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## **MASTER THESIS**

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Submitted and Defended by

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**Investigating the Influence of French Instruction on English Pronunciation  
Among Third Year Pupils:  
The Case of Third Year Pupils of Boucetta Mohamed Mokhtar Primary School**

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A dissertation submitted in partial fulfillment of the requirements for a  
Master Degree in English: Sciences of Language

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## **Declaration**

I, Katrenada Fattouche, hereby declare that this thesis is the result of my own original work and has not been submitted previously, in any institution or university.

I also declare that all sources of information and references used in this research have been properly acknowledged.

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## **Dedication**

I dedicate this work to

My beloved parents, for their unconditional love and support.

To my dear sisters and brothers, for their constant encouragement.

To my precious niece Melina and nephew Yahia.

This work is for all of you.

## Acknowledgments

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## **Abstract**

The present study investigates the influence of French instruction on English pronunciation. The primary aim of this study is to investigate how prior instruction in French influences the pronunciation of English among third year primary school pupils. The research seeks to identify specific areas of phonological transfer between French and English and to understand how teachers perceive and address This influence in the classroom. The current study adopts a descriptive exploratory method relying on classroom observation and teachers' interview to primary school teachers and pupils in Biskra. The findings revealed that prior French instruction significantly affects pupils' English pronunciation by causing phonological transfer, particularly in vowel quality, consonant articulation, and stress patterns. These results suggest that previous exposure to French shapes how pupils acquire English pronunciation. However, further pedagogical attention is required to manage and minimize negative transfer in multilingual learning contexts.

**Keywords:** French instruction, English pronunciation, Arabic L1, cross-linguistic influence, primary education, phonological transfer.

## **List of Abbreviations and Acronyms**

**EFL:** English as a Foreign Language

**TL:** Target Language

**ELF:** English as a Lingua Franca

**TESOL:** Teaching English to Speakers of Other Languages

**EAL:** English as an Additional Language

**ELL:** English Language Learner

**TA:** Tunisian Arabic

**MSA:** Modern Standard Arabic

**CPH:** Critical Period Hypothesis

**EMI:** English as a medium of instruction

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# **General Introduction**

## **Background of the Study**

The integration of English language instruction in primary schools has been a regular policy for a large number of countries in the world, where young learners are exposed to the target language (TL) at an early age with the goal of facilitating their learning process in the future and enhancing their language skills and overall proficiency. The Indonesian government for example, has passed the policy of integrating English language in primary schools' curricula in late 1994 for the great importance this language achieved as part of science, technology, and cultural advancement (Cahayati & Madya, 2019). Furthermore, Germany is another country among several ones which integrate English language instruction in its primary schools' systems, believing that exposure to many languages in the context of early childhood education and care is essential for learners' language acquisition and development (Kolb & Schocker, 2021). This corresponds with the critical age theory which states that the best age for acquiring a language starts from two and ends before puberty (Siahaan, 2022). Hence, it is scientifically acknowledged that young learners in pre-primary or primary schools succeed in learning the TL more effectively than adult learners.

Similarly, the Algerian government has just recently taken this major decision of integrating English language instruction in primary school education. It is true that it is somehow an overdue step compared with other countries, but it is a positive step to accommodate the world's rapid development, nevertheless. However, the integration of English instruction was met with long-standing French instruction that is still implemented in Algerian primary school curricula from before the time of independence. Furthermore, it is observed through reviewing some related studies that since the issuing of the English

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instruction policy in Algerian primary schools, an extensive research has been conducted in the field to explore teachers' difficulties in coping with the challenges of this policy, considering that is a new teaching approach in the Algerian teaching pedagogy (Sennagh & Sibachir, 2022; Bessoltane, 2023).

Moreover, pronunciation is one of the major defining features of speaking skill. It refers to the act of producing speech sounds, including articulation, vowel production, accent inflection, and intonation, with consideration for the appropriateness or acceptability of the speech sounds (Augustina, 2019). This component is related to the sounds that one produces when he speaks the English language. The articulation of sounds and letters is highly significant in EFL learning process, therefore, pronunciation in English occupies a full branch of study that investigates the acquisition of sounds, which is called phonetics. Sari (2020) stated that it is important for EFL students to have good pronunciation because it makes their speech clear and comprehensible so that it is understood by others in order to have meaningful communication. Moreover, it is a significant component of language that characterizes EFL students' speaking accuracy. This component is related to the articulation of speech sounds and the production of both vowels and consonants of English in an accurate way. Therefore, the present study explores the impact of French instruction on English pronunciation of Algerian primary schools' pupils after the implementation of English instruction in their curricula.

## Statement of the Problem

Nowadays, English language is acknowledged to be one of the most largely used languages in the world. Being the language of science and technological development, it has turned into a unified tongue that is used to lead global communication between nations.



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Thus, it is vital for the Algerian government to increase its emphasis on this language teaching process in order to keep pace with the world's rapid advancement. Hence, the integration of English language in primary school has been a positive step in supporting learners' language acquisition process and accelerating their academic development.

However, despite the importance of English instruction in the globalization of communication and the language's rising prominence in a variety of fields, teaching English to young pupils in an Algerian primary school setting presents particular challenges and obstacles that could hinder the successful implementation of this language teaching process. These challenges include lack of resources and materials, lack of pedagogical guidance and instructions, lack of teachers' professional training and several other difficulties that teachers could encounter in their teaching process. More importantly, this language teaching policy could cause a greater influence on learners' language proficiency since they are exposed to both French and English instructions at the same time.

Consequently, the implementation of the language in primary schools could potentially negatively influence pupils' pronunciation of English due to their exposure to French instruction. Therefore, the present study aims at highlighting the impact of French instruction on English language pronunciation among primary school pupils.

## Research Questions

The present study aims at finding answers to the following research questions:

**RQ1.** To what extent does receiving the French instruction impact the pronunciation of English among primary school pupils?

**RQ2.** What are teachers' perceptions towards the influence of French instruction on pupils' English language learning?

### **Significance of the Study**

The study could provide a significant contribution to the field of research of EFL teaching in primary education in Algeria. This is an under-studied area in Algeria because the integration of English instruction in primary education curricula is a newly implemented policy. Therefore, novice teachers could benefit from the results of this study that could serve as a guide in their new teaching experience. The findings of this research could help them identify pupils' confusion between French and English pronunciation and address this problem more seriously to improve learners' pronunciation. Moreover, most studies conducted since the implementation of this policy shed light on teachers' challenges and their coping mechanism. Therefore, the findings of the present study could shed more light on pupils' difficulties and their confusion between English and French pronunciation. Thus, it could help attract both teachers and policy makers' attention to a new aspect of teaching English in primary schools in Algeria that encompasses the influence of simultaneous language instruction on pupils' pronunciation of English language. Therefore, the results of this study could draw their attention to the need of integrating more phonetics lessons in the English curricula that provide young learners with more knowledge of the English sounds system and prevent their confusion.

## **Operational Definitions of Terms**

### **Pronunciation**

It refers to the act of producing speech sounds, including articulation, vowel production, accent inflection, and intonation, with consideration for the appropriateness or acceptability of the speech sounds (Augustina, 2019). Pronunciation in this study is related to the English pronunciation of third level pupils at Boucetta Mohamed Mokhtar primary school.

## **Review of the Related Literature**

It is argued that teaching pronunciation is a neglected aspect in the EFL classroom. It is explained that teachers often concentrate on providing direct and clear instruction on other language skills and aspects, but overlook the aspect of pronunciation (Tajeda & Santos, 2014). This could cause a major impact on the accurate and fluent language production that students aspire to achieve, especially in the case of primary school learners. Moreover, this neglect could also lead to confusing English language accurate pronunciation with French pronunciation if young learners are exposed to both languages instruction at the same times and teachers continue to neglect their pupils' mistakes in pronouncing English sounds.

In this section, some of the studies that have been conducted to examine the implementation of English language instruction in Algerian primary schools are reviewed to explore the aspect of pronunciation in this area of research.

One of these studies is conducted by Benchanaa (2020), who examined the possibility of teaching English at primary schools in Algeria, using interviews and

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classroom observations, the study found that teachers were interested but faced challenges like lack of resources and training.

Kebboul (2023) who similarly investigated teachers' challenges in teaching English at Algerian primary schools through surveys and interviews, the study revealed that large class sizes and insufficient materials were major obstacles.

Sennagh and Sibachir (2023) who also examined teachers' and pupils' challenges in teaching English at the Algerian primary schools. Most of these studies highlight teachers' challenges in applying this policy in actual English as a Foreign Language (EFL) classrooms due to lack of materials, large-size classrooms, lack of experience, low motivation and other problems. However, little attention was paid to the impact of French instruction on pupils' English pronunciation. Therefore, the present study is conducted to fill in this gap and explore the influence of French instruction on English language pronunciation among bilingual pupils in Algeria in primary education.

## **Research Methodology**

The study adopts an exploratory research design with a descriptive method that aim at providing a comprehensive understanding of receiving French instruction and its influence on English pronunciation among simultaneous bilinguals in primary education.

## **Population and Sampling**

Moreover, the population of the study will include 156 pupils and two teachers of English at Boucetta Mohamed Mokhtar primary school. It is selected based on the factor of convenience; first, because this study highlights the influence of French instruction on P\pupils' pronunciation of English language. Consequently, the population must include

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primary teachers and pupils who are dealing with both English and French instruction. Second, this particular school is selected because it is close to the researchers' residency. Thus, it is convenient for the feasibility of data collection procedures. The sampling technique that is used to select the sample of the study encompasses the probability sampling. This sampling technique is based on the random selection of participants to be included in the sample of the study.

### **Data Collection Tools**

Furthermore, the data collection tools that are selected in carrying out this study include interview with teachers and classroom observation with pupils' to observe the influence of French instruction on their English pronunciation in real life teaching setting. The data collected is to be interpreted using thematic analysis.

### **Structure of the Dissertation**

The conducted study consists of three chapters. It first starts with a general introduction that outlines the research plan of action, including the background of the study, statement of the problem, research questions and objectives, in addition to research methodology and dissertation structure. The first two chapters represent the theoretical part of this study. The first chapter is devoted to provide a theoretical background concerning the implementation of English instruction in Algerian primary education and the challenges that are encountered by both teachers and pupils based on related studies conducted in the field. The second chapter highlights the aspect of pronunciation in English language learning, the components of this aspect in both English and French languages and it also reveals the impact of French instruction on English pronunciation based on the previously

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conducted studies. Moreover, the third chapter represents the practical side of the dissertation. It highlights the research methodology that demonstrates all the steps followed in conducting this study, the data analysis and interpretation procedures as well. This chapter also offers a general conclusion that summarizes the study's findings, pedagogical implications and some recommendations for further studies.

# **Chapter One: The Implementation of English Instruction in Algerian Primary Education**

## **Introduction**

The implementation of English language instruction in Algerian primary schools marks a significant shift in the country's language education policy. As part of recent educational reforms, English is officially introduced at the third year of primary education, reflecting its growing importance as a global language (Crystal, 2003; Benrabah, 2007). This chapter explores the historical and educational context of English instruction in Algerian primary schools, highlighting the key motivations behind its introduction and the challenges encountered in its practical implementation. Particular attention is given to the difficulties faced by both teachers and pupils, including pedagogical constraints, limited resources, lack of training, and the linguistic interference resulting from the coexistence of multiple languages in the educational environment (Ennaji, 2005).

In light of the complex multilingual setting where Arabic is the mother tongue and French remains an influential second language, this chapter also lays the foundation for examining how prior exposure to French affects pupils' English language learning, especially in terms of pronunciation (Kormos, 2006). This literature review aims to provide a comprehensive overview of the current landscape of English instruction in Algerian primary education and to identify the factors that may influence the effectiveness of teaching and learning in this context.

### **1. The History of English**

According to (Sennagh & Sibachir, 2023) the English language has a notable history, as it is part of the Indo-European language family and has undergone significant transformations across centuries. The form of English we know today did not exist in the



past, as it gradually evolved over a long period through various linguistic shifts. Its roots trace back to around 400 C.E., during a time when the Roman Empire dominated much of Europe, including the British Isles, where the Celtic tribes lived under Roman control. However, as the Roman Empire began to decline, it withdrew from Britain, leaving room for new influences. Sennagh & Sibachir (2023) the emergence of the English language began with the arrival of several Germanic tribes namely the Angles, Saxons, Jutes, Frisians, and Franks who invaded Britain in the early 5th century. These tribes settled and established kingdoms across the British Isles, contributing to the formation of a shared cultural identity. Over time, their Germanic dialects merged and evolved into what became known as Anglo-Saxon, the foundation of the English language. The historical development of English is generally divided into three main stages: Old English (450–1100), Middle English (1100–1500), and Modern English (from 1500 to the present day). As Boyanova (2015) notes, English is classified under the West Germanic branch of the Indo-European language family, closely related to Scots and Frisian.

## **2. The Global Status of English in the World**

English language has certainly become the global language; the most spread spoken language and the most learnt and used in the world. A language becomes global not just by being spoken as a mother tongue in multiple countries, but by being given a special and recognized role in societies around the world, even where it is not natively spoken. English, for example, holds this global status due to its widespread adoption and functional importance across many nations (Crystal, 2003). The linguist (Crystal, 2003, p. 07) stated that “English becomes a global language because of the number of people who speak it”.

## **2.1. English as a Lingua Franca**

The primary source in communication with each other is the language, the term Lingua Franca refers to any language used on regular basis in order to allow communication between people who do not speak the same native languages (Back, 2015). In recent years English language has spread throughout the globe, from the British Isles to every continent and became the world's Lingua Franca.

English as a Lingua Franca (ELF) means using English as a common language between people who have different first languages and cultural backgrounds. It helps them communicate and understand each other clearly. Although English has been used as a shared language since the late sixteenth century, especially during British colonial times, its use has increased more widely in recent years. However , ELF is considered one of the most important developments in global communication in the 21st century.

According to Jenkins (2009), English is most commonly used in practice by non-native speakers within what is known as the Expanding Circle. This is largely due to the fact that the number of English users in this circle surpasses those in the Inner and Outer Circles. Nevertheless, this does not imply the exclusion of speakers from the other two circles. Most scholars in the field of English as a Lingua Franca (ELF) emphasize that all users of English, regardless of their linguistic background, are included in the concept of ELF. From this perspective, all participants—whether native or non-native speakers—are expected to adjust their own local varieties of English in order to engage effectively in ELF communication.

