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**Investigating The Impact of Language Interference
on The Speaking Performance: A Case Study of The Newly
Recruited Primary School EFL Teachers in Tiaret**

**A Dissertation submitted in partial fulfilment of the
requirements for the degree of Master in Didactics of Foreign**

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DEDICATIONS

To my family members

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All praise is due to Allah

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Abstract

Almost any situation which is marked by the concurrent use of different language varieties is bound to the appearance of language interference in speakers' performance. The dissertation at hand examines the impact of language interference, namely negative transfer on EFL teachers' speaking performance, at Tiaret primary schools, in Algeria, precisely the newly recruited primary school teachers. For the purpose, a mixed-method approach has been adopted in the investigation. The first tool consists in a classroom observation of third and fourth-year classes, and the second is a questionnaire administered to novice teachers of the classes in question. The findings reveal that language interference has a great impact on EFL teacher speaking performance, moreover, the results of classroom observation and the questionnaire have confirmed that language interference is largely dominant in novice teachers' performance. The study puts forth that there is a great deal of in-service training required to help this category of practitioners to refine their competence and performance in the target language and minimize the impact of language interference in their speech.

Keywords: EFL teachers, native language, foreign language, negative transfer, language interference, speaking performance

List of Abbreviations

L1 : First Language (Mother Tongue)

L2 : Second Language

EFL : English as a Foreign Language

BBC : British Broadcasting Corporation

SL : Source Language

TL : Target Language

FL : Foreign Language

MT : Mother Tongue

PS : Primary School

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General Introduction

General Introduction

The English language is widely spread around the world, and many countries are striving to learn it as a second language. decision makers in Algeria were prompted by the globalization movement to reconsider the current language policies in order to reintroduce English in primary schools to better meet leamer's needs.

Algeria is considered a multilingual country which makes it more open to learning new languages, in 2022 the Algerian government decided to integrate English for third year primary schools, and make it a second language as the same as French. However, this new experience inevitably faced some challenges, taking into consideration that policymakers selected EFL newly recruited teachers according to the year in which they received their diplomas, it is evident that they underwent an extended period without teaching English. Thus, this investigation sheds light on the difficulties teachers face in speaking performance and how it affects learners abilities especially since they are in formative stage they only imitate their teacher, as a result their oral production becomes distorted and impaired.

To explore such an issue, the present study investigate the impact of interference on the EFL newly recruited teachers and how it could affect their speaking performance, previous studies on the subject emphasize how

General Introduction

General Introduction

Mastering English can be particularly challenging for native Arabic speakers. The differences between the two languages, Arabic as a native language and English as a foreign language pose difficulties for EFL primary school teachers, leading to obstacles and challenges in various aspects of language such as pronunciation, grammar and vocabulary.

What is commonly believed is that the first language has an impact on the foreign language since teachers ignore how to expound and manipulate ideas for speaking in the target language, this can be considered as a perceived cause of language negative interference.

Aim Of The Research

This research investigates the common types of language interference that occur in the speaking performance of newly recruited primary school EFL teachers and the impact on language proficiency by identifying the factors that contribute to these phenomena.

Significance of the study

English is a global language, and many countries prioritize learning it as a second language. However, EFL teachers often struggle with English, leading to errors in Arabic and French. This study aims to analyze language interference and its underlying reasons, providing valuable insights for EFL teachers to better understand and navigate the complexities of language interference.

General Introduction

Research Questions

This study is being undertaken to provide answers to the following question :To what extent does language interference impact the speech performance of primary school EFL novice teachers?

The current study, on EFL teachers proposes the following sub-questions:

1. What specific language interference challenges do EFL novice teachers face in their speaking performance?
2. How does language interference impact on primary school EFL novice teachers?

Research Hypothesis

- A. EFL primary school novice teachers face challenges in grammar, vocabulary and fluency.
- B. Language interference impacts on primary school EFL novice teachers' pronunciation, sentence structure, and cultural representations.

Hypothesis:

The above mentioned hypotheses can be summed up in the fact that novice teachers' mother tongue interferes in their production in the target language at different levels namely pronunciation, structure, and cultural representations, and thus denigrate to a great extent their performance in the target language.

General Introduction

Research methodology

The study used a mixed-methods approach, involving a questionnaire distributed to 5 teachers from the primary schools of Tiaret, and a proficiency observation in the third and fourth primary school classrooms. This approach allowed us to achieve the objectives of our research and effectively test the proposed hypothesis.

Research process

The structure of this work is divided into two chapters. This study employed a mixed-methods approach, combining both quantitative and qualitative methodologies. To investigate the research topic, a questionnaire was distributed to teachers from primary schools of Tiaret, along with 5 primary teachers. Additionally, a proficiency interview was administered to the same teachers. Using these research instruments enabled the researcher to achieve the objectives of the study and test the proposed hypothesis effectively

CHAPTER ONE :

THEORETICAL FRAMEWORK

1.1. Introduction

Communication plays a significant role in our lives. Through speaking, we are able to share our ideas, feelings and opinions. In educational settings, improving oral proficiency is not an easy task to accomplish. The first section deals with a general overview about speaking, including the linguistic situation in Algeria, definitions, types, characteristics, and strategies that promote the speaking skill. The second section tackles the nature of interference which include definitions, types and causes of interference.

1.2. Mother Tongue

Native language refers to the language a person acquires in early childhood, often as a mother tongue or first language. It is also known as a first or arterial language. Bilingual or multilingual individuals have multiple native languages. Contemporary linguists use the term L1 for a first language and L2 for a second or foreign language. "[Leonard] Bloomfield (1933) asserts that no one is completely certain in a language that is learnt later and defines a native language as one that is taught at one's mother's knee. "A human being is a native speaker of the language that he learned as a child; it is the first language that he learns" (1933, p.43). A mother tongue speaker and a native speaker are defined similarly in this definition.

Foreign Language

Foreign language is the term used to describe the study of foreign language by non-native speakers in countries where this language is not

the dominant language. This research adopts the following definition of the foreign language presented by Richards ,C. John Platt and H Platt (1992.p.54): “Foreign language is usually studied either for communication with foreigners who speak the language ,or for reading printed materials in the language”.

1.3. Linguistic situation in Algeria

The official languages of Algeria are Arabic and Berber and there are other dialects such as Bni Mzab , Touareg , Chelhi , Algerian Arabic or Darija is the official language in Algeria spoken by 72 % Of the population it is derived from classical Arabic and has been mixed with Berber and French , the dialect is spoken throughout the country with slight regional differences , Darja varies with Annabi speakers having more difficulty understanding Orani speakers . However , this is not a barrier to communication as the accent is used to recognize regional origin . Although Arabic has been recognized as the country's official language since 1963 after the independence of Algeria , French is still used in government , culture , media and education due to Algeria's colonial history.

1.3.1. Arabic Language

Arabic is a language that can be traced back to the furthest signs of language use in history. Its spread over the regions where it is used has caused the appearance of language varieties which originate from it and which differ in many linguistic aspects due to contextual differences among speech communities. Algeria is no exception, and bears different

Arabic language varieties the most prominent of which are listed hereafter.

1.3.1.1. Classical Arabic

Classical Arabic, also known as Quranic Arabic, is the written language of the Quran, the main spiritual text of Islam. It is the only surviving language from the Old North Arabian dialect group. Classical Arabic is no longer a spoken language and is primarily used for religious purposes. A thorough study of Classical Arabic is necessary to read the Quran in its original language.

The classical Arabic (ELFUSHA) it is the language of HOLY QURAN it is the language which is used in mosques the language of worshipping ALLAH, CA is used for prayers by Muslims all over the world regardless to whatever their mother tongue may be. Classical Arabic is used by approximately one billion Muslims for prayer and scholarly religious discourse.”Houghton and Mifflin (1994, p.412). Classical Arabic has a great literary heritage and the language of ancient poetry, and also it has grammar books. Classical Arabic has a prestigious position in writing. Classical Arabic is the language of a strict formal context such in mosques and in official discourses. (Toubida, 2021) .

1.3.1.2. Modern Standard Arabic

Modern Standard Arabic, as ancient as Classical Arabic, is the primary form of the Arabic language spoken and studied today. It is the foundational language upon which each dialect is based, and is the primary form of Arabic unless differentiated. Despite its existence in the

Middle East and Africa, Modern Standard Arabic remains the primary language.

Modern Standard Arabic, originating from Classical Arabic, is the preferred language for those living in the Middle East, Horn of Africa, or North Africa, or planning to visit, relocate, or conduct business.

1.3.2. French

French rule in Algeria from 1830-47 was marked by violence and mutual incomprehension between rulers and ruled. French historian Alexis de Tocqueville argued that colonization made Muslim society more barbaric. The absence of native mediators between French rulers and the population led to a growing French settler population, known as *pieds noirs*, demanding the privileges of a ruling minority in the name of French democracy. Under french occupation , french has dominated the country's linguistic landscape for 132 years which made Algerians use it as their primary language for communication . Before and After Algeria's independence , the French played a significant role due to the intentional attempts to ban the use of Arabic as a language of written communication and education , administration , and media occupying a privileged status in Algeria.

1.3.3. English language

David Crystal (1997) states that over 70 countries have English as a second language, used in government, law courts, media, and education. English is now the *lingua franca* for individuals from different nationalities in the modern global world. It is not used only for communication with English people but also for communication with

people with different linguistic backgrounds, making it an international and global language. Therefore, English is not only an international language but also a global language, therefore, the Algerian government has repeatedly show its intention to incorporate english as a second language as same as french due to the advantages it brain in variety of fields and domains, in 2022 the English language has an official status in the, the government decided to integrate English for 3rd year and make it second foreign language, this language is increasing in Algeria on a daily basis particularly among the younger generation and many Algerians are using the internet to access movies, series, gaming and chatting in English for this reason politicians and the ministers and the students have encourage the use of this language in Algeria . (Crystal, 2003)

1.3.3. Situation of English in Algeria

During the 1960s, English teachers dominated the majority of foreign language teachers in Algeria, particularly in middle and secondary school education. In 1968, 84.6% of foreign language teachers were "cooperants," primarily French, serving voluntarily overseas with expertise in teaching French pupils in a French learning environment.

DATE	Situation of English in Algeria
1969	The English language started to be taught in Algeria with the establishment of the General Inspectorate of English. During this period, the Ministry of Education started a process of rapid recruitment and training of prospective Algerian teachers because English at that time was a new language.
1972	The government decided to “Algerianise” (Mize, 1978) the English teaching textbooks and methods (Hayane, 1989).
1980 – 1991	The Algerian economic extended beyond the French market to other countries in the world, mainly to the UK and the USA. Foreign languages and specially English were required due bcause economic reforms encouraged private businesses, investment and tourism English. (Kheir Allah, 1997; El Nather, 1997).The government increasingly trained foreign language teachers and inspectors. More departments of foreign languages opened at universities throughout the country.
1989	In the end of 1980s, English started being taught from the second year of middle schools, and the majority of educators and parents wanted English to be included in primary schools

	rather than French (Ministry of Education, 1989).
1990	In the early 1990s, there was an increase of American and British investments in the Algerian oil and gas industry. (Fuller, 1996; Ciment, 1997). Later, the Algerian government declared English as the first foreign language in primary schools instead of French.
1992	During the civil war between the Algerian government and the Islamic armed groups, Arabic was re-confirmed in the Constitution of 1996 as the only national and official language. And that by law, Arabic had to be used in all state sectors. Berbers criticized the law as unfair and undemocratic as it was passed at the expense of minority languages, namely Amazigh language. The use of any foreign language Has been forbidden in official deliberations, debates and meetings.
1993	English was introduced in the fourth year of some pilot primary schools and in 1995 this decision extended to all schools .
2000	By 2000, the Algerian government made a series of political, economic and educational reforms that aimed to bring back stability to the country. (Toualbi Thaalibi,2006,Tawil,2006).So, English was now taught in the first year of middle school.

