acquisition" and "learning." He said that acquisition is an unconscious process, like how children naturally learn their first language, while learning is more conscious and involves studying grammar rules (p. 10). However, many experts have questioned this strict separation. Today, SLA research sees both conscious and unconscious learning as connected and important. Some researchers focus more on learning without thinking about it (implicit learning), while others point to the importance of teaching and paying attention to language rules. Ellis (2015) explains that second language learners use both types of knowledge what they pick up naturally and what they learn directly to improve their language skills (p. 7).

SLA focuses on the whole process of how people learn a second language. This means looking at many different factors, such as how a person's first language affects learning, how important language input and interaction are, and how personal differences, motivation, and learning habits can change how someone learns. Moreover, it studies the different steps learners go through as they improved in the second language. As Doughty and Long (2003) explain, SLA

research tries to understand how people learn another language by looking at the mental, social, and language-related parts of this complex process (p. 1).

In conclusion, second language acquisition is a complex and ever-changing field. It involves learning any language after the first one, using both conscious and subconscious processes. Many different factors affect how learners become skilled in a new language. Understanding SLA means more than just knowing what the words mean, it requires seeing how many parts of language learning work together.

Conclusion

To conclude, this chapter examined a fundamental overview of English as a Foreign Language, highlighting its global significance and the complex interplay of factors that shape this field. The chapter pointed out the increasing demand for English proficiency in a globally connected world, which has led to more different groups of EFL learners and learning environments. It also stressed the changing nature of EFL teaching, which has moved from a focus on correct grammar to an emphasis on the ability to communicate and use English in real situation. Furthermore, the important role of teachers in helping students learn the language, as well as the key role of assessment in monitoring student progress, has been recognized.

Chapter three

Data Analysis and Discussion

Introduction

This chapter provides research methodologies used to examine language confusion among primary school pupils learning both English and French as foreign languages. It outlines research design, population and sampling, data collection tools, and methods of analysis. To achieve this study, a mixed-method approach was adopted to gain a better understanding of the issue. A questionnaire was deal with English and French teachers and classroom observation are tools using to allow for the collection of rich and varied data from teachers' experiences and pupils' behavior. This chapter describes the sample used in this study, the setting of the observation, and the structure of the tools applied. Each part of the methodology was selected carefully to ensure the accuracy and relevance of the data collected.

3.1. Research design

This study is concerned with investigating language confusion among primary school pupils exposed to English and French as foreign languages. Therefore, the process of collecting data will be conducted using the descriptive method. Moreover, this study employs mixed-methods research design, integrating both qualitative and quantitative approaches to provide a comprehensive analysis. According to Dornyei (2007) "Mixed methods research involves different combinations of qualitative and quantitative research either at the data collection or at the analysis levels. Typical example: consecutive and interrelated questionnaire and interview studies." (p.24). According to Johnson et al, mixed method research is "a class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, theories and or language into a single study." (Johnson et al, 2007, pp. 112-133). A questionnaire will be administrated to English and French teachers in primary school to explore their perceptions, experiences, and feedback concerning the effectiveness and relevance of the approach within their

teaching practice. Additionally, classroom observation is used to examine how primary school pupils navigate language confusion and identify challenges they face when exposed to both English and French as foreign languages. This research uses a mixed-methods approach to get a detailed and well-rounded view of the challenges, perspectives, and possible solutions for teaching English alongside French in Algerian primary schools.

3.2. Population and sampling

In this study, the population includes English and French teachers and fifth year primary school pupils of Mohamed Reguez in Biskra. The sample was selected from this population and consisted of eighteen teachers working in primary school. These teachers were randomly chosen to represent different levels of experience and teaching backgrounds. Three of them completed printed questionnaire (two English teachers and one French teacher), while the remaining fifteen responses online. In addition to the teacher sample, the study involved classroom observation which comprises a number of forty 5AP-b pupils in 2024-2025 academic year. The reason for choosing fifth year in primary school is at this level pupils are commonly introduced to both English and French as foreign languages and they are more likely to experience confusion between the two languages.

3.3. Data collection methods

3.3.1. Questionnaire

3.3.1.1. Sample of questionnaire

The sample for this questionnaire includes English and French teachers currently teaching fifth year level in primary school. A random selection of eighteen English and French teachers from various primary school was chosen to participate in this study. To ensure the inclusion of

teachers with different backgrounds and levels of experience, the sample size was carefully determined.

3.3.1.2. Description of questionnaire

The questionnaire aims to investigates the extent, nature, and sources of language confusion experiences by primary school pupils who are simultaneously learning English and French as foreign languages. The questionnaire is divided into two sections: the first section consists of five questions were designed to provide personal and professional background information about the teachers. These details help understand the context of their experiences and views on language confusion among pupils. The second section consists of thirteen questions aim to explores teachers' observations of language confusion among pupils, their interpretations of the causes, and the strategies they use to manage or reduce confusion between English and French in a bilingual learning environment. This study's questionnaire uses both closed-ended and open-ended questions. Closed-ended questions offer participants limited response options, such as yes/no or multiple choice, while open-ended questions allow for more detailed, free-form answers. Furthermore, the last question is an open-ended one, inviting teachers to offer their suggestions and recommendations and support needs.

3.3.1.3. Administration of the questionnaire

The questionnaire was delivered to a sample of English and French teachers in Biskra primary schools. Of the total sample size, three teachers received printed copies of the questionnaire, one of them is French teacher and two are English teachers, while fifteen teachers received the questionnaire electronically through an online platform.

3.3.2. Classroom observation

Classroom observation is a process where an observer often an educator, supervisor, or researcher systematically watches teaching and learning in a classroom to assess instructional practices, student engagement, and classroom environment. It is typically used for professional development, teacher evaluation, or educational system. According to Glichman, Gordon, and Ross-Gordon (2018): "Classroom observation is the process of gathering classroom information by observing teaching and learning as it naturally occurs. This data can be used to help improve instruction and student outcomes."

As a part of the data collection for the research, eight classroom observation sessions were conducted. These included four English language sessions and four French language sessions at Mohamed Reguez primary school fifth level. Furthermore, each session lasted approximately forty-five minutes. Observations were focused on pupil responses during teacher instruction, individual, group work, and oral participation. The data collected from these sessions contributed to identifying patterns of interference and confusion between English and French as foreign languages among early pupils.

3.3.2.1. Classroom observation checklist

In this research, a structured observation classroom checklist was used to observe instances of language confusion. Using this tool helped to identify and compare signs of language confusion across both English and French sessions. It also supported accurate data collection and allowed qualitative analysis for pupils' language use.

3.3.2.2. Description of checklist

A classroom observation checklist is designed for pupils of fifth year level in Mohamed Reguez primary school. Specifically, to examine language confusion among pupils learning

English as a Foreign Language while also being exposed to French, as well as how teachers address this issue. The checklist is divided into five sections:

Section one: A general classroom information: This section gives basic information about the lesson, such as whether it has clear learning objectives, if pupils are actively participating, and if the teacher uses both spoken and written forms of the language.

Section two: Evidence of language confusion in pupils: This part focuses on identifying specific instances of language confusion among students, including mixing vocabulary and grammar, mispronouncing words, asking for translations, or showing hesitation when choosing between English and French.

Section three: Teacher responses and strategies: In this section the checklist documents how teachers respond to and manage language confusion, such as correcting students, using visual aids, separating the instruction of the two languages, allowing limited code-switching, or encouraging peer correction.

Section four: Material and environment: This section assesses the appropriateness of learning materials and the classroom environment, noting if materials are language-appropriate, if classroom displays support language learning, and if pupils have access to bilingual resources.

Section five: Additional notes and comments: This section provides space for observers to record general impressions of pupil engagement, any other signs of language confusion not covered in the previous sections, and suggestions for reducing confusion.

3.4. Data analysis methods

The data gathered in this study were analyzed using a combination of tools, including Excel and Google Forms. A checklist was used during classroom observation to observe specific signs of language confusion such as code-switching, grammatical interference, and mixed vocabulary.

A qualitative analysis method was applied to interpret the data (thematic analysis), focusing on identifying patterns and recurring behaviors that indicated language confusion. This approach allowed for a deeper understanding of pupils' language use in real classroom settings.

3.4.1. Data analysis for questionnaire

Q1: Gender
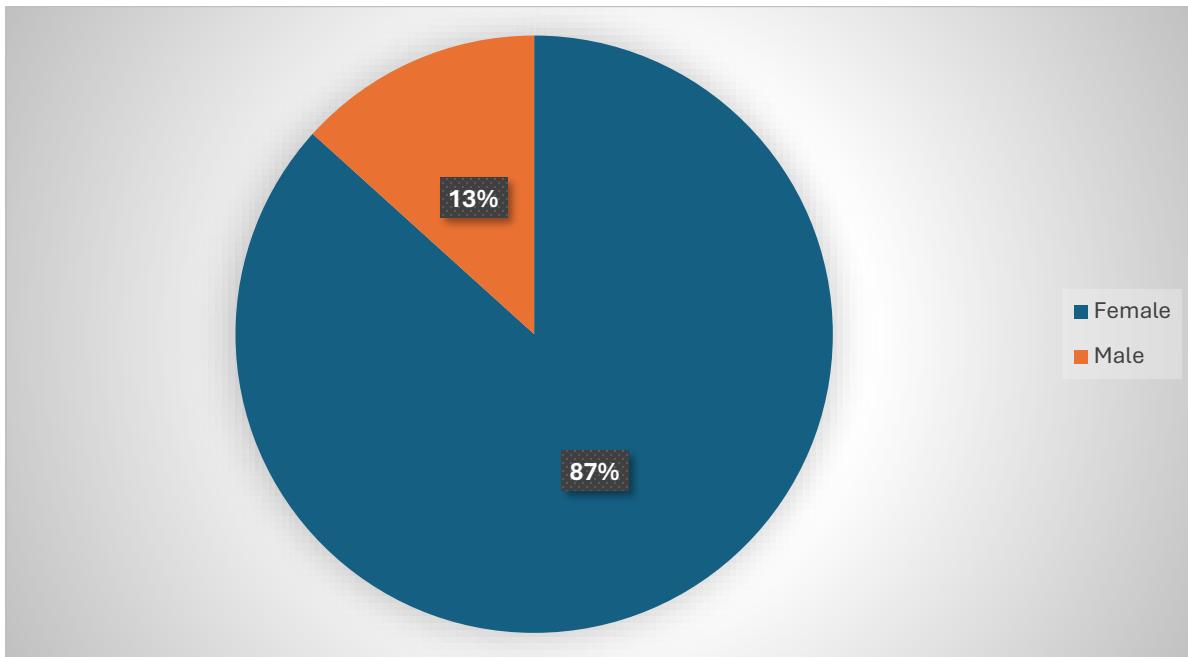
Figure 3: Gender

This question asks about gender among the respondents, with a large majority being female. Specifically, 86.7% of the respondents are female, while only 13.3% are male. This indicates a strong female representation in teaching languages compered to males.

