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The Impact of Learning English and French Simultaneously on Learners Speaking Skills

CASE: B1 and B2 Learners of the Intensive Center of Languages at Setif University

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of the Requirements for the Degree of Master in Sciences of Language

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Declaration

I, **MEFTAH AMINA RAZIKA,** do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

Algeria

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M.A

Dedication

I am dedicating this thesis to my beloved grand-mother LAACHER MERIEME who has meant and continue to mean so much to me. She is no longer of this world; her memories continue to regulate my life. Whose love for me knew no bounds and, who taught me the value of education and hard work. Thank you so much "NANA", I will never forget you.

To my lovely parents LAACHER AICHA and MEFTAH DJILANY who are always proud of me and picked me up in time and encouraged me with financial and moral support to take every adventure, especially this one.

To my second mother my aunt who I love the most LAACHER BADIA who always supports me.

To my lovely brothers DJAMEL and KHALED who stand by me when things look bleak.

To my dear brother MEFTAH MOHAMED LAMINE who despite his illness and his inability to speak, his smile alone gives me the strength to move on in this life

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Abstract

Speaking is one of the essential skills to acquire knowledge in all the fields, and it is crucial in enhancing EFL learners learning progression; therefore, it should not be neglected, The present dissertation explores the negative and positive impact of learning two languages simultaneously; on students speaking skills and how teachers use effective strategies to reduce the negative side of learning two languages at once and focuses on the positive side of achieving fluency in both. The purpose of this study is to improve students' speaking skills in English and help them to enhance their academic learning. We hypothesize that if learners start learning two languages simultaneously, it may negatively impact their speaking skills. Besides this, bilingual learning has proved its impact; in other words, according to enormous studies, learning two foreign languages, English and French, simultaneously negatively affects the students to improve language skills and communicate appropriately. To confirm our hypothesis, we relied on the mixed method to find the relationship between the dependent and independent variables mentioned above. The questionnaire, interview, and classroom observation are the data gathering tool of this research. The obtained results are highly significant since the analysis of the students' questionnaire, teachers' interviews, and classroom observation have asserted a severe gap among b1 and b2 levels of CELL at Setif University students with speaking competence.

Keywords: Speaking Skill, Bilingual learning, CELL learners, English, French.

List of Abbreviations and Acronyms

CELL: Center for Intensive Teaching of Languages

EFL: English as a Foreign Language

FL: Foreign Language

L1: First Language

TL: Target Language

BL: Bilingual Learning

CS: Code Switching

Q: Question

%: Percentage

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General Introduction

Introduction

It has been discovered that speaking different languages provides numerous valuable benefits because learning to speak two languages is similar to learning any other ability. Knowing more than one language feeds the brain, promotes cognitive and social-emotional growth, and increases the chances of effective learning. It is currently thought that the frequent pressure to transition between languages contributes to some mental benefits. Nowadays, adult learners seek to learn multiple languages for multiple motives, and some learners learn two languages simultaneously. Therefore, this study aims to survey learners who are attempting to acquire two languages simultaneously and the influence on their speaking ability.

Although this new generation loves to acquire new things and abilities, such as learning new languages, some seek to be more cultural and learn at least the basics. Others seek fluency, and they learn languages one by one from an early age, and others want to shorten the time and start learning two different languages at once; however, this may impact the learners' skills, such as the speaking skill.

Statement of the problem

Learning is a vital activity in our lives since it is necessary for acquiring knowledge and learning new languages. In reality, language aids learning, a complex discovery, cooperation, and inquiry process. Language learning is a continuous process. Students learn a language through expressing their thoughts, feelings, and experiences with others and forming relationships. They may come to school speaking many languages or learning a new one. Prior linguistic experience may benefit in learning another language. Being multilingual and having a diversity of learning experiences helps the learning process.

In addition, multilingual education is becoming more popular, Which is due to a variety of reasons. Societies are becoming more multilingual as a result of globalization. People of various linguistic backgrounds are becoming more prevalent. As a result, there is a more significant need for bilingual education.

Therefore Algeria is a multilingual country. Learners of all ages try to acquire and learn at least two languages in their lives, English and French; some of these learners try to learn the two languages at once for many reasons like shortening time. as a result, some of them find that the two languages influence each other, and they influence the learners' speaking skill

Hypothesis

If learners start learning two languages at the same time, it may impact their speaking skills in a negative way

Research question

-What is the impact of learning two languages simultaneously on learners?

-Can anybody learn two languages at once typically?

Methodology used

We adopted a mixed-method approach (descriptive/exploratory methodology) due to the nature of the research problem. In other words, it is a qualitative study that looks into and explains a real-life experience by presenting observable facts.

Population and Sample

The study's population consisted of 39 students from the B1 and B2 levels at Setif

University's English division professors. We chose four groups at random from a total of Ten. The population was selected to have a mix of ages and educational levels.

Research tools

A questionnaire is generated to collect data. It isl be self-reporting, with open-ended questions items and close-ended questions and alternatives to ensure that responders understand the questionnaire completely. as well as an interview to have better information from experts in the field

Significance of the study

This study is of great benefit to all those who want to shorten their time and learn two languages simultaneously; the learner knows the negative impact as well as the positive of it on his speaking skill and how he can manage his time to avoid the negative side of learning two languages at once and focuses on the positive side to achieve fluency in both of them

Delimitation of the study

This investigation looks into the influence of learning two languages at once among CELL learners. It should be understood that learning new things is good and trying to acquire two languages simultaneously has different results. Knowing a langue is referred to by various words, including developing a new language, enlightenment, knowledge, and others. They are utilized interchangeably in this investigation.

Limitation of the study

According to projections, the questionnaire is returned at 25%. Learners at CEIL may not attend all the time, which may be problematic since there are different learners,

although some professors loathe having an outsider in their classes. Thus, it is expected that some teachers may be hesitant to cooperate fully. As well as lack of sources. Finally, because my sponsors are reluctant to devote more funds, this study will be confined to a representative population.

Structure of the study

Chapter one examines General overview of language learning in Algerian. It also clarifies the position of French and English as foreign languages in Algerian society before talking about language acquisition, bilinguals' methods, and language transfer.

The second chapter examines the students' speaking abilities; its primary goal is to teach a foreign language; furthermore, it highlights some speaking characteristics and techniques before concentrating on the students' speaking difficulties.

Chapter three made up the practical portion. The examination of the information gathered from teacher interviews, student surveys, and classroom observations are conserved in this chapter;

Chapter One

Language Learning

Chapter One

A Review of the Concept

Language Learning

CHAPTER ONE

A Review of the Concept

Language learning and learning process

Introduction

Arabic is the national league in Algeria, but foreign languages, French, had the most significant influence on Algerians. However, as English became the international language, it became increasingly important to learn it. As a result, many students try to learn two languages simultaneously, mainly English and French, for many reasons. Therefore This chapter provides an overview of Algeria's language condition. The position of French and English within the Algerian linguistic community. Furthermore, the chapter illuminates the nature of each language and their parallels and relation to the speaking skill.

1 Languages in Algeria

At various points in Algeria's history, individuals from the Maghreb, particularly Algerians, have always interacted with other foreign communities. The Algerian languages were affected by European languages. The official language of Algeria is Modern Standard Arabic (literary Arabic), as stipulated in its constitution in 1963. On the other hand, Berber has been recognized as a "National language" by constitutional amendment since May 2002. Over 99 percent of Algerians speak Arabic or Berber as their first language. Due to Algeria's colonial history, the French have no official status but are extensively used in government, culture, media, and education (beginning in elementary school). This language may also be considered a co-official language of the country. As a result, many people can understand the language, but only approximately 20% can read and write it.

According to Malika Rebai Maameri (2009), "the language used at home and on the street remains a blend of Algerian dialects and French vocabulary" (Malika Rebai Maameri 2009:10).

1.2 Status of Non-Native languages

One of the government's most significant obligations according to Baiche (2008), is to promote successful education and to develop curricula and programs that fit the requirements of both communities and individuals, utilizing appropriate textbooks. In reality, each civilization's motivations and incentives for teaching foreign languages and developing learning settings are unique. Candidates are picked depending on where they are now in the desired condition.

1.3 Status of Foreign Languages

In Algeria, French has the quality and function of a second language (L2), even though it is the first foreign language from a political aspect. As a result, it is pervasive in government, administration, politics, law, medicine, commerce, the media, and education, beginning in primary school. It is employed as a medium of instruction.

1.4 Status of Foreign Languages

The most crucial issue to consider in a foreign language teaching situation, as previously said, is that the target language is not the mother tongue of the speech group or nation where it is being studied, and it also has no internal functions. "Learning a foreign language aids an individual's education by providing access to the culture of a group of people with whom he does not have regular interaction," Rivers (1981) observed (Rivers, 1981:09)

The government establishes the broad objectives for teaching a language, whether it is a second or a foreign language. The Algerian government has prescribed textbooks and curriculum requirements. As a result, English Language Teaching (ELT) strategies have been modified and updated to match the changing demands of Algerian schools and the educational needs of learners. This reflects, in part, the Ministry of Education's emphasis on the teaching of foreign languages in general and English in particular, in collaboration with language textbook committees.

2 French and English in the Algerian Society

The influence of the French in Algeria is growing, and they now account for a significant portion of the population.

The co-official language and the most widely studied foreign language in Algeria is French, spoken mainly in the country's larger cities. Its effect is apparent; French idioms and vocabulary are still used in Algerian Arabic, resulting in coexistence and bilingualism in certain circumstances and code flipping in others, as observed in ordinary discourse. As a result, this language is widely used in the media, government, society, industry, and education, and it is often regarded as the primary mode of communication. "French language, so widely used, shall henceforth be declared as a foreign language," according to the 1976 National Charter.

Despite the government's efforts to eliminate French and Arabize education and other institutions, Algeria remains the world's second-biggest Francophone country in terms of French speakers, according to the World Factbook, a reference resource maintained by the CIA (Central Intelligence Agency). It is seen as the language of modernity, progress, and intellectual differentiation, progressively attaining a respectable standing among Algerians who strongly desire to study it.

Moreover, with the rise of technology, the French have solidified their place among Algerians. Indeed, this language is widely utilized in the media; more newspapers are published in French than Arabic. In this regard, Benrabah (19991:270) noted that daily newspapers produced in French exceed those published in Arabic, with 880.000 copies vs. just 30.000.

On the other hand, Because of the strength of those who speak English, according to Baugh and Cable (2005), it has become a worldwide language. A power that is industrial, scientific, historical, political, economic, and sociocultural; if we look back hundreds of years, we can see that the industrial and scientific power dates from the 19th century, when Britain was the world's leading industrial and trading power, and most of the innovations were written in the English language. People needed English to learn how to use them. Historically, the expansion of English has been aided by the movement of English speakers to other parts of the globe.

As a result, the English language's global political dominance was bolstered by Britain's military might as the world's leading colonial power (the British Empire). Furthermore, by the twentieth century, economic power had risen due to the development of the United States of America (USA) as the world's top economic country. Furthermore, English controlled all sectors of culture, including the press, advertising, radio, motion pictures, Et cetera.

Today the English language's strength continues to grow. This domination remains now; Between 1995 and 1996, English was the official language of 25 000 international organizations, thanks to various reasons that helped it achieve this global position. In terms of social interaction, most of the world's prominent musical groups work and record music in English and publishing; in reality, English is the language in which most literary works

are written. As a result of technological advancements, almost 90% of electronic internet material is kept in English. In addition, it is a frequently used worldwide travel language in the tourist industry.

The strength of this language and its expansion throughout Algeria is palpable. It is, in fact, the second-most-taught foreign language after French. In a similar spirit, Harmer (2001) states:

"a language widely adopted for communication between speakers whose native languages are different from each other's and where one or both speakers are using it as a second language"

(Harmer, 2001:01)

3 Language learning VS Language acquisition

Long have researchers and psycholinguists argued about addressing various language acquisition and learning concerns.

Language acquisition is described as how humans develop the ability to learn a language, comprehend and generate words and sentences, and acquire various tools such as phonology, morphology, syntax, and semantics to communicate. Functional abilities in the spoken language will be developed without theoretical understanding, while familiarity with the target language's phonetic characteristics, structure, and vocabulary will be developed concurrently.