## **2.2. English as a Second Language**

“A second language is one which is used for various purposes within the country while a foreign language is used ” (Sahrma, 2019, p. 140). This means that a second language is distinguished from a foreign language by its role within a country. A second language is used for various purposes domestically, such as education and official communication, and serves as a common language among diverse linguistic groups.

The concept of “English as a second language” aligns closely with the Outer Circle model introduced by linguist Braj Kachru in his seminal work *Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle* (1985).

Traditionally, the term “English as a second language” has been applied to students who enter educational institutions speaking languages other than English at home. However, this terminology is often inaccurate, as many students may learn English as their third, fourth, fifth, or subsequent language. To address this linguistic complexity, some educators and organizations have adopted the term “Teaching English to Speakers of Other Languages” (TESOL), which better reflects the diverse linguistic realities of learners. In certain contexts, particularly in the United States, the term “English as an Additional Language” (EAL) has gained traction. Furthermore, the designation “English Language Learner” (ELL) has become widely accepted in American educational settings. Nevertheless, a challenge associated with the term “ELL” is its broad application in classrooms where all students regardless of their linguistic backgrounds are engaged in learning English. (Nordquist, 2019).

### **2.3. English as a Foreign Language**

English language has become a vital for being the most significant language that keeps everyone in the world connected. It is a first language for some countries, while it is a second or a foreign language to others (Quimosing, 2022). Also, Harmer (2007) described EFL as learning English in one's home country, often through short courses or school programs where English is not the main language of daily life. Similarly, Gebhard (2006) explained that English as a Foreign Language (EFL) means learning English in a country where it is not commonly spoken or used as a first language. He adds that students in this situation have limited chances to use English outside the classroom.

English as a Foreign Language (EFL) refers to learning English in places where it is not commonly spoken. Learners in these environments have limited opportunities to use English outside of class. Typically, EFL involves studying English in one's own country through structured classes or short courses, rather than in a country where English is the main language.

Another explanation to (EFL) suggested by Camenson (2007) who described students as living in countries where their native language is mainly used for communication. These learners often study English for academic purposes, travel, or work-related needs. They typically spend only a few hours per week learning English, have minimal exposure to the language outside the classroom, and rarely get the chance to practice their language skills in real-life situations.

So, we can say that (EFL) involves learning English in places where it is not the primary language. In these settings, teachers who are not native English speakers often

provide instruction. They may encounter difficulties in teaching the cultural elements that are part of the English language.

### **3. Educational System in Algeria**

The Algerian educational system in terms of structure was influenced by the Napoleonic system for historical reasons, which go back to the French colonisation. In Algeria, education is compulsory from the age of six. Education is one of the main priorities of the Algerian government. The Algerian educational system is divided into several levels: preparatory, basic (primary and secondary), secondary and higher education. Access to higher education is subject to obtaining an A level equivalent or an equivalent foreign qualification. (MERIC-Net, 2019).

The educational system in Algeria is centralized system that follows a 5+4+3 structure, it consists of :

**3.1. Primary education:** education in this stage is mandatory and free for all Algerian children aged 6 to 16 years . The primary education is designed to provide students with basic knowledge and skills, such as literacy and numeracy.

The curriculum includes subjects such as Arabic, mathematics, French, natural science, and social studies.

**3.2. Middle education:** this stage takes four years and is also required. Students aged 11 to 15 go to middle school, where they continue learning and building on what they studied in primary school.

**3.3. Secondary education:** this level of education lasts for three years and is not required. Students aged 15 to 18 attend high school, where they can choose one of three paths: general education, technical education, or vocational education. The general path helps students get ready for university, while the technical and vocational paths help them prepare for work.

After finishing this level, students have the right to attend a university or a vocational school. The Algerian university system is controlled and managed by the Ministry of Higher Education and Scientific Research.

**3.4. Higher education:** since 2004, Algeria has made important changes to its university degree system by adopting the LMD system, which follows the structure used in Europe through the Bologna process. This system includes three levels: the License degree (which takes three years after the baccalaureate), the Master's degree (which takes two years after the License), and the Doctorate (which takes three to four years after the Master's degree). The main goals of this reform are: first, to make Algerian university programs more similar to those in other countries, and second, to allow students more flexibility in choosing and transferring courses and credits. This makes the system more effective and better adapted to the needs of the job market (Laissouf, 2023).

#### **4. Status of French in the Algerian Educational System**

The use of the French language in Algerian education began during the French colonial period and remains an integral part of the system, spanning from primary schools to universities. Many students, especially in fields like medicine, complete their studies in French. The language is considered relatively easy to learn and serves as a gateway to

mastering other Romance languages such as Italian, Spanish, and Portuguese. Additionally, French is regarded as an analytical language that fosters critical thinking and cognitive skills.

In Algeria, French is introduced as a subject in primary education at the age of eight and continues for three years. The goal is for students to achieve proficiency in both spoken and written French, enabling them to specialize in fields requiring advanced language skills. Primary education focuses on pronunciation and memorization of basic vocabulary, numbers, and letters. With recent changes, students now start learning French more comprehensively from the third year, which includes grammar and writing skills. This approach can be challenging for children aged eight or nine.

In secondary school, students deepen their knowledge of French, learning advanced skills such as letter writing and text analysis. By high school, they are expected to analyze literary works, write essays, and discuss themes and characters in novels and plays (Laissof, 2023).

## **5. Status of English in the Algerian Educational System**

English is a global language spoken widely around the world and taught as a primary or secondary foreign language, even in countries like Algeria, where it is not the national language. As Crystal (1997) stated, “no language has ever been as widely used or spoken by so many people as English” (p.127).

Historically, French has been the dominant foreign language in Algeria due to the legacy of French colonial rule (1830–1962). However, in recent decades, English has

gained increasing importance and is gradually becoming a key element of language policy and educational reform in Algeria.

## **5.1. English in the Curriculum**

**5.1.1. Primary Education:** English was traditionally introduced at middle school level, but in a significant policy shift, Algeria introduced English starting from the third year of primary education in the 2022/2023 academic year, alongside Arabic and French. This reflects a government initiative to strengthen the role of English from early stages of education.

**5.1.2. Middle and Secondary Education:** English is taught as a compulsory foreign language starting in middle school (first year) and continues through secondary school, often with an increased number of hours and curriculum emphasis.

**5.1.3. Higher Education:** English has become particularly prominent in scientific, technical, and medical fields in Algerian universities, often replacing or supplementing French. Several universities and faculties now offer courses in English or have moved to adopt English as a medium of instruction (EMI).

According to the British Council Algeria (2023), the rise in the use of English is part of a broader push to align Algerian education with global trends and enhance employability and international cooperation.



## **6. The Foreign Languages Taught in the Algerian Primary School**

Algeria's educational system focuses on teaching French and English as foreign languages. French is emphasized because of Algeria's colonial history with France, while English is prioritized because it is widely used globally (ELF).

### **6.1. French**

Unlike other Arab countries, Algeria experienced assimilationist colonial rule under France for 132 years, from 1830 to 1962. During this period, Algeria was not only a colony but was annexed and treated as an integral part of France, with French laws and policies aimed at assimilating the population while favoring European settlers over the indigenous majority.

The French did their best to assimilate the French language and culture to children at a crucial age to the extent that they attempted to label nearly several cities and places using the French language. Their prominent goal lies in suppressing the Arabo-Islamic culture in general and the Algerian identity in particular.

Through an adherent policy, the colonial powers deprived the Algerians from their civic and linguistic rights. Education programs, as a result, were given just to a limited elitist group for exceptional given ends." (Bagui & Babou, n.d.).

Education in Algeria faced many challenges and problems because of the French colonial policy. These issues continued even after independence, due to disagreements among political leaders and the presence of different language policies. There were many conflicts between these leaders. As a result, Algerian policymakers admitted that the arabization process had weaknesses and limitations. It has even been considered a major

reason for the decline in students' academic performance and success in school. Today, the education system clearly shows the continued use of the French language in many areas, along with the inclusion of various informal spoken forms.

Recently, the government started teaching some science subjects in Arabic at the primary and lower secondary levels (Qari, 2014; Qunis, 2016). However, major reforms that could significantly reduce the strong influence of the French language in Algeria's education system have been limited. This is mainly because there is a lack of appropriate Arabic teaching materials, weak development of Arabic-language curricula and teaching methods, and a continued dependence on long-established systems that are based on the French language (Bounab, 2016; Ounis, 2016).

## **6.2. English**

Nowadays, English is considered as the primary international language of technology, education, aviation, global business, and international diplomacy. It has become the most commonly used language of international communication today. People, all over the world use it for both sending and receiving messages. Of all languages in the world today, English deserves to be regarded as a world language (Slimani, 2016). It succeeded in gaining a position in the Algerian context despite that it has no historical background that may link it to the country and it became the second foreign language in Algeria.

Moreover, English is considered as the second foreign language taught at primary school in Algeria. The widespread use of English, particularly through media and social networks, has increased Algerians' exposure to and interest in learning the language.

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In the 2000 educational reform, Algerian authorities reintroduced English instruction starting in the first year of middle school, recognizing its importance for national and international communication. Slimani (2016) highlighted fields where English is essential, such as technology, education, research, aviation, global business, and diplomacy. This reform aimed to equip Algerian learners with the skills to communicate effectively in both social and professional contexts, emphasizing proficiency in speaking and writing (Slimani, 2016).

In 2000, the Algerian government introduced several changes to the education system, including the decision to start teaching English from the first year of middle school (Ministry of National Education, 2000). This policy remained in place for many years. Later, in 2022, there was a renewed effort to introduce English in primary schools, following a speech by President Abdelmadjid Tebboune, who referred to French as a “war trophy” and called English a global language. As a result, the Minister of National Education, Abdelhakim Belabed, decided to start teaching English from the third grade of primary school. This plan was put into action at the beginning of the 2022/2023 school year, with about 5,000 English teachers hired to work in 20,000 primary schools across the country (Ministry of National Education, 2022).

As a result, third-year pupils are now learning two foreign languages at the same time, English and French. This means that students in Algerian primary schools are being introduced to both languages simultaneously from the third grade (Benmorsli & Benguesmia, 2023).

## **7. French and English: Two Distinct Language Systems**

### **7.1. Language System**

language is a rule-based system of signs. Saying that language is rule-based usually makes people think of other kinds of situations where rules are enforced by a particular authority (Amberg & Vause, 2010).

Amberg and Vause (2010) stated that we talk about language as a system of rules or conventions because a single language convention, for example, a single word, a pause, or an alphabet letter, does not tell us much beyond its immediate meaning. Thus, we usually combine these conventions together to convey larger meanings.

Thus, Language is a system made up of spoken or written words used by people to express themselves as part of a social or cultural group. From childhood, most people naturally learn to use certain words and sounds to speak and listen. This spoken communication system is made up of a limited number of sounds produced by movements of the mouth and throat, and it is generally called language. Through these sounds, people share information, express thoughts and emotions, influence others' actions, and show feelings like friendliness or hostility. Language is an important tool for communication, although communication includes more than just speaking and writing (BCG-105 Language Course Material, n.d).

#### **7.1.1. French**

French is a Romance language descended from Latin which developed as a result of Celtic and Frankish influences in Gaul (now France) (Wikibooks, 2010).

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According to Wikibooks (2010), there are over 87 million native French speakers and an additional 68 million non-native speakers in the world.

According to (Dammann, 2008) French language is known for its complex grammar, with a range of verb tenses, conjugations, and grammatical rules that can take time to master. Moreover, French uses marks like accents, cedillas, and circumflexes to change how letters and words are pronounced and understood.

in terms of grammar, French uses gendered nouns and adjectives, with masculine and feminine forms for many words. Verbs in French are conjugated based on tense and aspect and can be irregular in their conjugation patterns. French also uses a range of pronouns, including subject, object, and reflexive pronouns, as well as possessive and demonstrative pronouns (Benmorsli & Benguesmia, 2023).

In terms of phonetics, French phonetics are notable for their nasal vowel sounds, which are produced by lowering the soft palate to allow air to flow through the nasal cavity. These sounds are typically indicated by a vowel followed by “n” or “m”, as seen in words like “un”, “bien”, and “sans”. French also features a variety of vowel sounds that can be either nasal or non-nasal, along with a system of liaisons that link words together in speech and alter the pronunciation of certain consonants.

In addition, French is known for its range of regional dialects and varieties, such as, Quebec French, Swiss French, and African French, and each one may differ from the other in terms of pronunciation, vocabulary, and grammar.

### **7.1.2. English**

On the other hand, English language is a West Germanic language in the Indo-European language family. It is now one of the most spoken languages in the world. It is the official language of about 67 countries in the world, in addition, it is increasingly used as a second language in other parts of the globe. The English language has a vast and diverse vocabulary, with approximately 170,000 words currently in use, along with numerous outdated terms. Additionally, English features a complex grammatical system that includes multiple verb tenses, modal verbs, and various sentence structures like clauses and phrases.

According to Bonmorsli and Benguesmia (2023), English has a unique phonetic system, with a range of vowel and consonant sounds that can vary based on dialect and accent. The glides in English (such as the sounds "w" and "y") contribute to the musical quality of the language, which may make it more appealing to non-native speakers who are learning English. English is also known for its stress-timed rhythm, in which stressed syllables are pronounced at regular intervals regardless of the number of unstressed syllables between them.

In addition, English has several regional and cultural variations, including British, American, and Australian English. These variations differ in vocabulary, pronunciation, grammar, and spelling. For example, British English uses "colour," while American English uses "color."

Also, Benmosli & Benguesmia (2023) mentioned that English contains a significant number of words borrowed from other languages, especially Latin and French,

reflecting their historical impact on English vocabulary. Additionally, English has recently adopted many words from various fields such as technology, cuisine, and popular culture.

## **8. The Cross Linguistic Influence of French on English (Phonetics and Phonology)**

Cross-linguistic influence in the process of second language (L2) acquisition has for long been an essential topic in second language acquisition research (Bouchhioua, 2016.)