Q2: Age
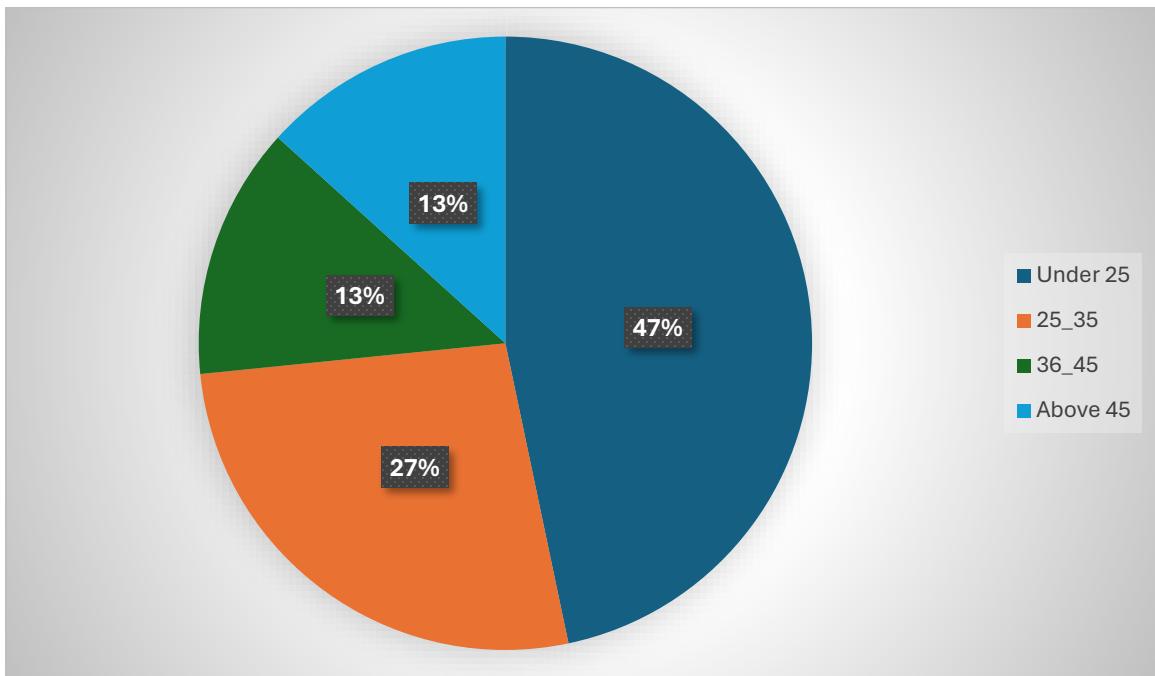
**Figure 4: Age of Teachers**

The age distribution of the respondents indicates that the most are under 25 years old, with 46.7%. Others, 26.7%, are between 25-35 years old. The rest of the respondents are equally divided, with 13.3% being in the 36-45 age group and 13.3% being above 45. The findings suggest that younger teachers might bring more recent training in modern language teaching techniques,

Moreover, the small number of older teachers certainly have more experience in the educational system.

Q3: Years of Teaching Experience
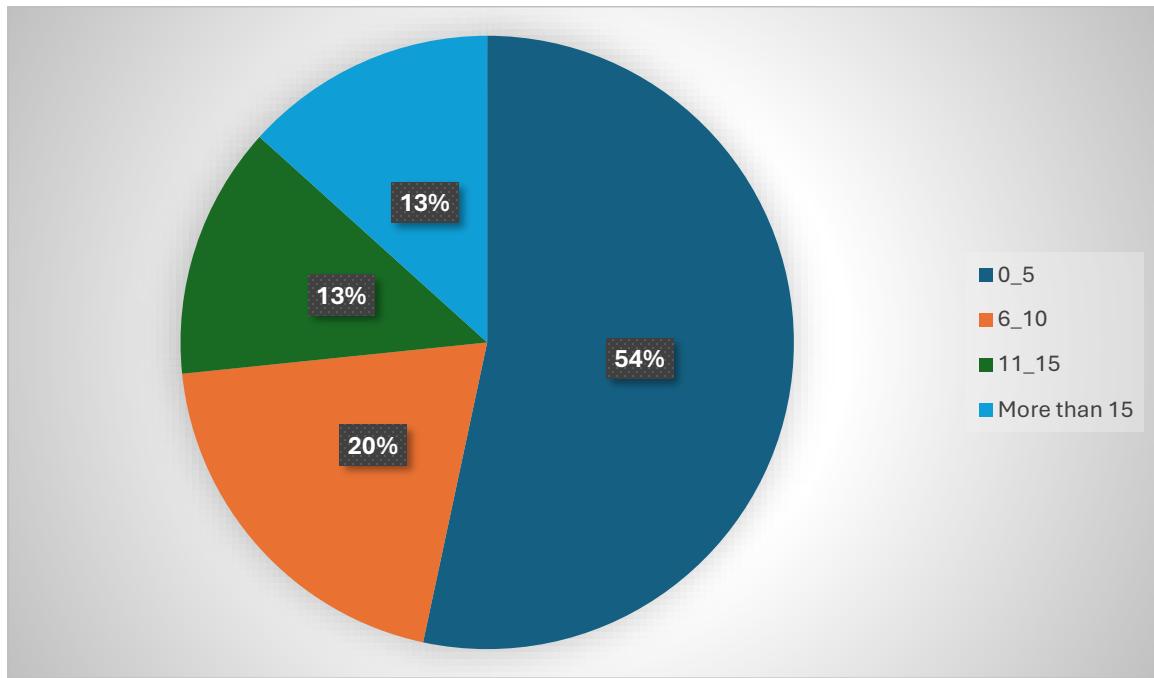
Figure 5: Teaching Years' Experience

This question aims to know the experience of teachers by years. The findings show that most teachers are young and new to teaching. More than half, with 53.3%, have only 0-5 years of teaching experience. Meaning that many of them are just starting their teaching career. Another with 20% have 6-10 years of experience, they are still young or mid-career. In addition, a small number of teachers are older or more experienced with 13.3% having 11-15 years of experience, and 13.3% have more than 15 years. This shows that there are not many experienced teachers, which could affect how well languages English and French are taught. Young teachers might be more open to new methods, but they may also need more training to help pupils avoid language confusion.

Q4: What Subject Do You Teach?
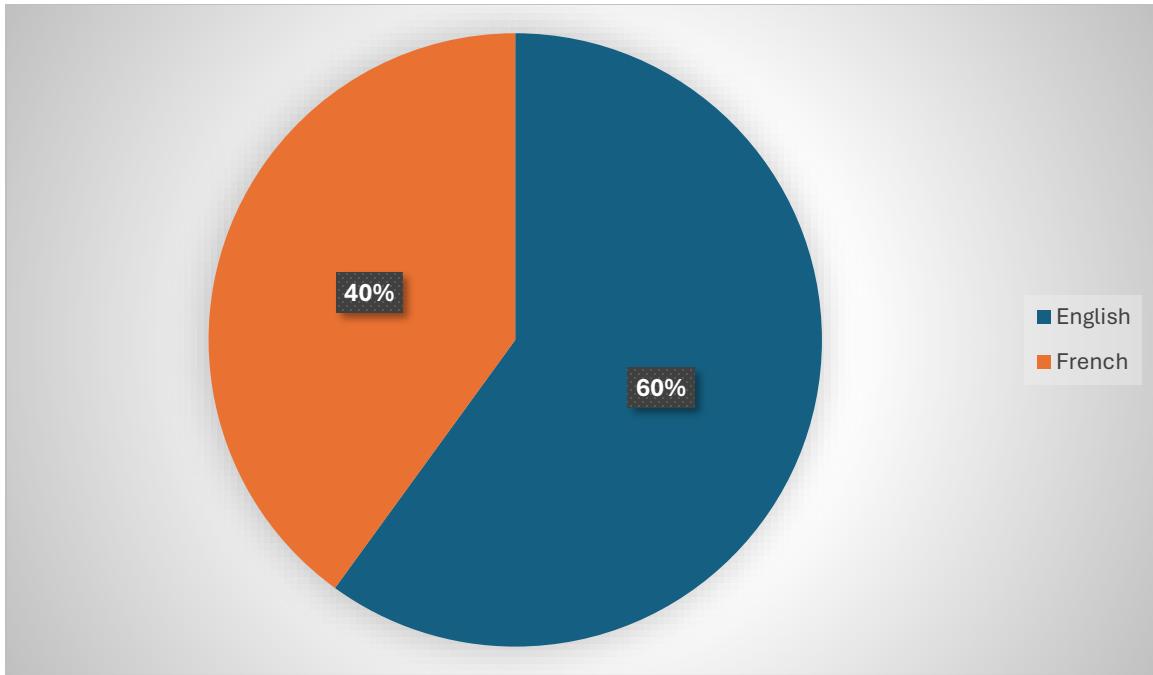
Figure 6: Teacher's Subject

This question aims to show the teaching subject of the participants. 60% of the teachers are English teachers, and 40% are French. This information helps in the study to know the background of the teachers and context when answering questions about language confusion. It also ensures that both English and French teachers are represented, giving a more balanced view of the issue from both language perspectives.