According to this concept of language acquisition, even though it is taught from elementary school, French in the Algerian speech community is learned through the learning of Algerians' mother tongue due to French's significant effect on it. Algeria is the world's second-largest Francophone nation in terms of speakers. In terms of understanding,

more than half of Algeria's population is Francophone. According to an Ethnologue assessment, the effect is so strong (particularly at the lexical level) that about 111000 individuals in Algeria use French as their first language. According to Maamri (2009): "The language spoken at home and in the street remains a mixture of Algerian dialect and French words…Classical Arabic is still not mastered even at a higher educational level" (Maamri, 2009:10)

On the other hand, language learning is a learning method through its written form. The student will be able to comprehend the language's many structures and functions and how to grasp the laws that govern it. The students' linguistic understanding will be gradually enhanced during this process; they will be taught how to make interrogative sentences and utilize prepositions and the conditional, but not how to use this information in the target context.

While English is not taught until middle school in Algeria, it is studied academically as a second foreign language after French in official contexts. Indeed, no one in Algerian society speaks English as a first language, and the English language does not impact the Algerian dialect. Bache claims that (2008), "parents claim that although English is an international language, it has no social function in Algeria, and therefore did not want to compromise their children's future." (Baiche,2008:57)

According to Schutz (2014), the following table summarizes the key distinctions between the two processes:

Language learning	Language acquisition
Artificial and technical	Natural and personal
Priority on the written language	Priority on the spoken language
Theory (language analysis)	Practice (language in use)
Deductive teaching (role-driven; top down)	Inductive teaching (rule-discovery; bottom up)
Preset syllabus	Learner centered activities for room for improvisiation
Translation and use of L1 included	No translation; no L1

Table 1.1 Some differences between language learning and language acquisition

4 Approaches Used By Bilinguals

Bilingualism is a reality of the day, and even though it has been around for a long time, it only became widely recognized in the twentieth and twenty-first centuries. Mastery of a lingua franca is now considered a near-essential qualification in the workplace and the educational system. The ability to speak two or more languages is highly regarded and sought-after in these and many other fields, and much more so for what is known as the "bilingual level." Bettle Amo, (2015).$**$*

As a result of all of the educational processes over the years, several approaches to bilingual education exist. Some of the best-known methods to language education; The Grammar-Translation approach has been employed in secondary schools since the 19th

century (Howatt & Widdowson 151), and it is generally connected with learning extinct or "dead" languages like Latin or Ancient Greek. It was,, however, the first approach for teaching modern languages such as English or French. Language acquisition was formerly mainly accomplished through the translation of lengthy texts. On the other hand,, The Direct Method, also known as the Natural or Conversational Method, was into the Grammar-Translation Method's shortcomings. This technique varies from the preceding one because it does not explain language use in the learner's first language. The emphasis is on speaking and listening abilities rather than reading and writing.

As a result, the Direct Method is more suited to communication circumstances.

Bilingualism is advantageous for social and professional integration. Later on, this practice would morph into different approaches.

4.1 Bilingualism by young learners

There is a surprising plenty of research on multilingual children's perspectives given the newborn studies. This might be a gift in disguise. There is substantial evidence that many perceptual tests conducted on monolinguals and adults are deceptive because the stimuli used were insufficiently realistic to elicit reactions characteristic of normal speaking behavior. The voicing contrast is a significant culprit in investigations (Wat-son, 1983; Williams, 1977). In addition, distinct cues interact with one other. It may be difficult to analyze a group's or subject's answers if a collection of test stimuli lack an essential trait.

Nonetheless, such assessments have the potential to provide insight into the distinctions between monolingual and bilingual perception processing. The research that has been conducted, there are more significant disparities in this element of speech behavior than in production. As a result, they suggest that bilinguals' perceptual Moreover,

production routines are asymmetric.

An experiment was conducted as part of the author's ongoing research to compare the perceptual development of a group of English—French bilinguals with that of the monolingual group studied by Simon and Fourcin about English (1978). The stimuli utilized by Simon and Fourcin were similar. Subjects included groups of primarily balanced bilinguals living in England but receiving French, education, as well as individuals who had some French at home. The children were divided into four age groups: five, six, eight, and ten years old. According to Simon and Fourcin's findings, English monolinguals displayed categorical categorization of the VOT.

Continuum by the age of five. However, the five-year-old bilinguals showed quasi-random categorization,, with a preference for judging as voiced stimuli with extremely lengthy VOTs. They had almost caught up to the monolinguals by the age of six; however, their categorization was not quite as definite as the latter group's. By the age of eight, there was no distinction.

4.2 The Beneficial Effect of Bilingualism in Learning

Because of the various languages that are a part of everyday life,, being in a multilingual context helps many people acquire and utilize not one or two but three or more languages. According to Cenoz (2013), common knowledge holds that the more languages a person knows, the simpler it is to learn a new one (p.74). From this, standpoint, we may conclude that learners with an Arabic and, particularly, a French background can readily learn English as a third language.

In addition,, a bilingual approach to education can help any student as long as the technique selected is appropriate for the student's language situation and delivers high-

quality instruction. There are specific approaches aimed at monolingual students who speak only the majority language and want to develop strong proficiency in another language. Bilingual education is not just for recent immigrants; there are specific approaches aimed at monolingual students who speak only the majority language, and want to develop strong proficiency in another language (TESOL 1992).

Also, Swain and Lapkin (1982) and Swain et al. (1990) conducted studies in Canada on Bilingual Education Programs. They contrasted the levels of English competence acquired by learners who spoke English as their first language [L1] too immigrant children who spoke French and another language and were studying English as their third language (L3). According to the findings,, bilingual children scored higher on English examinations than monolingual youngsters. When students have Arabic as their first language (mother tongue), French as their first foreign

language, and English as their most comparable language, they may efficiently study the third language, "English," and get the most significant outcomes.

Furthermore, according to Cenoz (2003), most research on general proficiency revealed a beneficial effect of bilingualism on third language acquisition, mainly when the languages were typologically linked. As a result,, the resemblance between French and English is a valuable tool for students.

2.3 The monolingual approach

Monolingual refers to someone who solely understands and speaks one language.

This approach ignores the influence of the student's native language and cultural background, as Phillipson (1992, p.185) stated about the monolingual approach (hereafter referred to as MA) when he said that monolingual holds that teaching English as a foreign

or second language should be entirely through the medium of English, with no possibility of including the learner's first language. This method recommends that a target language should be the exclusive medium of education; in this spirit, Ekawati and Setyarini (2016) found that using English as a medium of instruction gives students greater exposure to the language and more opportunities to learn it (p.2). Cook (2001) says that separating and distinguishing L1 and L2 isnecessary for good L2 learning. MA in the classroom encourages instructors and students to speak in English in a formal context, which leads to higher performance (Ekawati and Setyarini, 2016, p.2).

Meanwhile,, according to MA practitioners, Translating L1 and L2 can be dangerous because it encourages the belief that the languages are equivalent in every way (ibid). It suggests that students feel that word-for-word translation is a suitable strategy because of the overuse of L1. As a result, when learning L2 or L3, learners will use it to transfer meaning.

In a different light, Schweers (1999) discovered that 88.7% of Spanish students

studying English sought to incorporate L1 and prior knowledge into their classes. Although Lee's research (2012) does not address the issue of teachers' code-switching to learners" L1, the data revealed that only around 20% of learners fully accept MA, the L1 or prior cannot be excluded from their learning process. learners will still need to utilize the preceding language. MA is most likely to blame for the wrong opinions about EFL students (ibid, p.3).

5 Interlanguage

The word "interlingual" was coined by Selinker (1972). It refers to a second language learner's system being detached. Between native and target language learners, this latter

has a structurally intermediate status. According to Ellis (1997), Interlanguage is "a methodical growth of the learner." The language reflects a conceptual system of L2 knowledge in this way. The sort of language created by second-and foreign-language learners learning a new language is referred to as this word. Third language acquisition (henceforth referred to as "TLA") provides evidence that existing L2 knowledge can be a source of impact when learning a new language (Ringbom, 1987, Williams & Hammarberg, 1998, and Cenoz, 2001). If French is the second language, it will have a favorable or unfavorable impact on the acquisition of English, which is the third language in our nation.

Because the language produced by these processes differs from both the learner's mother tongue and the target language, it is frequently referred to as an interlanguage or the product of the learner's interlanguage system or approximative system (Richard and Richard Schmidt, 2002 p.267). In other words, interlanguage is a term coined to cover all types of linguistic influences among language learners. It was first introduced by Nemser (1974) as "The Approximative System," and it can vary from one learner to the next due to a variety of factors such as proficiency, level of communication, learning ability, and learning experience.

Scholars have defined interlanguage as a linguistics grammar bridge built by EFL learners who utilize their native language (L1), and another language learned before (L2) to study the foreign language. It means interlanguage has been viewed as a dynamic linguistics system that all FL learners have built but will never fully master.

The following are some of the most common tactics employed by learners to create interlanguage to make foreign language acquisition easier:

5.1 Language transfer

This phrase is also referred to as (linguistic interference and cross meaning). It refers to the interaction of two or more languages or the ability to learn more than one language. This interaction strengthens the impact of those languages on various levels, including phonetics, word creation, grammar, semantics, Et cetera. Interference is defined as "the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language" (Dulay, Burt, & Krashen, 1982). This article explains how speakers or writers use existing linguistic knowledge to learn a new one. Similarly, Ellis (1994) calls interference "transfer," arguing that transfer is "the impact that the learner's L1 exerts over the acquisition of an L2" (p.51). This quotation claims that transfer is regulated by the learner's perceptions of what is transferable and their level of learning in the growth of other languages. Odlin (1989) defined transfer as "the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired" and defined it as "the influence resulting from native and non-native knowledge or language in the acquisition of the new language" (p.27).

This influence can manifest itself in speech, writing, or both. Language interference, transfer, and cross meaning are terms used in linguistics to describe this phenomenon. It can also happen when a learner's first language impacts his or her progress in the second. As a result, it denotes applying information from one language to another by speakers or writers. In this scenario, Corder (quoted in Richard 1967) indicated one manner in which interference might be recast as a learner strategy. When the L1 is comparable to the L2, L1 learners can aid the development process of learning an L2 by promoting progress down the universal path (p.19). As a result, learners can only use past

information when it can assist them or when learners must become sufficiently adept in the target language for the transfer to be accessible. Linguists, scholars, and EFL teachers have been debating the issue of language interference for quite some time.

It is necessary to consider the link between the two languages. People display increased lexical interference on related objects, according to Albert and Obler (1978). As a result, it may be used on languages with more comparable structures (for example, English and French) and are more receptive to mutual interference than languages with less similar elements (e.g., English and Japanese). However, numerous studies have been undertaken on the involvement of the first language (l1) in the second language learning process (l2). "Those components that are comparable to the (learner's) native language will be simple for him, and those sections that are different will be difficult for him," Lado (1957, p.2) stated. The learner's inventions may be affected by these complexities and obstacles. Smith (2005) defined transfer as "the process of a student's native language influencing their work."

5.2 Positive transfer

The capacity of one language to assist in developing abilities for the other

is referred to as positive transfer. Many native speakers of one language find learning-related rather than unrelated second languages to be more straightforward. Similarly, Littelwood (1994) said that positive transfer is beneficial in learning [third language] from a behaviorist perspective. For example, the future tense is used in the same way in English and French: "I am going to eat" and "Je (I) is (am going to) manger" (eat). Richard and Schmidt (2002) reported:

Positive transfer is a transfer that makes learning more accessible and may occur

when both the native language and the target language have the same form. For example, both French and English have the world table, which can have the same meaning in both languages (p.249).

Positive transfer is defined as learning in one context that aids or enhances learning in a later scenario. Experts also feel that if the languages involved are regarded typologically close, acquisition-promoting promoting effects will emerge. "If [L2] and [L3] have comparable properties (e.g., marking plural on the endings of nouns), then the learner may be able to profit from the passive transfer of [L2]knowledge to the [L3]," Yuli (2006) explains (p.167).