Cross-linguistic influence has been widely studied by researchers in various EFL settings, including situations where French and English affect each other and cause interference.

### **8.1. French-English, English-French Bilinguals (Canada)**

Fowler et al. (2008) examined how phonetic features from one language can influence the speech of French–English bilinguals.

According to their experiment, French/English Bilinguals with English as their L1 and French as their L2 had English as their native language and learned French in primary school (typically around 4-5 years old). They went through either the French and/or English school system in Quebec or Ottawa, used both French and English on a daily basis (at least 20% for each language) including speaking to friends and family, and rated themselves with at least a 6 or 7 on their English linguistic competence and at least a 5 on their French competence and no higher than 4 on their competence in other languages.

On the other hand, French/English Bilinguals with French as their L1 and English as their L2 had French as their native language and learned English in primary school

(typically around 9-10 years old). They went through the French school system in Quebec or Ottawa, used both French and English on a daily basis (at least 20% for each language) including speaking to friends and family, and rated themselves with at least a 6 on their French linguistic competence and at least a 5 on their English linguistic competence, and no higher than 4 on their competence in other languages.

Other studies have shown that bilinguals activate the sound systems of both languages they know. Jared and Kroll (2001) supported this idea in their study, which looked at whether bilinguals use both languages' sound patterns when naming words. Their findings confirmed that both languages are activated in French-English and English-French bilinguals, and the effect depends on whether the written word is in the speaker's stronger or weaker language.

## **8.2. In The North-African Context**

### **8.2.1. The Linguistic Situation and Cross-Linguistic Influence of FL1 on FL2**

Because of the colonial history of North African countries, they have similar language situations. In Tunisia, students begin learning French early in primary school, before they are introduced to English. This creates a complex language context where the spoken mother language is (TA), the first formal language (L1) is (MSA), the second language (L2) is French, and the third language (L3) is English.

According to Bouchhioua (2016), French as an L2 has a noticeable influence on English as an L3. This influence appears in language transfer, especially in pronunciation, because of the similarities between French and English in spelling and language structure. As a result, the features of French can affect how English is spoken and learned.



According to Dellaa (2021) Because of the colonial history of North African countries, they have similar language situations. In Tunisia, students begin learning French early in primary school, before they are introduced to English. This creates a complex language context where the spoken mother language is (TA), the first formal language (L1) is (MSA), the second language (L2) is French, and the third language (L3) is English. According to Bouchhioua (2016), French as an L2 has a noticeable influence on English as an L3. This influence appears in language transfer, especially in pronunciation, because of the similarities between French and English in spelling and language structure. As a result, the features of French can affect how English is spoken and learned.

### **8.2.2. Learning FL1 with the Use of FL1**

The French and English writing systems are very similar, and Algerian EFL learners often use these similarities as a helpful tool in learning English.

Algerian learners often depend on their knowledge of a second language (L2), usually French, when learning a third language (L3), which is English. They see this prior knowledge as a useful tool in learning English (Negadi, 2015). Similarly, Hanafi (2014) found that Algerian EFL learners tend to use their knowledge of French as a foundation when learning English.

## **9. English at an Early Age**

Learning a foreign language at an early age, usually beginning around the age of five, has become more common. The fact that the English language is a vital skill is beyond doubt. Most parents including the Algerians realize that starting learning English early is important. As a result as, they try to provide their kids on letter pronunciation, simple

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communication methods, teach them the letters of the alphabet, and basic language fundamentals. So, those children will have a solid foundation in the language when they start learning the language in school.

The Ministry of Education has required that English language teaching start at the age of eight, which is the third year of primary school. In many countries, English is the main foreign language taught in schools because it is widely used around the world and is seen as the language of modern times, it is an international language used in business, science, technology, and community . Private schools usually start teaching English from the first grade to help children communicate better and support their overall learning, and to give the chance of becoming fluent.

Teaching English as an early age has positive effects, including:

### **a) Improves cognitive development**

According to Bialystok (2001) Learning a second language early helps children strengthen their memory, attention, and problem-solving skills.

### **b) Improves language proficiency**

Starting English at a young age gives learners more time to practise and improve their language skills as they grow, and help children develop more natural pronunciation and intonation because their brains are more flexible at an early age (Nikolov & Djigunović, 2006).

**c) Enhances academic performance**

Studies by Curtain and Dahlberg (2010) had shown that early language learning can support children's success in other school subjects, such as reading and mathematics.

**10. Integrating English at the Primary Stage during the Academic Year 2022-2023**

During the 2022–2023 academic year, the Algerian government made a major policy shift by introducing English as a second foreign language in the third year of primary school. This decision was introduced by the President Abdelmadjid Tebboune, and issued by the Ministry of Education. The president emphasized the importance of English as a global language and a tool for future opportunities. The president stated that “French is a spoil of war, but English is the language of science, technology, and development”, highlighting his vision for aligning Algeria's education system with global standards (Echorouk Online, 2022).

The decision was welcomed by many education experts and parents who viewed it as a progressive step toward improving students' global competencies. However, it also sparked some concern among segments of the population who questioned whether children would be overwhelmed by learning multiple languages at a young age. In response to these concerns, educational activist Kamal Newari refuted such claims by explaining that children at an early age have a high capacity for learning languages, and the addition of English would not cause confusion but instead enhance their cognitive and communicative abilities (Le Temps d'Algérie, 2022).

Newari argued that early exposure to English could support learners' development and better prepare them for future academic and professional challenges. Overall, the

reform marked a significant transformation in Algeria's language education policy, with substantial support through teacher recruitment, curriculum development, and training programs.

### **10.1. Factors Hindering Learning English in Primary School**

Several factors can influence language learning in primary school, such as age, pupils' interest, fear of making mistakes, and lack of motivation. Age plays an important role in learning a new language. Young children do not learn the same way as older learners. They learn better through games and playful activities, while adults are more used to learning in a logical and abstract way. Also, young learners often lose interest quickly. Usually, they get bored after about ten minutes. In addition, children at this age are more focused on themselves and need more individual attention. If the classroom activities are not interesting enough, they quickly lose focus. This happens because they have a short attention span and can easily get distracted, especially if the lesson is taught in a serious way without fun or interactive elements.

According to Harzallah (2023), Interest is an important part of learning at any age, but it is especially important for young children. In fact, focusing on learners' interests is a key idea in teaching young children. Children learn better when they are interested and actively involved in the learning activity. Since young children are just starting to learn English, their motivation to learn the language may be more connected to what they can achieve in the future rather than their current ability to use the language.

Making mistakes is a natural and important part of learning a language, but many pupils feel embarrassed or afraid when they make errors while speaking English. This fear

often comes from the learning environment. In some classrooms, mistakes are seen as something bad or shameful, which makes students less confident and less willing to speak or take risks. Also, when pupils do not get enough support from their classmates or teachers, they may feel more anxious about making mistakes. If they do not feel comfortable with the people around them, they may avoid speaking or use only very simple language. According to Juhana (2012), this fear is often related to how mistakes are corrected and how pupils are judged. Some learners worry that their mistakes will not be fixed or that correcting them will take too much time or effort. Others are afraid that they will be laughed at or judged by their classmates for not using correct English.

Motivation plays a key role in learning any language, especially at an early age. When pupils are not motivated, they are less likely to put effort into learning and participating in classroom activities. A lack of motivation can come from several reasons, such as boring lessons, unclear learning goals, or a learning environment that does not encourage active participation. If pupils do not see the value or purpose of learning English, they may lose interest and become passive learners. According to Dörnyei (2001), motivation affects how much learners engage with the language and how successful they are in learning it. In primary school, children often need external motivation such as fun activities, encouragement from teachers, or positive feedback to stay interested in learning. Without this support, their interest in learning English may decrease quickly.

#### **10.1.1. The Main Problems Faced by Pupils**

According to Lightbown and Spada (2013), learning a foreign language is one of the most difficult tasks for the human brain. It requires a lot of mental effort to move between complex language structures, which makes the process challenging. It is also hard

to start thinking in a new language. Primary school pupils who are learning English often face many difficulties, such as interference from their mother tongue, influence of the French language, shyness, problems with social interaction, and low confidence. When learning a new language, learners may receive confusing messages from their first language, especially because the beginning and ending sounds of words are often different. In the early stages, learners usually do not understand new words well and may not fully grasp what the teacher is explaining. As a result, they tend to translate everything into their native language, which leads to language interference and makes learning more difficult. That's why it is better to reduce the use of the native language in class, so learners don't always rely on it when learning English.

This situation can lead to poor learning outcomes, which may result in weak English skills and the use of unusual expressions that change the meaning of what the learner wants to say. In the third year of primary school, pupils begin learning both English and French at the same time. This becomes a major challenge for them, as learning two foreign languages at once is difficult and requires the brain to handle a large amount of related information. There is a risk that pupils may confuse the two languages, which can create problems with vocabulary, grammar, and even pronunciation. It may also affect their ability to use correct grammar in their native language. Furthermore, when pupils are asked to speak in English class, many of them experience shyness. This emotional feeling can make it harder for them to participate in classroom activities, especially during speaking lessons, and can become a barrier to learning.

Harzallah (2023) mentioned that the lack of social interaction in English and the continued use of the French language in everyday communication may make it harder for

children to learn English. It may also take them more time to acquire the language, since learning at school alone is not sufficient. Society plays an important and influential role in the process of language learning. She also stated that the lack of confidence is one of the reasons why pupils cannot learn. This is usually the result of teachers not giving enough encouragement to learn. Often, teachers do not motivate pupils to speak English in the classroom. This is one of the most common problems pupils face during lessons. Self-confidence is very important for speaking English; if pupils do not believe in themselves or have confidence, they will not be able to speak the language. Pupils' self-confidence and beliefs mostly depend on their teachers. Teachers should support and encourage learners to believe in themselves and speak English. If children feel nervous about making mistakes while speaking, teachers should explain that nobody is perfect and that making mistakes is a normal part of learning. Pupils should speak with confidence, even if they make mistakes. They will learn from their errors and improve the next time they speak. Therefore, having confidence when speaking English is very important.

#### **10.1.2. The Problems Faced by Teachers in Teaching Young Learners**

Many teachers face difficulties in teaching young learners due to the lack of specialized training and professional development in early childhood education and language teaching methodologies. Teaching young children requires specific strategies that focus on age-appropriate activities, classroom management, and language development. However, in many contexts, teachers are not adequately trained in these areas (Pinter, 2006). As a result, they may struggle to meet the learning needs of younger students effectively.

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Teachers also face classroom management challenges. Young learners is often more demanding than teaching older students. Young children have shorter attention spans, higher energy levels, and require constant engagement. Teachers often find it difficult to maintain discipline while ensuring a supportive and interactive learning environment (Brewster, Ellis, & Girard, 2002). This makes it harder to follow structured lesson plans or maintain a consistent teaching pace.

Assessing young learners' language development can be challenging, as traditional testing methods may not reflect their actual progress. Cameron (2001) stated that teachers often struggle to design effective formative assessments that match the cognitive and emotional development of children. Young learners may also respond unpredictably to formal testing environments, leading to inaccurate assessments of their language abilities.

Pinter (2006) assumed that teachers may also experience pressure from parents who have unrealistic expectations regarding their children's progress in English. Some parents may not understand the natural pace of language acquisition in early childhood and expect rapid results, which creates added stress for teachers.

### **Conclusion**

In summary, the implementation of English instruction in Algerian primary education marks a pivotal shift in the national language policy, driven by the global dominance of English and the need to prepare younger generations for future academic and professional opportunities. While this reform reflects a progressive vision, its practical application has encountered several obstacles that need to be addressed for successful language teaching and learning. Teachers often struggle with inadequate training in early



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language pedagogy, a lack of appropriate teaching materials, and limited exposure to learner-centered methodologies suited to young pupils. These limitations affect their ability to deliver effective instruction and create an engaging classroom environment. At the same time, pupils face a number of learning barriers, including linguistic challenges resulting from their limited exposure to English outside the classroom, emotional factors such as fear of making mistakes or lack of confidence, and fluctuating motivation levels that affect their participation and performance in learning activities. Moreover, Algeria's multilingual educational environment, particularly the influence of French as a previously acquired foreign language, adds an additional layer of complexity to English language learning especially in areas such as pronunciation, where language interference may occur. The simultaneous development of French and English in the primary school curriculum may confuse learners and lead to overlaps in phonological patterns, grammatical structures, and vocabulary usage. These factors highlight the need for a more structured and well supported implementation strategy that considers the specific linguistic, pedagogical, and psychological needs of both learners and educators. Addressing these challenges is essential for ensuring that English instruction at the primary level achieves its intended outcomes. The insights presented in this chapter lay the foundation for further exploration of how French instruction may shape English pronunciation in young learners, which constitutes the core focus of this research.

## **Chapter Two: English Pronunciation**

### **Introduction**

Pronunciation plays a major role in the EFL learning process. It encompasses the ability to accurately and properly produce language output through speaking. Therefore, the present chapter highlights the importance of this language element, its components, and also the significance of learning this element at an early age. Moreover, this chapter also explores the impact of French-English instruction on pupils' pronunciation of English language. As it has been demonstrated through the previous chapter, the Algerian ministry of education has recently passed the linguistic policy of integrating English instruction in primary schools alongside French instruction that has been implemented since the independence of the country. As a result, Algerian pupils are currently taught both English and French at the same time. Thus, this chapter aims at highlighting the influence of this simultaneous instruction on pupils' pronunciation of the English language.

### **1. Definition of Speaking Skill and its Components**

Speaking is one of the most important language skills that enables one to take part in oral discussions and interactions. According to Torkey (2006), this skill is defined as a means by which students can interact with others to accomplish particular objectives or to convey their thoughts, intentions, hopes, and viewpoints. Also, individuals who are proficient in a language are referred to as speakers of that language. This claim was presented by Sayin (2015) who argued that this skill could be used as measurement that reflects students' success in the EFL learning process. This means that speaking may be regarded as a measurement criterion through which a student's learning of English is determined and judged by the student's proficiency of speaking and his ability to express his opinions and thoughts through speech.