2022	Algerian primary schools are preparing to introduce English lessons, following President Tebboun's directive to include English in the syllabus at the start of the 2022-2023 new school year during the summer holidays.
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Table 1 : the situation of english in algeria

1.4. The Speaking Performance

Speaking performance is contingent on many parameters. A language which has been acquired naturally tends to be demonstrated in high proficiency, conversely to one which has been learnt in a delicate period of language learning. Nonetheless, FL learners strive to strike native-like levels of proficiency.

1.4.1. Speaking proficiency

Communication is a contentious process of expressing, interpreting, and negotiating; there are countless opportunities for communication including sign and symbol systems, we speak to communicate with each other. Improved communication leads to a better understanding of others and ourselves. (Savignon,1982) .There must be a receiver, a sender, and a medium for communication. By responding to what they have heard and listened to, it can be claimed that both hearers and speakers engage in exchanges. The purpose that leads people to engage in oral communication is typically a goal that they want to accomplish when they interact with others, according to Nunan (2003) “speaking is a productive skill which consists of systematic verbal utterances that carry out a meaning” (p. 48).), inside the classroom, it is viewed as an

instrumental act and interactive process for constructing meaning, involving information production, reception, and processing, the context in which it occurs includes people, their experience, the physical settings and the goal of speaking determines its form and meaning, its frequently happens on its own, it is the first step in learning a language because it is a primary phenomenon and we speak much more than we write. Fluency and accuracy in understanding, responding to, and expressing oneself in spoken language are necessary for learning any language, and learning to speak a foreign language requires comprehension and application of it. (Nunan, 2003)

1.4.2. Teaching speaking

Speaking skill is a crucial objective for both EL teachers and learners, emphasizing its necessity and importance. “The mastery of speaking skills in English is a priority for many second-language or foreign-language learners” (2008, p. 19)

In some countries, learners often lack opportunities to practice English outside the classroom, making the classroom their primary practice space. Teachers should recognize the significance of the learning space and provide suitable conditions for learners to effectively practice the language.

1.4.3.Types of the Classroom Speaking Performances

Learning theories suggest that improving speaking skills can be achieved through games, role plays, and other activities. Brown (2007)

identified five types of speaking performance: imitation, intensive, responsive, interactive, and extensive.

A. Imitative

Imitative speaking involves correctly repeating or parroting one voice's melody, phrase, or motive from another, resulting in a higher-quality and accurate interpretation. This category fosters communication between teachers and learners through listening and repetition, regardless of the student's comprehension of the discussion. A common example of this is "repeat after me" experience in the classroom. Brown, H. D. (2004). *Language assessment: principles and classroom practices*. New York: Longman

B. intensive

Intensive speaking involves practicing phonological or grammatical aspects of language through pair work activities like reading aloud, sentence completion, and dialogues, unlike imitative speaking. Brown (2004) identifies this category of speaking as being utilized for contextual evaluation. "(...) in the production of short stretches of oral language design to demonstrate competence in a narrow band of grammatical phrasal, lexical or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture" (p. 141). (Brown, 2004).

C. responsive

Responsive performance is more complex than intensive and requires interaction through short replies to teachers' questions or comments.

Brown's example (2004) demonstrates that short, meaningful responses are often sufficient for instructing and directing students effectively :

Marry: excuse me, do you have time?

Doug: nine- fifteen. (p. 142)

D. interactive

The interactive speaking type exhibits distinct characteristics compared to the responsive type in terms of the duration and complexity of the interaction. There are two forms of interaction, namely transactional and interpersonal. This type of communication is typically more interpersonal than transactional. Interpersonal interaction aims to maintain social relationships. Interpersonal speaking performance can take the form of interviews, role plays, discussions, and games. The text provides an example of interactive speaking.

Noor: Hi, Zain, what's up?

Zain: Oh not very well.

Noor: nothing is enjoyable, right?

Zain: Yeah, actually I'm kind of resentful about yesterday. (Brown, 2004, p. 142)

On the other hand , Transactional interaction involves information and idea reciprocation, with interpersonal language involving colloquial language, ellipsis, and slang, making oral production more complex.

E. Extensive

Extensive speaking is the final type of speaking performance. It is a type of oral performance suitable for intermediate and advanced EFL

levels, involving monologues or oral productions. Extensive speaking involves short speeches, storytelling, summaries, and oral reports. Students need to know basic pronunciation, vocabulary, and language function to practice the language appropriately in these activities. (Brown, 2004)

1.4.4.Characteristics of the Speaking Performance

Accuracy and fluency are two criteria that contribute to English language proficiency achievement and they are the primary factors that assess linguistic abilities and communicative competence in language use (speaking skill) according to BBC British Council, with these facts much consideration has been given to differentiate between fluency and accuracy.

When teaching speaking skills, Al Kahtani (2021), includes the following sub-skills as follow:

a- Pronunciation

The capacity to produce intonation, rhythm, stress, and sounds in spoken language.

b- Fluency

The ability to communicate without pausing at a proper tempo without hesitation.

c- Vocabulary

the capacity to correctly and accurately employ a wide variety of words and expressions in context.

d- Grammar

the capacity to correctly and accurately apply grammatical structures in spoken language.

e- Discourse markers

the ability to convey organization, coherence, and structure in spoken language by using the right signals.

f- The strategies of communication

the capacity to overcome communication problems by using strategies including paraphrasing, clarifying, and repairing.

According to the previously stated description, a competent teacher plays a crucial role, it is his responsibility to make speaking easy to learn and to pique students' interest in speaking participation.

Speaking is a means of observing the social and cultural rules that must be followed in each scenario, as well as the objectives of communication effectively to avoid confusion in these activities caused by incorrect pronunciation, grammar, or vocabulary

1.5. Language Transfer

Odlen provides a well-known definition of language transfer as «The influence resulting from the similarities and differences between the target language and any other language that has been previously and (perhaps imperfectly) acquired».(Odlin.1989:27) , this mean when someone applying knowledge from a language to another to another one , this is what called transfer. (Odlin.T, 1989) .

1.5.1. Language Interference

It is assumed that the learner who comes in contact with a foreign language may resort to his/her native language features to replace those difficulties in the target language. In this case, negative transfer or interference, refers to the influence resulting from dissimilarities of the SL and the TL which has a deteriorating impact on interpretation. (Haiyan Gao, 2013) .

Extensive research has already been done in the area of native language interference in the target language. Dulay et al (1982) defined interference as the automatic transfer, due to habit, of the surface structure of the first language into the surface of the target language. Lott (1983: 256) also defines interference as 'errors in the learner's use of the foreign language that can be traced back to the mother tongue, to understand more the interference, according to the sociolinguist, Hayi (1985:8) referred to Valdman (1966) that interference is a burden experienced by non-native speaker of certain language who studied second or foreign language. Thus, transferring or moving negative elements of native language into the target language that after all distracted the second or foreign language mastery.

1.5.2. Mother tongue interference

Mother tongue interference refers to the transfer of knowledge, rules, structures, and meanings among different languages, first used in 1957

in second language acquisition to describe the influence of L1 on FL learning. (Meriläinen, 2010, p. 07).

Linguists believe that interference involves using MT structures and meanings to comprehend and produce the TL, as per Lado's statement in Gass & Selinker (1983). (Grass,S et Selinker,L, 1983).

Ringbom (2007) suggests that L1 is utilized to aid in the development of TL, particularly in the early stages of learning. (Ringbom et M, 2007).

Language interference is studied from two perspectives: psychological and sociolinguistic. Psychologically, it refers to the influence of old habits on new ones being learned, while sociolinguistically, it refers to interactions between languages or interference of L1 habits causing difficulty in mastering the language (Dulay et al, 1982).

1.5.3.The Impact of Interference on a Second Language Competence

Richard, Platt, and Platt (1992) define interference as a negative type of language transfer where a native-language pattern or role leads to an error or inappropriate form in the target language. For example, a French learner of English may produce an incorrect sentence due to a French pattern that doesn't differentiate between Present Tense and Present perfect Tense, making it impossible to use a modifier of time.

Positive language transfer is a positive transfer that simplifies learning when both the native language and the target language share similar forms, such as the word "table" in English and French, which means to put books or write down on it.

Richard, Jack C. John Platt and Heidi Platt. 1992. Longman Dictionary of Language Teaching and Applied Linguistics. England: Longman

1.5.4. Types of Interference

Weinreich categorizes first language interference into three types: phonological, grammatical, and lexical interference (Weinreich, 2011).

A. phonological Aspect

Achmad., & Abdullah, A. (2012). Linguistik umum. Jakarta: Erlangga
Phonology is the study of the harmony of sounds in language, as defined by Ahmad and Abdullah (2012)

Chaira, S. (2015). Interference of first language in pronunciation of English segmental sounds. English Education Journal (EEJ), 6(4), 469-483.

Height	Tenseness	Frontness		
		Front	Central	Back
High	Tense	/i:/	-	/u:/
	Lax	/ɪ/	-	/ʊ/
Mid	Tense	e/	/ə/	/o/
	Lax	/ɛ/	/ə/ /ʌ/	/ɔ/
Low	Tense	-	-	-
	Lax	/æ/	-	/ɑ/

Table 02 : Height, Frontness of Tongue Position and Muscle Tenseness according to Justice in Chaira (Chaira, S. 2015).

The table demonstrates the vocal position during sound utterance, categorized into height and frontness. Vowels are formed through

muscle tension, requiring vocal tract muscles to move and adjust based on the vowel created.

B. grammatical aspect

The theory of grammar is validated through language explanation and description, with no inherent right or wrong. Grammatical interference occurs when students identify their mother tongue's structure into a foreign language. Indonesian and English have different grammar styles, with unique patterns for sentence expression. However, both dialects share a common sentence structure. Grammatical interference can lead to misunderstandings and misinterpretation of language. (Hervina, H, 2014)

Mahmud. & Arifin, W. (2017). Interference: Its role in the second or foreign language mastery of Indonesian learners. *ELT Perspective* 5(1), May 2017

Weinreich ruled out grammatical interference in morphological and syntactical aspects (Weinreich, 2011) . Suwito and Ratih's journal explains that morphological interference occurs when a foreign language's prefix, suffix, and inserts are absorbed into the word formation (Supriyanto, 2013) , Syntax is the study of rules that generate an infinite number of grammatical structures in sentences (Jong Bok., & Sells, 2008). So bahasa and English have distinct sentence structures, with the primary word in Bahasa Indonesia placed in the first position, while in English, it is placed in the second position. Despite this, both languages share a common sentence structure pattern. (Weinreich, U, 2011).

Supriyanto, R. A. (2013). Grammatical interference from English into Indonesian language made by English native speakers in Salatiga. Register Journal, 6(2), 125-143.

Jong Bok, K. & Sells, P. (2008). English syntax: An introduction.

C.Lexical aspect

Lexical interference occurs when one vocabulary, influenced by the first language, interferes with another, particularly when learners speak English as a foreign language (Weinreich, 2011).