According to Yuli, when learners come across a language that can aid in the development of other language abilities, the transfer can serve as a facilitator for obtaining the target language. "The structural gap between languages was regarded to be an essential element for assisting second language learning," Crystal (1998) agrees with Yuli.

5.3 Negative transfer

One of the significant challenges in foreign language teaching and learning is language interference. Negative transfer occurs when existing information interferes with fresh learning. According to McGeoch, McKinney, and Peters (1937), the transfer is divided into two types: retroactive inhibition, which refers to present education obstructing previous knowledge, and proactive inhibition, which refers to last learning blocking current learning; for example, learning one language (French) may confuse pronunciation of previously known English words. It may have the exact spelling but distinct pronunciations; it may also cause the prior language's meaning or use to be forgotten due to learning the new language, and vice versa. To put it another way, it occurs when what we have learned interferes with our learning at a later time, as described by the national

academic press (2019)

According to Gass and Selinker (2008), interference is defined as the use of a first (or other known) language in a second language setting when the resulting second language form is erroneous (p.518). He indicates that negative transfer happens when one language complicates another. On the other hand, negative transfer or interference occurs when the native language's impact causes mistakes in the learning or use of the target language (Harlig and Sprouse) (2018, P.1).

Negative transfer is typically blamed for a slew of morphosyntax learner mistakes, as Harlig and Sprouse pointed out (inflection and word order). Similarly, "French speakers learning English as a second language sometimes wrongly position adverbs between the verb and its direct object (Marck frequently takes the bus) rather than between the subject and the verb (Marck frequently takes the bus), possibly due to the word order in French" (Marck prend souvent le bus).

Furthermore, "The greater the degree of difference/distance, the larger the learning task; or to put it another way, the longer the learning path to be traversed between $[L_2]$ and $[L_3]$" Corder (1979, p.28) said. He implies that the distance between languages is also responsible for negative transmission in this assumption.

Conclusion

Learners using one language to learn another have always been a point of contention. Even if they are related, as in the case of French and English. We shed light on learning methodologies in this chapter and the benefits of embracing bilingualism in learning from bilingualism in young learners. In other words, children, to its benefit learners in general and finally the monolingualism; in the end, We attempted to paint a

clear image of interlanguage communication.

Chapter Two

Speaking skills

Chapter Two

Speaking skills

Introduction

Speaking appears to be a crucial skill among the other foreign language abilities (listening, reading, and writing). However, anxiety has been found as a prevalent emotional reaction in speaking foreign language classes. This chapter enlightens the speaking skills and its importance.

1. Definition of Speaking Skills

Speaking is a way of communicating with others and allows us to obtain information and exchange knowledge and ideas. Speaking is essential to develop our capacity to speak correctly, absorb concepts, and spell words. As a result, speaking is an oral language that people use to interact with one another, express their thoughts, and share their experiences. That is why everyone should know how to speak correctly and accurately, as this will make communicating with individuals from various nations much more accessible. As we all know, many foreigners visit Indonesia; thus, learning how to connect with them is advantageous.

According to Nunan (2003), speaking kill is a set of abilities that involves the use of spoken language to create a system for communicating verbal meanings. The capacity to say words or sentences to display and transmit thoughts, ideas, or concepts to another is known as speaking ability. Furthermore, according to Jack C. Richards (2003), speaking is an action that defines the active language of language users who require meaningful efforts in the use of language to express themselves vocally.

Based on the preceding explanation, the researcher concluded that speaking is highly significant in our lives since it is a crucial aspect of foreign language acquisition and teaching. It may be utilized for the pupils to communicate their concepts verbally in a foreign language. Without the ability to communicate, we will remain mute, especially

when meeting individuals from distant countries. As a result, we should improve our speaking abilities.

2. Characteristics of speaking skills

Speaking Characteristics Obtaining good speaking skills is dependent on two factors: fluency and accuracy.

2.1 Fluency

According to Ellis (2009), fluency is the ability to communicate in real-time, highlight meanings, and maybe draw on more lexicalized systems. In other words, it refers to the capacity to speak at a high level without pauses or hesitations, which might cause communication failures. It also includes the ability to speak, write, or do an action in a fluid and efficient manner. *Fluency* is an increase in a person's language ability and a better revelation of a speaker's communication ability.

Even though Richards and Rodgers (2001:157) state that "the primary goal is fluency and appropriate language," accuracy is rated "not in the abstract but context."

"The term fluency refers to production, and it is generally reserved for speech," Hedge Tricia (2000:54) adds. It is the ability to connect speech units easily and without strain, excessive slurring, or unnecessary hesitancy."

2.2 Accuracy

Refers to the ability to prevent performance mistakes while improving linguistic control. It refers to one's capacity to produce grammatically correct phrases in general. (Lan, 1994) Accuracy is the use of proper forms in utterances that are free of errors that affect a language's phonological, syntactic, semantic, or discourse characteristics. Accuracy is emphasized in formal instruction, language learning, grammatical competency, and grammar-translation approaches because it stresses precision or exactness.

Hedge (2000:61) makes the important point that: "the communicative approach somehow excuses teachers and learners from considering how to develop high levels of accuracy in the use of Chapter One Literature Review 10 grammar, pronunciation, and vocabulary".

3. Types of speaking skills

Students who speak well communicate, participate equally, are motivated, and have a language level within acceptable limits. Brown specifies five primary categories of oral production or speaking (2004: 141). The following are the details:

3.1 Imitative

A small percentage of class time could be devoted to making a "human tape recorder" speech, in which students, for example, rehearse an intonation contour or try to pinpoint a specific vowel sound.

This style of imitation is done to focus on a particular language aspect form rather than to engage in meaningful dialogue.

3.2 Intensive

Intensive speaking includes any performance designed to train any phonological or grammatical component of language and imitative speaking. Intensive speaking can be done on one's own or as part of a pair work exercise in which students practice various types of speech.

3.3 Responsive design

The responsive performance includes interaction and test comprehension, but only to the extent of a very brief discussion, a basic greeting and small talk, and simple requests and comments. This is a type of fast response to a question or statement posed by a teacher or a student, in which the teacher or student provides instructions in the form of indirections. Typically, these comments are appropriate and significant.

3.4 Transactional (dialogue)

A transactional language is a type of responsive language that is used to communicate or exchange specific data. A chat, for example, might be included in a group labor session.

3.5 The interpersonal (dialogue)

Interpersonal interaction was conducted primarily to preserve social relationships rather than transmit facts and information. Because they can incorporate any or all of the following characteristics, these dialogues are a little more challenging for students to understand.:

    o A casual register

    o Colloquial language

    o Emotionally charged language

    o Slang

    o Ellipsis

    o Sarcasm

    o A covert "agenda."

Learners need to understand how linguistic features such as interlocutor relationship, casual style, and sarcasm are coded in this conversation.

4. The four elements of speaking skill

4.1 Grammar

The pupil may require grammar for written communication. On the other hand, grammar includes many fundamental characteristics of spoken language, such as tenses and sentence structure. Grammar helps learners communicate information in a way that the listener will understand.

In conversation, students must be able to construct a correct sentence. Students' capacity to alter the structure and recognize suitable grammatical form inappropriateness is compatible with Heaton's (1978: 5) reasoning. Grammar is also helpful in understanding how to acquire a language properly, both verbally and in writing.

4.2 Vocabulary

In order to increase learners' speaking ability, it is vital to know the correct words. Students develop their vocabulary when they learn to describe their surroundings and articulate their needs in infancy.

Students also learn the meanings and pronunciations of words crucial for communication throughout vocabulary growth. They can check the meaning of a word or a sentence once they comprehend it. It is necessary in order for them to maintain a discussion. If they grasp what the other person is saying and know what terminology to use in response, they are halfway to communicating effectively.

4.3 Pronunciation

Knowing how to pronounce words correctly is another critical component of speaking abilities. When pupils talk, they use the process of pronunciation to develop more explicit language. It is concerned with the phonological process, a part of grammar that determines how sounds change and pattern in a language. They learn to pronounce words by observing individuals in their immediate environment, such as their parents, friends, and teachers.

Nunan (1999) says that:

"Linguistic competence is insufficient for someone who wants to communicate competently in another language. The speaker needs communicative competence, which includes linguistic competence and a range of other sociolinguistic and conversational skills that help him know how to say what to whom and when. "

4.4 Fluency

Fluency is reading, speaking, or writing quickly, smoothly, and expressively. To put it another way, the speaker can read, interpret, and answer in a language clearly and simply while relating meaning and context. As kids advance through school, their spoken language fluency improves as they use and develop daily skills. By reading widely, students can increase their fluency by expanding their vocabulary and reinforcing their mastery of spoken language.

The capacity to hear and interpret words quickly is known as fluency. They can read aloud and accurately pronounce a word if it is written down. The more English fluency pupils have, the more fascinating, exciting, and informative their talks will be.

5. The Aims of Speaking

As we can see in our daily lives, everyone moves to fulfill their tasks, to get what they desire and need. Some of them go to work to get paid; students go to school to study hard to pass the exam; moms treat their children mercilessly to grow up to be intelligent men. In conclusion, everyone has specific goals with it.

It can also happen when someone speaks to others. He or she has aimed. Because speech is the simplest communication form, these goals aim to make communication easier. According to Richards, speaking is used for various purposes (2002: 201). Making social contact, creating rapport, and indulging in the innocent chitchat that takes up so much of our time with friends are all possible aims of informal discussion. We may seek or express opinions, persuade someone about something, or explain information when we have a conversation with someone. We also use our ability to speak to convey several issues, such as expressing discontent with other people's actions, apologizing, and entertaining others with jokes and anecdotes.

6. Micro and macro skills of speaking

According to Brown (2000), the micro-skills create smaller chunks of language, such as phonemes, morphemes, words, collocations, and phrasal units, while the macro skills refer to the production of larger pieces of language, such as words. The macro abilities suggest that the speaker concentrates on the bigger picture, such as fluency, discourses, function, style, cohesiveness, nonverbal communication, and strategic possibilities.

6.1 Speaking skills at the micro-level (H. Douglas Brown, 2000: 268)

a) Construct language chunks of various lengths. Orally, variations between English pronunciation and allophonic varieties are produced.

Produce stress patterns in English, including stressed and unstressed words, rhythmic structure, and intonation contours.

c) Generate reduced word and phrase forms.

d) The practical purpose is achieved with sufficient lexical units (words).

e) At various levels, produce smooth speech.

f) Observe the oral output and employ numerous strategic devices to improve message clarity, such as pauses, fillers, self-corrections, and backtracking.

g) The use of grammatical terms (nouns, verbs, Et cetera.) in the class, as well as systems (such as tense, agreement, and pluralization), phrasing, patterns, rules, and elliptical forms.

h) Make natural component sounds in the appropriate phrases, pause groups, breath groups, and sentences.

i) Using diverse grammatical forms to express particular meanings.

j) In spoken conversation, use coherent devices.

6.2 Macro skills of Speaking

a) Perform appropriate communicative functions in light of events, participants, and objectives.

b) In face-to-face discussions, properly use relevant registers, implicative, pragmatic conventions, and other sociolinguistic aspects.

c) Transmit links and connections between occurrences, relationships such as the main idea, supporting the idea, and new information, as well as information, generalization, and exemplification.

d) In addition to spoken language, use facial features, kinesics, body language, and other nonverbal indicators to express meanings.

e) Develop and apply speaking skills, including highlighting keywords, rephrasing, offering context for interpreting word meanings, requesting assistance, and accurately measuring how well the learners' interlocutor understands him.

7. Types of Activities to Assess Speaking Skills

There are several activities for learners to assess their speaking skills as well as for teachers, five activities to assess speaking skills based on their types:

- Intensive Speaking
- Responsive Speaking
- Interactive Speaking
- Extensive Speaking
- Imitative Speaking

7.1 Intensive Speaking

-A read-aloud Task: The teacher listens to a recording and assesses the students on pronunciation factors and language ability. This task can be done in a variety of ways, including:

• reading a scripted discourse aloud with another person.

• reading sentences with minimal pairs.

• reading data from a table chart.

-Sentence/ dialogue completion task: The student reads through the discourse to come up with appropriate lines to fill in. The teacher speaks one part, and the students respond.

-Picture-cued Tasks: The picture-cued requires the test taker to provide a description.