Similarly, Mishra (2017) shared that speaking encompasses the ability to vocally communicate ideas, sentiments, and opinions to a group or individual, whether in person or at a distance. This definition aligns with the previous description provided by Torkey (2006) and other scholars as well who define speaking as the ability of students to express their thoughts and feelings to others through words and sounds in order to achieve an objective, such as explaining, persuading, demanding and others.

### **1.1. Fluency**

Fluency is an important component of speaking. Yingjie (2014) described this element is the capacity to speak in a naturally smooth way, and to produce the right word without thinking too much. In this case, adequate fluency will create better confidence in expressing ideas and it improves communication skill as well. This means that fluency encompasses the ability to speak smoothly without unnatural pauses. Therefore, this component is vital in achieving a certain level of proficiency in one's speaking skill and improving its efficacy

### **1.2. Accuracy**

In fact, Bustari, et al, (2017) listed accuracy and fluency as the two main components of speaking skill, in addition to grammar and vocabulary. The term accuracy refers to the correct use of grammar, pronunciation, and vocabulary in speech (SharafEldein, 2016). Thus, this language aspect encourages or focuses on the grammatical correctness in learners' speech. This means that accuracy exhibits that the EFL learner could employ the necessary vocabulary in speech, the accurate grammar, and the correct pronunciation to produce accurate speech.

### **1.3. Grammar**

Grammar, as defined by Brown (2000), is a system of rules governing the conventional arrangement and relationship of words in the sentence (as cited in Iskandar. et al, 2017). This definition illustrates that grammar encompasses the rules and regulations that determine language form and structure. These rules monitor the way with which language is produced and adds conformity to any language that is learned and taught. Similarly, Al-Mekhlafi and Nagaratnam (2011) also wrote that grammar is a set of rules that determines the structure of a language, and it could be the way to combine units of language. Combining necessary units of language help a speaker or a writer in expanding any ideas in their mind, and facilitates that process of building sentences and utterances in expressing messages in spoken or written form (as cited in Iskandar. et al, 2017) In other words, this element helps students produce accurate language during their speaking performance.

### **1.4. Vocabulary**

Vocabulary is a vital component in any language learning process. A word expresses the content of ideas to avoid confusion in communication. According to Horby (1989), vocabulary refers to the set of words and expressions that makes a language (Iskandar. et al, 2017). This means this vocabulary includes all the words that a language contains, and that an EFL learner should learn and increase throughout his learning process, in order to be able to both comprehend language input and produce language output. This explains the role of this element in speaking, because if students did not have adequate vocabulary, they would not be able to express their thoughts and ideas through speaking.

## **2. Pronunciation as a Component of Speaking Skill**

Pronunciation is a distinctive feature and element in the field of phonology in EFL learning and teaching. In linguistics, phonology is defined as the scientific study of sounds structure in a language (Odden, 2005). Thus, it is a major branch of EFL learning and teaching that encompasses the study of sounds production and pronunciation in English language. It should be noted that each language has its own phonology, or sounds production system. Therefore, the study is phonology is essential for the development of learners' pronunciation and hence, the improvement of their speaking skill in general.

### **2.1. Definition of Pronunciation**

Pronunciation refers the production of sounds that are used in oral speech to deliver meaning and make an effective and efficient communication (Kráľová, et al, 2021). This language aspect is concerned with the sounds that accompany the production of letter of the target language in an oral form. In a similar description of this language aspect, Spears (2002) demonstrated that pronunciation involves the way a letter, a collection of letters, or a word sounds when spoken, or the way someone says something (as cited in Gilakjani, 2016). This definition shows that pronunciation includes the sounds produced when speaking and producing vocabulary. It differs from one person to another, and it is a variable aspect of language that could be manipulated and improved through the language learning process.

### **2.2. Significance of Pronunciation in English Language Learning**

Pronunciation plays a major role in determining speakers' communication skills and their ability to deliver their speech in an accurate and comprehensible manner.

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Therefore, the importance of pronunciation is highly manifested through its role in communication, without the correct and appropriate pronunciation of the words in the target language, the meaning of the message could be completely altered (Král'ová, et al, 2021) and one of the most important aspect of speaking is effected, that is comprehension. Consequently, the speaker fails to communicate with others due to his inappropriate pronunciation of words that makes his speech incomprehensible. As a result, students may learn incorrectly if they do not practice appropriate pronunciation at the start of their learning process (Gilakjani, 2012). Therefore, the same attention and importance should be paid to pronunciation teaching just as grammar and vocabulary instruction. Learners need to know the form and structure of new words in English as well as their pronunciation, especially young learners at their critical period. They need to be exposed to the appropriate and accurate pronunciation of English, especially that this period in their growth phase is crucial for their natural language absorbing and building of life-long language skills

In addition, Husna (2021) also showed in his study that there is a strong correlation between students' self-confidence, their pronunciation and their speaking ability. In fact, self-confidence is an important psychological factor that could affect students' learning process in both a negative and positive way. Therefore, the findings of this study revealed that self-confidence makes students more competent in performing their oral speech and improving their pronunciation of English language. Therefore, it is concluded that when students have a positive perception of their ability to speak, they make less pronunciation mistakes. Therefore, when students' pronunciation is proficient, their self-confidence is also increased.

### **2.3. Components of Pronunciation**

Pronunciation has two components. They include segmental and suprasegmental features. The first component encompasses vowels and consonants, while the second component includes stress, intonation and rhythm. Each of these components is demonstrated as follows:

#### **2.3.1. Segmental Features (Consonants/Vowels)**

The word ‘segment’ is used to refer to the speech sounds, which include vowels and consonants, that human beings produce with the involvement of speech organs (Das, 2023). Therefore, these organs develop during the Critical Period Hypothesis (CPH), which means that for learners to be able to produce accurate vowels and consonant and vowel sounds, they need to be provided with this type of exposure during their development phase. According to this hypothesis, there is key period of time for someone to become proficient in a new language, this period typically lasts from the age of two until the onset of puberty (Siahaan, 2022).

This hypothesis holds that the younger language learners are, the better they are in acquiring a new language. This process becomes more challenging the older they get after the age of twelve or fourteen years old. It is argued that during the critical period that starts from childhood until puberty (approximately 14 years old), the brain is more neuroplastic, allowing for the formation of new synaptic connections (Siahaan, 2022). Therefore, children are more adapt and efficient in acquiring the segmental features of a language at an early age than adults in their growth phase. However, this does not mean that it is impossible for adult learners to achieve this task, it is possible but with slightly more



challenges and in less of a native-like proficiency. In addition, it could be also stated that the segmental features include the vowels and consonants that represent the phonological sounds system.

Furthermore, Yoshida (2014) stated that consonants are vibrations produced when the air stream ascends from the lungs and encounters obstructions in the mouth. This means that consonants are sounds that are made through the friction of the air stream produced from the lungs with the articulating parts on the level of the mouth. These sounds are classified based on three main factors; they include voicing, place of articulation and manner of articulation. The term voiced means that the sound is produced with a vibration that accompanies the consonant through the tight vocal cords during pronunciation, while the term voiceless consonants refers to the production of these sounds without vibration during pronunciation (Yoshida, 2014). It is recorded that the voiced consonants include /b, d, g, v, ð, z, ʒ, dʒ, m, n, ŋ, l, r, w, and y/, while voiceless consonants include /p, t, k, f, θ, s, ʃ, h, and tʃ/ (Yoshida, 2014).

Similarly, consonants are also classified based on the manner of their articulation into six types (Yoshida, 2014); they include stops (which are formed through explosion of air due to its blocking in the mouth, they include /p/, /b/, /t/, /d/, /k/, and /g/), fricatives (which are produced through the friction between air and the mouth, they include /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, and /h/), affricates (which are produced through both a slight explosion and slow release creating a small friction, they include /tʃ/ and /dʒ/), nasals (which are produced through the passage of air through the nose, or the nasal cavity, they include /m/, /n/, and /ŋ/), liquids (which are formed through the smooth passage of air through the

## Chapter Two: English Pronunciation

tongue without obstructions, they include /l/ and /r/), and glides (which are produced with a gliding motion through the tongue, they include /w/).

In terms of vowels, they are the second part that makes up the English language, in addition to consonants. In fact, vowels are defined as sounds that are produced when the air stream flows smoothly through the vocal tract after ascending from the lungs, with nothing restrict or block their passage (Yoshida, 2014). Thus, unlike consonants, vowels do not make any type of contact with vocal cords or parts of the mouth, nor do they create a friction. Moreover, these vowels provide sounds to the consonants, thus, it is found that each consonant is produced with the company of a vowel in order to make a sound and pronounce words.

Based on the classification of Roach (2004), vowels are divided into long, short vowels and diphthongs. Long vowels are sounds that are made repeatedly over a long period of time, they include /i:/ /ɜ:/ /u:/ /ɔ:/ /ɑ:/. Short vowels on the other hand, are sounds produced quickly in a short period of time, they include /ɪ/ /e/ /æ/ /ə/ /ʌ/ /ʊ/ /ʊ/. Moreover, diphthongs, as defined by the Oxford Languages dictionary, are sound that start as one vowel and progresses to another when two vowels are combined in a single syllable. They include centering diphthongs that end in / ə /, such as / ɔɪ/, /əʊ/, /aɪ/, /ei/, and closing diphthongs which end in either /I/ or /U/, which include / ʊə/, /eə/, and / iə /.

### **2.3.2. Suprasegmental Features (Stress, intonation and rhythm)**

On the other hand, there is the the suprasegmental features that encompass the second part of pronunciation. They include the features that go beyond the segmental features, and they include stress, intonation and rhythm (Das, 2023). The Britannica

encyclopedia defined stress as the force or relative loudness, assigned to a speech syllable in phonetics by extra effort during articulation. Thus, it could be stated that stress involves the force with which particular speech sound are produced. In terms of the intonation, this element describes the change in pitch during speech that aids in expressing emphasis, meaning, and emotion (Das, 2023). The rhythm on the other hand, refers to the pattern of sounds that are produced through the syllable and stress producing mechanisms that collectively comprise the pulmonic air-stream mechanism (Hejná, 2013). It means that the rhythm describes the beat that is produced by the airstream system due to the movement of the syllable and the stress in the speech sounds. This means that the suprasegmental features include the characteristics that shape the tone of the speaker and make his speech more comprehensible and influential as well.

### **2.4. Impact of French- English instruction on English Language Pronunciation**

Simultaneous instruction of both English and French languages could lead to creating a mental confusion for young learners on three different levels, they include grammar (transferring language rules and structure), lexicon (vocabulary through code-switching), and phonology (changing pronunciation). Since the present study addresses the phonological changes that occur on pupils' pronunciation due to French instruction, a detailed description of the specific influence of this instruction is presented on the level of the false pronunciation, code-switching, language transfer, false pronunciation, nasalization and the placement of the stress.

### **2.4.1. Code-Switching**

Code-switching is a form of language borrowing that could result from pupils' exposure to simultaneous language instruction. Scotton (1993) defined code-switching as the inclusion of a variety/ varieties in utterances of the dominant language or what she called a matrix variety within the same discussion. To clarify more, Benguedda-Kesraoui (2017) mentioned that when two or more languages or linguistic variations are employed in a same discourse or even within a single sentence, it is referred to as code-switching.

Therefore, it could be stated that code-switching is the first sign of the consequences of simultaneous language instruction through which pupils resort to use words, expressions or even sentences from their dominant language (French) as part of their communication and language production of English. This could be explained through the widely held notion that bilinguals often manage a lesser word repertoire in each language than monolinguals (Rahmatian & Farshadjou, 2013). Stated differently, it is believed that pupils who are exposed to one language instruction have a larger vocabulary size than those who are exposed to simultaneous language instruction. Therefore, they tend to borrow words from the other language to cover their deficiency in English lexicon.

### **2.4.2. Language Transfer**

Language transfer is another consequence of simultaneous language instruction that is listed in the socio-linguistic research. This phenomenon refers to linguistic exchanges that take place between two languages in contact. In other words, it is the change of language form that occurs when two languages are taught at the same time (Popa, 2016). At this stage, pupils start to use their previous knowledge of the first language (French)

and use it as a learning strategy to acquire the second language (English) to facilitate the process.

Moreover, this transfer could take place on the phonological, lexical, and syntactic level. The term phonological transfer primarily refers to the ways in which a person's perception and production of speech sounds in another language might be influenced by their familiarity with the sound system of one language (Popa, 2016). The first form of interference takes place when students use sounds of one language and apply it to the production of sounds of the other learnt language. Thus, they produce English sounds based on their pronunciation of French words. The second form of language transfer is the lexical one which has been already addressed through the phenomenon of code-switching. In this type of transfer, learners use words and expressions of French to communicate in English to compensate for their limited vocabulary in English language. Moreover, the third type which include the syntactic level, refers to using grammatical rules and structure that represent a language in learning another language (Popa, 2016). Thus, this entails the process of transferring grammatical features from one language to another.

### **2.4.3. The Placement of Stress**

Stress in all languages is a challenging language aspect to define or describe. In an attempt to define this aspect, Frost (2009) provided that stress a characteristic of linguistic prosody. Because it may go beyond segmental properties like phonemes and syllables, it is frequently referred to as a suprasegmental feature. The Britannica encyclopedia added that stress refers to the force or relative loudness, assigned to a speech syllable in phonetics by extra effort during articulation. Thus, it could be stated that stress involves the force with which particular speech sound are produced.

This feature of language pronunciation is compared in both French and English languages in order to study the influence of one language on the other in terms of pronunciation. In fact, stress in French is not highly emphasized as much as it is in English. Some authors have gone so far as to say that French lacks stress when compared to other European languages, for instance, Rossi (1979) came to the conclusion that French was a language without stress after carrying out multiple studies on the production and perception of stress (as cited in Frost, 2009). In English language on the other hand, stress is highly emphasized and described to have several levels.

According to Frost (2009), there are three types of stress, they include contrastive stress, sentence stress and word stress. The second and third types of stress are understood from their titles since the first one occurs at the level of sentence whereas the second one occurs at the level of the word. The contrastive stress on the other hand, stress applied to a word or syllable that is different from how it is normally accented in order to draw attention to it or contrast it with another word or syllable.