1.5.5.Positive and Negative Transfer of Language

According to Ellis(1999), there are different types of transfer according to her quotation she said that: transfer is a broad word that encompasses various forms of influence from languages other than the second language; research on transfer includes positive transfer(facilitation), and negative transfer(errors) which are the most prevalent types.

positive transfer is a significant part of L1 in L2 it takes place when both foreign and native languages are similar in characteristics, therefore Robert Lado (1957) declares that "those elements that are similar to his native language will be simple for him, and those elements that are different will be difficult" in this context, the teacher should be aware of the structure of both L1 and L2 as this knowledge can help him identify the areas of influence and develop some strategies to decrease the influence.

Referring to the negative impact that the first language has on the target language acquisition because of the differences between the two

languages, that is to say, it occurs when the learner transfers structures, and items that are in both languages different, furthermore some experts regarded the negative transfer of language as interference.

1.5.6. Language Interference Causes

Weinrich (1970) identifies several factors as contributing to language interference, which can significantly hinder the learning process of foreign languages :

Bilingualism is a significant factor contributing to MT interference, as the speaker's bilingual background influences their native and second language knowledge, causing interference in the production of TL.

The speaker's disloyalty to the TL structure indicates that they rely on the structures of L1 to produce the TL.

The third factor is the limited vocabulary of TL learners, which leads to interference with their mother tongue (MT) and requires a large language repertoire for effective language use.

Weinrich highlights the need for synonyms in TL users to avoid interference in adoption and borrowing words from the L1 system.

Language interference is often caused by prestige and style, where users use unfamiliar words and jargon without fully understanding their meanings. This is done to gain pride and impress others, but it can lead to incorrect interpretations of intended meanings. (Weinreich, U, 1970).

Flege (1980) highlights the advantages and disadvantages of using L1 for learning L2. The "universal language" factor aids in learning, but interference from L1 can lead to errors in identifying areas in the target language. Interference refers to the transfer of language elements at

various levels, including phonological, grammatical, lexical, and orthographical aspects. Phonological interference, as defined by Berthold (1997), refers to the influence of foreign accents, stress, rhyme, intonation, and speech sounds from the first language on the second.

Errors in learning a foreign language often occur when the native tongue interferes, but can also occur in other contact situations like multilingualism. Establishing certain habits of perceiving and performing a foreign language can interfere with learning, causing students to speak with their native language's intonation or word order, leading to errors in the final language.

1.5.7. Level Of Interference From French Into English language

1.5.7.1. Vocabulary

Around 10,000 words have been borrowed into English from French, with most related to law, administrations, military, art, food, drinks, science, and knowledge. (Crystal, 1995).

Levels	Examples
Administration	Authority, court, duke, servant, council, baron
Law	Arrest, adultery, jury, crime, executor, prison, fraud, verdict, punishment
Military	Army, defend, captain, sergeant, enemy, combat, lieutenant, retreat, guard, soldier, siege, lance
Food and drink	Salad, appetite, beef, cream, dinner, fruit, olive,

	orange,raisin,juice,sardine,vinegar,toast,tart, biscuit
Home	Basin,chimney,lamp,lantern,tower
Leisure d the arts	Conversation,music,theatre,image,debat, tragedy,volume,danse,preface,prose,rhyme, romance,title,poet,melody,literature,sculptur e, painting,contemporary art
Science and knowledge	Calendar,anatomy,gender,geometry,geology, grammar,logic,mental,study,research,sphere ,physician,poison,visual

Table 03: English words coming from the French language.

1.5.7.2.Spelling And Pronunciation

Zhang QungXang (2001) asserts that English is considered an "intonation language" and that intonation is meaningful.

French and English have hundreds of cognates, including true cognates with similar meanings, false cognates with different meanings, and semi-false cognates with some similar and some different meanings. (Zhang,Q,C, 2001)

French	English
Alarme	Alarm
Exemple	Axample
Transfert	Transfer
Theorie	Theory
Agressif	Aggressive

Adresse	Address
Appartement	Apartment
Calendrier	Calendar
Auteur	Author
Carotte	Carrot
Scientifique	Scientific

Table 04 : French and English cognates.

In French, words often contain an extra E, which is typically omitted during speech.

(Ch)in French, most words are pronounced [K], similar to the word psychologue.

The letter (c) in English is pronounced as [k] as in calculator or [tʃ] as in chocolate , while in French, it can be pronounced as [K] before vowels a,u or [s]- before vowels e,y.

Few French words possess an additional syllable, such as the word "département."

Literature review

Language interference, also known as L1 transfer or linguistic interference, is when speakers or writers apply their native language knowledge to a second language. Dulay et al (1982) define interference as the automatic transfer of the surface structure of the first language onto the surface of the target language due to habit. Lott (1983: 256) defines interference as errors in the learner's use of a foreign language originating from their mother tongue. The relationship between the two languages must undoubtedly be considered. According to Albert and

Opler's 1978 research, individuals exhibit more lexical interference on similar items.

Languages with more similar structures are more susceptible to mutual interference than those with fewer similar features.(french and english are similar in the structure) The study suggests that there may be increased learning difficulties and performance interference at points in L2 that are further from L1 and The learner struggles to comprehend a new and different usage, leading them to turn to L1 structures for assistance.

1.6.Conclusion

To sum up, this chapter tackles two sections, the first section gives an overview of the linguistic situation in Algeria moving to clarify the nature and acquisition of speaking starting with its definitions, types, characteristics, and the most common strategies for teaching English to young minds. The second section explores the nature of language interference incorporating language transfer, language interference definitions, types, causes, and levels of interference from French into English, and positive and negative transfer of language ending with a literature review to give a clear overview about language interference.

CHAPTER TWO :

FIELD OF INVESTIGATION

AND INTERPRETATION

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. 2.1.Introduction

The phenomenon of interference stands as a significant challenge, particularly for newly recruited teachers tasked with instructing young learners in primary schools. This research seeks to investigate the impact of language interference on the primary school teachers specifically on their speaking skill This chapter offers a clear understanding of the research methodology, research design,type of research, methods and analysis and interpretation of the data gathered through the 2 instruments (observation and questionnaire). The findings were analyzed qualitatively and quantitatively. At the end of this chapter, researchers tend to report the difficulties and the limitations they have faced during the research process as well as efficient recommendations, implications for the teachers .

2.2.Research Design

The current chapter outlines the methodology employed in conducting this research. It covers data collection methods and offers insights into the sample population, the tools utilized for data gathering, and a comprehensive description of each tool. The primary objective of this research is to examine the impact of language interference among primary school teachers. It's important to note that this study explores teachers' perspectives to provide a comprehensive understanding of the context of English teaching in Algerian primary schools.

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2.3.Aim Of The Research

This research attempts to investigate the common types of language interference that happen in the speaking performance of newly recruited primary school EFL teachers and the impact on language proficiency by identifying the factors that contribute to these phenomena.

A. 2.4.Research Methodology

2.4.1.Type of Research Methodology

The purpose of this section is to explain and provide reasoning for the selected methodology utilized in the work. This research is a case study involving 5 newly recruited teachers in primary school in Tiaret. The purpose behind this choice is to investigate the impact of interference on the teacher's speaking skill and the main reasons for this interference.

To achieve the goals of the work and address the research inquiries, we employed a combination of methodologies. Quantitative methods involved distributing questionnaires to 5 newly recruited teachers in primary school. Meanwhile, qualitative analysis was conducted on an observation of the same teachers in the classroom.

2.4.2.Data Collection Tools

2.4.2.1.Quantitative Research

In this research we use classroom observation as a tool because the quantitative research allows for more remarks about the errors done by teachers. For instance, class observation is conducted to gain insight into the unconscious mistakes during the session and to detect which kind of mistake is and the main reason behind it. Nevertheless, this

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method may not have statistical power and generalizability that's why we chose another tool which is qualitative research.

2.4.2.2. Qualitative Research

Qualitative research methods involve statistical analysis of data that can be used to identify the target group, which consists of newly recruited English language teachers in primary school and to assess their proficiency. Additionally, it was chosen to determine the primary factors contributing to their linguistic interference and, finally, to solicit their suggestions for reducing this phenomenon.

2.6.2.3. Sampling

Since the current study is based on the features of both qualitative and quantitative approaches, the type of sampling strategy used is non-probability sampling. That addressed a population that consists of 5 teachers from different primary schools in Tiaret. This group is most suitable for this research because they are newly recruited, making them the most suitable to experience interference on their speaking performance due to lack of experience and limited exposure to both English language and teaching.

2.4.3. Data Collection Method

2.4.3.1. Observation

In the present study, the researcher opted for a non-structured observation. Classroom observation was conducted at five primary schools, AL Amie khaled, Hamdi Aissa, Raid Abdelillah, Hallouz Ghlamallah and Chahrour Mohamed Primary schools, Tiaret to

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investigate the teacher's mistakes which they do unconsciously and the impact on the interference on their speaking skill inside the classroom.

The participants were third and fourth year PS teachers. To collect the required data we organized observation sessions with teachers in the sequence of pets for 3PS and animals for 4PS. Each teacher was observed for two sessions on April 25, 28, 29, 30th , 2nd 2024. Classroom observation was established so as to provide an answer to our research question . It also helps the researcher to cross-check data obtained from the other instrument of research, namely, the questionnaires of the teachers, We first attended at Raid Abdelaillah primary school with third-year class, the teacher started the lesson with a warming-up (greeting song), here one of the students told the teacher « i miss you » the teacher replied « me too », than she wrote and spelled the date ,the students repeated after her, after a while she asked them « Can you remember me what we did in the last day? ». She selected a student and he answered "Pets!", she used her body language and gestures to introduce pets, she said these are cats, she used some Arabic words but didn't use the French language. She wrote and spelled a list of words from the book then the students repeated after her. The teacher started to tell a story than she said « the mom tells to Ali » also she said « i tell you to revise this » speaking about an action happened in the past and by the end of the lesson she said « My cat white ». Then the session ended after about 45 minutes. Next, we attended a fourth-year class with the same teacher. The teacher began by evening greeting then the students listened to farm and animal songs to make them comprehend what

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animals are, she said these are animals. However, she used her body language and examples from real life, she said as I told you last week to speak about the previous session. After ten minutes, the teacher began to use some arabic words to explain by using the word « Aya » before any order, then she said « i tell you to not eat sweet ». The last parts of the lesson was a song of « animals fingers ", the teacher said « how to you do » while singing the song and the students repeated after her with the same word, The the teacher ended the session by giving them a task to do at home than, we attended at Hallouz Ghlamellah primary school, Tiaret. The teacher started the lesson with saluting his students, than he spoke directly in arabic for the hole session except the words related to the lesson, speaking about the lesson, it was about the sequence of pets, the teacher here use the arabic language to explain the lesson, than he started to say the names of the pets and the students repeated after him « i have two cases ", than he said « the cas have a long tail » than he explained in arabic so that's why the students speaked also in arabic inside the classroom, by the end of the session the teacher gave them some tasks to do at home by saying « see you tomorrow if god will ».

Moreover, our classroom observation commenced with a Al Amir Khaled primary school with third-year class. The teacher initiated the lesson with a greeting song, followed by writing the date on the board and spelling it out. The students repeated the date after her. She then introduced the topic of the lesson, which focused on "pet's body parts." However, she asked her students "do you have a pet?", Throughout the lesson, the teacher selected students to answer the question. Student A

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responded, "Yes, I have a cat. It has a short tail." The teacher praised the student, saying "Axcellant!", Another student replied, "Yes, I have got a dog. It has a long tail." The teacher used body language to express the adjectives "short" and "long." Additionally, she spelled some French words like "obstacle," "canary," and "marqueur." She also incorporated some Arabic words. At the end of the class, the teacher mentioned that 45 minutes were not sufficient for teaching.