Q5: How Many Hours Per Week Do You Teach This Language?
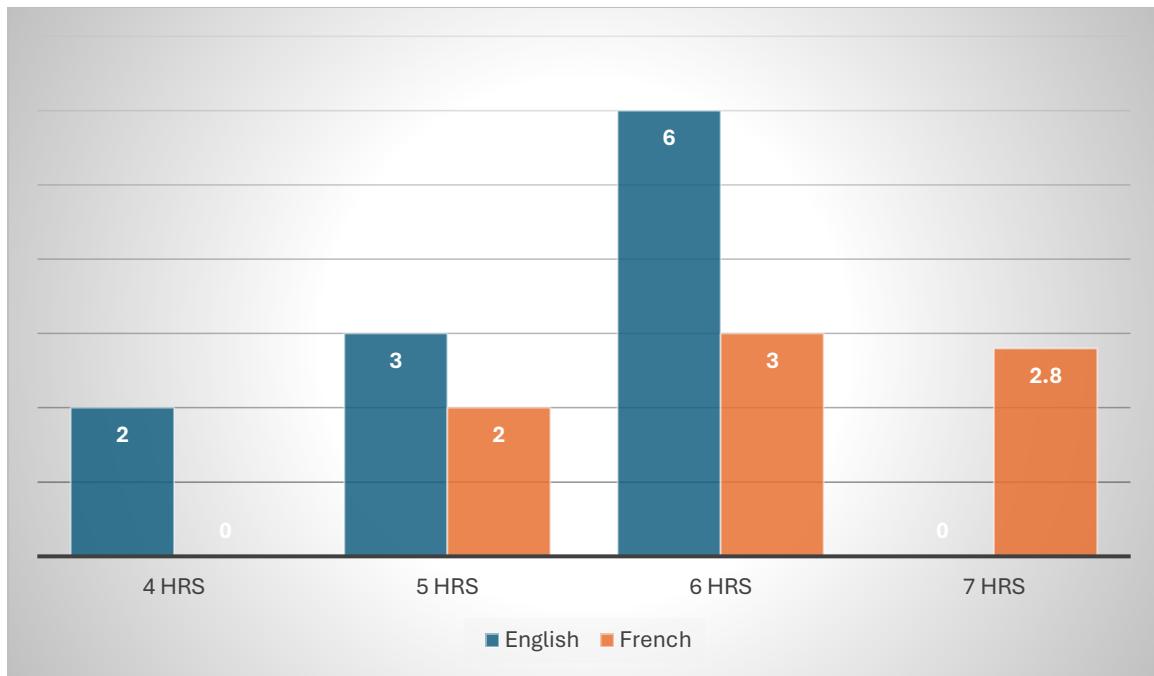
Figure 7: Hours of Teaching

This question leads to knowing how many hours per week teachers spend teaching each foreign language because this can affect how pupils learn and separate the two languages. Most teachers teach English for 6 hours, with a few teaching 4 or 5 hours. For French, most teachers also teach around 6 hours, with some teaching 5 or 7 hours. This means that both languages are taught for a similar amount of time.

Q6: Do Your Pupils Sometimes Combine English and French When Speaking or Writing?
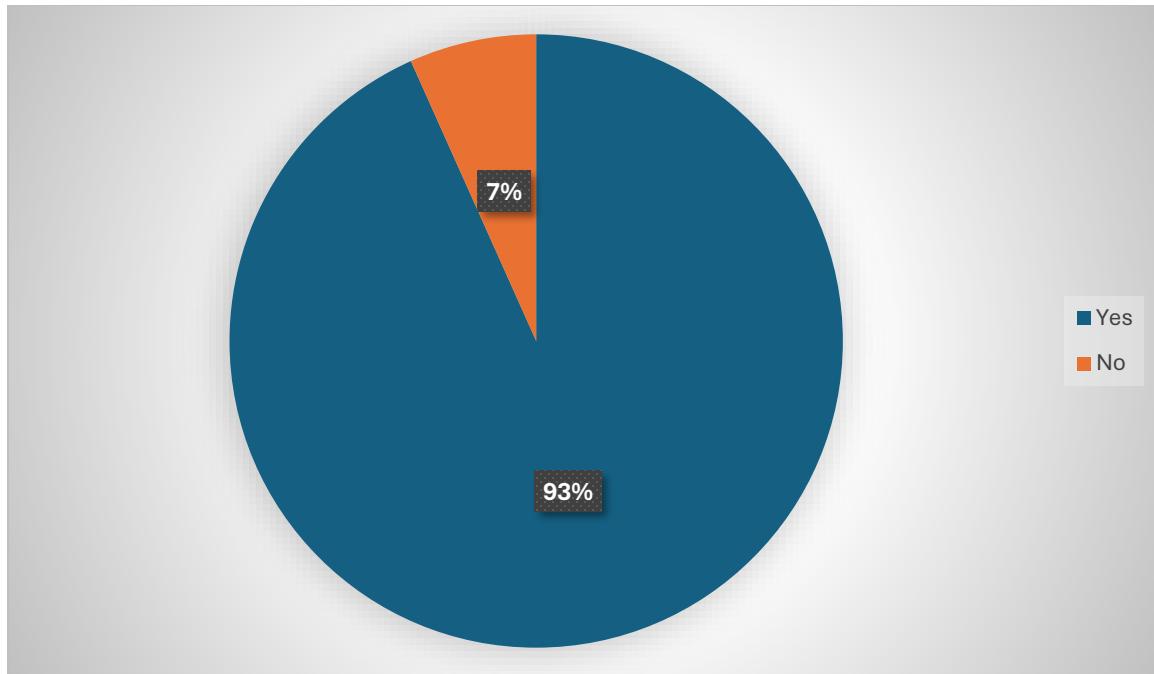
Figure 8: Combining Two Languages

This pie chart indicates that most teachers 93.3% reported observing their pupils combining English and French, while only a small fraction 6.7% stated that this does not occur. This strong majority confirms that language mixing is a prevalent phenomenon among primary school pupils exposed to both English and French.

Q7: If Yes, Which Type of Confusion is Most Frequent?

- Vocabulary mixing

- Grammar interference

- Pronunciation issues

- All of above
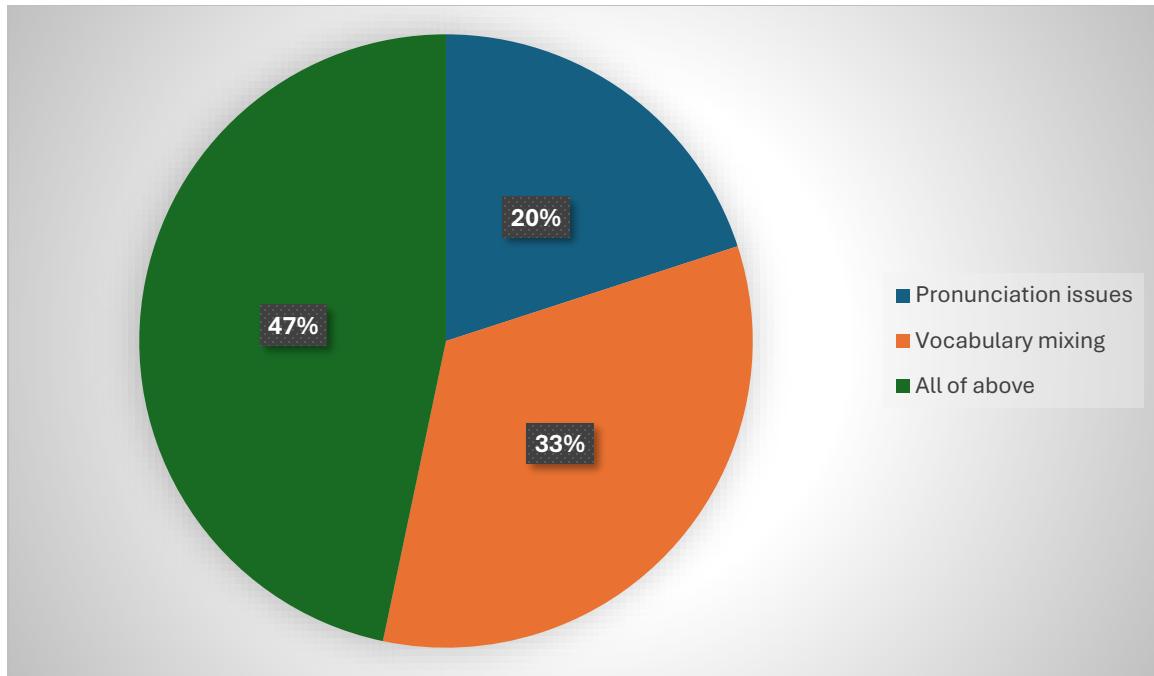
Figure 9: Type of Language Confusion

According to the result, 46.7% of respondents indicated "All of the above" (vocabulary mixing, grammar interference, and pronunciation issues). Vocabulary mixing was cited by 33.3%, and pronunciation issues by 20%. Grammar interference was not explicitly singled out as a separate response. This suggests that language confusion manifests in various forms, with a notable portion experiencing all three types.