### **2.4.4. False Pronunciation**

The effect of simultaneous language instruction on pronunciation has been addressed through the phonological language transfer. According to Rahmatian and Farshadjou (2013), EFL learners could have difficulty in distinguishing between the sounds system of the French and English language and commit pronunciation errors that could lead to hindering their communication and changing the meaning of their utterances. This shows the grave impact of false pronunciation on the speaking performance of EFL learners and its accuracy. Hence, pronouncing English words with French sounds could lead to

changing the entire meaning of the spoken language and make it challenging for listeners to understand the speaker's meaning.

### **2.4.5. Nasalization**

Nasalization is a term used in phonetics to describe the production process of some speech sounds. A nasalized segment in conventional phonetic studies is identified as a sound that is produced by air passing via the mouth and nose (Butkauskaitė, 2010). Therefore, nasalization is described as the sound that is produced when the velum is lowered, allowing some air to pass through the nose. Hence, it could be deciphered that nasalization is the process of producing speech sounds through the nose with the flow of air through this articulating organ.

In order to distinguish between French and English nasalization, Lawless (2024) explained that the distinction is that in French, the m or n is silent and merely serves to nasalize the vowel in front of it, but in English, the pronunciation of m or n is what causes the vowel to nasalize. Thus, it could be observed that the nasalization in French language occurs on the level of vowels sounds, whereas in English, nasalization takes place on the level of consonants, particularly m and n consonants.

### **Conclusion**

It could be concluded that this chapter presented a detailed description of the aspect of pronunciation in English. It provided a detailed description of the components of this element and its importance in speaking. Moreover, this chapter also highlighted the major consequences of simultaneous French-English instruction on pupils' language development of English, which include false pronunciation, code-switching, language

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transfer, false pronunciation, nasalization and the placement of the stress. The next chapter represents the practical side of the dissertation which includes the research methodology.



## **Chapter Three: Discussion and Analysis of the Results**

### **Introduction**

Teaching English as a foreign language in Algerian primary schools is a recent and significant step in the country's educational system. However, this process comes with many challenges, especially since pupils are already learning French. Teaching English in this bilingual context requires teachers to be aware of how French instruction may affect pupils' pronunciation of English. This chapter will present the research methodology used in this study and explain the different steps taken to collect the data, analyze them, and reach the results. In addition, this chapter aims to explain the results and their relation to the research questions and objectives.

### **1. Research Methodology**

This study follows an exploratory research design with a descriptive approach. The main aim of this research design is to explore how French instruction may influence the English pronunciation of third-year primary school pupils. Exploratory research is used to investigate topics that are still new or not fully understood, such as the recent integration of English in Algerian primary schools. The descriptive method helps to clearly explain what is happening in the classroom and how pupils respond to learning both English and French. This type of research allows the researcher to observe and describe real life situations in detail, using methods like classroom observation and interviews. It also provides flexibility, which helps the researcher to adjust the approach as new information is discovered during the study.

### **1.1. Research Approach**

This research follows a qualitative approach, while also including simple quantitative data in the form of descriptive statistics, such as frequencies and percentages, to support the interpretation of findings. A qualitative approach is used to understand experiences, opinions, and behaviors by collecting detailed and descriptive data. According to Creswell and Poth (2018), a qualitative approach is a research method that focuses on meanings rather than numbers. It relies on non-numerical data, such as interviews, observations, or textual analysis, making it suitable for exploring how French instruction affects English pronunciation in young learners. This approach allows the researcher to study the problem in a natural classroom setting and to gather in depth information from teachers and pupils. Through classroom observation and interviews, the researcher can better understand how pupils pronounce English sounds and how teachers view the influence of French on their learners' English. This approach is helpful when the goal is to explore a specific situation and understand it from different perspectives.

### **1.2. Research Design**

This study employs an exploratory qualitative research design with a descriptive approach. As the research seeks to explore and describe the influence of French instruction on English pronunciation among third year primary school pupils, the design is appropriate for capturing nuanced, context-specific insights.

### **1.3. Population and Sampling**

#### **1.3.1. Population**

The population (158 individuals) of the study includes all third year pupils and their teachers of English at Boucetta Mohamed Mokhtar primary school. The total population consists of 158. 156 pupils distributed across four classes, and two English teachers responsible for teaching them.

#### **1.3.2 Sampling**

The sample in this study was selected for research purposes. The observation of the study was for four classes of third year primary school composed of a total of 156 pupils and two English teachers at Boucetta Mohamed Mokhtar in Biskra. The selection of this category was based on the consideration of learning English for the first time.

### **2. Data Collection Tools**

The study uses two data collection instruments:

#### **2.1. Classroom Observation**

Classroom observation is a method of collecting data and gathering insight into teaching and learning practices by directly observing the classroom context. This involves systematic observation and verification of various features of the classroom, such as teacher-student interaction, student engagement, teaching strategies, class management, and the overall atmosphere of learning.

### **2.1.1. Observation Checklist**

An observational checklist is a tool used in research to carefully note and document specific behaviors, actions, or features of a situation or event. It is designed to help the observer gather data in an organized way by offering a clear and structured list of items to look for and record during the observation.

### **2.1.2. Aim and Structure**

This aim of classroom observation in this research is to record observable behaviors, language use, and teaching strategies that may influence pupils' English pronunciation. It includes a general information section (date, time, class level, number of pupils, observer name) and an observation criteria section. The criteria focus on pronunciation features, teaching methods, and instructional materials. Each item is rated on a four-point scale with space for notes/examples. This structured format ensures consistent and focused data collection during English lessons.

### **2.1.3. Observation Schedule**

In order to gain consistent results from the classroom observation, we conducted third year pupils in four (4) different classes.

**Table 1**

*Observation checklist Schedule*

<b>Nmber of sessions</b>	<b>Time</b>	<b>Classes</b>	<b>Date</b>
<b>1</b>	<b>13:00 – 13:45</b>	<b>3A</b>	<b>13/4/2025</b>
<b>2</b>	<b>08:00 – 08:45</b>	<b>3A</b>	<b>15/4/2025</b>
<b>3</b>	<b>08:45 – 09:30</b>	<b>3B</b>	<b>15/4/2025</b>
<b>4</b>	<b>09:45 – 10:30</b>	<b>3C</b>	<b>15/4/2025</b>
<b>5</b>	<b>10:30 – 11:15</b>	<b>3D</b>	<b>15/4/2025</b>
<b>6</b>	<b>10:30 – 11:15</b>	<b>3B</b>	<b>20/4/2025</b>
<b>7</b>	<b>08:00 – 08:45</b>	<b>3A</b>	<b>22/4/2025</b>
<b>8</b>	<b>08:45 – 09:30</b>	<b>3B</b>	<b>22/4/2025</b>
<b>9</b>	<b>09:45 – 10:30</b>	<b>3C</b>	<b>22/4/2025</b>
<b>10</b>	<b>10:30 – 11:15</b>	<b>3D</b>	<b>22/4/2025</b>

## **2.2. Techers' Interview**

A semi-structured interview was held with two primary school English teachers to explore and understand the participants' point of view on on the influence of French instruction on pupils' pronunciation of English, collect detailed stories, and gain insight into their thoughts and actions. The interviewer ask open-ended questions and allowed participants to provide detailed answers and describe their experiences.

### **2.2.1. Aim and Structure**

The interview followed a semi-structured format, meaning that while a set of prepared questions was used, the interviewer also had the flexibility to ask additional or follow-up questions depending on the participants' answers. This format creates a balance between having a clear structure and allowing for open-ended conversation. It provides a guided framework while also giving opportunity to explore specific detailed topics based on the direction of the interview.

### **3. The Validity of the Instruments**

These tools were validated by experts in the field, the classroom observation checklist and the interview questions were sent to and revised by two teachers in the university of Mohamed khider. However they send me their feedback about the tools, we took into consideration their remarks and we send it to our supervisor in order to have validated tools that gain insightful data for the research.

### **4. Data Analysis Procedures**

In this exploratory study, thematic analysis is considered to be the suitable method for analyzing the qualitative data collected from the interview. Thematic analysis is a structured way of organizing and interpreting qualitative data such as opinions, responses, and behaviors into clear and meaningful themes or categories. The interview was carried out using semi-structured questions, which allowed participants to give detailed and thoughtful answers. The qualitative data gathered from the interview was mainly in the form of text and included narratives, descriptions, and explanations provided by the teachers.

#### 4.1. Data Analysis and Results Interpretation

##### 4.1.1 Classroom Observation Results and Interpretation

The classroom observation is interpreted using thematic analysis. The results are represented as follows:

**Table 2**

*Observation Frequency and Percentages*

<b>Observation Criteria</b>	Well observed	Fairly observed	Not observed	% Well observed	% Fairly observed	% Not observed
The production of English phonemes by pupils	0	9	1	0%	90%	10%
Pupils' understanding and active participation in pronunciation tasks	9	1	0	90%	10%	0%
Clear and accurate modelling of correct English pronunciation by the teacher	9	1	0	90%	10%	0%
The presence of French pronunciation features in pupils' English speech	0	6	4	0%	60%	40%
The teacher's use of effective strategies to correct pronunciation errors	9	1	0	90%	10%	0%
The teacher's use of French during English	0	2	8	0%	20%	80%
The design of teaching materials	0	1	9	0%	10%	90%

*Note.* Percentages are based on the total number of observations.

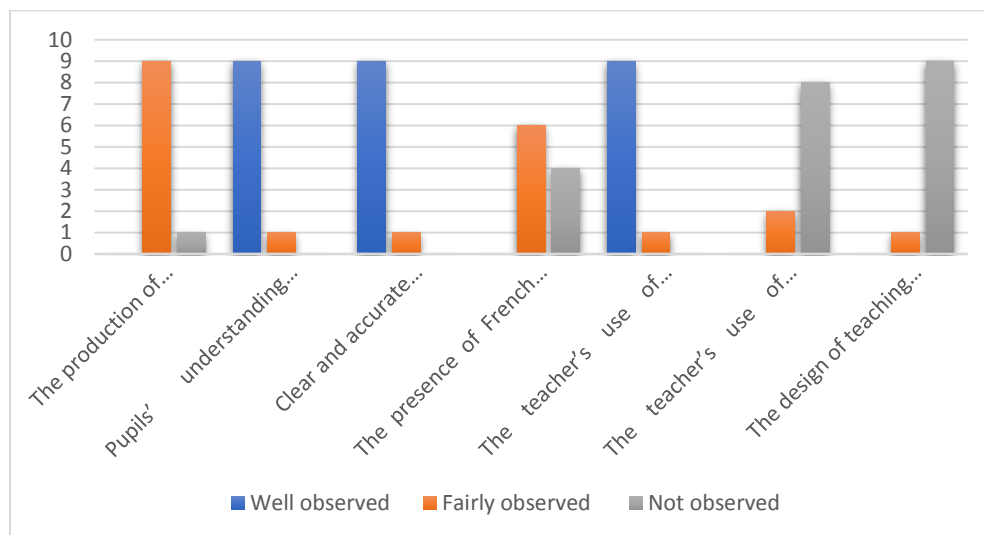


## Chapter Three: Discussion and Analysis of the Results

The data above is organized into a frequency table based on how often each criterion was observed across 10 classroom sessions. Percentages are also calculated to aid in interpretation.

**Figure 1**

*Frequency of Observed Pronunciation Behaviors Across Classroom Sessions*



*Note.* Frequencies represent the proportion of observations in each category.

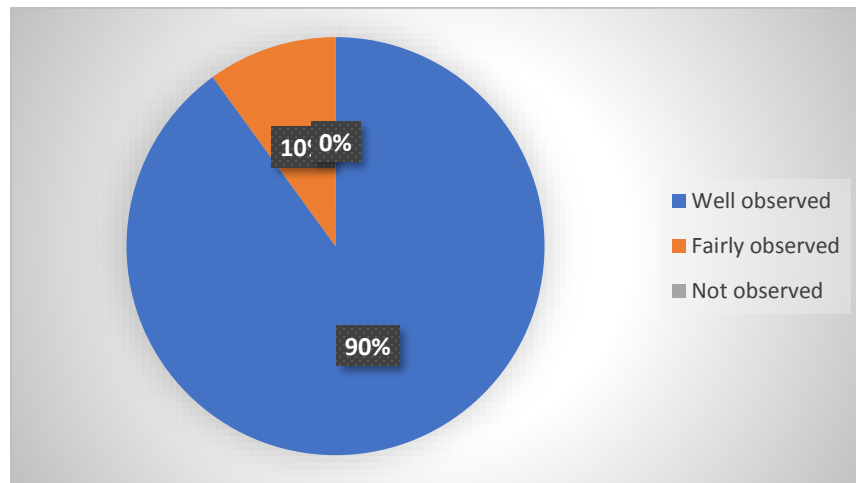
### 4.1.1.1. Pupils' Active Engagement with English Pronunciation Tasks

Pupils' engagement in the learning process and pronunciation activities were clearly observed throughout the ten classroom observations, with this criterion being well observed in 90% of the sessions. Pupils showed that they understand the English pronunciation produced by their teacher. They demonstrated their clear comprehension through their correct repetition of the words presented by their teacher. It was observed through the ten sessions attended that the teacher often pronounces the given words and asks the pupils to repeat the words and most of pupils pronounced them correctly. Pupils

also showed to actively engage in the pronunciation tasks and activities that the teachers implemented in their classrooms.

**Figure 2**

*Pupils' Active Engagement with English Pronunciation Tasks*



#### **4.1.1.2. Teacher's Role in Modeling and Correcting Pronunciation**

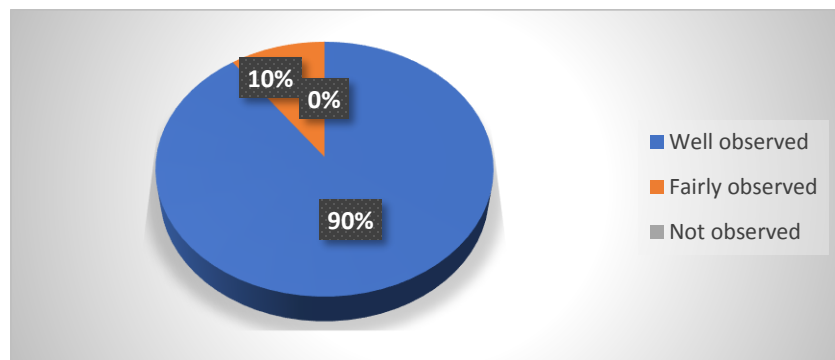
The classroom observation conducted in the four selected classrooms indicates that all teachers provide a clear and correct modelling of correct English pronunciation to their pupils in 90% of the sessions. Teachers were observed to follow simple, clear and slow-paced pronunciation that could be comprehended by pupils with different levels of language proficiency. Moreover, the teachers also showed to concentrate on pupils' mistakes in pronunciation, asking them to correct it after providing them with the correct one and also asking them for multiple repetitions of the same words to reinforce their memory function of the correct pronunciation. This correction was often provided through immediate feedback that highlighted pupils' mistakes on the spot and encouraged them to correct them. The teachers also provide transcription of difficult words with unclear

sounds, and they ask pupils to give examples with the same sounds to reinforce their correct pronunciation.