In the subsequent session, we observed a fourth-year class. The teacher began with a warming-up activity, a "greeting song." She spelled the date on the board, and the students repeated it after her. She then asked one of the students to write the date on the board, the student wrote "Thrsday", The teacher did not notice the mistake, resulting in all the students writing the incorrect spelling on their slates. The lesson revolved around pets, and the teacher provided examples, starting with "dog it has got a long tail", than the session finished after 45 minutes next we conducted the classroom observation in a third-year class at Hamdi Aïssa Primary School. The lesson began with a greeting song, followed by a conversation about animals between two students. Student A asked, "Have you got a pet?" and student B responded, "Yes, I have got a cat." The teacher then mentioned that the cat has a small tail. Afterwards, two other students were asked to stand up. Student C asked, "Have you got a pet?" and student D replied, "Yes, I have got a dog. It has a big tail." During this interaction, the teacher did not incorporate any Arabic or French language.

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In the subsequent class, which was a fourth-year class, the teacher initiated the lesson with a greeting song. She then wrote the date on the board, and the students repeated after her. The teacher displayed pictures of pets on the board and engaged two students in a conversation. Student A asked student B, "Have you got a pet?" and student B responded, "Yes, I have got a dog. It has a long tail." Similar to the previous class, the teacher did not utilize any Arabic or French language. Finally, during the classroom observation of Chahrour Mohammed primary School, we had the opportunity to observe two different classes. In the first observation, we joined a third-year class where the teacher initiated the lesson with a cheerful greeting song. She then proceeded to write the date on the board and introduced the topic of farm animals by displaying pictures of farms and various animals on the table. The teacher engaged the students by selecting one of them to identify the represented pictures. However, there was a minor error in pronunciation as she referred to a white "tcheep" , she continued to present information about different animals through songs and encouraged the students to make animal sounds. The lesson concluded with an activity where the students were asked to express their favorite farm animal. The teacher informed the students that they would complete the exercise on the following day.

In the subsequent observation, we attended a fourth-year class. The teacher commenced the class with a warm greeting and asked one of the students to come forward and write on the board, then she said go to page 28 on the book and proceeded to present pictures related to the topic. The students actively participated by providing the names of the

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animals depicted. Similar to the previous class, the teacher effectively utilized body language to enhance communication and did not rely on French or Arabic words.

2.4.3.2.Questionnaire

2.4.3.2.1.Questionnaire design

The questionnaire serves as a vital tool for collecting data on the impact of interference on speaking skill among newly recruited teachers in primary. Its design is meticulously crafted to address the research objectives effectively.

2.4.3.2.1.1.Targeting Interference

The primary aim of the questionnaire is to delve into the experiences of English language teachers regarding interference inside the classroom. Questions are tailored to uncover specific instances, factors, and potential solutions related to this phenomenon

2.4.3.2.1.2.Understanding Teachers Background

To gain comprehensive understanding questions are designed to gather demographic information, teaching experience, and language proficiency levels of the participants. This aids in contextualizing responses and identifying any correlations between background variables and perceptions of interference.

2.4.3.2.1.3.Relevance To Research Objectives

Each question is carefully crafted to directly align with the research objectives outlined in the dissertation. By addressing key aspects such as perceived linguistic interference factors and suggested strategies for

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mitigation, the questionnaire aims to provide actionable insights for addressing the research problem.

2.4.3.2.2.Process of Formulating Questions

2.4.3.2.3.Teacher Profile and Experience Assessment

The data collection tool, in this case, is a questionnaire designed to gather information from primary school English language teachers regarding their academic qualifications, the year they obtained their diploma, and their years of experience in teaching. This part of the questionnaire aims to capture important background information about the participants, including their educational attainment and professional experience in the field of teaching. By asking about their academic qualifications and the year of obtaining their diploma, we can gain insights into their level of formal education and the timeframe in which they completed their training. Additionally, inquiring about their years of experience in teaching allows us to understand their tenure in the profession and potentially correlate it with their perceptions and experiences related to interference. Overall, this section of the questionnaire serves as a foundational step in profiling the participants and contextualizing their responses to subsequent questions related to the impact of language interference on their English language in the classroom.

2.4.3.2.2.2.Exploring Language Usage and Cultural Influence: Insights from Primary School English Language Teachers

The second part of the questionnaire delves into various facets of language usage, cultural influence, and perceptions of interference

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among primary school English language teachers. It encompasses inquiries about the languages commonly used in their daily lives, the primary factors contributing to linguistic interference, and which language they predominantly think in while speaking English. Additionally, it explores the cultural influences on their thoughts and perspectives, and whether they perceive cultural interference as a barrier to effective English teaching.

Teachers are asked about the integration of Arabic and French culture in their English teaching, and whether using these languages affects their English speaking proficiency. Furthermore, the questionnaire seeks to understand the frequency of English usage outside the classroom and whether teachers unintentionally switch to Arabic or French while speaking English. This comprehensive approach aims to uncover the nuances of language practices, cultural influences, and perceptions among primary school English language teachers, providing valuable insights into their experiences and challenges in the classroom.

2.4.3.2.2.3.Exploring Language Interference

The final part of the questionnaire comprises open-ended questions aimed at eliciting detailed insights from primary school English language teachers regarding various aspects related to language interference and its mitigation strategies. Teachers are asked to identify specific aspects of English speaking that they believe are most affected by linguistic interference, such as pronunciation, grammar, vocabulary, and fluency. Additionally, they are invited to describe any training or

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professional development programs they have participated in that address language interference issues.

Teachers are also prompted to share how students typically react when language interference occurs during lessons. Moreover, they are asked about the tools or resources they utilize to enhance their English speaking skills and reduce language interference in the classroom. Furthermore, teachers are encouraged to assess their own English speaking skills in terms of accuracy and fluency and to reflect on the strategies they employ to overcome language interference challenges in their teaching practices. Through these open-ended questions, the questionnaire aims to capture nuanced perspectives and experiences of primary school English language teachers, shedding light on effective approaches for addressing language interference in educational settings.

2.4.3.3.Data Analysis

2.4.3.3.Discussion Of The Findings

2.4.3.3.1.1.Discussion of the findings of the observation

2.4.3.3.1.1.1.First Observation

Example of language Interference	The type of language interference	The correct form
Great	Pronunciation interference	Great /greit/
So	Pronunciation interference	/soʊ/
Aya remember me	Cultural interference	Aya remind me

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Picture	Pronunciation interference	/'pɪk.tʃə/
Very good	Pronunciation interference	/gʊd/
But miss say not	Grammatical interference	But miss said not
Eating	Pronunciation interference	/'iː.tɪŋ/
The book	Pronunciation interference	/bʊk/
I tell you yo not eat sweet	Grammatical interference	I told you
How to you do	Grammatical interference	How do you do
Sheep	Pronunciation interference	/ʃi:p/
Ali tells to his mom	cultural interference	Ali tells his mom
Me too	Cultural interference	I miss you too

The table provides examples of language interference encountered by Raid Abledelilah primary school English language teacher, along with the correct forms. Let's analyze each aspect:

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2.4.3.3.1.1.1. Type of Language Interference

- The table categorizes the language interference into different types, such as pronunciation interference, grammatical interference, and cultural interference. This classification helps in identifying the specific interference mistakes teachers did in teaching English.

2.4.3.3.1.1.1.2.Examples of Language Interference

- Each row presents examples of language interference observed in students' language usage. For instance, "Great" is presented with pronunciation interference as the correct form is "/greɪt/". Similarly, the word " picture " is presented with pronunciation interference as the correct form is "'pɪk.tʃəɹ/ ". So the teacher did a lot of pronunciation mistakes such as very good /gʊd/, the book /bʊk/, eating /'i:.tɪŋ/, sheep /ʃi:p/. On the other hand the example of "But miss say not" demonstrates grammatical interference, with the correct form being "But miss said not", "i tell you to not eat sweet" , with the correct form being "i told you ". The third kind of mistakes is the cultural interference for instance "Aya remember me ", here the teacher didn't make the difference between "remember" and "remind", also the example of "me too" as an answer of "i miss you", here we can notice that the teacher thought in arabic or in french because the right answer is "you too" or "i miss you too".

2.4.3.3.1.1.1.2. Identification of Challenges

- By presenting examples of language interference, the table highlights common challenges faced by teachers in mastering English. These

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challenges range from pronunciation errors to grammatical inaccuracies and cultural interference in language usage.

2.4.3.3.1.1.2. Second Observation

Example of language Interference	The type of language interference	The correct form
I have two cases	Grammatical interference	I have two cats
The cat have a long tail	Grammatical interference	The cat has a long tail
If god wills	Cultural interference	God willing
We talked about pets yesterday	Cultural interference	Yesterday, we talked about pets
Hello	Pronunciation interference	/hə'loʊ/
Fish	Pronunciation interference	/fɪʃ/
Open your book with page	Cultural interference	Open your book on page

The table provides examples of language interference encountered by Hallouz Ghlamallah school English language teacher, along with the correct forms. Let's analyze each aspect:

2.4.3.3.1.1.2.1. Type of Language Interference

- The table categorizes the language interference into different types, such as pronunciation interference, grammatical interference, and

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cultural interference. This classification helps in identifying the specific interference mistakes teachers did in teaching English.

2.4.3.3.1.1.2.2.Examples of Language Interference

Each row provides an example of language interference, showcasing instances where teachers deviate from standard English usage. For instance, "I have two catses" demonstrates grammatical interference, where the plural form of "cat" is "cats", and the correct form of " the cat have a long tail " is "the cat has a long tail". On the other hand the teacher did a pronunciation mistakes such as "hello"/hə'loo/, "fish " "/fij/", and some cultural mistakes like "we talked about pets yesterday", here we can notice that the teacher thought in arabic and he translated to english because in english we say "Yesterday, we talked about pets", "if god wills" the right form is "god willing".

2.4.3.3.1.1.2.3.Identification of Challenges

By showcasing examples of language interference, the table highlights common challenges teachers encounter in mastering English. These challenges range from grammatical errors to pronunciation inaccuracies and cultural mistakes in language usage.

2.4.3.3.1.1.3.third Observation

Example of language Interference	The type of language interference	The correct form
Do you have a pet ?	Grammatical	Have you got a pet ?

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	interference	
Axcellent	Pronunciation interference	Excellant /'ɛksələnt/
Obstacle Canary	Cultural interference	Obstacle: /'ɒbstəkəl/ 1. Canary: /kə'nəri/
Dog it has	Grammatical interference	The dog has
Favorable pet	Cultural interference	favorite

The table illustrates various examples of language interference encountered in English language learning contexts of Al Amir Khaled primary school teacher, along with the correct forms. Let's analyze each aspect.

2.4.3.3.1.1.3.1.Type of Language Interference

The table categorizes the language interference into different types, such as pronunciation interference, grammatical interference, and cultural interference. This classification helps in identifying the specific interference mistakes teacher did in teaching English

2.4.3.3.1.1.3.2.Examples of Language Interference

Corresponding to each example of language interference, the table provides the correct forms. For example, "Do you have a pet?" should be corrected to "Have you got a pet?", " the dog it has " should be corrected to "the dog has ", those are the grammatical interference did by the teacher inside classroom, and there is another interference of pronunciation such as the word " excellent " which should pronounced

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"/'ɛksələnt/ ", and cultural interference such as "favorable pet " should be corrected to "favorate pet" here the teacher pronounced the word in french way such other words like "obstacle ", " canary".