7.2 Responsive Speaking

These are some tasks that can be used in conjunction with Responsive Speaking Tasks.

- Question and answer: learners respond to questions posed by the test administrator.

- Giving Instructions and Directions: The test-taker is asked to provide instructions or directions.

- Paraphrasing: The test-taker is asked to summarize what he heard or read in two or three sentences.

7.3 Interactive Speaking

These are some of the most frequently encountered interactive speaking tasks.

- Interview: This is a face-to-face interaction between the test administrator and the test taker. Warm-up, level Check, probe, and wind-down are the stages of an interview.

- *Role play* is a shared pedagogical activity used in communicative English classes.

- Discussions and Conversations: These two speaking tasks provide a level of authenticity and spontaneity that other assessment techniques may not provide.

- *Games* are an informal assessment task that is rarely used.

7.4 Extensive Speaking

These are some of the most popular comprehensive speaking tasks for evaluating speaking.

- Oral presentations: The most common task for evaluating extensive speaking is oral presentations, graded on content and delivery.

- Picture-cued storytelling: Students describe a story based on a series of previously seen pictures.

- Re-Telling a Story, News Event: Participants are expected to tell a story about something they heard or read that was new to them.

7.5 Imitative speaking

Repetition is used in imitation speaking tasks. All learner has to do is repeat a sentence he hears. Some examples are directed response tasks, reading aloud, sentence and dialogue completion, and limited picture-cued tasks.

8. Techniques for Teaching Speaking skills

There are numerous methods for teaching people to speak. The following are some of the techniques for teaching speaking that the teacher can use:

8.1 Role-play

One strategy for skill development that has been recommended is role play. "In communicative language teaching classes, role play is a popular pedagogical practice," adds Brown (2004:174). It gives pupils the freedom to be whatever they want based on their imagination and linguistic abilities. According to Nunan (2003:57), role-play

exercises are significant in teaching speaking because they allow students to practice their skills.

8.2 Discussion

Group discussion is a collaborative learning strategy in which the teacher lets or encourages students practice their English conversation in class, according to Biehlier and Snowman (1993) in Richard's book (2000). We utilize it in random talks where the topic is secondary to the desire to meet new people, where the conversation shifts from one topic to the next, and only by luck pause long enough anyplace to conduct a complete investigation of a subject. A group discussion can include three to five students. If such group work is introduced with a detailed explanation of its purpose and used regularly, the class will rapidly accept it as an everyday activity (Fauziati, 2008).

The following characteristics should be present in the discussion:

1) Wide participation: The purpose of a conversation is for everyone to be able to talk and listen simultaneously. Intelligent listening, followed by informed action, is the definition of participation.

2) Informality: The discussion's purpose is to create organized informality.

3) The goal: Discussion is a purposeful discourse. Group members have convened to share knowledge or views about a specific issue or hear what their peers say about it.

4) Planning: Discussions require the presence of a leader and a plain, except for the odd spontaneous conversation that occurs when inquisitive minds meet. The discussion's progress, but not its result, should be guided by the leader.

9 Why are speaking skills essential to learning?

Because speaking abilities allow students to communicate with others and express their thoughts, they are among the most important talents to develop. We employ both sorts of speaking skills in various contexts throughout our lives, and they are characterized as

formal or informal. As an ESL or EAL learner, this is also recognized as a vital part of language learning. Furthermore, many language learners assess their development based on their ability to communicate in the target language. It is a skill that can be developed to properly comprehend the language and culture of English-speaking countries because the most successful foreign language acquisition comes through interaction.

Nazara (2011) regards speaking as the most crucial skill that EFL learners need to acquire, and she claims:

"Along with the history of foreign language teaching and learning, speaking has always been considered an essential skill to be mastered for several reasons. First, approaches and methods for speaking have long been major focuses of language teaching research and conferences. Second, many conversations and other speaking course books, audio, and videos are continuously published. In addition, many language learners regard speaking ability as the measure of knowing a language". (Nazara, 2011: 29).

10. FL Students' challenge in speaking

Speaking is a workplace communication tool, and people will notice pupils' English proficiency (Ihsan, Muslem & Aziz, 2018). Students, particularly FL students, cannot master it quickly. It should be done in stages and developed (Ihsan et al., 2018). Students experience various problems, including a lack of vocabulary, anxiety, a lack of confidence, and a lack of motivation.

10.1 Lack of vocabulary

The first difficulty students face when learning to talk. According to Dewi and Jimmi (2018), a lack of vocabulary occurs when students cannot construct a phrase due to a lack of vocabulary. Similarly, learning English requires a large amount of vocabulary. Dewi and Jimmi (2018) supported this claim by claiming that the vocabulary range score was 48 and the speaking range score was 23. Furthermore, according to Dewi and Jimmi

(2018), pupils who lack language will have an impact on themselves when they wish to engage and would have less confidence.

10.2 Anxiety

Early research on anxiety and language learning saw foreign language anxiety as a transfer of other forms of worry (such as trait anxiety, test anxiety, or public speaking anxiety) into the language learning setting, with conflicting, if not contradictory, results. Some research revealed negative associations between anxiety and linguistic achievement at the time, while others found no link (Chastain, 1975; Kleinmann, 1977).

According to Scovel (1978), the conflicting results of early studies may be related to researchers utilizing varied conceptions and measurements of anxiety. Since then, several studies (e.g., Gardner, 1985; Horwitz, Horwitz, and Cope, 1986) have indicated that foreign language anxiety should be understood as a situation-specific worry distinct from other forms of anxiety.

10.3 Lack of motivation

Students need motivation to learn a language, especially while communicating in English. According to Jin (2014), motivation is critical for students' success in language acquisition. According to Juhana (2018), 6% of students cited a lack of confidence as lacking motivation when they observed their teacher's teaching style.

10.4 Lack of confidence

When students recognize that their speaking companions do not understand their views when speaking in English, they experience this psychological component (Juhana, 2018). Similarly, pupils lack confidence because they believe their English is inadequate, so they remain silent. Furthermore, 13% of students cited a lack of confidence as one of the difficulties in speaking English (Juhana, 2018). Teachers should provide positive encouragement to children to instill confidence in them.

11. diglossia and code-switching

Speakers and speech groups are more likely than not to be fluent in a variety of languages and to switch between them regularly. However, this generalization includes circumstances that have been described in various ways, as if they were different sociolinguistic isolates: code-switching, diglossia, and other terms all describe the usage of many types in an individual's or a community's speech.

11.1 Arabic Diglossia

Although it appears that Arabic-speaking countries have embraced MSA as their official language, dialect variations of the language exist, resulting in the phenomenon of Arabic diglossia. *Diglossia* is defined as "a situation in which two distinct codes with evident functional separation are used in one set of conditions while the other is used in a completely another set" (Wardhaugh& Fuller, 2015, p.90). These codes are linked. However, they are considered distinct kinds utilized differently depending on the reason and circumstance. As a result, one is high, while the other is low. The Arabic language is an example of diglossia.

In Arabic, diglossia is a linguistic condition that occurred with the spread of Islam. The Arabic language came into touch with other languages, and non-Arabs began to speak Arabic. In an Arabic-speaking country, it refers to the existence and use of two or more kinds of Arabic. MSA is regarded as the high variant, while the other is an everyday variety, considered the low variety. Each category has a distinct purpose (Al-Sobh et al., 2015). MSA is used in official communication, such as the news media, education, religious circumstances, and governmental speaking (Al-Sobhet al., 2015), whereas Colloquial Arabic is utilized in everyday conversation. MSA is the praised variant that is

the official language of various Arab countries, even though people in Arabic-speaking countries learn their local dialect first. Because it is the "Arabism" mark of all Arabs, it is called the high variety (Comire, 2009).

11.2 Code Switching

Linguistic contact has been critiqued from several angles, one of which is the incidence of code-switching (hence referred to as "CS"). The phrase code swapping is often studied and utilized in linguistics and related subjects. When community members need to communicate in more than one language, CS is used. Bokamba (1989) meant that CS emphasizes a bilingual or multilingual speaker's use of language as they transition from one grammatical system to another. However, CS cannot occur at any point; it requires a certain level of fluency in the subordinate language, which means that CS occurs when a speaker switches between two or more languages.

Paradis, Genesee, and Crago (2011, p. 88) define CS as using components from two languages in the same speech or conversational segment. This means that if a student is having trouble expressing himself or herself in the target language, he or she may quickly find an alternative by combining components from the primary language to communicate the message correctly. Poplack (2004) also noted that CS is generally acknowledged, even though there is little agreement on what they are or how it should be expressed (p. 589). As a result, when a student has a certain degree of fluency in the languages he or she utilizes, CS is accepted and employed. In other words, if an English learner is already fluent in French, transferring to English will be effective and meet his or her needs. However, some students lack such proficiency, resulting in a novel phenomenon known as interlanguage.

Conclusion

This chapter dealt with speaking skills, their importance, types, elements, and characteristics, and how a teacher can develop these skills in the students and improves

them with activities and techniques. Furthermore, this chapter discussed students' struggles in learning and speaking foreign languages and how Arabic diglossia can also affect them and finally the reason of switching languages in speaking a foreign language.

Chapter Three

Fieldwork and Data Analysis

Chapter Three:
Field work and data analysis

Introduction

Based on the objectives of the current study, which was conducted to determine the impact of learning two languages simultaneously, English and French, this chapter is designed to provide a description and analysis of the results obtained through a questionnaire sent to B1 and B2 students of the Intensive Center of Languages at Setif University, as well as an interview was given to a sample of teachers from the division of English and French.

1. Population / Sample

To gather data, two distinct samples were used. A total of 39 individuals from the b1 and b2 levels of CELL at Setif University were chosen from a total population of 110 students. They are divided into five groups. Although not all students attended university, they all studied at the same language centre for various purposes. Doctor, professor, dentist, pharmacist, teacher, photographer, medical assistant, confectioner, programmer, and others are among the degrees they hold. It is essential to highlight that the current study's sample was chosen randomly because the target audience consists of students with similar learning backgrounds. Another argument is that this sample is appropriate for our research. In addition to that, five teachers in the Section of English and French with a teaching experience ranging from 4-to 25 years made up the teachers' sample of the current study.

2. Research methodology

Research is the methodical examination of societal issues and problems. It aims to find a solution to an issue that benefits society. A systematic process of studying, evaluating, and conceptualizing social life to expand, correct, or verify knowledge to aid in the development of theory or the practice of an art is known as social research (Lewin, 1988).

3.2 Research Design

Tavakoli (2012, p.546) defined research design as "the architectural plan of a research project." Decisions regarding what, where, when, how much, by what means concerning an inquiry or a research study constitute a research design" According to Kothari (2004), "research design is a plan, a roadmap and blueprint strategy of investigation conceived to obtain answers to research questions (Kothari, 2004), it is the heart of any study. ", in few words, a research design is The framework that aims to answer the research questions is known as the research design.

According to Dorney (2007: p.45), "the main attraction of mixed methods research has been the fact that by using both QUAL and QUAN approaches, researchers can bring out the best paradigms, thereby combining quantitative and qualitative research strengths." As a result, the best paradigm is obtained by employing the mixed method (qualitative and quantitative).

Therefore our study aims to look at the impact of learning English and French simultaneously on learners' speaking skills through quantitative and qualitative research design.

3.3 Research Approach

The research methodology for this study was a mix-method approach. Qualitative and Quantitative data are used in a study as mixed methods research (Wisdom et al., 2012, Creswell and Plano Clark, 2011). This method combines quantitative and qualitative strands, with the quantitative strand consisting of test scores and closed-ended questionnaire questions and the qualitative strand consisting of open-ended questionnaire questions. As a result, mixed methods research allows for more comprehensive study knowledge than can be achieved solely from quantitative or qualitative data. Furthermore, a mixed-methods approach lends legitimacy to a study.

3. Data Collection Tools

With the purposes of ensuring the required data, the researcher makes use of an interview and a questionnaire as well as an observation as data collection instruments which are generally recognized as pertinent types of research tools to obtain valuable data. The interview was intended to analyse teachers views about The Use and utility of learning English and French at once and the questionnaire was directed to B1 and B2 level English and French students to bring their attitudes and aptitudes in concerns of the impact of learning English and French on their spiking skills.