Q8: Could you provide examples of language confusion you have observed in your classroom please?

Table 4: Examples of language confusion observed by teachers

| |
|---|
| Misunderstanding due to similar-looking words in French and English that have different meanings. Applying French sentence structure to English, especially with adjective placement. Example: Saying "a car red" instead of "a red car." |
| Saying "i goed to school" instead of "i went to school" |

Dire apple au lieu de pomme a cause d'un vocabulaire limité.   (Saying apple instead of pomme due to limited vocabulary.)
J'ai remarqué que mes élèves mélangent les langues (français et anglais) (au lieu de dire ma mère l'élève dit my mother).   (I noticed that my pupils interfere between languages (French and English) — for example, instead of saying ma mère, the pupil says my mother.)
"She has 10 years" influenced by French "elle a 10 ans" instead of "she is 10 years old".
combine two different languages in one sentence (vocabulary mixing)
Combine pronunciation of the two languages
Madam & Madame
Dire "il" au lieu de "elle" ils ne font pas de difference entre le masculin et le féminin a cause de l'influence de la langue anglaise.   (Saying "he" instead of "she" — they do not distinguish between masculine and feminine due to the influence of the English language.)
Instead of saying the alphabets in English they spell them in French
Writing "coulour" as "couleur" when trying to spell the English word
They mix numbers of the two languages
My pupils sometimes mix words from two languages when they forget a word
Au lieu de prononcer "u" en français ils pronancent "u(you)" en anglais.   (Instead of pronouncing "u" in French, they pronounce it as "you" in English.)

In this table key examples of language confusion observed by teachers among primary pupils learning English and French. Pupils often made lexical errors, such as using words from the

other language when they forgot the correct term ("apple" instead of "pomme"). Grammar interference was common, as seen in phrases like "a car red" or "she has 10 years," which reflect direct translation from French structures. Pronunciation issues also occurred, including mixing the sounds of languages or spelling English letters the French way. Other errors included confusion between masculine and feminine forms, incorrect spelling ("couleur" for "colour"), and mixing vocabulary or numbers across both languages. The examples above indicate a strong influence between the two languages, suggesting that learners need more targeted support to distinguish and correctly use each language.

**Q9:   How often do you notice language confusion among your pupils?**
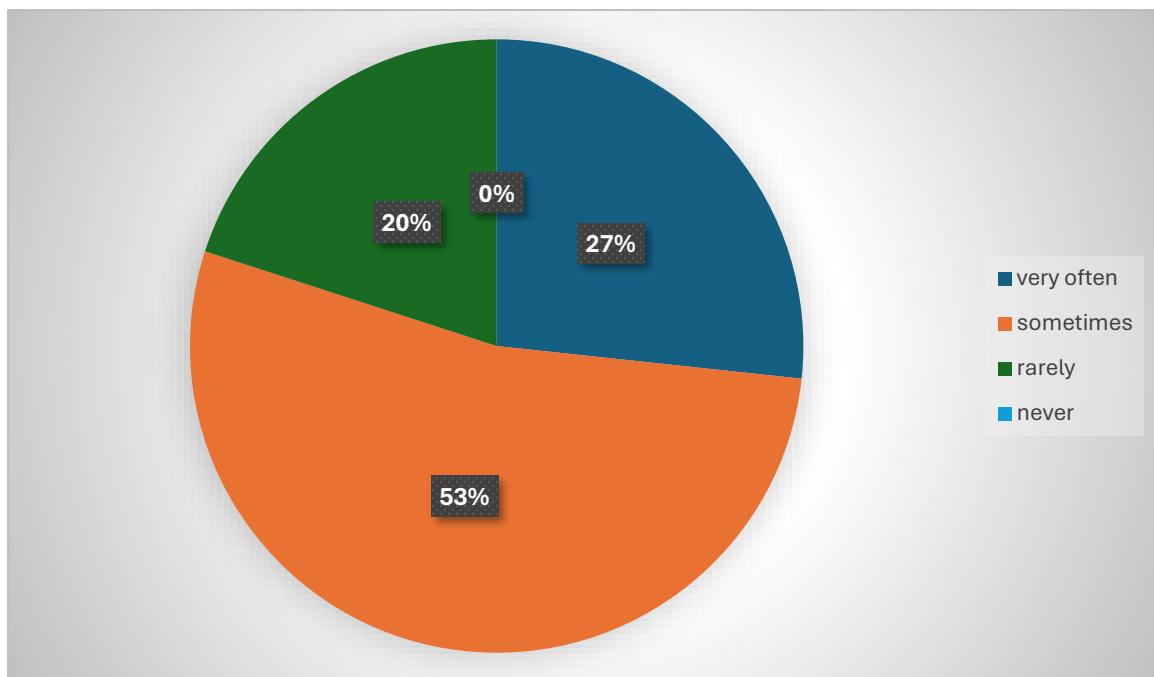
Figure 10: Frequency of Language Confusion

According to the answers of the teachers, the pie chart shows that language confusion is a common issue among primary school pupils learning English and French. More than half of teachers, 53% said they notice confusion sometimes, and 27% said they notice it very often. Only

20% said they rarely see it. This means that all teachers have observed some level of confusion. These results clarify that mixing or confusing the two languages is a regular challenge for pupils, which should be addressed through better teaching methods and language support in the classroom.

Q10: In your opinion, what are the main reasons pupils confuse English and French?
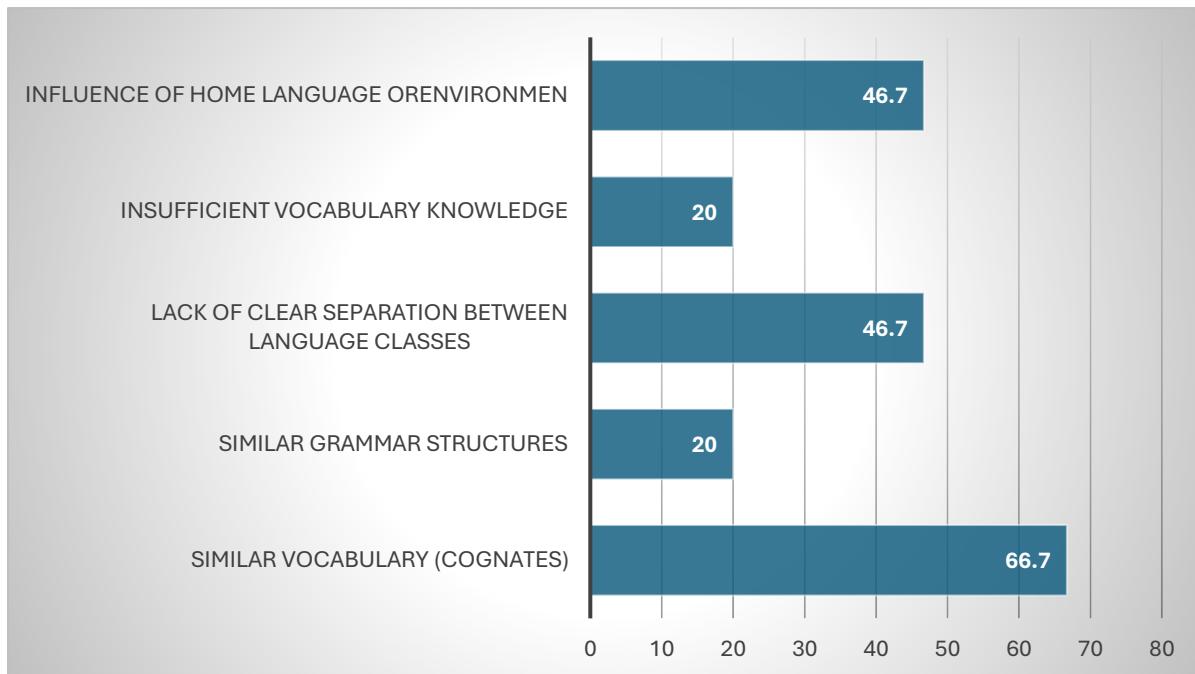
Figure 11: Reasons for Language Confusion

The chart above explains the main reasons why pupils confuse English and French. The most common reason, selected by 66.7% of teachers, is the similarity in vocabulary (cognates) between the two languages. Other factors include the influence of the home language or environment and lack of clear separation between English and French classes, both chosen by 46.7% of respondents. Meanwhile, 20% of teachers believe that insufficient vocabulary knowledge and similar grammar structures also contribute to the confusion. The results suggest that both linguistic similarities and classroom organization play an important role in language confusion among pupils.