2.4.3.3.1.1.3.3. Identification of Challenges

By showcasing examples of language interference, the table highlights common challenges teachers encounter in mastering English. These challenges range from grammatical errors to pronunciation inaccuracies and cultural mistakes in language usage.

2.4.3.3.1.1.4fourth Observation

Example of language Interference	The type of language interference	The correct form
Tcheep	Pronunciation interference	Sheep /ʃi:p/
We will do this exercise tomorrow	Cultural interference	Tomorrow, we will do this exercise
Go to page 28 on the book	Cultural interference	Go to page 28 in the book

The table illustrates various examples of language interference encountered in English language learning contexts of Hamdi Aissa primary school teacher, along with the correct forms. Let's analyze each aspect.

2.4.3.3.1.1.4.1. Type of Language Interference

The table categorizes the language interference into different types, such as pronunciation interference, grammatical interference, and

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cultural interference. This classification helps in identifying the specific interference mistakes teachers did in teaching English.

2.4.3.3.1.1.4.2.Examples of Language Interference

The table categorizes the types of language interference observed in the examples. Grammatical interference is identified in the incorrect use of adjectives ("small" and "tall") instead of the correct adjectives ("short" and "long"). Cultural interference is evident in the literal translation of the phrase "In place of" from the teacher's native language, indicating a lack of understanding of the appropriate English expression.

2.4.3.3.1.1.4.3.Identification of Challenges

By showcasing examples of language interference, the table highlights common challenges teachers encounter in mastering English. These challenges range from grammatical errors to pronunciation inaccuracies and cultural mistakes in language usage.

2.4.3.3.1.1.5.fifth Observation

Example of language Interference	The type of language interference	The correct form
Small tail	Grammatical interference	Short tail
Tall tail	Grammatical interference	Long tail
In place of	Cultural interference	Instead of

The table illustrates various examples of language interference encountered in English language learning contexts of Charour Mohamed

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primary school teacher, along with the correct forms. Let's analyze each aspect.

2.4.3.3.1.1.5.1.Type of Language Interference

The table illustrates various examples of language interference encountered in English language learning contexts of Hamdi Aissa primary school teacher, along with the correct forms. Let's analyze each aspect.

2.4.3.3.1.1.5.2.Examples of Language Interference

The table presents examples of language interference where learners exhibit deviations from standard English usage. For instance, "tcheep" demonstrates pronunciation interference, where the correct word "sheep" is mispronounced due to difficulty with the "sh" sound. Similarly, "We will do this exercise tomorrow" and "Go to page 28 on the book" showcase instances of cultural interference, where literal translations or expressions from the learner's native language are used instead of the appropriate English expressions "Tomorrow, we will do this exercise" and "Go to page 28 in the book".

2.4.3.3.1.1.5.3.Identification of Challenges

By showcasing examples of language interference, the table highlights common challenges teachers encounter in mastering English. These challenges range from grammatical errors to pronunciation inaccuracies and cultural mistakes in language usage.

2.4.3.3.2.Interpretation of the results

Based on the results, it appears that the newly recruited primary school EFL teachers are facing different types of language interference,

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as shown in the first classroom observation at Raid Abdelillah primary school, few occurred during teacher's speaking performance, as for the Hallouz Ghlamallah primary school there were types of language interference that occur during the teacher's speaking performance interference, furthermore concerning the third classroom observation different instances of language interference were observed the results show that the teacher encountered pronouncing, grammatical and cultural interference, additionally in the fourth classroom observation at Hamdi Aissa's primary school, we observed grammatical interference as the most common types of language interference, finally at Shahrour Mohammed primary school, the teacher encountered grammatical and cultural interference.

2.4.3.3.3. Discussion of the findings of the questionnaire

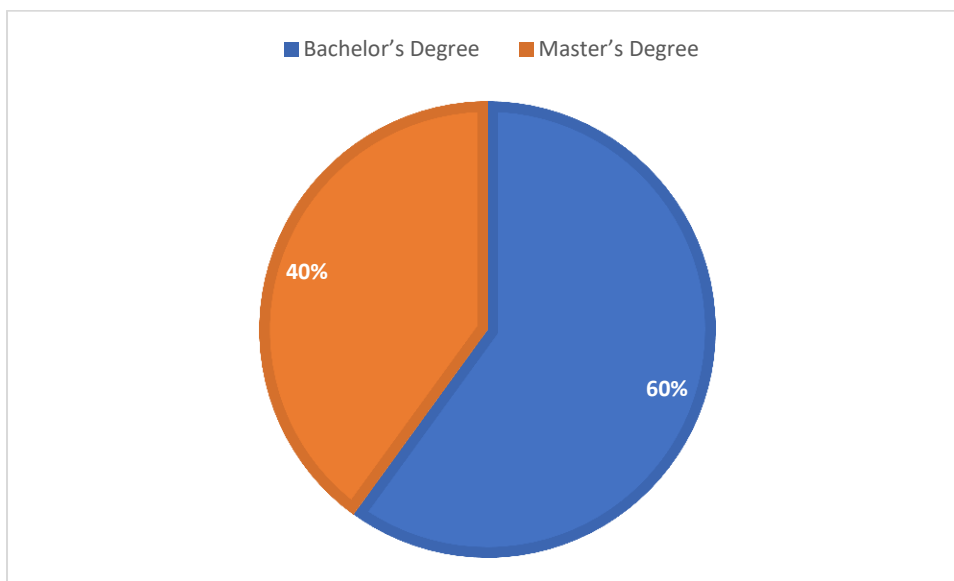
1. Please select your highest academic qualification:

Bachelor's Degree	3
Master's Degree	2
Total	5

Table 4: Teacher's qualification

As the table indicates three teachers have a bachelor's degree while two of them have a master's degree as a result most of them did not carry on their highest studies.

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Graph 1: Teacher's qualification

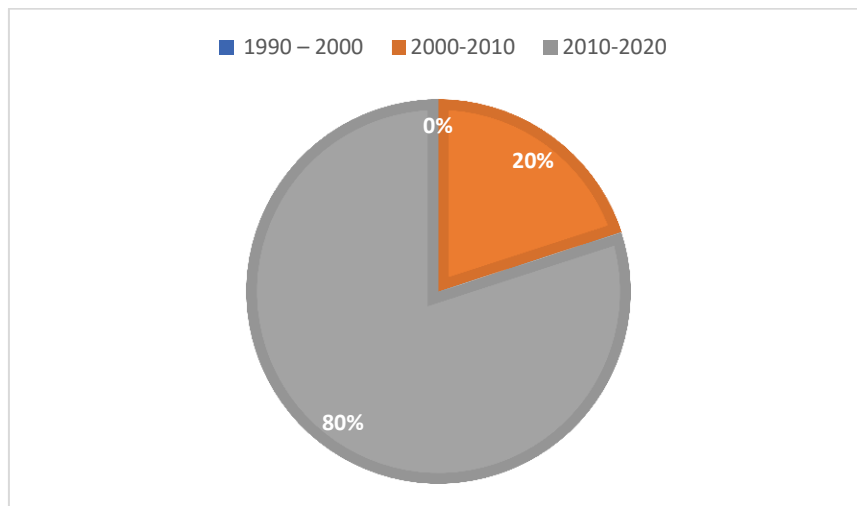
2. From which time period did you obtain your Bachelor's degree?

1990 – 2000	0
2000-2010	1
2010-2020	4
Total	5

Table 5: Teacher's bachelor's degree

As indicated by the table four teacher's obtained their bachelor's degrees from the years 2010-2020. However one teacher obtained his bachelor's degree from 2000-2010 and none of them obtained a bachelor's degree in 1990-2000 as a result most of the teacher's experienced a long period of non teaching English.

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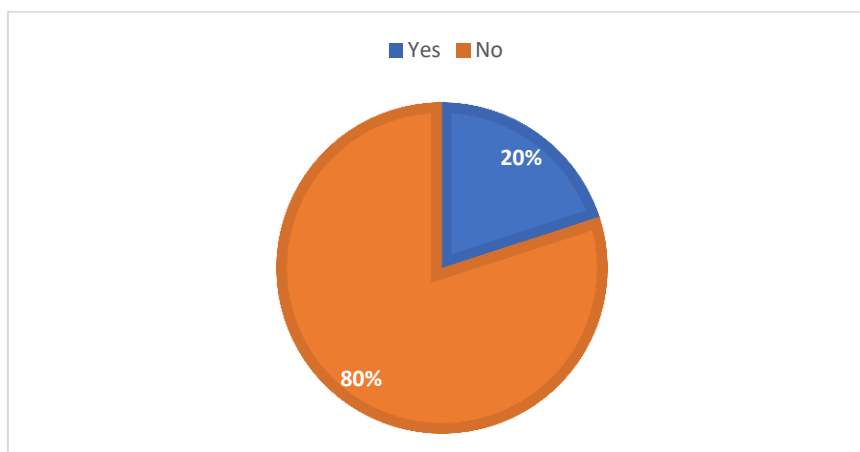
Graph 2: Teacher’s bachelor’s degree

3. Have you previously taught English?

Yes	1
No	4
	5

Table 6: Description of teacher’s experience in teaching English.

As the table shows four teacher’s have not taught English before and only one respondent have experienced English language teaching for two years this implies that most of the teacher’s are not experienced in English language teaching.



Graph 3: Description of teacher’s experience in teaching English.

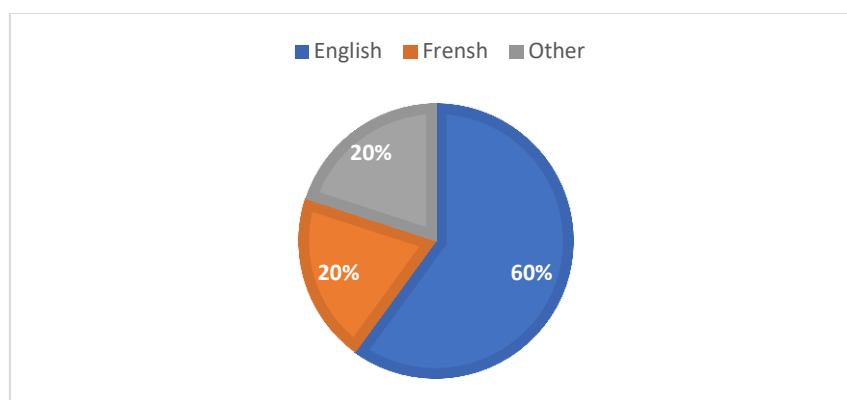
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4. Which language do you primarily use in your daily life?

English	3
French	1
Other	1
Total	5

Table 7: Description of the language teacher's primary use in their lives.

The findings show that three teacher's use English in their lives. While one teacher uses the French language and another one uses other languages in his life.



Graph 4: Description of the language teacher's primary use in their lives.