3.1 Questionnaires

A questionnaire is a tool for gathering information about a given topic. "The questionnaire is fundamentally an organized tool for obtaining primary data," Bell (1999) said. It usually consists of a series of written questions to which responders must respond (cited in Beiske, 2002, n.p). In addition, the researcher used a semi-structured questionnaire to ask a series of open-ended and closed-ended questions to participants.

3.1.1 Aims

The most important aim behind using questionnaires adult learners is to know about their attitudes towards learning EnglishandFrench simultaneously. The questionnaire is the appropriate for this kind of investigation.

3.1.2 Description of Students' Questionnaire

For the presented study, learners' questionnaire consisted of 16 Closed-Ended, Open-Ended and Multiple Choices divided into two sections as follows: Section One (Q1-Q4): it is to obtain general background information about learners (degree, choice of selecting to study English/French, learning years, level and proficiency). Section two (Q6-Q16): It focuses on learners' attitudes towards the influence of learning English and French at once on their speaking skills. It aims at determining the reason of deciding to learn two

languages in the same time. Therefore, it clarifies whether or not learning these two languages has affect them or not.

3.2 Description of Teachers' Interview

This interview was conducted with four teachers; two French teachers and two English teachers, at CELL to know if learning two languages (French and English) simultaneously affects their teaching, learners' speaking skills and oral performance, and how their teachers try to teach them without using their mother tongue. The interview lasted from 5 to 8 minutes for each teacher, referred to French teachers as « I » for the responsible of C.E.I.L and « F » for the Female teacher; when it comes to English teachers, it was referred to sir « Yousfi » as « Y » and « Ms.Kassour » as « K.»

3.3 Description of the classroom observation

The researcher chooses classroom observation as the primary data collection strategy for this study because it is a valuable tool for seeing different behaviours and assessing children's performances and levels. The goal of using classroom observation as a data collection tool, on the other hand, is to gain clear insights into what is going on in the classroom and to describe and assess the learners' speaking skills, production, and comprehension.

Classroom observation has taken place from May 17th, 2022 to June 3rd , 2022 with four classes of French and English B1 and B2 levels at CEIL at Setif University . The researcher attended eight (8) sessions, each session took two hour. Each class consisted of Between 6 and 20 learners.

4. Analysis of Students' Questionnaire

This questionnaire aims to explore the impact of English and French on learners' speaking skills. In addition it seeks to investigate their point of view about it and how it improves their speaking skill. It addressed to learners on B1 and B2 levels in English and French at CEIL Setif University. Each question is analysed and discussed separately.

Section One: Background Information

Q1: Are you a university student?

Since the population is from CEIL, this latter gather various students hence, the main aim of this question to see whether or not non student are interested in learning English and French simultaneously.
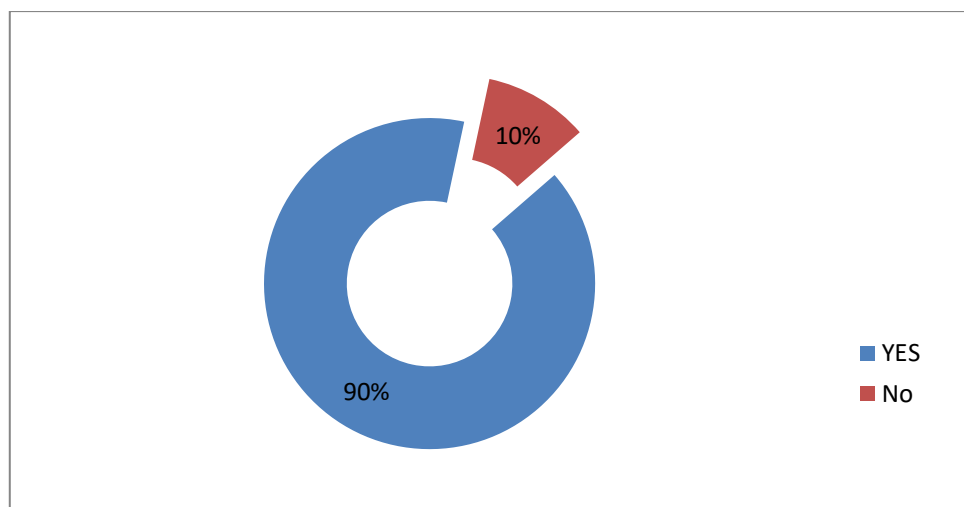
Graph 3.1: Distribution of learners' degrees

As shown in graph 1, (90%) are university learners, whereas (10%) are not. They come from different specialities such as: working in the administration, doctors, dentist,

and professors, working as architecture, a pharmacist, a veterinarian, a teacher, a medical assistant, a programmer, a hotel employer, a computer engineer, and an airport worker.

Q02: do you study French or English at the university?

The purpose of this question is to know if the learners are studying English or French at the university and learning the other language at the CEIL or they are learning both of them at the center.
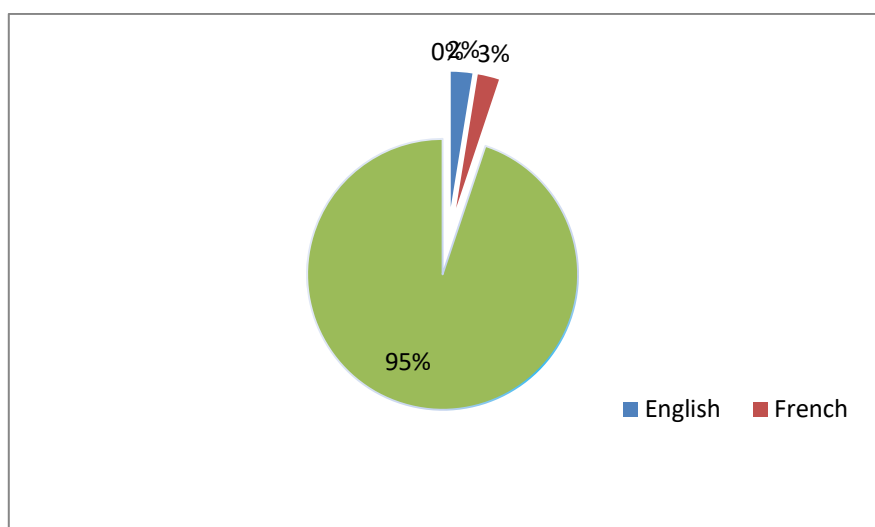
Graph 3.2: The learners' speciality

The finding shown in the graph 1.2 is that most of the learners 95% study other specialities rather than English or French and there was just two students that study them at the university and the others are divided into two groups one group contains the non-students they work and the other one they are med students, architecture, optic, electronic, electrical engineering, physics, dentist, pharmacist, computer sciences.

Q03: You have selected to study English as a:
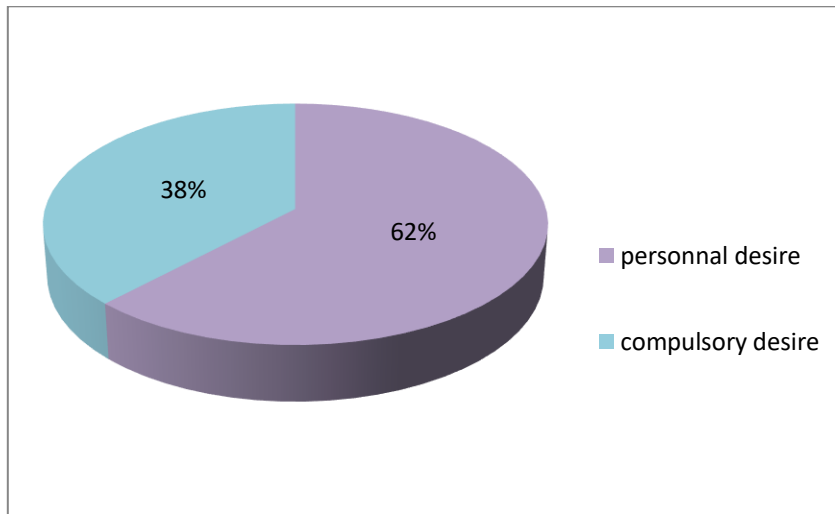
Graph 3.3: The choice of selecting to study English and French

Graph 1.3 shows that the majority of students chose to study English and French as a personal desire, whereas 38% chose it as a compulsory desire for a variety of reasons, including their branch require a good level in these languages.

Q04: Have you learned other languages than French and English

By this question the researcher aimed to knowif learners seek for learning other languages and not just English and French.
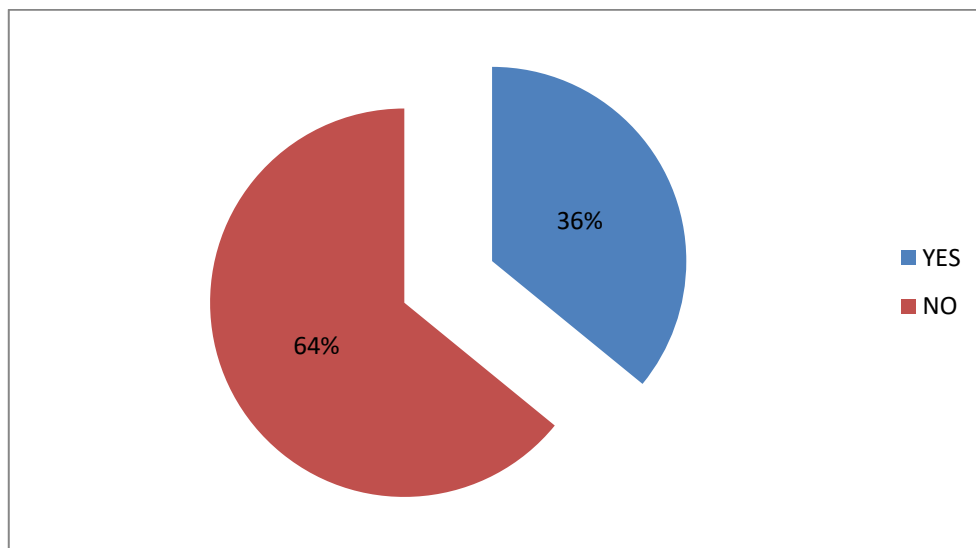
Graph 3.4: Students learning other language than English and French

At is indicated in the graph 1.4, (64%) of the participants did not learn other foreign languages than French and English. Whereas, (36%) of participants did learn German, Spanish, Japanese, Turkish, Italian, Dutch.

Section Two: Learners' Attitudes toward learning English and French simultaneously

Q05: what do you think of learning English and French at the same time?

Behind this question is to know what is the learners' point of view about learning English and French simultaneously.
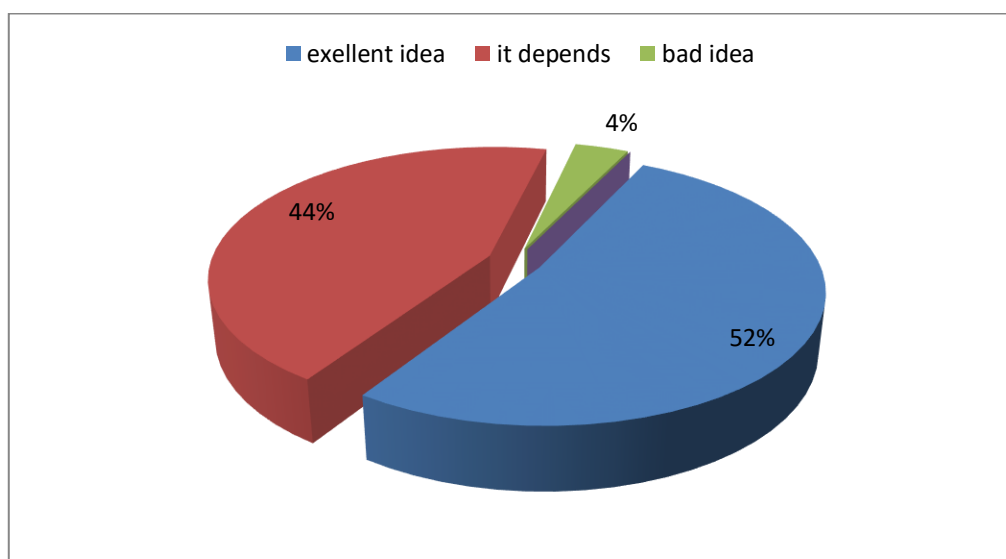
Graph 3.5: learners' point of view about learning French and English at once

In this graph it is shown that 52% of learners think that learning English and French is an excellent idea to shorten time and to develop themselves and even as a challenge to them, and 44% think that it depends on the time that they have and the capacity, motivation

as well as the need. However4%think that it is bad idea because the learner cannot focus on learning both of the languages equally.