Q11: Do you believe that learning both English and French at the same time creates confusion in pupils?
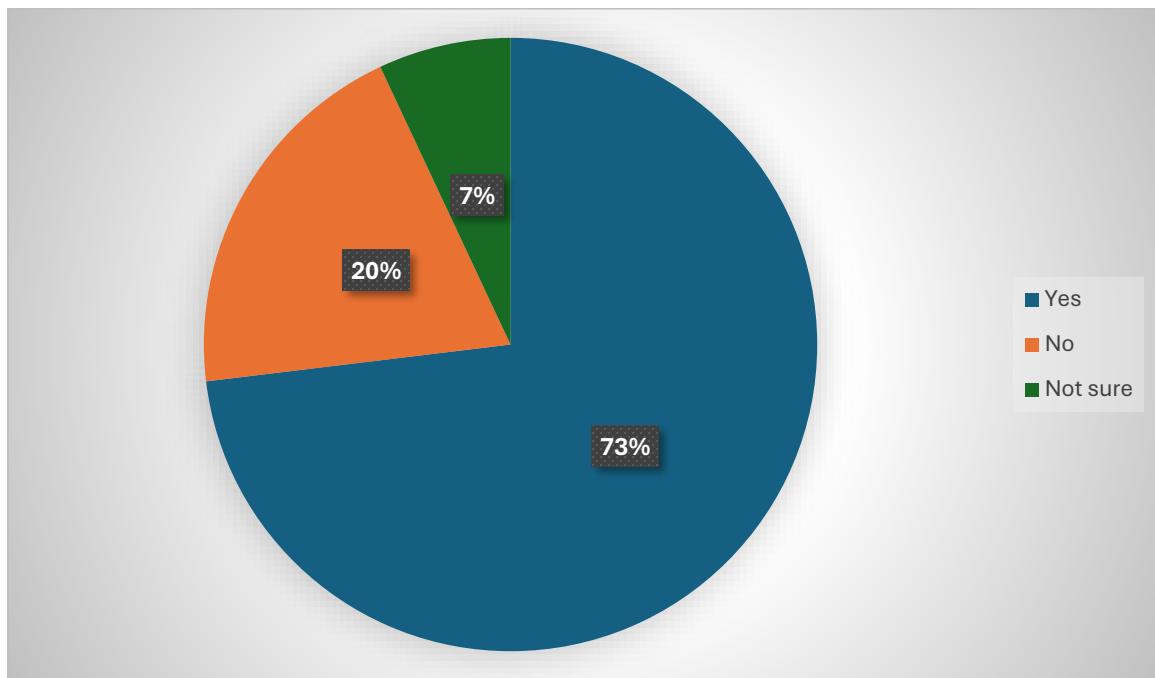
Figure 12: Language Confusion from Dual Learning

Teachers' opinions on whether learning both English and French at the same time creats confusion in pupils. A large majority 73% answered "yes," indicating they believe dual language learning can cause confusion. In the meantime, 20% said "no," and 7% were "not sure." These results indicate that most teachers recognize a link between simultaneous exposure to both languages and confusion among young learners.

Q12: Do you use any specific strategies to help pupils avoid mixing English and French?
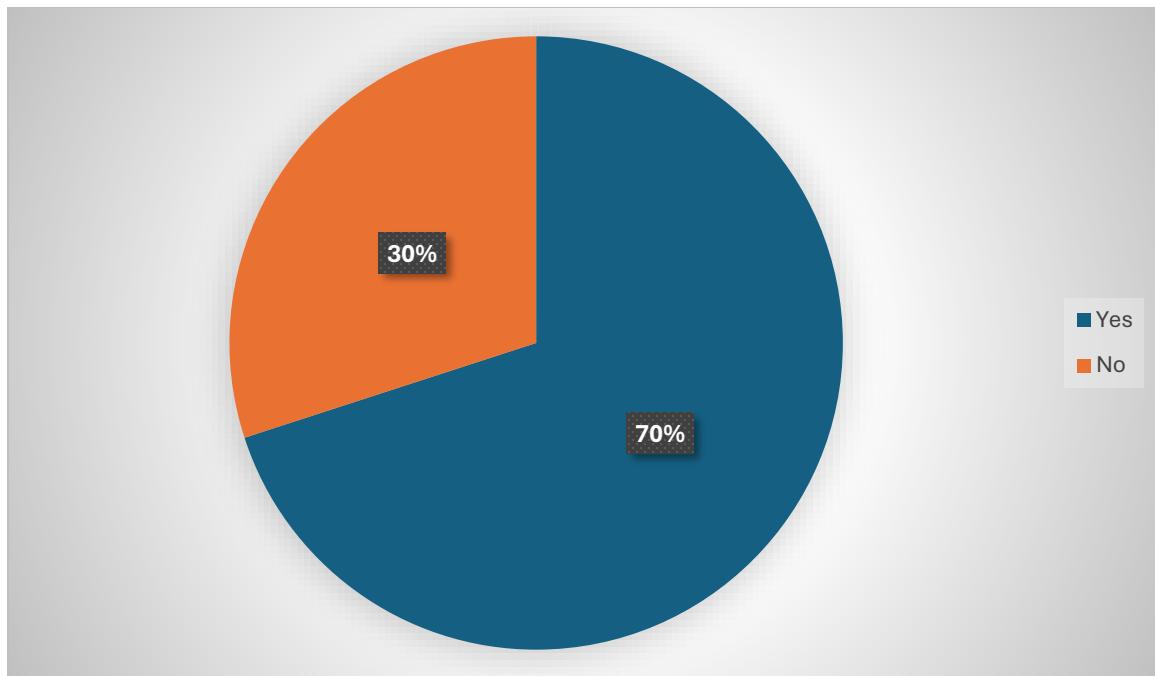
Figure 13: Teachers' Responses to avoid language confusion

According to the responses of the teachers, 70% of teachers notified that they use specific strategies to help pupils avoid combining English and French, while 30% reported they do not use any strategy. The results appear that the majority of teachers apply methods to manage language confusion in the classroom, whereas the others do not use such strategies. This highlights the importance of using strategies to reduce language interference.

Q13: Have you collaborated with other language teachers to coordinate vocabulary, grammar, or topics to reduce confusion?

Table 5: Teachers' collaboration with other teachers:

Answers	Teachers	Percentage
Yes	12	66.7
No	6	33.3

The table above shows 66.7% of the teachers have collaborated with other teachers to coordinate vocabulary, grammar, or topics to reduce language confusion between the two languages. On the other hand, 33.3% state they have not engaged in such collaboration. According to these results, collaborated teaching is a common practice among teachers to manage the issue, although a small portion still work separately.

Q14: Do you allow or encourage code-switching in your classroom when needed?
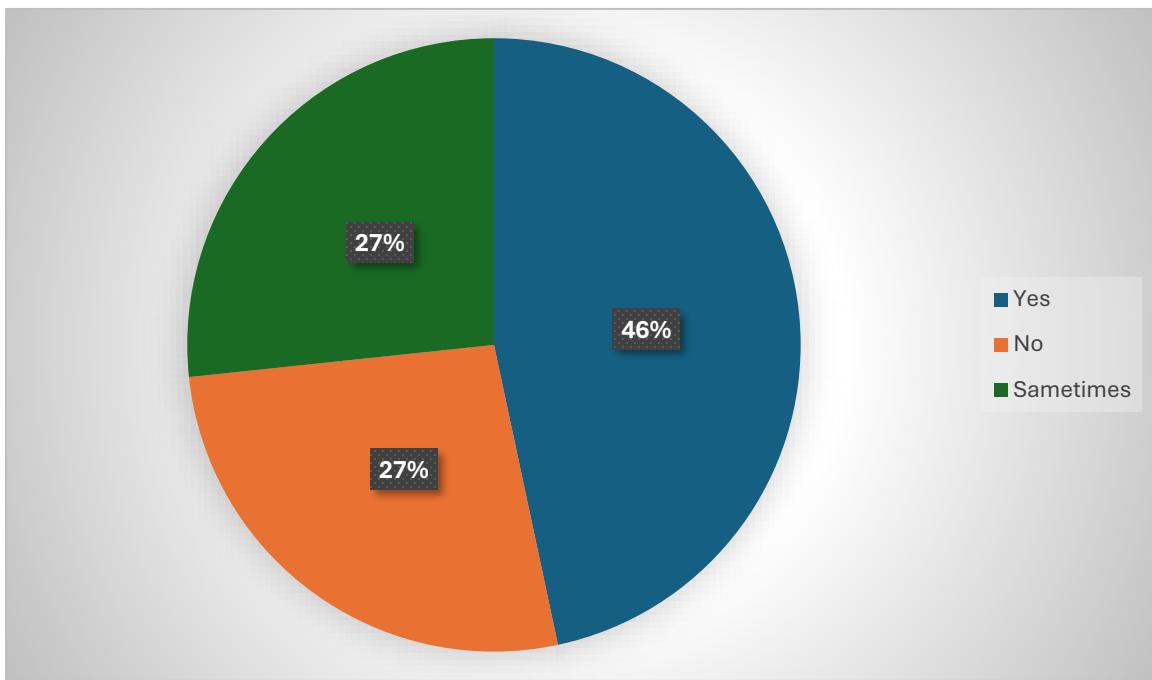
Figure 14: Teachers' Attitudes Toward code-switching in classroom

The data reveals a divided perspective among teachers. Nearly half (46%) of the teachers pointed "yes", which means they allow pupils use code-switching when needed. This helps learners understand better, especially when learning two foreign languages at the same time. Another 27% pointed "no", here they do not encourage their pupils switch between two languages, they might want them to focus on using one single language, however, it could be harder for young

learners who do not fully understand yet. Other teachers, 27%, said sometimes, these may allow code-switching only when pupils are clearly confused.