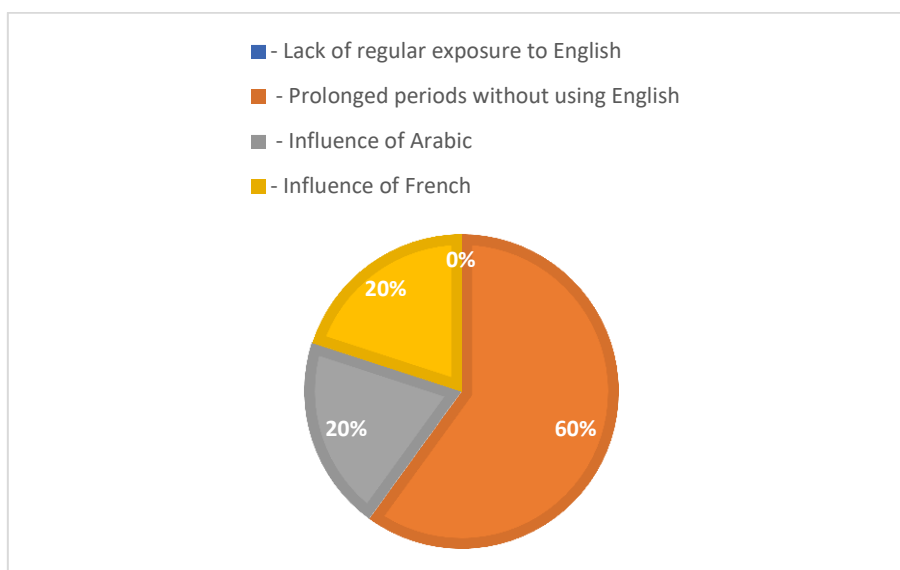
5. If we assume that language interference is the negative transfer of language, what are the main reasons for language interference in your English speaking?

- Lack of regular exposure to English	0
- Prolonged periods without using English	3
- Influence of Arabic	1
- Influence of French	1
	5

Table 8: Description of the main reasons behind language interference.

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Three teacher's opt for an extended period of not using English as the primary factor contributing to language interference. However one of the respondents identifies french influence as a contributing factor while another one considers Arabic the main reason behind language interference.



Graph 5: Description of the main reasons behind language interference.

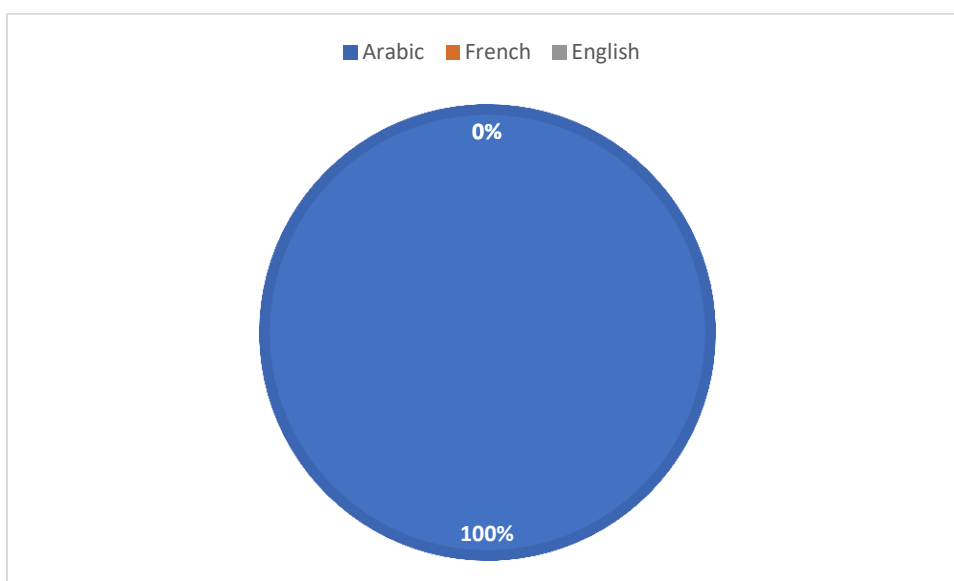
6. When you speak English, which language(s) do you find yourself relying on the most?

Arabic	5
French	0
English	0

Table 9: Description of language teachers rely on when speaking English.

The results showed that all the respondent's teacher's rely on Arabic language when they speak in English.

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Graph 6: Description of language teachers rely on when speaking English.

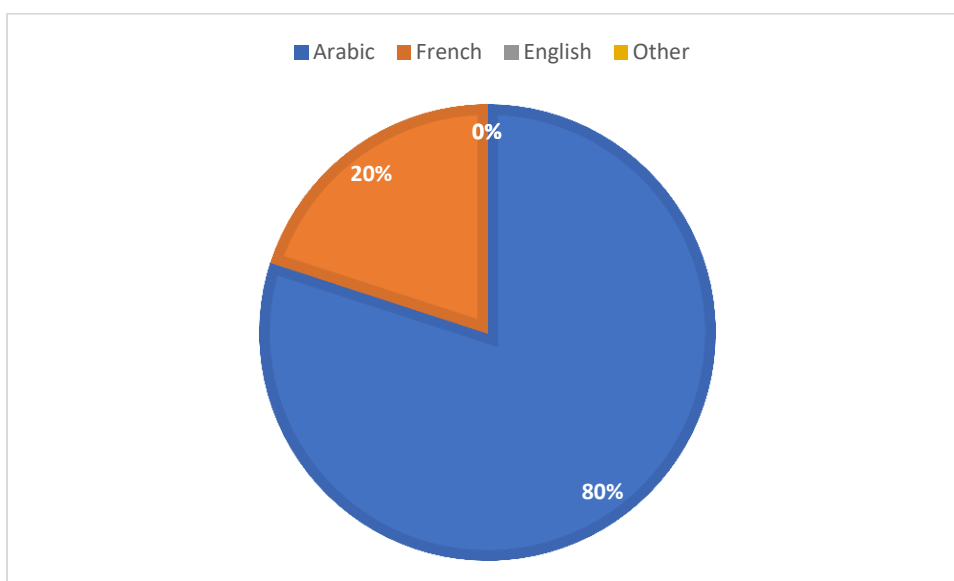
7. Which culture predominantly influences your thoughts?

Arabic	4
French	1
English	0
Other	0

Table 10: Description of the most predominant culture influences the teacher's thoughts.

The displayed results show that four teacher's are influenced by Arabic culture unlike one teacher who was influenced by French culture.

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Graph 7: Description of the most predominant culture influences the teacher's thoughts.

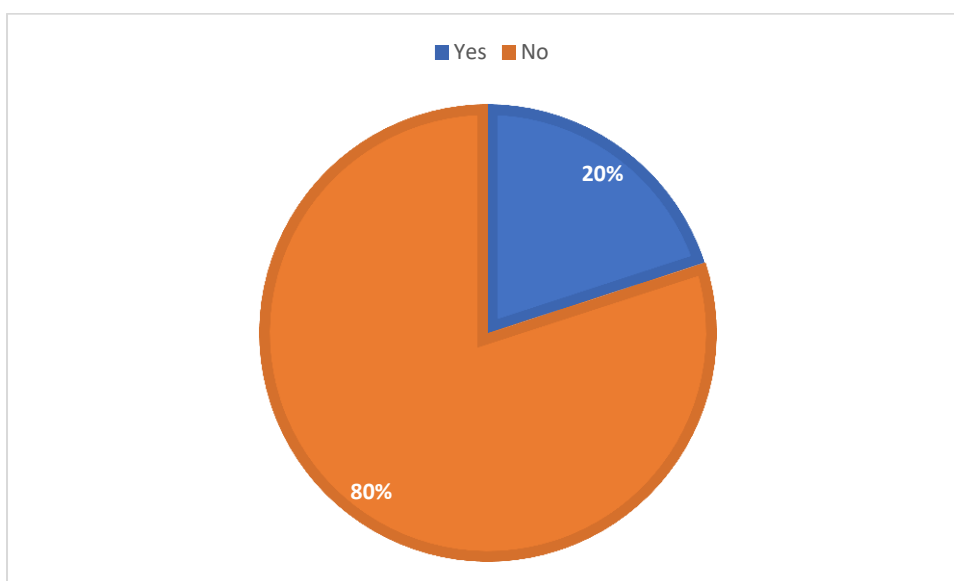
8. Do you believe that cultural interference poses an obstacle to teaching English?

Yes	1
No	4
	5

Table 11: Description of the teacher's views if cultural influence poses an obstacle to teaching English .

The results show that four teacher's believe that cultural interference is not an obstacle to teaching English while one of the respondents believe that it is.

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Graph 8: Description of the teacher’s views if cultural influence poses an obstacle to teach English .

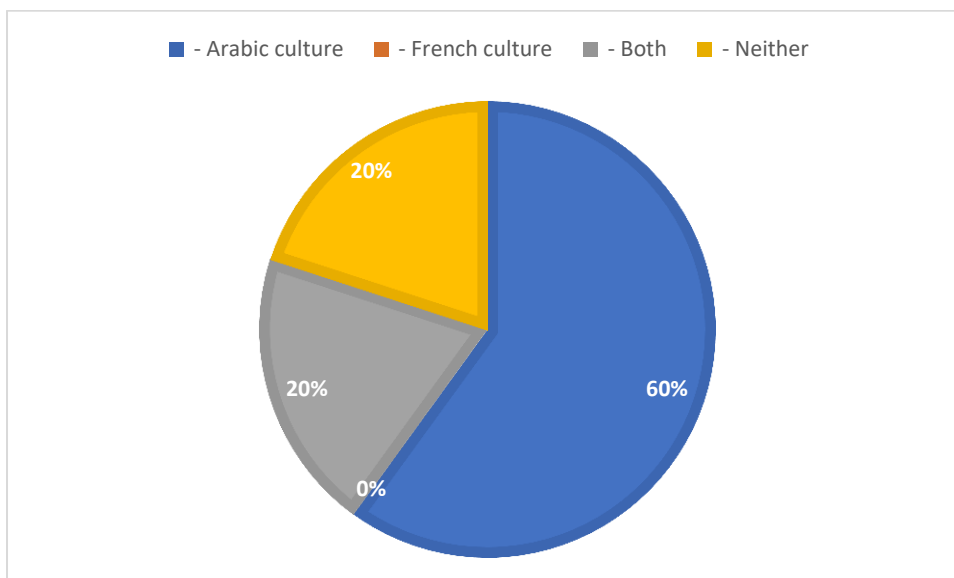
9. When teaching English, do you refer on:

- Arabic culture	3
- French culture	0
- Both	1
- Neither	1
	2

Table 12: Description of the culture teachers refer on.

The results show that three teacher’s refer to Arabic culture while one teacher refers to both Arabic and French cultures meanwhile another respondent do not refer to any culture when teaching English.

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Graph 9: Description of the culture teachers refer on.

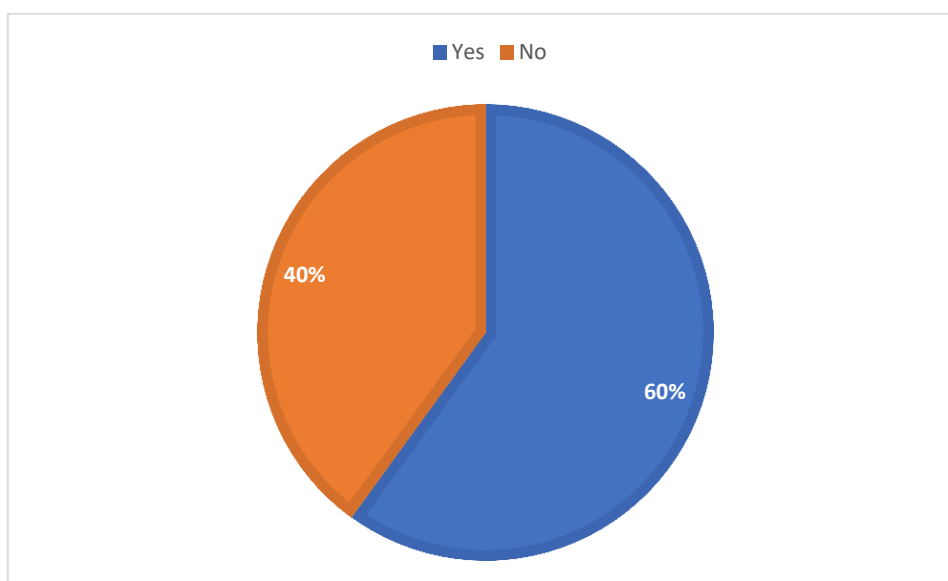
10. Do you think that the use of Arabic and French languages affects your English speaking performance?