However, sometimes it was challenging to correct the pronunciation of multiple pupils at once. Therefore, the teacher focused on the most obvious and clear mistakes. It was also observed that teachers try to demonstrate the correct pronunciation of English words as many times as possible to avoid this situation and help reduce pupils' pronunciation, especially in difficult and unfamiliar words. Therefore, they use repetition as a main strategy in their pronunciation teaching.

**Figure 3**

*Teacher's Role in Modeling and Correcting Pronunciation*



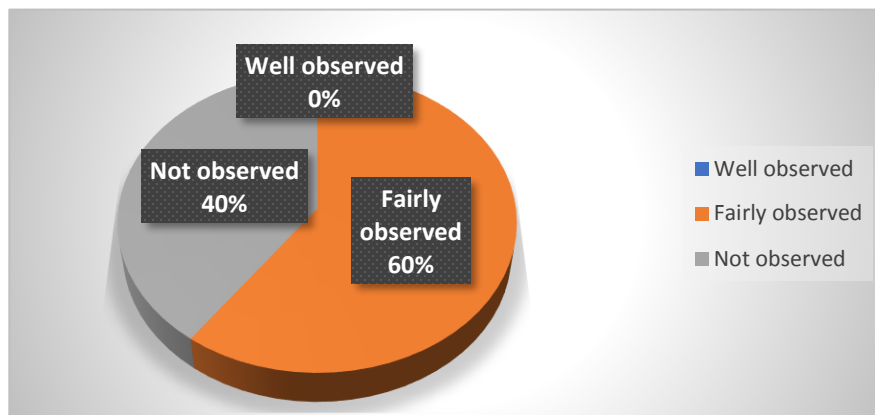
#### **4.1.1.3. Effect of French on English Pronunciation Learning**

The main reason for conducting the classroom observation is to examine pupils' pronunciation of English language and detect the trace of French influence in their speech in real life learning contexts, where they produce language output and use speaking in their classroom to interact with their teacher. It is illustrated throughout the ten sessions that were attended that the French influence on pupils' speech production of English was heavily detected by the researcher. 60% of classroom observations out of ten revealed that

pupils confuse between the two languages in terms of pronunciation and vocabulary and produce English words with French pronunciation, such as the pronunciation of A and E vowels. However, this observation was less noticed in the three other classrooms (40%), where there was no trace of French words or French pronunciation during the three sessions attended with them. Therefore, it could be stated that longer hours or more hours with these three groups could yield similar results to the other seven classroom observations, but this assumption cannot be confirmed.

**Figure 4**

*The presence of French pronunciation features in pupils' English speech*



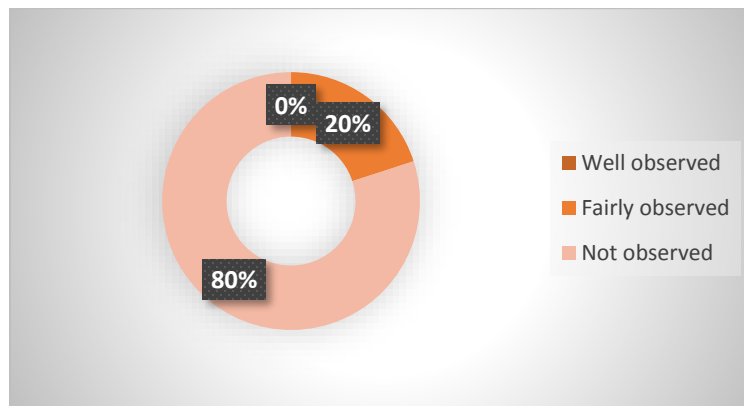
#### **4.1.1.4. Teachers' Use of French during English Teaching Sessions**

In addition, teachers were observed to rely on English language in their classrooms and avoid the use of French words or pronunciation to avoid confusing their pupils or affecting their pronunciation learning. Therefore, the factor of teachers' use of French language in EFL teaching could be eliminated in terms of its impact on pupils' English pronunciation. However, there was only teacher who was observed to make slight pronunciation mistakes that were clearly influenced by her French language use in the

classroom. Despite the slight pronunciation errors that could be considered as minimal, but they could provide a false model of correct English pronunciation that pupils should follow to master their own language pronunciation. Moreover, there was also one teacher who was observed to rely on Arabic in the EFL teaching classroom. This may not affect English pronunciation, but it may hinder pupils' language skills development if they followed their teacher in using their mother tongue in the EFL classroom as well.

**Figure 5**

*Teachers' Use of French during English Teaching Sessions*

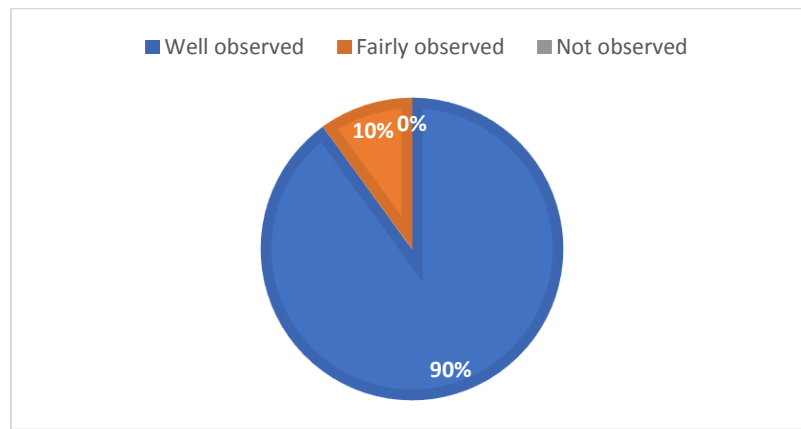


### 4.1.1.5. Pronunciation Teaching Strategies and Error Correction

The classroom observation of the ten attended sessions revealed that 90% of all sessions teachers follow effective strategies to correct pronunciation errors of their pupils, such as immediate correction, repetition, visual cues, and auditory cues. More importantly, it was observed that there is one strategy that was heavily emphasized by the majority of teachers, which is repetition. This strategy is used by almost all teachers and in a frequent manner to ensure that their pupils have heard the correct pronunciation of English words, and also to train pupils' own pronunciation and make it comprehensible and accurate at the same time.

**Figure 6**

*The Teacher's Use of Effective Strategies to Correct Pronunciation errors*

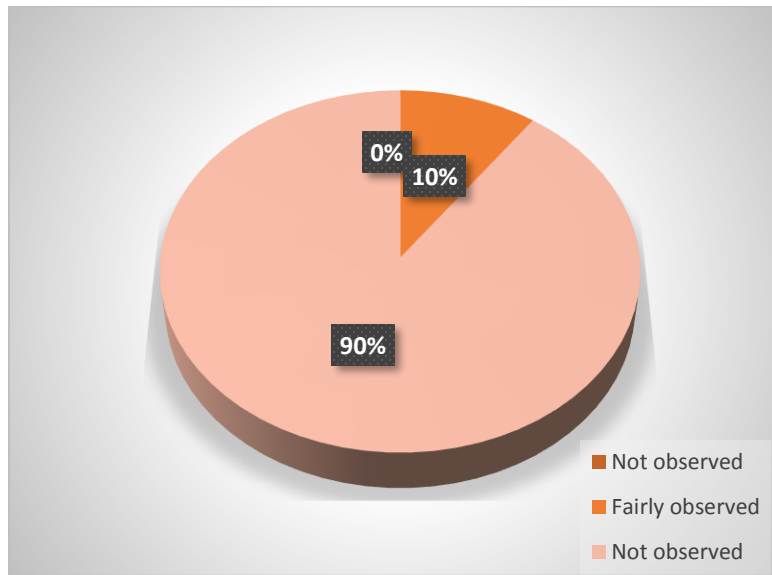


#### **4.1.1.6. Use of Pronunciation Teaching Materials**

The observation of the four selected classrooms revealed that teachers at primary school had one common problem despite the difference in the teaching setting, which is the lack of technology-based materials. These materials are vital in providing authentic exposure to real life use of English and its correct pronunciation by native speakers. Regardless of the proficiency of teachers and their effective pronunciation models, they are still foreign users of the English language and remain a secondary resource for teaching English pronunciation. Thus, when the primary resource cannot be obtained and used in pronunciation teaching in Algerian primary schools, this could cause a major detrimental effect on learners' speaking skill in general and pronunciation in particular. The observation revealed that four classrooms did not have phonetic guidance and no audio or visual aids to use, while one teacher in the last classroom expressed that they have data projector that they can use it to integrate songs or audios in general in their teaching methods, but it takes too much time to install it. Therefore, he refrains from using it. As a replacement, teachers rely on traditional phonetic exercises and pronunciation drills and games.

**Figure 07**

*The Design of Teaching Materials in Supporting English Pronunciation Learning*



#### **4.1.2. Results and Interpretation of English Teachers' Interview**

In order to collect more data for this research, semi-structured interviews have been submitted alongside the classroom observation. The interview consists of four introductory questions and nine main interview questions. It was directed to two English language teachers from Boucetta Mohamed Mokhtar primary school in Biskra . It aims to investigate their perspectives, views and recommendations towards the impact of French language instruction on English language pronunciation. It is worth noting that this interview was conducted in Arabic and English language.

##### **Section one: Background Information (Introductory Questions)**

**Question 01:** What is your academic background or qualification?

*Teacher A:* License.

*Teacher B:* License.

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As it is shown, all the teachers interviewed have a license degree. This question aims to study the educational level and qualification of the respondents and as it is seen, they all have the same level. The results highlight that many primary schools' English teachers in Algeria have a License degree.

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

**Teacher A:** *"I have been a teacher five (5) years. I taught three years in primary school and two years in middle school."*

**Teacher B:** *"I have been teaching for three (3) years."*

This question aims to investigate the teachers' experience in teaching. As it is shown, their years of teaching are not the same. The data indicates that these teachers have a moderate amount of experience, with reported teaching durations ranging from three to five years. This implies that while they are not new to the profession, they have not yet acquired a high level of experience either.

**Question 03:** Have you taught other languages (e.g., French or Arabic)?

**Teacher A:** *"I have taught French private courses."*

**Teacher B:** *"No, I haven't."*

This question aims to determine whether the teachers have experience teaching other languages, especially French, as such experience could shape their approach to teaching English pronunciation. Since the focus of the study is on the influence of French instruction, understanding the teachers' linguistic background is essential. The analysis revealed that teachers' linguistic backgrounds significantly influence their approach to



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English pronunciation. One teacher, having taught French privately, demonstrated awareness of phonological transfer, likely due to familiarity with French phonology. Conversely, the other teacher had no experience teaching other languages, suggesting a potentially more limited sensitivity to cross-linguistic interference. This contrast highlights how multilingual teaching experience may enhance a teacher's ability to address L2 pronunciation challenges.

**Question 04:** What levels or grades have you taught in primary school?

**Teacher A:** *"I taught all the grades."*

**Teacher B:** *"I taught all of them."*

The aim of this question is to explore the range of teaching experiences across different primary school levels. A key theme that emerged from the data is "Comprehensive Grade-Level Experience in Primary Education." Both teachers indicated that they have taught "all the grades," suggesting that their experience covers the full levels of primary education. This broad exposure likely provides them with insights into the progression of language development from early to later stages of primary school. Such comprehensive experience can enhance a teacher's ability to identify typical pronunciation patterns and developmental shifts across age groups. It also suggests that they are familiar with the linguistic needs and challenges specific to third-year pupils. This widespread grade-level involvement supports the reliability of their observations and practices related to pronunciation instruction, particularly in the context of potential French influence on English phonology.

**Section two: Main Interview Questions**

**Question 01:** How would you describe your pupil's English pronunciation overall?

**Teacher A:** *"I think it is average and acceptable."*

**Teacher B:** *"it is good and understood."*

The purpose of this question is to gain insight into teachers' general evaluations of their pupils' English pronunciation proficiency. The theme that emerged from this question reflects teachers' varied yet generally positive perceptions of pupils' English pronunciation. Teacher A described the learners' pronunciation as "average and acceptable," indicating a neutral evaluation that suggests a functional but not highly developed level of phonological accuracy. This perspective implies that while pronunciation may not be flawless, it does not significantly hinder communication. In contrast, Teacher B stated that the pupils' pronunciation is "very good and understood," indicating a more favorable assessment. This response highlights the pupils' intelligibility and may reflect effective instructional support or positive linguistic transfer.

Collectively, the data point to a theme of generally satisfactory pronunciation performance, with varying degrees of confidence. These evaluations offer preliminary evidence that despite potential cross-linguistic influences such as from French pupils are achieving intelligible and acceptable levels of English pronunciation by their third year in primary school.

**Question 07:** Do you observe any specific pronunciation difficulties?

**Teacher A:** *"Yes, i do especially when pronouncing vowels, they spell them like in French."*

**Teacher B:** *“Yes, there are some difficulties such as the distinction between the /θ/ sound and the /ð/ sound.”*

This question aims to identify particular pronunciation challenges encountered by pupils, as perceived by their teachers. The responses reveal a consistent theme of phonological challenges influenced by French phonology. The first teacher observed that pupils tend to pronounce English vowels as they would in French, indicating a transfer of vowel articulation rules from the French phonological system. This kind of interference is typical in multilingual learning environments, where learners apply familiar L2 phonetic rules (in this case, French) to a new language (English).