Q15: If yes, explain

Table 6: Teachers explain why they allow pupils use code-switching

Facilitate understanding
Il faut utiliser deux ou trois langues pour stimuler l'élève et l'aider a comprendre l'information (It is necessary to use two or even three languages to engage the pupil and help them understand the information.)
Il faut utilizer une autre langue, comme l'arabe, pour garder le sens des mots dans la tête d''élève. (It is important to use another language, such as Arabic, to help the pupil retain the meaning of words.)
It helps them learn the vocabulary needed in English
Allow pupils to use two words in different languages in one sentence
Utiliser deux langues encourage l'élève à faire la difference entre eux (Using two languages encourages the pupil to make a distinction between them.)
In order to give them the chance to share their ideas freely and feel comfortable even though they are making mistakes

This question is asked in order to clarify teachers' attitude toward code-switching. Out of eighteen teachers, only seven explain. The responses point out that teachers view code-switching not as a problem. Many believe that switching between languages including Arabic, French, and English helps pupils better understand vocabulary and concepts, especially when they face difficulties in one of the foreign languages. For instance, one teacher noted that using both

languages "facilitates understanding," while another emphasized the value of using the pupils' native language to help retain meaning. Some teachers said that code-switching allows learners to express themselves more freely and confidently. Others mentioned that it encourages students to notice the difference between languages. Overall, the responses indicate that teachers use code switching to make the classroom inclusive and supportive for young learners who are still developing their skills in both English and French.

Q16: What type of materials or training would help you better manage language confusion in a bilingual setting?

Table 7: Materials help managing language confusion

In my opinion Bilingual Visual Aids and Word Walls maybe would help
Videos or pictures
Matrials visuelle comme des images des vidéos sur datashow (Visual materials such as images and videos on a data show)
Utiliser des chansons (Using songs)
J'utilise data show comme un matériel (I use data shows as teaching material.)
Des images et des vidéos (Pictures and videos)
Do more exercises
Exposure to each language individually
Pictures

Language immersion activities/ cognitive flexibility exercises
Des objets réel pour relier des mots a leur signification (Real objects to connect words to their meaning.)
Utilise datashow, des jeux on classe... (Using a data show, games in class...)
Listening to English audio
Play words games

The table presents the teachers' responses which highlight a strong preference for visual, interactive, and engaging teaching material to help manage language confusion in classroom. Many teachers mentioned pictures, videos, songs, real objects, and using data show as a tool in order to help pupils understand and remember words better. Others suggested playing word games, doing more practices and using audio to support listening skills. A few teachers pointed out the need to expose pupils to each language and use activities that build their ability to switch between languages. In general, the responses indicate that teachers want mora practical, engaging, and visual resources.

Q17: In your opinion, does bilingual education (learning English and French together) benefit or hinder pupils' language development?
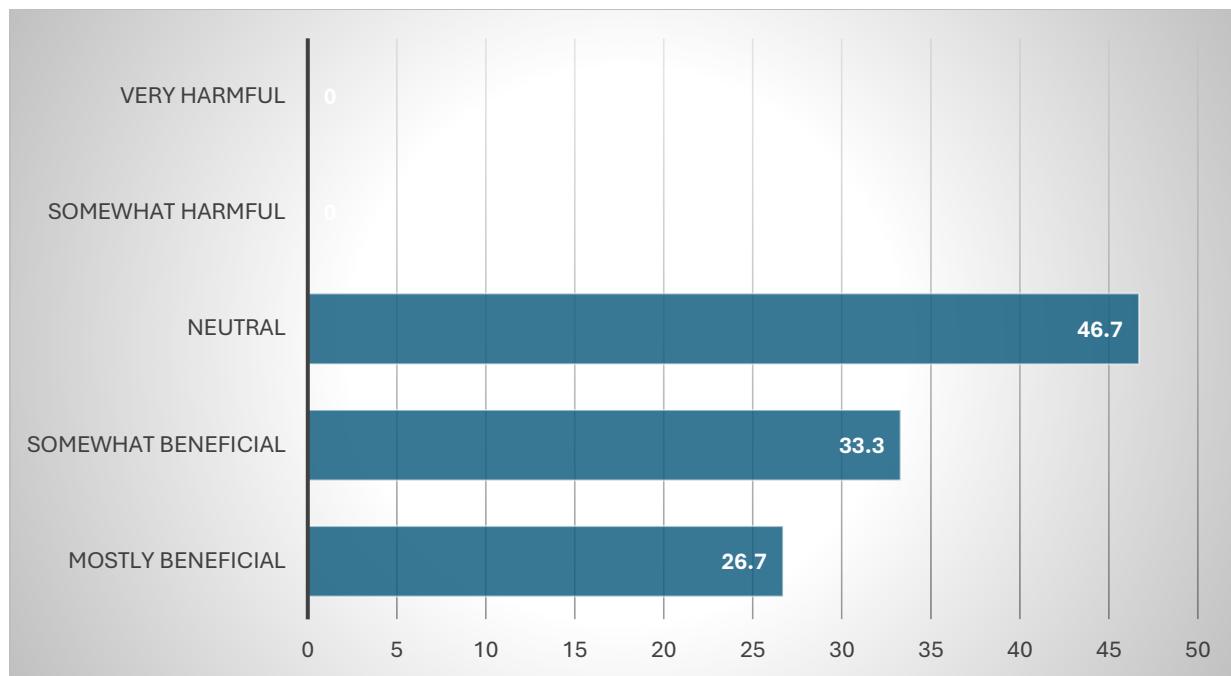
Figure 15: Teacher Views on Whether Bilingual Education Helps or Hinders Language Development

The data analysis represented in the bar chart above explains that most teachers view bilingual education as either beneficial or neutral for pupils' language development. Furthermore, 27% of teachers said it is mostly beneficial, and 33% mentioned it is somewhat beneficial, which means they believe learning English and French simultaneously benefit pupils. However, 47% said neutral, and no teachers thought bilingual education is harmful. All this suggests that teachers do not see learning both languages at the same time as a problem.

Q18: What suggestions do you have to help reduce language confusion among primary school pupils?

Table 8: Teachers' suggestions for reducing language confusion

Use visual supports

Séparer les deux langues et essayer de faire plus d'efforts pour que les éleves puissent distinguer entre la langue française et anglaise (Separate the two languages and try to make more effort so that pupils can distinguish between French and English.)
Utiliser des phrases repetitive (Using repetitive phrases.)
L'utilisation des enregistrements et des vidéos ou bien des jeux ludiques (The use of recordings and videos, as well as educational games.)
Encourager l'expression sans pression (Encouraging without pressure.)
make more efforts and give more time for learners to help them differentiate between the two languages
Separate timing of each language class might help
Use simple clear sentences
Extra courses
Repetition
Create clear language boundaries/ encourage code awareness/ teach vocabulary in context/ encourage speaking and reading at home.
Simplifier le langage et répéter (Simplify the language and repeat.)
Essayez de séparer les séances de français et d'anglais (Try to separate French and English lesson hours.
Use visuals, songs, and games to support learning process

Repeat key words often and teach the same themes in both languages
On encourage les éleves à n'utiliser qu'une seul langue dans la classe (Encourage pupils to use only one language in the classroom.)
Repeat vocabulary and grammar rules
Use simple sentences and speak slowly

Teachers have mentioned various useful suggestions in order to reduce language confusion in learning English and French. Several teachers emphasized the importance of using visual support, songs, games, and videos to make learning clearer and engaging. Many teachers recommended repeating key vocabulary and grammar and using simple, clear sentences to support understanding. Others highlighted the need to separate the two languages by timing (different hours or days). In addition, there are some teachers suggested to give pupils more time and support and encourage them to express themselves without pressure. A few provided the value of teaching the same themes in both languages.

3.4.2. Discussion of the Result of The Teacher's Questionnaire

The questionnaire was submitted to French and English primary school teachers to help answer the research questions. In response to the first question, most teachers observed that pupils frequently mix English and French, particularly in vocabulary, pronunciation, and grammar. Examples included saying "apple" instead of "pomme," following French word order in English sentences, or using French phonetics when pronouncing English words. These patterns show that interference happens across multiple language aspects. Regarding the second question, teachers believed that this confusion is mainly caused by similarities between the two languages, lack of

language separation in class, and limited vocabulary. While 73% of teachers felt that learning both languages simultaneously causes confusion, many still saw bilingual education as beneficial if well managed. For the third question, most teachers reported using strategies to reduce confusion. These included visual aids, repetition, simple language, songs, games, and separating lesson times for each language. Some also allowed code-switching to support understanding. Overall, teachers recognize that pupils need clear guidance to distinguish between English and French, and they apply various classroom strategies to reduce interference and support better language learning.