Yes	3
No	2
Total	5

Table 13: Description if the use of Arabic and French languages affect the teacher's English speaking performance

Three of the respondent teacher's agree that the use of Arabic and French languages affect their English speaking performance while two teachers disagreed.

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Graph 10: Description if the use of Arabic and French languages affect the teacher's English speaking performance.

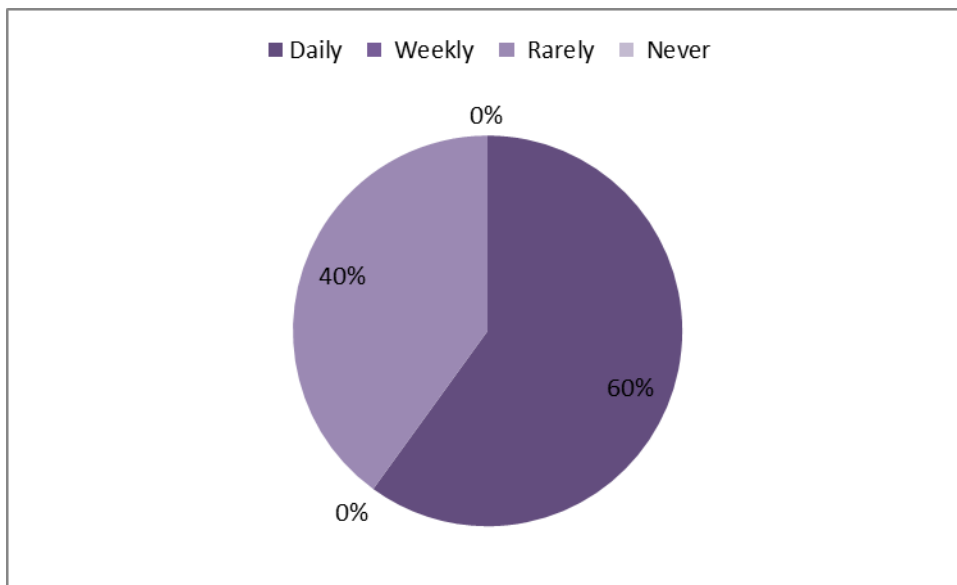
12. How often do you use English outside of the classroom setting?

Daily	3
Weekly	0
Rarely	2
Never	0
Total	5

Table 14: Description of how often teacher's use English outside the classroom.

The displayed results show that three teacher's use English outside the classroom daily while two of them rarely use English outside the classroom.

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Graph 11: Description of how often teacher's use English outside the classroom.

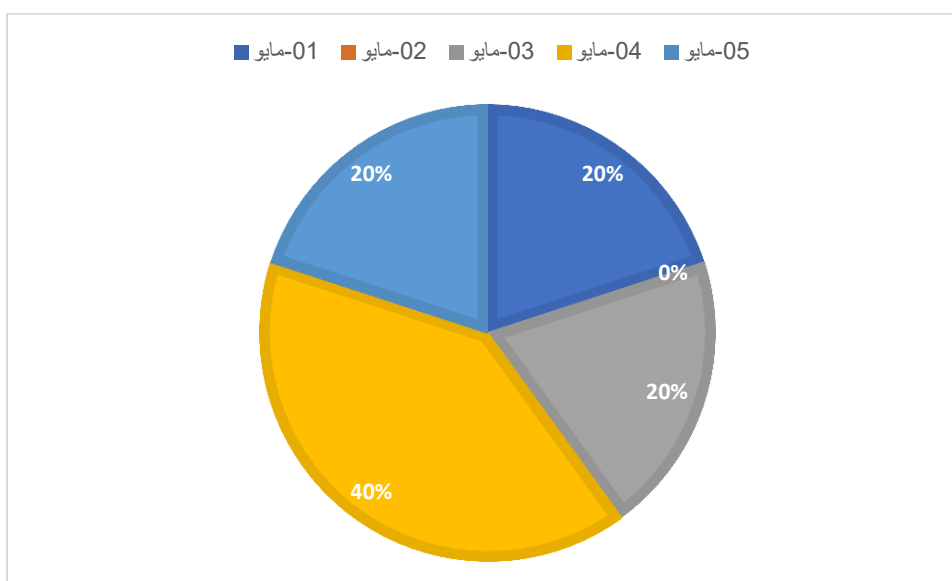
13. Rate your comfort level with speaking English on a scale from 1 (not comfortable) to 5 (very comfortable).

1/5	1
2/5	0
3/5	1
4/5	2
5/5	1
Total	5

Table 15: Description of teacher's comfort level with speaking English on a scale from 1(comfortable) to 5(very comfortable).

The results show that two teachers rate their comfort level with speaking English on 4/5 while another teacher responded by 1/5 unlike another which responded by 3/5.

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Graph 12: Description of teacher's comfort level with speaking English on a scale from 1(comfortable) to 5(very comfortable).

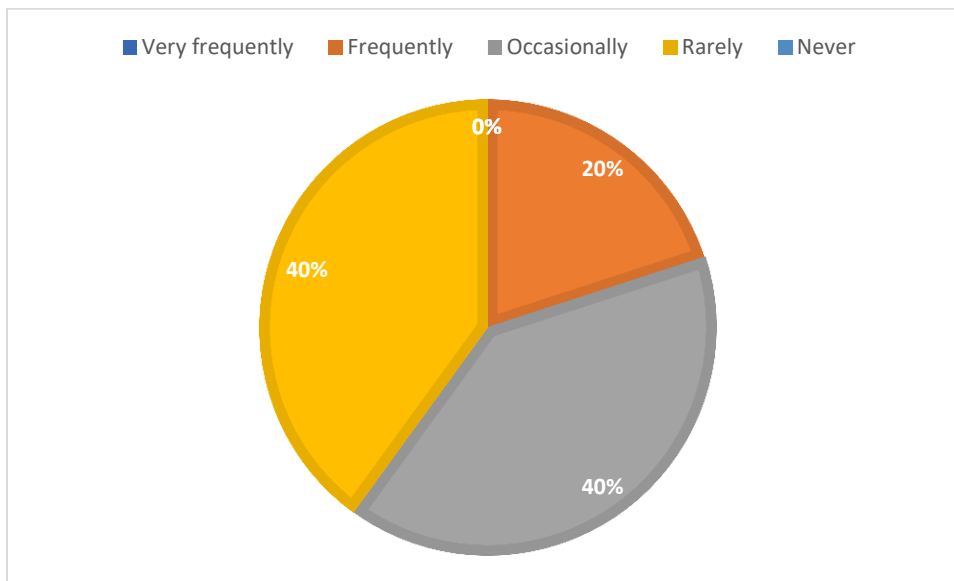
13. During English conversations, how frequently do you find yourself unintentionally switching to Arabic or French?

Very frequently	0
Frequently	1
Occasionally	2
Rarely	2
Never	0
Total	5

Table 16: Description of how many times teacher's unintentionally switch to Arabic or French.

The findings show that two teacher's occasionally switch to Arabic or French while two teacher's respond rarely unlike another teacher who responds frequently.

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Graph 13: Description of how many times teacher’s unintentionally switch to Arabic or French.

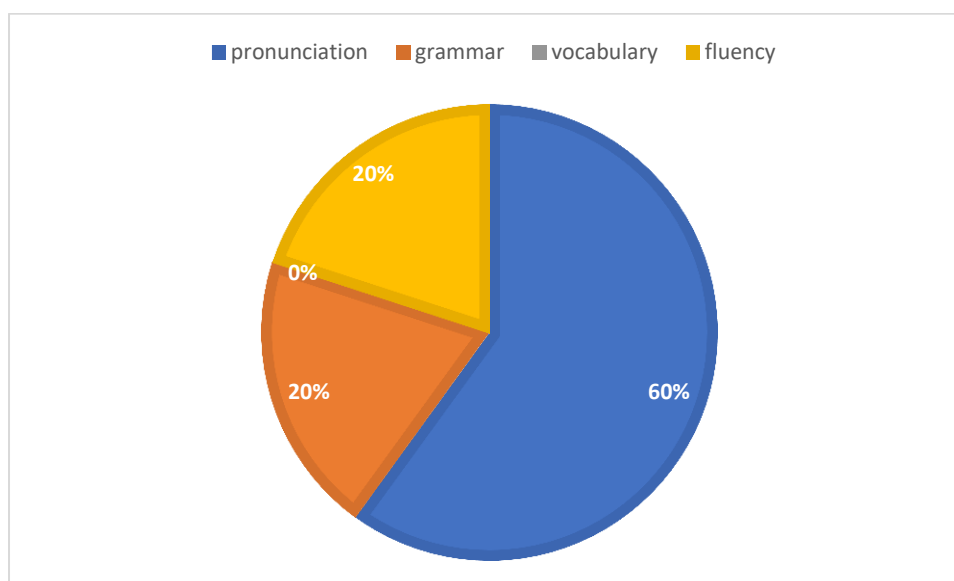
14. What specific aspects of English speaking do you believe are most affected by language interference (e.g., pronunciation, grammar, vocabulary, fluency)?

pronunciation	3
grammar	1
vocabulary	0
fluency	1

Table 17: Description of which aspects of English speaking are the most affected by language interference.

The results show that three teacher’s believe that pronunciation is the most affected aspect of English speaking while one teacher believes that grammar is unlike another teacher who believes that fluency is the most affected aspect by language interference.

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Graph 14: Description of which aspects of English speaking are the most affected by language interference.

15. Describe any training or professional development programs you have attended that address language interference. What was the focus of these programs?

The results show that all five respondent's teacher's did not attend any professional training or professional development programs .

16. In your experience, how do students react when language interference occurs during lessons?

Four teachers responded that their students did not notice when language interference occurred because they were too young to recognize it while another teacher responded that his students kept asking when they noticed until they understood.

17. What tools or resources do you use to improve your English speaking skills and reduce language interference?

The tools and resources used to improve teacher's English are according to the first teacher using a guide to the second teacher using

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the internet to the third teacher reading books to the fourth teacher repeating English language to the fifth teacher watching movies.

18. How do you assess your own English speaking skills in terms of accuracy and

Teacher's assessment skills in speaking in terms of accuracy and fluency four teachers responded that they do not assess themselves while another teacher responded by assessing himself as a life learner.

19. Reflecting on your teaching practices, how do you integrate strategies to overcome language interference in your classroom?

Reflecting on teacher's practices using flash cards using simple terms to avoid using Arabic and French languages in classroom attended professional programs are strategies to overcome language interference in the classrooms.

20. What strategies would you recommend to minimize language interference in teaching English?

The strategies the teacher's recommended to minimize language interference are teaching English from the fourth year instead of the third year using body language and gestures in teaching, avoiding translation and motivating students to speak English in the classroom only.

1.5. Discussion of the findings of the Questionnaire

Question 1 : Please select your highest academic qualification :

Respondent 1	Bachelor's Degree
Respondent 2	Bachelor's Degree

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Respondent 3	Bachelor's Degree
Respondent 4	Master degree
Respondent 5	Master degree

The data from Question 1 reveals the highest academic qualifications of the respondents.

-Three out of the five respondents hold a Bachelor's Degree.

-Two respondents have obtained a Master's Degree.