The second teacher highlighted difficulties with the pronunciation of interdental fricatives, specifically the distinction between /θ/ (as in think) and /ð/ (as in this). These sounds do not exist in either Arabic or French, making them particularly challenging for learners and often leading to substitutions with more familiar sounds such as /s/, /z/, or /d/.

Together, these observations point to the theme that pronunciation difficulties among pupils often caused by cross-linguistic interference, especially with phonemes that are either pronounced differently or entirely absent in French and Arabic. These findings reinforce the relevance of addressing language transfer issues when teaching English pronunciation in multilingual contexts.

**Question 03:** In your opinion, how does prior French instruction affect Pupils pronunciation in English?

**Teacher A:** *“It affects their pronunciation very much and they always make mistakes when pronouncing English words that are similar to French.”*

**Teacher B:** *“I think it doesn’t affect their English pronunciation that much, but usually it does in vocabulary.”*

The objective of this question is to explore teachers’ perceptions of the influence of prior French instruction on learners’ English pronunciation. It aims to uncover whether and how knowledge of French phonology and vocabulary shapes or interferes with English sound production in a multilingual learning environment. The data reveals a theme of divergent perceptions regarding the extent of French interference in English pronunciation. Respondent A strongly asserted that French instruction significantly impacts pupils’ English pronunciation, particularly when the English words resemble their French counterparts. This suggests the presence of negative transfer, where learners incorrectly apply familiar French phonological patterns to English, leading to pronunciation errors. In contrast, Respondent B perceived the influence of French instruction as limited, noting that any interference is more evident in vocabulary usage than in pronunciation. This indicates a belief that phonological transfer may not be as common, and learners may distinguish between the two languages to a certain degree.

Overall, the theme illustrates mixed perspectives on the extent of cross-linguistic transfer from French to English. While some teachers observe significant phonological influence, others consider the impact minimal or more lexical than phonetic. These contrasting views emphasize the importance of individual teaching experiences and learner variability in assessing language interaction effects.

**Question 04:** Do you observe any specific pronunciation difficulties that seem influenced by French ?

**Teacher A:** *“Yes, i usually observe these difficulties.*

**Teacher B:** *“In my session i rarely observe.”*

The purpose of this question is to determine whether teachers perceive a direct influence of French on their pupils’ English pronunciation. It aims to uncover evidence of cross-linguistic transfer at the phonological level as experienced in actual classroom practice. The responses reveal a theme of inconsistent observation of French influence on pupils’ English pronunciation. Teacher A affirmed frequent instances of French-related pronunciation difficulties, suggesting a strong awareness of interlingual interference. This may indicate that certain French phonetic features are being transferred into pupils’ English speech patterns, which aligns with typical outcomes in multilingual learning contexts where French is introduced early. Conversely, Teacher B noted that such difficulties are “rarely observed” during their sessions. This response highlights individual variation in classroom dynamics, learner profiles, or possibly in teaching focus. It may also suggest that not all learners are equally susceptible to phonological transfer, or that the effects are subtle and context-dependent.

These insights support the theme that the perceived influence of French on English pronunciation is variable among teachers. This variability may depend on factors such as teaching methods, learner background, and individual sensitivity to phonological patterns, emphasizing the detailed nature of cross-linguistic interaction in multilingual education.

**Question 05:** Can you give examples of common errors that you think come from french phonology?

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**Teacher A:** *“they do not distinguish between short and long I, for example they Say “ship” as “sheep”, or vice versa. Also, they insert a schwa to break up consonant clusters, since such clusters are less common in French. Example: Saying “blue” as [bəlu] or “school” as [əs'ku:l].”*

**Teacher B:** *“ they do not pronounce the /h/ sound as in French, example: Saying “house” as “ouse” or “hat” as “at”.”*

This question seeks to obtain specific examples of English pronunciation errors that teachers attribute to interference from French phonology. The responses highlight the theme of systematic phonological interference from French, manifested in distinct pronunciation errors among pupils. Teacher A provided several concrete examples, noting a frequent inability to distinguish between the short and long /ɪ/ and /i:/ vowel sounds such as confusing “ship” with “sheep”. This issue likely arises due to the lack of vowel length contrast in French. Furthermore, the respondent observed the insertion of an epenthetic schwa /ə/ to separate consonant clusters, resulting in pronunciations like “blue” as [bəlu] or “school” as [əs'ku:l]. These patterns reflect the phonotactic constraints of French, which tends to avoid initial consonant clusters. Teacher B pointed to the omission of the /h/ sound in words like “house” and “hat”, a typical feature of French speakers, where the /h/ phoneme is absent. This type of error emphasizes on how phoneme absence in the learners’ L2 (French) can lead to consistent omissions in English pronunciation.

the examples provided indicate a clear theme of cross-linguistic phonological transfer, where in learners apply French sound rules to English, resulting in predictable and recurrent pronunciation difficulties. These findings highlight the need for targeted phonetic

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instruction that addresses language specific contrasts and articulatory features unfamiliar to multilingual learners.

**Question 06:** What strategies do you use to correct their pronunciation affected by French?

**Teacher A:** *“repetition of the word and immediate correction and modification.”*

**Teacher B:** *“immediate correction, and I use reward cards when they pronounce the words correctly.”*

The aim of this question is to explore the pedagogical strategies employed by teachers to address pronunciation errors that are influenced by French phonology. The responses point to a shared theme of immediate and supportive pronunciation correction, accompanied by reinforcement strategies to enhance learning outcomes.

Both teachers emphasized immediate correction as a key method for addressing errors influenced by French phonology. This technique, which involves promptly identifying and correcting mistakes as they occur, helps prevent the consolidation of incorrect phonological patterns. Teacher A specifically mentioned the use of repetition and modification, which are traditional yet effective methods in pronunciation teaching. By having pupils repeat corrected forms, the teacher reinforces accurate articulation and encourages auditory discrimination between correct and incorrect forms. Teacher B complemented immediate correction with the use of reward cards, a positive reinforcement strategy aimed at increasing motivation and engagement. By associating correct pronunciation with tangible rewards, this approach not only supports phonological development but also fosters a positive learning environment.

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the responses illustrate a theme of proactive, reinforcement-based strategies designed to correct French-influenced pronunciation. These methods combine direct error correction with motivational tools, reflecting an awareness of both linguistic and affective aspects of language learning in multilingual classrooms.

**Question 07:** How do pupils respond when you correct their pronunciation errors ?

**Teacher A:** *“they feel awkward because they made a mistake in front of their friends.”*

**Teacher B:** *“they respond positively.”*

This question is to examine how pupils emotionally and behaviorally respond to pronunciation correction. The responses reveal a theme of contrasting emotional and behavioral responses to pronunciation correction among pupils. Teacher A noted that learners often feel “awkward” when corrected in front of their peers, suggesting a sense of embarrassment or self-consciousness. This highlights the potential affective barriers to pronunciation learning, where social dynamics such as peer judgment can negatively impact learners’ willingness to take risks or engage in oral practice. In contrast, Teacher B observed that pupils generally respond “positively”, indicating a receptive and motivated attitude toward correction. This response may reflect the effectiveness of supportive classroom practices or a learning environment where mistakes are normalized as part of the learning process.

These differing perspectives reflect the theme of diverse learner affective responses to correction, which can range from discomfort to constructive engagement. The findings underscore the importance of using sensitive and encouraging corrective strategies to maintain learners’ confidence while addressing phonological issues, particularly in



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multilingual settings where learners may be navigating multiple language systems simultaneously.

**Question 08:** Do you think learning French before or alongside English is beneficial or detrimental to pronunciation ?

**Teacher A:** *“I think it is not beneficial ,because it makes English learning pronunciation harder since they have a similar system.”*

**Teacher B:** *“I think learning French before or alongside English is generally beneficial for pronunciation, as long as you pay attention to the differences in each language’s sound system and avoid mixing rules between them.”*

This question seeks to explore teachers’ perspectives on whether prior or concurrent instruction in French has a supportive or obstructive effect on pupils’ English pronunciation. The responses illustrate a theme of divergent attitudes toward the phonological impact of bilingual language instruction. Teacher A viewed early or parallel French learning as detrimental to English pronunciation, arguing that the phonological similarities between the two languages may lead to interference rather than facilitation. From this perspective, the proximity of the sound systems causes confusion, making it more difficult for learners to establish distinct pronunciation patterns for English. In contrast, Teacher B offered a more optimistic view, stating that learning French alongside English can be beneficial, provided learners are taught to differentiate between the phonological systems. This view reflects an understanding of positive transfer potential in multilingual learning where metalinguistic awareness can enhance learners’ ability to

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manage multiple language systems, as long as explicit attention is given to language-specific rules.

This contrast reveals a broader theme of conditional benefit versus potential interference, highlighting how perceptions of French's influence on English pronunciation depend on whether the learner is guided to consciously separate and manage the two sound systems. The findings suggest that the success of bilingual instruction hinges on instructional strategies and phonological awareness, rather than on the sequence of language exposure alone.

**Question 09:** Is there anything else you would like to share about teaching English pronunciation?

**Teacher A:** *“In order to make teaching pronunciation journey successful we need to provide more teaching materials such as: phonetic exercises, songs and rewards. Also, one hour would be better to fulfill our objectives.”*

**Teacher B:** *“teaching English pronunciation requires a supportive environment where students feel comfortable experimenting with new sounds and making mistakes. It is essential for progress in pronunciation.”*

The aim of this question is to provide participants with the opportunity to express additional insights, concerns, or suggestions related to the teaching of English pronunciation. The responses reflect a unified theme emphasizing the importance of both pedagogical resources and emotional support in fostering effective pronunciation teaching. Teacher A stressed the need for practical instructional tools such as phonetic exercises, songs, and a reward system, indicating that the availability of engaging and structured

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materials plays a critical role in successful pronunciation instruction. Additionally, the suggestion to extend the duration of pronunciation sessions to one hour pay attention to the perceived insufficiency of current instructional time to meet pedagogical objectives. Teacher B, on the other hand, highlighted the affective dimension of pronunciation learning, recommending for a supportive classroom environment where learners feel safe to experiment with unfamiliar sounds and make mistakes without fear of embarrassment. This aligns with research on affective factors in second language acquisition, which shows that learner confidence and emotional safety are vital for oral language development, especially in pronunciation.

These responses present a holistic view of the challenges and enablers of pronunciation teaching, pointing to a shared theme: effective pronunciation instruction depends on both adequate material support and the creation of a psychologically safe learning space. These findings suggest that addressing both logistical and emotional aspects of the classroom environment can significantly enhance learners' pronunciation outcomes.

### **4.2. Discussion and Interpretation of the Results**

The findings of the thematic analysis of the classroom observation and teachers' interview demonstrate that French instruction significantly influences the pronunciation of English among primary school pupils. This influence becomes evident in several recurrent phonological patterns that reflect the transfer of French sound features into English speech. Pupils frequently struggle with distinguishing between long and short English vowels, such as confusing /ɪ/ and /i:/, often saying "ship" as "sheep" or vice versa. They also tend to insert a schwa /ə/ between consonants in English words like "blue" or "school", reflecting

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a tendency found in French to avoid initial consonant clusters. Similarly, the omission of /h/ at the beginning of words like “hat” or “house” is a direct result of interference from French phonology, where the /h/ sound does not exist. The substitution of interdental fricatives /θ/ and /ð/ with more familiar sounds like /s/, /z/, or /d/ also emerged consistently in both classroom observations and teacher interviews. These sounds are absent in both French and Arabic, and learners resort to using the closest equivalents from the languages they know, resulting in pronunciation that is intelligible but inaccurate.

The extent of French influence was apparent in 60% of the classroom sessions, where learners consistently displayed phonological interference from French. In the remaining sessions, the absence of such features could be attributed to a shorter observation period or to learners with different levels of exposure to French. Nonetheless, the results suggest that the impact of French on English pronunciation is moderate to high in this context.

One key explanation for this influence is the lack of access to authentic English input in the classrooms. Teachers reported limited use of technology, with most lessons relying solely on the teacher’s voice as the pronunciation model. Only one classroom had occasional access to audio tools, and even then, the materials were not used due to technical constraints. Without exposure to native or near-native English pronunciation through audio-visual resources, pupils are more likely to rely on the phonological systems they are more familiar within this case, French, which they have been exposed to it more intensively and for a longer period than English.

Teachers were observed to model English pronunciation clearly and provide immediate correction during class, but as non-native speakers themselves, their own speech

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occasionally reflected French influences. This potentially reinforces incorrect pronunciation, especially when learners do not have access to native-like input for comparison. Although teachers used repetition, visual clues, and corrective feedback as strategies to improve learners' pronunciation, these efforts were sometimes weakened by structural issues such as large class sizes, limited time, and lack of resources. Consequently, while teachers are actively trying to address the influence of French, their success is constrained by contextual factors beyond their control.

Teachers' perceptions of the impact of French instruction on English pronunciation varied. One teacher believed that French significantly interferes with pupils' English pronunciation, particularly when English words resemble their French equivalents. This supports the concept of negative transfer, where pupils unconsciously apply French phonological rules to English words, leading to persistent pronunciation errors. The other teacher, however, considered French instruction to have only a limited impact, suggesting that learners are capable of separating the two systems if explicitly guided to do so. This difference in perception is likely due to the variation in teaching experiences, pupil proficiency, and classroom dynamics. Both teachers agreed, however, that specific pronunciation difficulties such as with vowels, /h/, and interdental fricatives often reflect features of French phonology, indicating that some degree of influence is generally acknowledged.

In terms of addressing these issues, teachers reported using immediate correction and repetition as their main strategies. One teacher also mentioned using motivational tools like reward cards to reinforce correct pronunciation. These strategies appear effective to some extent, but their success is closely linked to learners' emotional responses. While

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some pupils react positively to correction and show interest for improvement, others feel embarrassed when corrected in front of their peers, which can reduce their participation in pronunciation tasks. This highlights the importance of fostering a supportive and non-judgmental classroom atmosphere where learners feel comfortable making mistakes and experimenting with new sounds.