Q06: do you think that French is similar to English?

The researcher here wants to know if learners see that the two languages are similar to each other or not
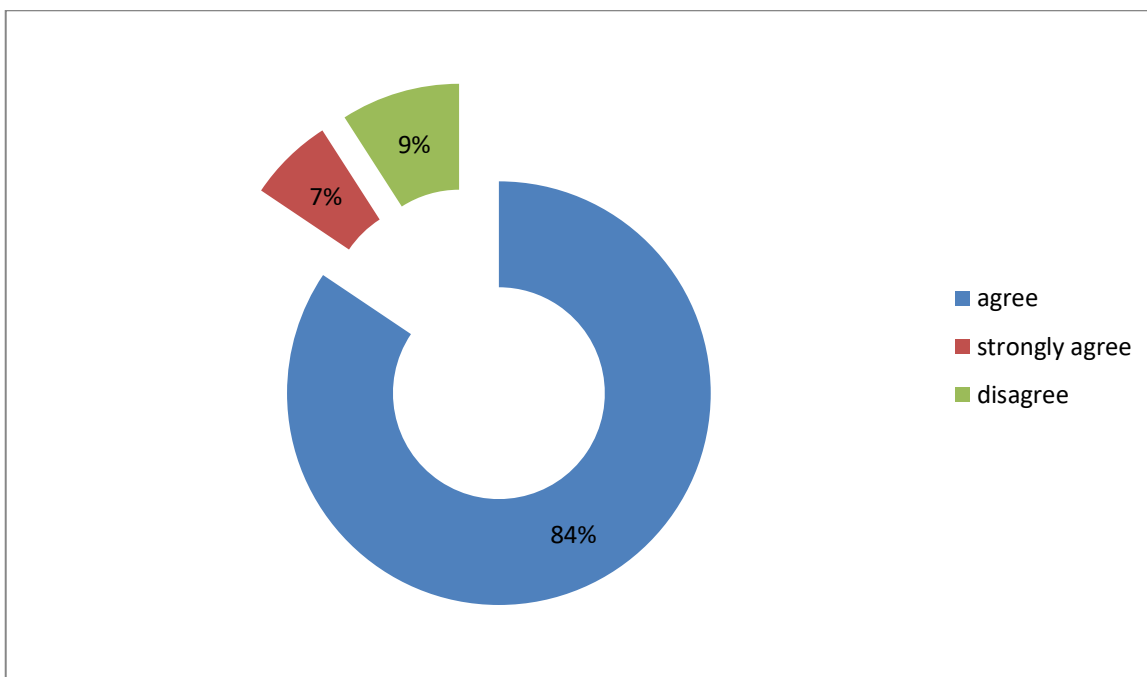
Graph 3.6: learners' approval about the similarities between English and French

84% of learners see that English and French are quite similar as well as 7% assume that English is totally similar to French, however 9% disagree and think that there is no similarity between the two.

Q07: do you think learning French and English may effect on each other therefore they effect the learners' speaking skills?

This question was chosen in order to find out if learning two languages English and French effect on the speaking performances.
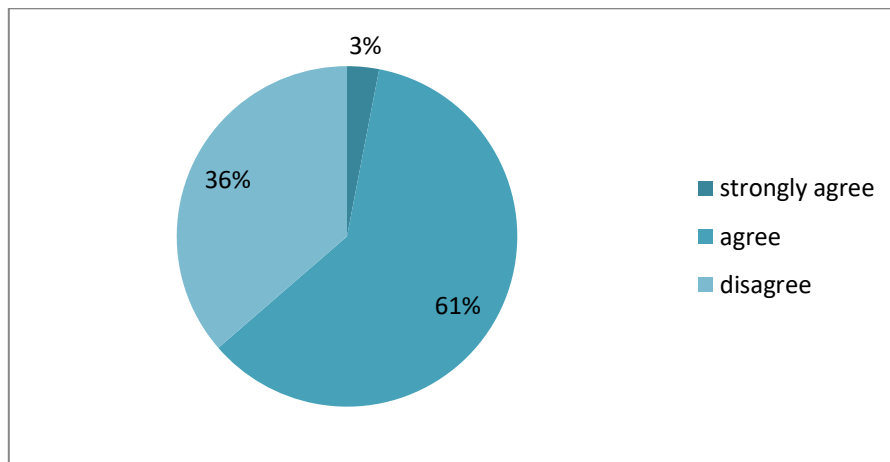
Graph 3.7: learners' approval about the effectiveness of learning French and English on their speaking skills.

Q08: how do you assess you level in English?

The question aimed to know how learners' assess their level in English
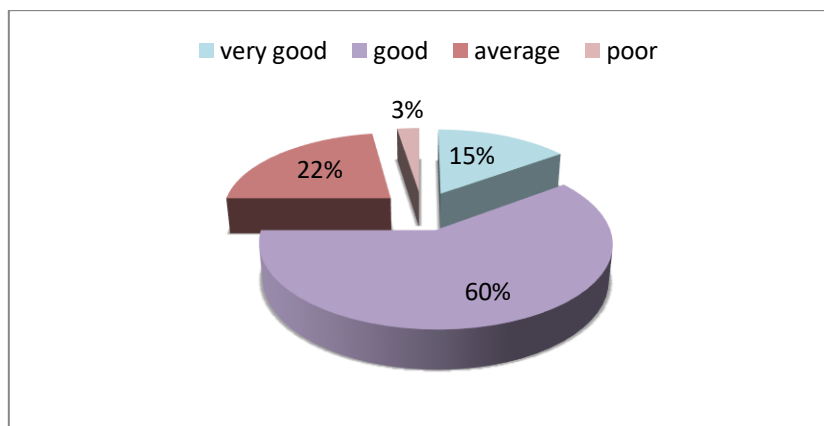
Graph 3.8: learners' assessment of their levels

As shown in the graph, most students evaluated themselves as having a very good 15% and a good level 60% in English; however, 22% think they have an average level, whereas 3% assessed themselves as having a poor level.

Q09: In your opinion, what is the reason for that?

The question aimed to know the reasons for the learners' evaluation of themselves; 15% and 60% of the learners said that they love learning English. In order to improve it some watch movies and hear songs as well as read books and speak English with their friends.

Q10: how do you consider your level in French?

The question aimed to know how learners' evaluate their level in French.
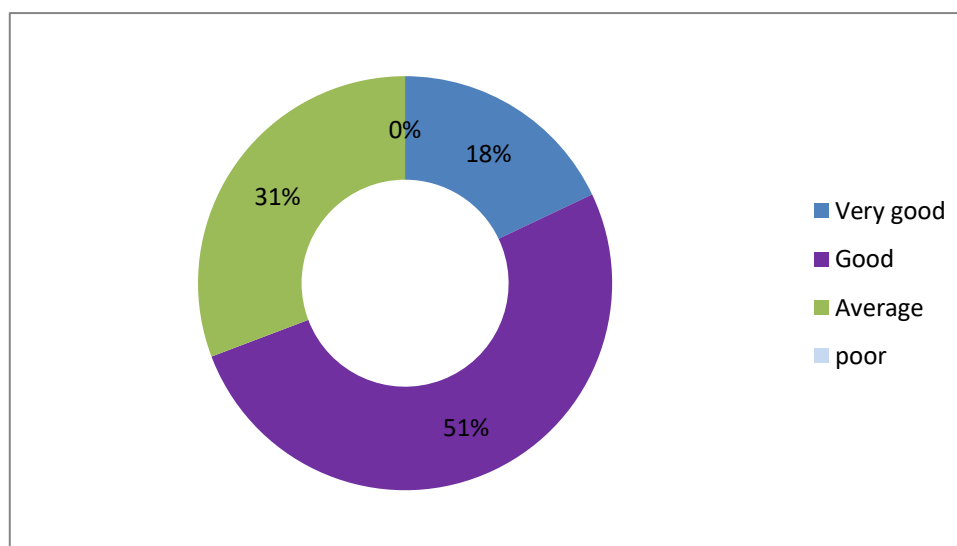
Graph 3.9: learners' consideration about their level in French.

As seen in the graph, most students thought they had a very good 17% and a good level 50% in French; nevertheless, 31% thought they had an average level, and none thought they had a low level.

Q11: As an adult learnerdo you think that learning English and French at the same time have influenced your speaking performance?

The question seeks to find out the influence of learning English and French at once on the learners' speaking skills.
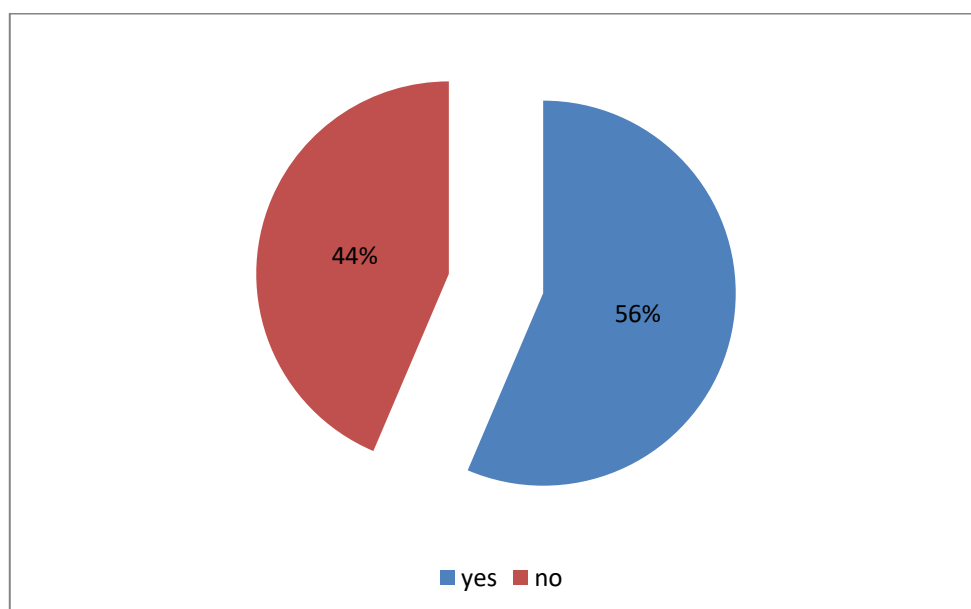
Graph 3.10: influence of learning English and French at the same time on learners'

As presented in the graph 1.13, 56% of learners see that learning English and French simultaneously have influenced their speaking skills as well as their pronunciation of the words, finding themselves switching languages unconsciously, using French words while speaking in English and vice versa, in the other hand 44% think that learning the two languages will not impact the learners' speaking performance.