3.4.3. Analysis of classroom observation

The note below describes the observation settings:

Observation date: 09-04-2025 to 30-04-2025

Observer's name: Gasmi Maroua

School name: Mohamed Reguez

Grade level: 5th level

Subject observed: French/English

Topic: Examining language confusion among primary school pupils exposed to English and French as foreign languages

Time: French: 13:00-13:45/ 14:00-14:45/ 13:00-13:45/ 14:00-14:45

English: 10:15-11:00/ 9:00-9:45 / 10:15-11:00/9:00-9:45

As a part of the research, four English sessions and four French sessions were attended at Mohamed Reguez primary school in 5AP-b classroom. In the first English session, the lecture was "reading", some pupils spell many words using French spelling rules. For example, "parks, malls" they did not spell "s" sound at the end of the word. Also, the word "beaches" they pronounce "ea" as "o" this because the influence of the other language. The teacher corrected gently and wrote

both correct and incorrect versions on the board to clarify the difference. Pupils seemed curious to learn and actively participated. During the second session, it was a dynamic session the teacher used printed pictures in order to facilitate understanding what the lecture was about. Pupils were engaged and participated actively however a few were afraid of making mistakes or failing in confusion. For instance, one learner said "fruit" as the French pronunciation, the teacher noticed, repeated the correct one, and encouraged pupils to spell several times. The third session involved writing activities, the teacher told pupils to write sentences describing themselves and their families then reading them loudly. During the session the teacher explained using gestures and body language as strategies of teaching, this helps pupils significantly keep the task in their minds. Moreover, in the last session, the teacher explained the lesson about adjectives and adverbs, then she gave them exercise, asking them to write the correct answers on their blackboards. The majority of pupils follow the structure of sentences according to rules of the French language, for instance, "he speaks in class very quickly," "she arrived to classroom early". The teacher clarified this point, pupils were motivated and appreciated the support. Additionally, the first French session, focused on listening and pronunciation using an audio recording. Pupils have to write what they listen, when checking pupils' writing the teacher realized that they made a lot of mistakes such as "ils chante bien" instead of "ils chantent bien", "les zanfant arrivent" instead of "les enfants arrivent", "cest lete" instead of "c'est l'été", "il est fatigue" instead of "il est fatigué". Pupils might forgot accent "é" because in English there are no accents, also they wrote what they exactly listened without adding French rules. The teacher kept repeating the audio until learners understood the rule of each error. In other session, pupils had reading "La lecture" Many pupils mispronounced words when they read a text in the textbook. For instance, "bleu" as "blue", "main" as "main", "coin" as "coin", "table" as "table", "lesson" as "lesson" … All these examples were

pronounced in English version by pupils. During the observation pupils pausing and asking for the correct reading ("what does this mean?", "teacher, is this letter silent?"). The teacher spelled slowly with clear sounds to facilitate learning. The following session was about grammatical exercises, noticing that there were not a lot of interference in this session only few pupils pronounced "s" at the end of the plural words such as "tables". In this session the teacher explained the exercise well, using body and facial language, also the use of code-switching between French and Arabic. By the last French session, pupils were asked for a homework which was writing a simple paragraph about the summer vacation. Surprisingly, the English influence was clear in their reading. The word "chat", the silent "t" was pronounced, again in "rouge" the "r" sound was spelled as the English pronunciation. As a strategy of managing this type of confusion, the teacher clearly repeated instruction in teaching French pronunciation rules.

3.4.3.1. Analysis of the Checklist

The checklist contains various aspects including pupil behavior, teacher strategies, and classroom environment. Focusing on language confusion due to the simultaneous learning of English and French.

Section 1: In all sessions the lessons had clear learning objectives, pupils were actively participating. The teacher used both spoken and written forms during the sessions. Although some pupils were more active than others, the overall participation was satisfied in addition to the structured nature of the class and the teacher's efforts to help guide the session positively.

Section 2: Many pupils displayed signs of confusion between English and French. Some have mixed vocabulary from both languages, others were confused with grammar rules. There were also

mispronouncing words caused by using sound from the other language. Furthermore, several pupils asked for translation and switch languages.

Section 3: The teacher corrected mistakes clearly and supportively. Visual aids and gestures were used to help clarify meaning and reduce confusion. Additionally, limited code-switching was allowed when necessary, giving pupils a chance to express themselves by open discussion about language confusion and encourage peer correction.

Section 4: Regarding the learning environment, the teaching materials used were suitable and clear. The classroom had posters and visuals in languages to support learning. Moreover, the teachers used dictionaries and lists to facilitate understanding better.

Section 5: Most pupils were engaged to participate in the classroom even when they were unsure about certain words or structures, especially when the teacher did his job supportively. In addition, some pupils repeated words incorrectly based on phonetic patterns from the other language, they also sometimes combined both languages in one sentence. Based on observation, it would be beneficial if the teacher allowed pupils to work in groups, provided more fun activities, and gave spelling and pronunciation practices.

3.4.4. Discussion of the results of classroom observation

Classroom observation presented significative insights into how pupils experience language confusion in learning English and French as foreign languages at the same time. In relation to the first research question, it was evident that many pupils struggled with vocabulary, pronunciation, and grammar, often mixing elements from both languages. Some learners pronounced English words with French phonetics or applied French sentence structure in English, which reflected clear signs of linguistic interference. Regarding the second question, while

teachers seemed aware of these issues, their responses during lessons were not always effective. Although some corrected errors and used repetition or gestures, others failed to address confusion systematically or missed opportunities to reinforce language distinctions. In some cases, there was limited use of contrastive teaching, which could have helped clarify differences between the two languages. Concerning the third question, although visual aids, repetition, and simple instructions were occasionally used, the overall teaching strategies observed lacked consistency and depth. There was little evidence of structured plans to minimize interference, and learners were often left to rely on guesswork or translation. These observations suggest that while teachers recognize the existence of language confusion, their classroom practices do not always align with strategies that effectively support pupils in distinguishing between English and French. This highlights the need for better training and more focused methodological approaches to address linguistic interference in bilingual settings.

Conclusion

In conclusion, the chapter presented practical work in conducting this study. It introduced the research methodology, the sample involved, and the data collection tools used. Furthermore, it explained the structure, analysis, and interpretation of each tool applied in this study. Such as questionnaire distributed to English and French teachers in primary school in Biskra, and classroom observation carried out in four English and four French sessions at Mohamed Reguez primary school with fifth year pupils. These tools were used to explore and understand the presence of language confusion in the classroom.

General conclusion

This study explores the issue of language confusion among fifth-year pupils at primary school of Mohamed Reguez in Biskra who are learning both English and French as foreign languages. To address the research questions, we adopt a mixed-method approach, combining a teacher questionnaire with classroom observations. The study aims to understand the nature of language confusion, the factors that contribute to it, and the strategies teachers use to manage it in bilingual learning environments.

The dissertation is divided into theoretical and practical parts. The theoretical chapters review relevant literature related to cross-linguistic influence, interference, vocabulary and grammar overlap, and the role of French and English in Algerian education. It also discusses teaching approaches and the challenges that arise in bilingual classrooms, particularly at the primary school level. The practical part involves analyzing responses from English and French teachers, along with observing eight classroom sessions. The findings show that pupils frequently mix vocabulary, grammar, and pronunciation rules between the two languages. This confusion is often influenced by similarities between English and French, limited vocabulary knowledge, and lack of clear separation between the two languages in the classroom. Teachers confirm that such confusion is common, especially when both languages are introduced around the same time. Despite these challenges, most teachers view bilingual education as beneficial if appropriate strategies are used. Many teachers reported using visual aids, repetition, games, and code-switching to support understanding and reduce confusion. The classroom observations also highlight the importance of teacher intervention and classroom materials in managing interference between languages.

In summary, this study confirm that language confusion is a real and frequent issue in Algerian bilingual classrooms. However, with careful teaching methods, supportive environments,

and targeted strategies, pupils can develop the ability to distinguish between English and French more effectively. The results of this research provide useful insights for educators, curriculum developers, and policymakers aiming to improve bilingual education at the primary level.

Limitation of the study

During the course of this study, some limitations were faced. One major challenge was the limited availability of teachers who teach both English and French, especially within the short time available for data collection. Because of this, we could not rely only on printed questionnaires as initially planned. To make up for the limited access, we had to use online questionnaire as well, which helped us collect enough data to support the study. Another limitation was related to pupils themselves. Since they are still young, it was not appropriate to ask them direct questions or expect detailed answers. Instead, we focused on observing them during their classroom sessions. However, the classroom observations would have been more effective than any tool if we had started them earlier.

Pedagogical Recommendations

- **Separate Language Instruction Clearly**: English and French sessions should be taught at different times or on different days to help pupils mentally separate the two languages and reduce interference.

- **Use More Visual and Contextual Aids**: Teachers should make regular use of pictures, videos, real objects, and visual word walls to support meaning and reinforce vocabulary in both languages.

- **Reinforce Pronunciation and Spelling Rules**: Teachers are encouraged to dedicate time to teaching the differences in pronunciation and spelling between English and French, especially when pupils confuse similar words.

- **Practice Vocabulary in Context**: Vocabulary should be introduced through real-life examples, short dialogues, and theme-based activities to help pupils understand usage and meaning more effectively.

- **Encourage Language Awareness Activities**: Teachers can design short tasks that highlight the differences between English and French grammar, structure, and sounds, helping pupils become more aware of each language's rules.

- **Use Repetition and Routine**: Frequent repetition of key vocabulary and grammar structures through songs, chants, and daily routines can strengthen memory and reduce confusion.

- **Provide More Speaking Opportunities**: Pupils should be encouraged to practice speaking through role-plays, group discussions, and storytelling to build confidence in each language.

- **Offer Regular Feedback and Gentle Correction**: Teachers should correct mistakes supportively, helping pupils learn from errors without losing motivation or confidence.

- **Support Collaboration and Peer Learning**: Pair and group activities can be used to promote peer correction, language support, and more exposure to both English and French in a natural setting.

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Appendices

English Teachers' questionnaire

Questionnaire for English Teachers

Title of the Study: *Examining Language Confusion Among Primary School Pupils Exposed to English and French*

Purpose of the Questionnaire:

This questionnaire aims to gather information from English language teachers about their experiences with pupils who are simultaneously learning English and French, and how language confusion may occur between the two languages.

Instructions:

Please answer all questions honestly. Your answers are confidential and will be used only for academic research.