The dual-language learning environment of Algerian primary schools presents both challenges and opportunities. While French instruction has introduced a strong and early phonological system that pupils rely on, it is not inherently detrimental to English pronunciation development. Rather, the degree to which it interferes depends on the quality of instruction, availability of pronunciation resources, and pupils' metalinguistic awareness. If learners are explicitly taught the differences between French and English phonological systems and given enough exposure to correct English models, it is possible to reduce negative transfer and even facilitate positive transfer. In the current context, however, limited class time, lack of materials, and absence of teacher training in phonetics restrict the effectiveness of pronunciation instruction. Consequently, French continues to exert a noticeable influence on pupils' English pronunciation, especially in the early stages of learning.

While previous studies such as Benchanaa (2020), Kebboul (2023), and Sennagh and Sibachir (2023) primarily addressed the logistical and pedagogical challenges of implementing English instruction in Algerian primary schools, the present study contributes a distinct perspective by examining the phonological impact of French instruction on English pronunciation. These earlier works did not explore the cross-linguistic influence between French and English at the phonological level. In contrast, the

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current findings provide empirical classroom-based evidence and teacher insights that underscore how French phonology interferes with learners' English pronunciation. This supports the concern raised by Tajeda and Santos (2014), who argued that the neglect of pronunciation in EFL instruction can result in significant language production issues—particularly in multilingual contexts. Therefore, this study adds a new dimension to existing literature by demonstrating that without targeted pronunciation support, young bilingual learners likely tend to transferring French phonological features into their English speech, thereby affecting their overall oral accuracy.

In conclusion, the findings reveal that French instruction has a significant impact on English pronunciation among Algerian primary school pupils, primarily through the transfer of phonological features. Teachers recognize this influence and actively work to correct it using pedagogical strategies such as repetition, immediate feedback, and error correction. However, the persistence of French-influenced errors suggests that these efforts need to be supported by improved resources, increased instructional time, and targeted teacher training. At the same time, teacher perceptions underscore the variability of this influence, pointing to the role of individual learner differences, teaching methods, and classroom contexts. Understanding these dynamics is essential for designing effective pronunciation instruction in multilingual classrooms where pupils are navigating multiple language systems simultaneously.

### **Conclusion**

The present chapter has presented the field work of this research study that aimed at investigating the influence of French instruction on English pronunciation at the primary level in Algeria. First, this chapter has provided a clear description of the methodology adopted in conducting this research. Besides, it has displayed the data gathered through this study followed by a detailed analysis of the results. Moreover, it sought to answer the questions posed and suggested at the beginning of the research study by discussing the results obtained. Finally, the current chapter has provided a synthesis of the findings as well as the conclusions we came out within this research.



## **General Conclusion**

## **General Conclusion**

The ultimate goal of this study is to find out the challenges faced by English language teachers and pupils after the integration of the English language in the primary school. In the case of this study, it was expected that the pupils would face difficulties in the beginning of learning the English language in a multilingual context due to their young age. It was also expected that the teachers would face different challenges in teaching English pronunciation with the presence of French language as well, especially because they are beginners and due to the absence of the necessary training in the different primary schools in Biskra.

In order to investigate this issue, three chapters have been drafted: the first and second chapters were the theoretical part related to the inclusion of the English language in primary school, the influence of French instruction on English pronunciation, the role of teachers, the problems facing the teacher. The third chapter was the practical part in which we gave the information about the presented case study, research methodology, research participants, and tools, and also provided the reader with detailed analyses of the results collected from the research tools that were used, a semi-structured interview that was conducted to two English language teachers and an observation check-list was provided to observe teachers and pupils difficulties in teaching and learning English pronunciation.

Participants answered the questions and gave their opinions on the teaching and learning English pronunciation in order to draw a complete picture of the difficulties and challenges faced by teachers and pupils and to know how to move forward in overcoming them.

## General Conclusion

One of the main challenges faced by teachers in this study was the lack of access to appropriate pronunciation teaching materials and technological tools. Most teachers had no audio-visual aids, such as recordings of native English speakers or pronunciation software, which are essential for providing authentic pronunciation models. As a result, they were limited to traditional methods like repetition, drilling, and simple phonetic exercises. Although these strategies were somewhat effective, they lacked the richness and variety needed to fully support pupils' pronunciation development. Another challenge was managing large classrooms where it was difficult to provide individual correction, especially when multiple learners made different errors at the same time. Additionally, teachers had to be cautious about their own language use; some were influenced by French or Arabic, which could unintentionally affect the accuracy of the pronunciation models they provided. A few teachers also noted that short class time made it difficult to focus on pronunciation alongside other language skills, which reduced the overall effectiveness of their teaching.

Pupils, on the other hand, faced challenges related to language interference, emotional reactions to correction, and limited exposure to native English pronunciation. The influence of French phonology was a major source of difficulty, as many pupils pronounced English sounds using French rules, leading to systematic errors in vowel quality, consonant pronunciation, and syllable structure. For example, learners often struggled to distinguish between short and long vowels or omitted sounds like /h/ that are not present in French. Emotional responses also posed a challenge; some pupils felt shy or embarrassed when corrected in front of their classmates, which could discourage them from participating in speaking activities. Furthermore, due to the lack of technological resources

## General Conclusion

in most classrooms, pupils had few opportunities to hear native English pronunciation, which limited their ability to develop accurate phonological awareness. These challenges highlight the need for more comprehensive support in the classroom to help young learners overcome the difficulties of acquiring English pronunciation in a multilingual context.

Teachers played an essential role in shaping learners' pronunciation by using simple, consistent correction techniques and providing immediate feedback. Their ability to highlight and address errors contributed positively to learners' speech development. However, limited access to teaching materials and the absence of technology-based pronunciation tools were found to be significant barriers. In many classrooms, the lack of authentic English audio models limited pupils' exposure to natural pronunciation. Additionally, learners' emotional responses to correction varied, with some showing embarrassment while others reacted positively. This highlights the importance of creating a learning environment where pupils feel comfortable practicing and making mistakes.

## **Pedagogical Implications**

The results of this study suggest several pedagogical implications for improving the teaching of English pronunciation in Algerian primary schools:

- Providing teachers with training that focuses on the phonological contrasts between English and French, particularly those sounds that learners commonly confuse, such as vowel length, /h/ omission, and consonant clusters.
- Preparing teachers with linguistic knowledge to help them address pronunciation difficulties more effectively.

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- Using consistent correction strategies, especially repetition and immediate feedback, to reinforce accurate pronunciation.
- Supplying schools with teaching resources such as audio recordings of native speakers, pronunciation games, and phonetic exercises to enhance learners' exposure to authentic English input.
- Encouraging teachers to maintain a supportive classroom atmosphere where pupils feel safe to make mistakes and practice new sounds, as emotional comfort plays a key role in oral language development.
- Increasing the amount of time allocated for pronunciation instruction to provide learners with more opportunities to practice and internalize correct speech patterns.

It also suggests some recommendations that can be drawn for teachers and pupils:

### **For Teachers**

- You better focus more on the sounds that are difficult for pupils, especially those that are not present in French or Arabic, like /θ/, /ð/, and /h/.
- Repetition and immediate correction should continue to be used, as they help pupils remember the correct pronunciation.
- avoid using French when teaching English to reduce confusion in pronunciation.
- Provide more phonetic activities, games, and songs should be included to make pronunciation practice more enjoyable and effective.
- Create a safe classroom environment where pupils feel comfortable making mistakes and trying to pronounce new words.

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- Whenever possible, teachers use audio or visual tools to expose pupils to native English pronunciation.

### **For pupils**

- Listen carefully to the teacher's pronunciation and try to repeat the words correctly.
- Do not be afraid of making mistakes, as errors are part of the learning process.
- Practice English sounds at home using songs, recordings, or games if available.
- Pay attention to how English sounds are different from French, especially for similar-looking words.
- Participate actively in pronunciation activities in class to improve their speaking skills.

### **Further Research**

Based on the scope and limitations of this study, several recommendations can be made for future research. First, it would be beneficial to replicate this study in different regions and with larger and more diverse populations to determine whether the influence of French instruction on English pronunciation is consistent across Algeria. Further studies could also examine the combined effects of both Arabic and French on learners' English pronunciation to better understand how multilingual backgrounds affect phonological development. Longitudinal studies tracking pronunciation progress over several school years would offer deeper insights into how learners adapt or overcome cross-linguistic interference over time. In addition, experimental research could evaluate the effectiveness of specific

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teaching methods or technological tools, such as pronunciation apps or interactive software, in addressing common errors influenced by French. Finally, including pupils' perspectives in future studies would help researchers explore how learners experience pronunciation instruction and correction, which could lead to more student-centered approaches in multilingual classrooms.

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# **Appendices**

## **Appendix A**

**University of Mohamed Khider Biskra**

**Department of literature and foreign languages**

**English Division**

**Classroom Observation**

**Classroom Observation Checklist**

This tool help to record observable bahavior , language use and teaching strategies that might influence pronunciation .

### **A. General information section :**

- Date :
- Time :
- Class level :
- Number of pupils:
- Observer Name :

### **B. Observation Criteria :**

## Appendices

Criteria	Well observed	Fairly observed	Not observed	Notes/Examples
The production of English phonemes by pupils in a way that reflects the influence from French sounds (e.g., replacement of /θ/ with /s/ or /z/).				
Pupils' understanding and active participation in pronunciation tasks (e.g., correct repetition of sounds, attempts to produce target sounds)				
Clear and accurate modelling of correct English pronunciation by the teacher during instruction (e.g., slow speech, emphasis on difficult sounds).				
The presence of French pronunciation features in pupils' English speech, such as the use of French sounds or stress patterns when pronouncing English words.				
The teacher's use of effective strategies to correct pronunciation errors includes immediate correction, repetition, visual cues, auditory cues, and peer correction.				
The teacher's use of French during English lessons and its effect on Pupils' Pronunciation learning, including the reinforcement of French pronunciation habits.				
The design of teaching materials in supporting English pronunciation learning, including the inclusion of phonetic exercises, audio resources, and pronunciation drills.				

## **Appendix B**

### **A Semi structured interview for teachers**

Hello, my name is Katrenada Fattouche. I am a Master two English student conducting research for my dissertation on teaching English as a foreign language in Algerian primary schools. The focus of my study is to explore how French instruction might influence pupils' English pronunciation, especially in third-year classes. I am interested in hearing about your experiences and perspectives as an English teacher. Your insights will be very helpful for my research. Thank you so much for taking the time to participate.

This interview allows flexibility while key points are covered in order to explore teacher's perspective on how french instruction affects English pronunciation.

#### **A. Background Information (Introductory Questions)**

The aim of these questions is to help the interviewer to understand the teacher's professional profile and teaching context before diving into the main topics.

1. What is your academic background or qualification?
2. How many years have you been teaching English?
3. Have you taught other languages (e.g., French or Arabic)?
4. What levels or grades have you taught in primary school?

**B. Main Interview Questions**

1. How would you describe your pupils English pronunciation overall ?
2. Do you observe any specific pronunciation difficulties ?
3. In your opinion, how does prior French instruction affect Pupils pronunciation in English?
4. Do you observe any specific pronunciation difficulties that seem influenced by French ?
5. Can you give examples of common errors that you think come from french phonology ?
6. What strategies do you use to correct their pronunciation affected by French?
7. How do pupils respond when you correct their pronunciation errors ?
8. Do you think learning French before or alongside English is beneficial or detrimental to pronunciation ?
9. Is there anything else you would like to share about teaching English pronunciation?

## الملخص

الدراسة هذه من الأساسي الهدف يتمثل الإنجليزية باللغة النطق على الفرنسية اللغة تعليم تأثير في الدراسة هذه تبحث الابتدائي التعليم من الثالثة السنة تلاميذ لدى الإنجليزية اللغة نطق على للفرنسية السابق التعليم يؤثر كيف استكشاف في لهذا المعلمين إدراك كيفية وفهم والإنجليزية الفرنسية بين الصوتي للانتقال المحددة المجالات تحديد إلى الدراسة تسعى والمقابلات القسم ملاحظات باستخدام استكشافي وصفي منهج على الدراسة هذه تعتمد. الفصل داخل معه والتعامل التأثير على كبير بشكل يؤثر الفرنسية اللغة السابق التعليم أن النتائج كشفت. بسكرة بمدينة الابتدائية المدارس في المعلمين مع ونطق الصوتية، الحروف جودة مستوى على خاصة صوتي، انتقال في التسبب خلال من الإنجليزية اللغة التلاميذ نطق بها يكتسب التي الطريقة يشكل للفرنسية السابق التعرض أن إلى النتائج هذه وتشير. النبر وأنماط الساكنة، الحروف لهذا السلبي التأثير وتقليل لمعالجة أكبر تربوي اهتمام إلى حاجة هناك ذلك، ومع. الإنجليزية باللغة النطق التلاميذ اللغات متعددة التعلم سياقات في الانتقال.

التعليم اللغات، بين المتبادل التأثير العربية، الأم اللغة الإنجليزية، باللغة النطق الفرنسية، اللغة تعليم: **المفتاحية الكلمات** الصوتي الانتقال الابتدائي،

## Résumé

La présente étude examine l'influence de l'enseignement du français sur la prononciation de l'anglais. L'objectif principal est d'explorer comment l'apprentissage antérieur du français influence la prononciation de l'anglais chez les élèves de troisième année de l'école primaire. La recherche vise à identifier les domaines spécifiques de transfert phonologique entre le français et l'anglais, et à comprendre comment les enseignants perçoivent et gèrent cette influence en classe. Cette étude adopte une méthode descriptive et exploratoire, en s'appuyant sur l'observation en classe et des entretiens avec des enseignants du primaire à Biskra. Les résultats ont révélé que l'enseignement préalable du français affecte de manière significative la prononciation de l'anglais chez les élèves, en provoquant un transfert phonologique, notamment dans la qualité des voyelles, l'articulation des consonnes et les schémas d'accentuation. Ces résultats suggèrent que l'exposition préalable au français façonne la manière dont les élèves acquièrent la prononciation de l'anglais. Cependant, une attention pédagogique plus poussée est nécessaire pour gérer et minimiser les effets négatifs du transfert dans les contextes d'apprentissage multilingues.

**Mots-clés :** enseignement du français, prononciation anglaise, arabe langue maternelle, influence interlinguistique, enseignement primaire, transfert phonologique