Q12: when speaking you are afraid of:
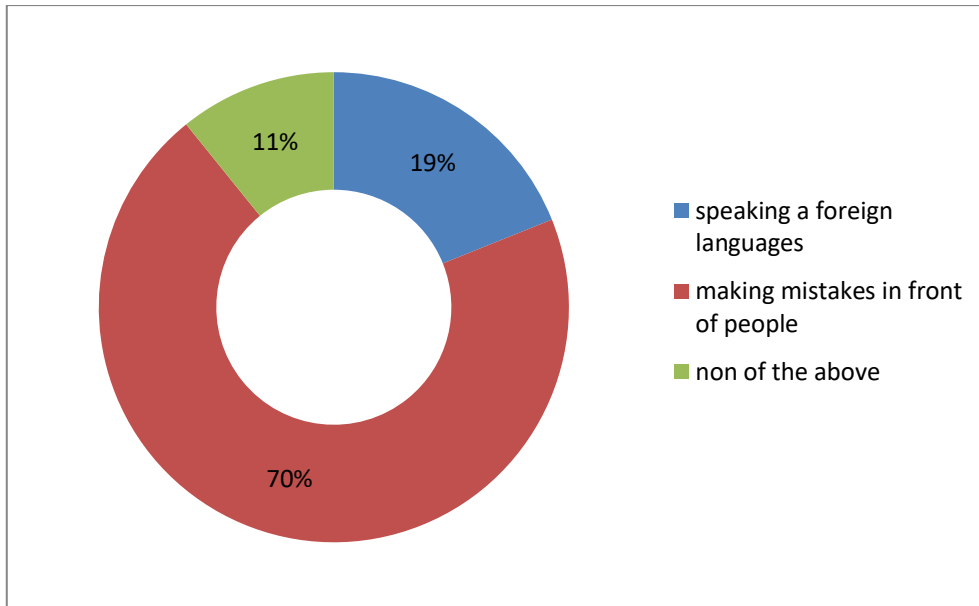
Graph 3.11: learners' fearfulness while speaking

Graph 1.11 shows that 70% of learners are afraid to speak in front of people, and 19% are afraid of speaking a foreign language, whereas 11% of learners are not afraid of none of them.

Q12: do you feel anxious when speaking a foreign language?

Anxiety is defined as an obstacle that prevents students from learning. The researcher's goal of this question is to know if anxiety impacts learners' speaking performance.
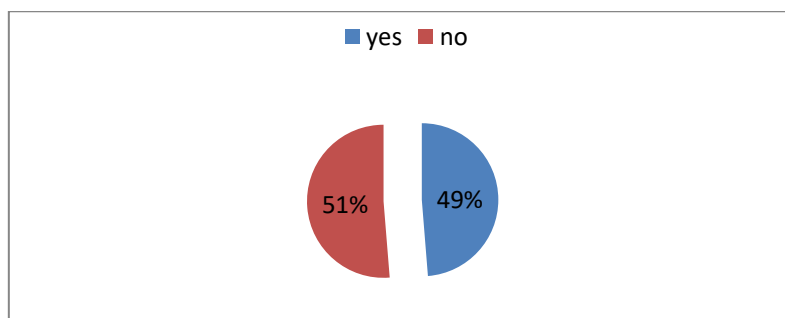
As shown, 51% say that students are not anxious when speaking. They are confident and not afraid. However, 49% say that they feel anxious and stressed, it may be caused by the fearfulness of making mistakes or just speaking a foreign language as well as fear of judgement, all of that make the learners feel stressed.

Q14: do you switch languages when you speak a foreign language (French/Arabic/English)?

The purpose of this question is to know if learners do code switching.
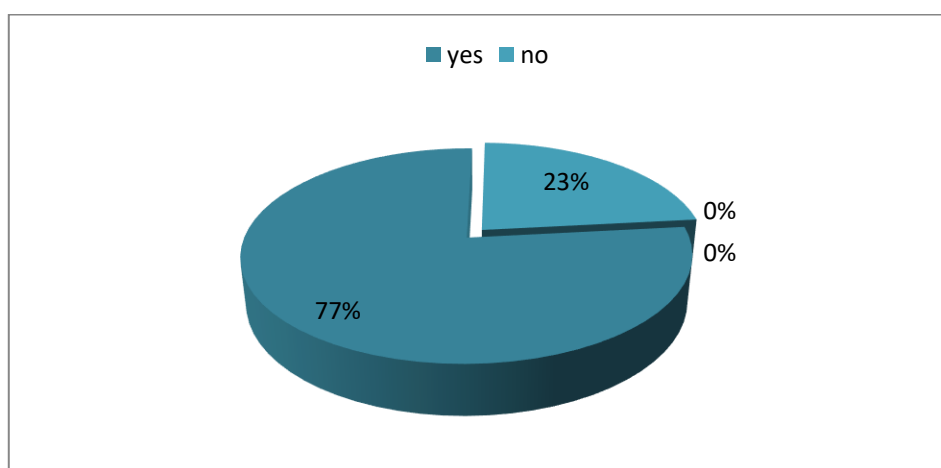
Graph 3.13: learners' response about switching languages

The highest percentage 77% of learners switch languages due to the impact of other languages the learner knew, especially the mother tongue. On the other hand, 23% do not switch languages.

Q15: if yes you switch:
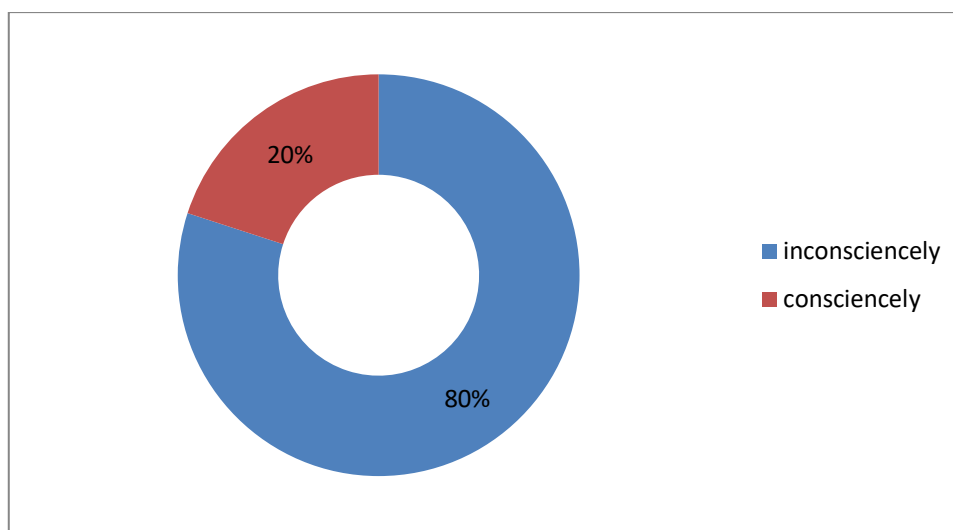
Graph 3.14: learners' awareness about switching languages

Among 77% of learners that switch languages, it differs from students that are aware when they do code switching and they do it on purpose due to lack of vocabulary or forgetfulness.

5. Analysis of teachers' interview

5.1 French teachers' analysis :

What language do you use during classes?

This question was designed to know the language French teachers use, teacher « I » uses French during classes. Sometimes he uses their mother tongue (Algerian Dialect) or English to make some ideas clear for learners, as well as teacher « F,» who uses French and sometimes switches to Arabic to explain one word to her students.

Do you use only French in the classroom?

Both teachers agreed that they use only French in the classroom; when they began learning how to teach, they were told that they should use only their teaching language

during classes. Teachers try to oblige the student to find a sense only in that language avoiding his or her mother tongue.

Do you code-switch? Why?

According to « I,» when a student cannot receive a teacher's message, he switches to another language unconsciously; students can understand the real meaning of an idea when they switch to their mother tongue, but when he realizes that he used Arabic to explain he goes back to French, while teacher « F » sometimes uses English consciously when her students are good in English more than French.

How do learners tolerate when you use only French?

Both teachers think that learners prefer when their teacher explains one word they can not understand in their mother tongue; when there are more than 20 students in one classroom, they must give the word's translation in order to finish the lesson at the time especially when they have a program to commit with it.

Do you think that using more than one language helps students learn?

They agreed that it helps them to learn, but « I » sees that it has risks such as switching all ideas he gives during classes, so the learner will not be able to improve his abilities in that language. When it comes to adults, it is more beneficial to them to switch from one language to another; while young students have more capacities to learn than adults, it is essential to avoid using another language; teacher « F » thinks that it does not affect their learning.

Is there a threat of mixing languages in the classroom?

The fundamental purpose behind this question was to determine if mixing between languages in the classroom is considered a threat; both teachers agreed that using more than one language affects students' learning. They will not develop their abilities or enhance their speaking performances if they eventually use other languages. At CELL,

they teach students a language from the beginning, for example, the alphabet and small words; when they get to a challenging level, they already have a strong capacity or ability in French.

What do you think of learners learning two languages at once?

Learning more than one language at once is suitable for learners; according to « I,» there are several cases at C.E.I.L where students learn two languages at once, but they must first have strong capacities to deal with it. It takes time and effort. Teacher « F,» thinks that it is a good deal, but it risks that students mixe between two languages unconsciously.

English teachers' analysis:

What language do you use during classes?

One and the other use English mainly because it is the language students should learn5. Arabic and French are used to explain some hard words or translate sentences learners cannot understand.

Do you use only English in the classroom?

According to teacher « Y,» it depends on the level of his students for B1 and B2, he uses only English but for beginners and elementary level he uses both Arabic and English, while for teacher « K » she uses English only with A2 level students and Arabic for beginners because at first, it is hard for them to understand some words.

Do you code-switch? Why?

For teacher « Y,» code-switching is used eventually when his students complain about how complicated the lesson is. He uses our mother tongue but rarely uses this technique; the teacher « K» does not switch to another language during classes because every language has its specificities.

How do learners tolerate when you use only English?

This question aims to see how students tolerate when their teachers use only English in the classroom, teacher « Y » students start complaining and get upset when they can not understand everything in English; they seek to find the meanings, but when it is hard for them they ask from their teacher to translate in order to facilitate their learning, for teacher « K » her students struggle with using one language at the beginning. However, when they get used to it, they find it easier.

Do you think that using more than one language helps students learn?

In order to understand and learn a specific language, students use more than one to facilitate their learning; teacher «Y » sees that this method can help only adults from age 30 to 40 hey might use more than English in order to learn, but for young learners, it does not help them, as well as a teacher « K,» thinks.

Is there a threat of mixing languages in the classroom?

It has been observed that both teachers agree that mixing languages is defined as a threat to students. It might be confusing for them; for example, if they travel to a country where they are supposed to speak English, they can not switch to Arabic or another language.

What do you think of learners learning two languages at once?

Teacher « Y » does not recommend it for his learners. It can be confusing for them. Most students will use or mix these two languages unconsciously, which affects their learning. While teacher « K » recommends it for her students, she already advises her students to learn Spanish or German besides English.

6. Analysis and interpretation of classroom observation checklist result.

Number of sessions	1	2	3	4	5	6	7	8
Time	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours
Teacher	Dr.slimani	Dr.slimani	Mss.Lasladj	Mss.Lasladj	Mss.Djaouat	Mss.djaouat	Mss.kassour	Mss.kassour
Group	B1 French	B1 French	B1 English	B1 English	B2 French	B2 French	B2 English	B2 English

Table02: Classroom observation

Section one: classroom and environment

During our classroom observation, we noticed that in the total eight sessions the physical setting was large, Therefore, The teachers arranged the classroom in the best possible way for their students" learning. The classroom environment was appropriate, and the furniture arrangement was formal however some classrooms the class tables were not organized. Some of the pupils sat alone, while others sat in groups of two or three.

Teachers create a positive affective classroom climate in order to enhance learners' motivation and reduce the stress. The teacher had a great command of his students. Finally, the learning environment was comfortable and respectful.

Section two: teachers' role

The teachers and learners have a positive relationship. The teachers began their session by posing a question for them to debate. they created a welcoming environment and was cordial with their learners, encouraging them to participate in the debate.

Furthermore, they did not make their students feel embarrassed to participate in class. The teachers are attentive to their learners and have excellent listening skills.

The teacher worked as an observer and a participant as well, monitor, facilitator and motivator during the speaking or debating. Thus, the teachers switch languages if necessary. EspeciallyEnglish teacher switch to French and Arab in order to explain some word or expressions. Besides, the teacher played a crucial role in motivating and encouraging the learners to debate with each other in the target languages. Moreover, the teachers have a supportive style of teaching, which includes listening, giving encouragement and responding to student questions.

Section three: classroom interaction

At the beginning when some of the learners new they are observed for a research they were little bit stressed but after the teacher and the researcher's explanation they calmed down. A lot of learners write down their ideas before speaking in both levels and languages.

Furthermore, Learners sometimes mispronounce some words especially in English some learners pronounce some English words with the French pronunciation or the opposite. And some learners use English words as this words are in French, the same think in English classes some of them use French words as they are in English.

However the learners were motivated to speak and debate in several subjects some of them were shy to speak, some write before they talk, and some talk spontaneously and when they lack vocabulary they switch languages from English to French and vice versa.