Section 1: Demographic information

1. **Gender:**

☐ Male   ☐ Female

2. **Age:**

☐ Under 25   ☐ 25–35   ☐ 36–45   ☐ Above 45

3. **Years of teaching experience:**

☐ 0–5   ☐ 6–10   ☐ 11–15   ☐ More than 15

4. **What subject do you teach?**

☐ English   ☐ French

5. **How many hours per week do you teach this language?**

_____

Section 2: Observation and language confusion

6. **Do your pupils sometimes combine English and French when speaking or writing?**

☐ Yes   ☐ No

7. **If yes, which type of confusion is most frequent?**

☐   Vocabulary   mixing

☐   Grammar   interference

☐   Pronunciation   issues

☐ All of the above

8. **Please provide two examples of language confusion you have observed in your classroom:**

a) _____

b) _____

9. **How often do you notice language confusion among your pupils?**

☐ Very often   ☐ Sometimes   ☐ Rarely   ☐ Never

10. **In your opinion, what are the main reasons pupils confuse English and French?** *(Tick all that apply)*

☐ Similar vocabulary (cognates)

☐   Similar   grammar   structures

☐   Lack   of   clear   separation   between   language   classes

☐   Insufficient   vocabulary   knowledge

☐   Influence   of   home   language   or   environment

☐ Other: _____

11. Do you believe that learning both English and French at the same time creates confusion in pupils?

☐ Yes   ☐ No   ☐ Not sure

12. Do you use any specific strategies to help pupils avoid mixing English and French?

☐ Yes   ☐ No

13. Have you collaborated with other language teachers to coordinate vocabulary, grammar, or topics to reduce confusion?

☐ Yes   ☐ No

14. Do you allow or encourage code-switching in your classroom when needed?

☐ Yes   ☐ No   ☐ Sometimes

15. If yes, explain:

_____

16. What type of materials or training would help you better manage language confusion in a bilingual setting?

_____

17. **In your opinion, does bilingual education (learning English and French together) benefit or hinder pupils' language development?**

☐   Mostly   beneficial

☐   Somewhat   beneficial

☐   Neutral

☐   Somewhat   harmful

☐ Very harmful

18. **What suggestions do you have to help reduce language confusion among primary school pupils?**

➤ **Thank you very much for your participation.**

French teachers' Questionnaire

Questionnaire pour les enseignants de français

Titre de la recherche: Étude de la confusion linguistique chez les élèves du primaire apprenant l'anglais et le français comme langues étrangères

Objectif du questionnaire:

Ce questionnaire vise à recueillir des données auprès des enseignants de français sur leurs expériences concernant la confusion linguistique entre le français et l'anglais chez les élèves du primaire.

Instructions:

Veuillez répondre à toutes les questions avec sincérité. Vos réponses resteront confidentielles et seront utilisées uniquement à des fins de recherche académique.

Section 1: Informations Démographiques

1. **Genre:**

   ☐ Masculin   ☐ Féminin

2. **Âge:**

   ☐ Moins de 25 ans   ☐ 25–35 ans   ☐ 36–45 ans   ☐ Plus de 45 ans

3. **Années   d'expérience   dans   l'enseignement:**

   ☐ 0–5   ☐ 6–10   ☐ 11–15   ☐ Plus de 15

4. **Quelle   matière   enseignez-vous   ?**

☐ Anglais   ☐ Français

5. **Combien d'heures par semaine enseignez-vous cette langue ?**

Section 2: Observation et Confusion Linguistique

6. **Vos élèves mélangent-ils parfois l'anglais et le français à l'oral ou à l'écrit?**

☐ Oui   ☐ Non

7. **Si   oui,   quel   type   de   confusion   est   le   plus   fréquent?**

☐   Mélange   de   vocabulaire

☐   Interférence   grammaticale

☐   Problèmes   de   prononciation

☐ Tous les éléments ci-dessus

8. **Veuillez donner deux exemples de confusion linguistique observés en classe :**

a) _____

b) _____

9. **À quelle fréquence remarquez-vous une confusion linguistique chez vos élèves ?**

☐ Très souvent   ☐ Parfois   ☐ Rarement   ☐ Jamais

10. *Selon vous, quelles sont les principales raisons pour lesquelles les élèves confondent l'anglais et le français? (Cochez tout ce qui s'applique)*

☐   Vocabulaire   similaire   (cognats)

☐   Structures   grammaticales   similaires

☐   Absence   de   séparation   claire   entre   les   cours   de   langue

☐   Connaissances   lexicales   insuffisantes

☐   Influence   de   la   langue   ou   de   l'environnement   familial

☐ Autre : _____

11. **Pensez-vous que l'apprentissage simultané de l'anglais et du français crée de la confusion chez les élèves ?**

☐ Oui   ☐ Non   ☐ Pas sûr(e)

12. **Utilisez-vous des stratégies spécifiques pour aider les élèves à éviter le mélange des deux langues ?**

☐ Oui   ☐ Non

13. **Avez-vous collaboré avec d'autres enseignants de langues pour coordonner le vocabulaire, la grammaire ou les thèmes afin de réduire la confusion ?**

☐ Oui   ☐ Non

14. **Autorisez-vous ou encouragez-vous l'alternance codique (code-switching) en classe si nécessaire ?**

☐ Oui   ☐ Non   ☐ Parfois

15. **Si oui, expliquez :**

16. **Quel type de matériel ou de formation vous aiderait à mieux gérer la confusion linguistique en milieu bilingue ?**

---

17. **À votre avis, l'éducation bilingue (apprendre l'anglais et le français ensemble) est-elle bénéfique ou nuisible au développement linguistique des élèves ?**

☐ Très bénéfique

☐ Assez bénéfique

☐ Neutre

☐ Assez nuisible

☐ Très nuisible

18. **Quelles suggestions auriez-vous pour réduire la confusion linguistique chez les élèves du primaire ?**

> **Merci pour votre collaboration et votre contribution à cette étude.**

Appendix 3

Classroom observation checklist

Classroom Observation Checklist

Title of Study:
Examining Language Confusion Among Primary School Pupils Exposed to English and French as Foreign Languages

Purpose of the Checklist:
This checklist is designed to help the observer systematically document instances of language confusion (e.g., mixing vocabulary, grammar, or pronunciation) among primary school pupils in English and French classes. It also monitors teacher strategies to manage or reduce such confusion.

Observation Date: _____
Observer's Name: _____
School Name: _____
Grade Level: _____
Subject Observed: ☐ English ☐ French **Topic:** _____
 Time: _____

Section 1: General Classroom Information

Item	Observed	Not Observed	Notes
The lesson has clear learning objectives.	☐	☐	
Pupils are actively participating.	☐	☐	
The teacher uses both spoken and written forms of the language.	☐	☐	

Section 2: Evidence of Language Confusion in Pupils

Item	Observed	Not Observed	Notes
Pupils mix English and French vocabulary.	☐	☐	
Pupils confuse English and French grammar rules (e.g., verb tenses, articles).	☐	☐	
Pupils mispronounce words due to the influence of the other language.	☐	☐	
Pupils ask for translation or switch languages to express themselves.	☐	☐	
Pupils appear hesitant or confused when choosing between the two languages.	☐	☐	

Section 3: Teacher Responses and Strategies

Item	Observed	Not Observed	Notes
Teacher corrects language confusion clearly and supportively.	☐	☐	
Teacher uses visual aids or gestures to clarify meaning.	☐	☐	
Teacher separates instructions of the two languages clearly.	☐	☐	
The teacher allows limited code-switching when necessary.	☐	☐	
Teachers encourage peer correction or discussion about language differences.	☐	☐	

Section 4: Materials and Environmen

Item	Observed	Not Observed	Notes
Materials (books, worksheets) are language-appropriate and clear.	☐	☐	
Classroom displays support language learning (e.g., posters in English/French).	☐	☐	
Pupils have access to bilingual resources or dictionaries.	☐	☐	

Section 5: Additional Notes and Comments

- **General impression of pupil engagement:**

  _____

- **Other signs of language confusion not listed above:**

  _____

- **Suggestions for reducing confusion (based on observation):**

  _____

الملخص

تتناول هذه الأطروحة بالدراسة والتحليل ظاهرة الخلط اللغوي لدى تلاميذ السنة الخامسة من التعليم الابتدائي في الجزائر، ممن يتعلمون اللغتين الإنجليزية والفرنسية كلغتين أجنبيتين ضمن سياق تعليمي ثنائي اللغة. وتهدف إلى تحديد أنماط هذا الخلط اللغوي، والكشف عن أسبابه الكامنة، واستقصاء استجابات المعلمين وتصوراتهم حول سبل التعامل معه داخل الفصول الدراسية. وقد اعتمد البحث منهجاً مختلطاً يجمع بين الكيفي والكمي، من خلال استبيان شبه مهيكل وُجّه إلى ثمانية عشر من معلمي اللغتين بمدينة بسكرة، بالإضافة إلى ملاحظات صفية أجريت داخل قسم لتلاميذ السنة الخامسة بمدرسة ابتدائية عمومية(محمد رقاز). ركّزت أدوات البحث على استكشاف تجارب المعلمين في مواجهة التداخل اللغوي، والاستراتيجيات التربوية المعتمدة، ومدى إدراكهم لفعالية التعليم الثنائي اللغة. وقد كشفت النتائج عن وجود خلط لغوي متكرر لدى المتعلمين، يتجلى في الإملاء، والنطق، والتراكيب، والمفردات، خاصة عند تقديم اللغتين بشكل متتالٍ وبدون فواصل زمنية مناسبة. وأكد المشاركون الحاجة إلى اعتماد ممارسات تعليمية أكثر تنظيماً تشمل الوسائل البصرية، والتكرار، والأنشطة الهادفة لتنمية الوعي اللغوي. وتختتم الدراسة بجملة من التوصيات البيداغوجية الرامية إلى تعزيز فعالية التعليم الثنائي اللغة وتطوير قدرة المتعلمين على الفصل بين النظامين اللغويين

الكلمات المفتاحية الخلط اللغوي، التعليم ثنائي اللغة، التداخل اللغوي