Discussion and finding

Based on the analysis of the teachers' interviews, student's questionnaires, and classroom observation, we obtained data about their attitudes towards "The impact of learning two foreign languages, English and French, simultaneously (Bilingual Learning) on learners speaking skill, throughout these results of data collection tools, we find answers of our research questions. This study aims to investigate the influence of learning English and French as foreign languages at the same time on students' speaking, show the difficulties that students face during the course, and how teachers apply several strategies and play different roles to reduce these kinds of difficulties. Also, in this study, we attempted to explore the importance of speaking skills in learning a foreign language (FL). Moreover, the students' questionnaire shows that most students face difficulties while speaking; thus, when they learn English and French simultaneously, they influence their speaking skills performance. In addition, they affect their pronunciation of the words because they use French words t show their ideas in English lessons, So they

They found themselves switching languages unconsciously, so learning the two languages impacts the learners' speaking production.

Also, it can be said that teachers give too much attention to reducing French impact on learning English which influences students speaking skills and language performance. The results from classroom observation show that EFL learners mispronounce many words in English with the French pronunciation or the opposite. Thus, the EFL teacher plays the roles of observer, participant, monitor, facilitator, and motivator to help students enhance their speaking in English without the influence of French pronunciation and language. Hence, the teacher plays an essential role in learners' oral performance in the target languages.

moreover, in the teachers' interviews, the researcher collected different ideas between those who see that learning two languages is beneficial for the learners and who refused the idea and did not recommend it because it can be confusing for the students

To recap, the primary purpose of this study was to see how learning English and French simultaneously can affect learners and their speaking skills. That is, it was designed to know the learners' challenges in speaking and discuss some of the various types of speaking activities that can be used to assess speaking skills and help teachers and learners.

3.5. Pedagogical Implications

Participating in the English as a Foreign Language classroom is an overwhelming responsibility; Teachers of English as a Foreign Language should pave the way to promote the process of acquiring a second language, thus learning two foreign languages, English and French, simultaneously (Bilingual Learning) will impact learners' speaking skill. Indeed Algerian teachers and students in universities believe that learning two foreign languages, English and French, strongly affects their speaking skills because sometimes the learners want to participate and show their ideas, but they can do it with the French language and the opposite. Therefore teachers use successful strategies to prevent this impact and achieve a level of students learning English in general and speaking skills in particular.

Conclusion

From the analysis of the teachers' interviews, learners' questionnaires, and classroom observation, students and teachers show a high awareness of the impact of learning two foreign languages, English and French, simultaneously (Bilingual Learning) on learners speaking skills. So through the interpretation of the result, we conclude that the teacher uses different strategies as a successful way to communicate and interact with

students to correct their mistakes and become more familiar with many types of grammar rules. Pupils also tried to solve most difficulties in speaking without mixing the two languages.

General Conclusion

Concerning learning the four skills, speaking skills play a significant role in language to improve learners' learning abilities and be the ability to communicate fluently. For that, all learners studying English have to develop their speaking skills and try to decrease their linguistic and psychological problems to speak freely with others. Nevertheless, simultaneously learning two foreign languages, English and French (Bilingual Learning), influenced the learners speaking skills. Many researchers suggest using different strategies and tools to promote learners' speaking skills because it is considered the most essential and valuable part of EFL learners' oral participation and presentations. Therefore, this study is made up of two parts: the theoretical part and the practical part.

The first chapter sheds light on a general overview of learning foreign languages in Algerian. In addition, it sheds light on the status of French and English as foreign languages in the Algerian Society, then discusses language learning and acquisition, the

approaches used by bilinguals, and language transfer. The second chapter investigates the learners speaking skills; its primary role is to teach a foreign language; moreover, it highlights some speaking characteristics and methods, then focuses on the students' difficulties in speaking skills.

The practical part consisted of the fieldwork. It is related to the analysis of the obtained data collected from teachers' interviews, students' questionnaires, and classroom observation; the total number of students is (N=39) from two different groups, the b1 and b2 levels of CEIL at Setif University, the master is concerned of this study. Moreover, classroom observation and teachers interview were done with five teachers in the Section of English and French with a teaching experience ranging from 4-to 25 years made up the teachers' sample. This tool was used to gain more information about our research topic.

In this study, we have focused on the impact of learning two foreign languages, English and French, simultaneously on learners speaking skills. Thus, foreign language teachers should make their learners aware of this case which may hinder their progression in foreign language proficiency in English. The questionnaire, interview, and classroom observation findings revealed that learning English and French impact and influence the learners' speaking skills. The results show that students face difficulties when they simultaneously learn English and French. They affect their pronunciation of the words. Most students find themselves switching languages unconsciously; this impact students to be reluctant while speaking.

Recommendations

Because of the importance of speaking skills, we suggest some recommendations concerning learning two foreign languages, English and French, simultaneously (Bilingual Learning) influenced the learners speaking skills.

-Teachers are requested to focus more on students' speaking difficulties.

-Teachers should play the role of guide and controller who encourage them to participate in their lectures.

-Teachers are requested to ensure that their classrooms are managed well and that their students follow all the rules they presented before at the beginning of the academic year.

-Students should not be affected by learning two foreign languages, English and French, simultaneously (Bilingual Learning) when they speak in English.

-Learners should be aware of the challenges they will face when learning two languages at once.

-Teachers and students have to benefit from Bilingual Learning in education.

-For further research, researchers should take the limitation into consideration

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Appendices

Appendix 01

Appendix

Students' Questionnaire

the impact of learning two languages simultaneously english and french on learners' speaking skill

Dear Students

      This questionnaire is a part of a master degree dissertation conducted at Mohammed Khider Biskra University to investigate the impact of learning two languages english and french simultaneously on learners' speaking skill You are kindly requested to answer the following questions as answers will be helpful in completing this research work. Your participation will be anonymous.

Thank you for your time and your cooperation Please, mark (√) in the appropriate box (es) and give full answer(s) where necessarily.

Qst1 :

Are you a university student ?

Êtes-vous un étudiant universitaire ?

☐   Yes

☐   No

If no what do you do ?

Si non que faites-vous ?

…………………………………………………

Qst2 :

Do you study French or English at the university ?

Étudiez-vous le français ou l'anglais à l'université ?

☐   English

☐   French

77

if no, mention your branch

si non, mentionnez votre spécialité

………………………

Qst3 :

You have selected to study French and English as :

Vous avez choisi d'apprendre le français et l'anglais comme :

☐   Personnal desire

☐   compulsory desire

Qst4 :

Have you learned other languages than english and french ?

Avez-vous appris d'autres langues que l'anglais et le français ?

☐   Yes

☐   No

If yes, which languages have you learned ?

Si oui, quelles langues avez-vous apprises ?

………………………….

Qst5 :

What do you think of learning English and French at the same time ?

Que pensez-vous d'apprendre l'anglais et le français en même temps ?

☐   Excellent idea

☐   It depends

☐   Bad idea

Can you explain in 2 lines ?

Peux-tu expliquer en 2 lignes ?

……

……

……………………….

Qst6:

Do you think that french is similar to english ?

Pensez-vous que le français est similaire à l'anglais ?

☐ Agree

☐ Strongly agree

☐ Disagree

Qst7 :

Do you think learning French and English at once they may effect on each other therefore they effect the learners speaking skills ?

Pensez-vous que l'apprentissage du français et de l'anglais à la fois peut avoir un effet l'un sur l'autre et donc affecter les compétences orales des apprenants ?

☐ Strongly agree

☐ Agree

☐ Disagree

Qst8 :

How do you assess your level at English ?

Comment évaluez-vous votre niveau en anglais ?

☐ Very good

☐ Good

☐ Average

☐ Bad

Qst9 :

In your opinion , what is the reason for that ?

A votre avis , quelle en est la raison ?

………………………………………………………………………………………………
………………………………………………………………………………………………
……

Qst10 :

How do you consider your level in French ?

Comment jugez-vous votre niveau en français ?

☐ Very good

☐ Good

☐ Average

Qst11 :

As an adult learner do you think that learning two languages at same time influence your speaking performance ?

Pensez-vous qu'apprendre deux langues en même temps influence vos performances orales ?

☐ Yes

☐ No

If yes, how ?

Si oui, comment ?

……………………………………………………………………………………...............
....
....

Qst12:

Are you afraid of :

Avez-vous peur de :

☐ Speaking a foreign language

☐ Making mistakes in front of people

Qst13 :

Do you feel anxious when speaking a foreign language ?

Êtes-vous stressé quand vous parlez une langue étrangère ?

☐ Yes

☐ No

If yes, why ?

Si oui pourquoi

☐ Fear of judgement

☐ Fear of switching language

☐ Social anxiety

Qst14:

Do you switch languages when you speak a foreign language (Frensh/Arabic/English) ?

Changez-vous de langue quand vous parlez une langue étrangère (français/arabe/anglais) ?

☐ Yes

☐ No

Qst15 : If yes, you switch

Si oui vous changez de langue

☐ Inconsciencely

☐ Consciencely

Thank you,

Meftah Amina Razika

Appendix 2

Teachers' interview

Qst1 :

What language you use in classe ? Explain.

Qst2 :

Do you use English all the time ?

Qst3 :

Do you code switch ?why ?

Qst4 :

How do learners tolerate when you use only English ?

Qst5 :

Do you think that using more than one language helps students learning ?

Qst6 :

Is there a threat of mixing languages in classroom ?

Qst7 :

What do you think of learners learning two languages at once ?

Appendix 3

Instructor:	Course:
Place:	Number of the student:
Time:	Group:
Date:	Subject:

Statements	YES	NO	comments
1. The learners participate in classroom discussions			
2. The learners answer without hesitation			
3. The learners gives personal ideas and opinions			
4. The learners switch languages			
5. The learners are motivated			
6. The learner can give turns in conversations (they can open and close aconversation)			
7. The learners communicate freely			
8. All learners participate			
9. The learners speaking skill has increased			
10. The teacher speaks only in a foreign language (english/french)			
11. teacher/learner good interaction			
12. The learners hesitation of speaking			

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ملخص العربية

يعد التحدث أحد المهارات الأساسية لاكتساب المعرفة في جميع المجالات ، وهو أمر حاسم في تعزيز تقدم تعلم متعلمي اللغة الإنجليزية كلغة أجنبية ؛ لذلك ، لا ينبغي إهمالها ، تستكشف الأطروحة الحالية التأثير السلبي والإيجابي لتعلم لغتين في وقت واحد ؛ على مهارات التحدث لدى الطلاب وكيفية استخدام المعلمين لاستراتيجيات فعالة لتقليل الجانب السلبي لتعلم لغتين في وقت واحد والتركيز على الجانب الإيجابي لتحقيق الطلاقة في كليهما. الغرض من هذه الدراسة هو تحسين مهارات التحدث لدى الطلاب باللغة الإنجليزية ومساعدتهم على تعزيز تعلمهم الأكاديمي. نفترض أنه إذا بدأ المتعلمون في تعلم لغتين في وقت واحد ، فقد يؤثر ذلك سلبًا على مهارات التحدث لديهم. إلى جانب ذلك ، أثبت التعلم ثنائي اللغة تأثيره ؛ بمعنى آخر ، وفقًا للدراسات الهائلة ، فإن تعلم لغتين أجنبيتين ، الإنجليزية والفرنسية ، يؤثر سلبًا في وقت واحد على الطلاب لتحسين مهاراتهم اللغوية والتواصل بشكل مناسب. لتأكيد فرضيتنا ، اعتمدنا على الطريقة المختلطة لإيجاد العلاقة بين المتغيرات التابعة والمستقلة المذكورة أعلاه. الاستبيان والمقابلة والملاحظة الصفية هي أداة جمع البيانات لهذا البحث. تعتبر النتائج التي تم الحصول عليها ذات أهمية كبيرة حيث أن تحليل استبيان الطلاب لدى طلاب CELL من B2 و B1 ومقابلات المعلمين والملاحظة الصفية قد أكدت وجود فجوة كبيرة بين مستويات جامعة سطيف ذوي الكفاءة في التحدث.

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الكلمات الرئيسية: مهارة التحدث ، التعلم ثنائي اللغة الفرنسية ، الإنجليزية