This suggests a relatively high level of educational attainment among the respondents, With the majority having completed at least a Bachelor's Degree. Additionally, the Presence of respondents with Master's Degrees indicates a subset of individuals with Further academic qualifications, potentially bringing diverse perspectives and expertise To the analysis.

Question 2 : From which time period did you obtain your bachelor's degree ?

Respondent 1	2010-2020
Respondent 2	2000-2010
Respondent 3	2010-2020
Respondent 4	2010-2020
Respondent 5	2010-2020

The data from Question 2 indicates the time periods during which the respondents obtained their bachelor's degrees.

-Three out of the five respondents (Respondents 1,3, and 4) obtained their bachelor's degrees between 2010 and 2020.

-One respondent (Respondent 2) obtained their degree between 2000 and 2010.

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-One respondent (Respondent5) also obtained their degree between 2010 and 2020.

This suggests that the majority of the respondents completed their bachelor's degrees

Relatively recently, with three out of five obtaining their degrees within the pastdecade.

This may indicate a cohort of relatively young professionals or individuals with more recent educational experiences.

Question 3 : Have you previously taught English ?

Respondent 1	Yes (Two Years)
Respondent 2	No
Respondent 3	No
Respondent 4	No
Respondent 5	No

The data from Question 3 reveals that only one out of the five respondents has previously taught English, with two years of teaching experience. The remaining four respondents have not taught English before.This indicates a mix of teaching backgrounds among the respondents, with the majority having no prior experience inEnglish teaching. The presence of at least one experienced English teacher provides a valuable perspective in understanding the challenges and dynamics of English language instruction.

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Question 4 : Which language do you primarily use in in your daily life ?

Respondent 1	English
Respondent 2	English
Respondent 3	English
Respondent 4	French
Respondent 5	Arabic

The data from Question 4 shows that the majority of respondents (three out of five) primarily use English in their daily lives. One respondent primarily uses French, while another primarily uses Arabic. This diversity in language usage reflects the multicultural nature of the respondents' daily interactions and highlights the importance of multilingualism in today's global society.

Question 5 : if we assume that language interference in the negative transfer of language, what are the main reasons for language interference in your English speaking ?

Respondent 1	Influence of arabic
Respondent 2	Influence of Arabic
Respondent 3	Prolonged periods without using english
Respondent 4	Prolonged periods without using english
Respondent 5	Prolonged periods without using english

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The data from Question 5 suggests that respondents attribute language interference in their English speaking primarily to two main reasons:

1. Influence of Arabic:

-Respondents 1 and 2 specifically cite the influence of Arabic as a significant factor contributing to language interference. This indicates that the structural and linguistic differences between Arabic and English may result in negative transfer, affecting their English speaking ability.

2. Prolonged Periods without Using English:

-Respondents 3, 4 and 5 identify prolonged periods without using English as another main reason for language interference. This suggests that lack of practice or exposure to English can lead to deterioration of language skills and increased interference from their native language when attempting to speak English.

Question 6 : when you speak English, which language(s) do you find yourself relying on the most ?

Respondent 1	Arabic
Respondent 2	Arabic
Respondent 3	Arabic
Respondent 4	Arabic
Respondent 5	Arabic

All respondents rely primarily on Arabic when speaking English, indicating a strong influence of their native language on their English communication.

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Question 7 : which culture predominantly influences your thoughts ?

Respondent 1	Arabic
Respondent 2	Arabic
Respondent 3	Arabic
Respondent 4	Arabic
Respondent 5	English

The data from this Question reveals that the majority of respondents (four out of five) predominantly have their thoughts influenced by Arabic culture, while one respondent's

The predominant influence is English culture. This confirms the necessity of exposure to English language culture.

Question 8 : Do you believe that cultural interference poses an obstacle to teaching english ?

Respondent 1	No
Respondent 2	No
Respondent 3	Yes
Respondent 4	Yes
Respondent 5	Yes

The responses to this Question indicate a split in opinions regarding whether cultural interference poses an obstacle to teaching English. While two respondents (Respondent 1 and Respondent 2) express the belief that cultural interference does not hinder English

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teaching, there maining three respondents (Respondent 3, Respondent 4, and Respondent 5) perceive cultural interference as an obstacle.

Question 9 : When Teaching, Do you refer on :

Respondent 1	Arabic culture
Respondent 2	Arabic culture
Respondent 3	Arabic culture
Respondent 4	Arabic culture
Respondent 5	Both

Predominance of Arabic Culture in Teaching:

The overwhelming majority (80%) of respondents refer exclusively to Arabic culture in their teaching. This suggests a strong emphasis on Arabic cultural context in the educational environment being studied.

There are several potential reasons for this:

1. Cultural Relevance: The curriculum or the teaching methodology might be designed to be culturally relevant and relatable to the students, most of whom might share the Arabic cultural background.

2. Curriculum Requirements: There may be institutional or governmental guide lines that emphasize the importance of integrating Arabic culture into the educational content.

3. Identity and Values: Teachers might believe that integrating Arabic culture is essential for fostering a sense of identity and values among students.

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Question 10 : Do you think that the use of Arabic and French languages affects your English speaking Performance ?

Respondent 1	Yes
Respondent 2	Yes
Respondent 3	Yes
Respondent 4	Yes
Respondent 5	No

The data reflects respondents' perceptions of language interference from Arabic and French on their English-speaking performance. Four out of five respondents (80%) believe that using Arabic and French affects their ability to speak English effectively. This majority suggests a significant presence of language interference among the respondents.

Question 11 : what strategies would you recommend to minimize language interference in teaching English ?

Respondent 1	Teaching english from 4th years instead of 3rd year
Respondent 2	Using body language Using visual
Respondent 3	Using body language in order to avoid the use of arabic and french languages
Respondent 4	Using only english Avoid the translation
Respondent 5	Training Participate in conferences

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The strategies suggested by the respondents can be grouped into several key areas:

1. Curriculum Design:

-Delaying English Instruction : Starting English instruction at a slightly later stage to ensure stronger foundations in the native languages before introducing a third language.

2. Non-Verbal Teaching Aids:

-Body Language and Visuals: Employing body language and visual aids to facilitate understanding and reduce the need for native language use in the classroom.

3. Language Immersion:

-Exclusive Use of English: Creating an immersive English-only environment to encourage students to think and communicate in English without relying on translations.

4. Teacher Training and Development:

-Professional Development : Providing ongoing training and opportunities for teachers to learn new strategies for reducing language interference and improving their teaching techniques.

Question 12 : How often do you use English outside of the classroom setting ?

Respondent 1	Daily
Respondent 2	Daily
Respondent 3	Daily

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Respondent 4	Rarely
Respondent 5	Rarely

The data reveals that a majority of respondents (60%) use English daily outside the classroom, while a minority (40%) use it rarely. This distribution indicates a split in the frequency of English usage among the respondents.

Question 13 : Rate your comfort level with speaking english on a scale from 1 (not comfortable) to 5 (very comfortable) ?

Respondent 1	1
Respondent 2	3
Respondent 3	4
Respondent 4	5
Respondent 5	5

Comfort Level Distribution:

1.Low Comfort (Rating1):

-Respondent 1: This respondent reports the lowest level of comfort with speaking English, indicating significant discomfort or lack of confidence in using the language.

2.Moderate Comfort (Rating3):

-Respondent 2: This respondent has a moderate level of comfort, suggesting some confidence but also potential areas for improvement.

3.High Comfort (Ratings 4 and 5):

-Respondent 3 (Rating 4): Comfortable with speaking English, though not at the highest level of confidence.

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-Respondents 4 and 5 (Rating 5): Very comfortable with speaking English, indicating high confidence and proficiency.

Question 14 : During english conversations, how frequently do you find yourself unintentionally switching to Arabic or French ?

Respondent 1	Very frequently
Respondent 2	Frequently
Respondent 3	Occasionally
Respondent 4	Occasionally
Respondent 5	Occasionally

Frequency of Language Switching:

1. Very Frequently (20%):

-Respondent 1: The respondent experiences very frequent unintentional language switching during English conversations. This suggests a significant challenge in maintaining English As the primary language of communication.

2. Frequently (20%):

-Respondent 2: Similar to Respondent 1, this respondent also faces frequent instances of unintentional language switching. While not as severe as "very frequently," it still indicates not able interference from Arabic or French.

3. Occasionally (60%):

-Respondents 3,4,and 5: The majority of respondents report occasional instances of unintentional languages switching. While less frequent than the first two categories, it

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still suggests the presence of language interference during English conversations.

Question 15 : what specific aspects of English speaking do you believe are most affected by language interference (e.g, pronunciation, grammar, vocabulary, fluency) ?

Respondent 1	Pronunciation, fluency
Respondent 2	Pronunciation, fluency
Respondent 3	Pronunciation
Respondent 4	Grammar, pronunciation
Respondent 5	Vocabulary

The data reveals respondents' perceptions of the specific aspects of English speaking most affected by language interference:

1.Pronunciation:

-Respondents 1,2,3 and 4: Multiple respondents identify pronunciation as a significant aspect affected by language interference. This suggests that the phonological differences between Arabic or French and English may lead to challenges in accurately producing English sounds.

2.Fluency:

-Respondents 1 and 2: These respondents also highlight fluency as an affected aspect. Language interference may disrupt the natural flow and rhythm of speech, impacting overall fluency in English conversations.

3.Grammar:

-Respondent 4: One respondent specifically mentions grammar as affected by language interference. This suggests that differences in

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grammatical structures between Arabic or French and English may lead to errors in English grammar usage.

4.Vocabulary:

-Respondent 5: This respondent identifies vocabulary as the most affected aspect. Language interference may result in the incorrect usage or limited access to English vocabulary, affecting lexical accuracy and range.

Question 16 : Describe any training or professional development programs you have attended that address language interference. What was the focus of these programs ?

Respondent 1	I do not have any training program
Respondent 2	I do not attend
Respondent 3	I do not attend
Respondent 4	I have not attended any training or professional programs
Respondent 5	We did not attend any training or professional programs.

All respondents have either not attended any training programs or have not engaged in professional development sessions Hence, leads to errors in language production, such as incorrect grammar usage or pronunciation. Teachers who haven't received training in identifying and addressing these errors may struggle to provide targeted feedback and

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correction, potentially perpetuating language interference patterns among their students. Additionally, Language interference can impede students' language acquisition and fluency in English. Teachers who are not equipped to address these challenges may inadvertently reinforce misconceptions or inaccuracies in language.

Question 17 : in your experience, how do students react when language interference occurs during lessons?

Respondent 1	They find themselves comfortable
Respondent 2	Students feel unsatisfied when they do not understand what I say and then when I explain in other languages, they are able to understand what I say
Respondent 3	they do not notice this
Respondent 4	they do not react since they are young
Respondent 5	We did not attend any training or professional programs.they do not react, because they are still young

1) Student Comfort and Adaptability (Respondent 1):

This response suggests that some students may find themselves comfortable despite language interference. From a theoretical

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perspective, this could align with Krashen's Affective Filter Hypothesis, which posits that learners' emotional states, including their comfort level, impact their language acquisition. Comfortable students may have a lower affective filter, making them more receptive to language input.

2) Student Satisfaction and Understanding (Respondent 2):

This response underscores the significance of comprehensible input in language learning, as articulated in Stephen Krashen's Input Hypothesis. When students struggle to understand due to language interference, they may experience frustration. However, providing explanations in languages they understand can enhance comprehension and foster satisfaction. Pedagogically, instructors should strive to use a variety of techniques, including translation or paraphrasing, to ensure that content is accessible to all students, especially when language interference poses a barrier to comprehension.

3) Student Awareness (Respondent 3):

The response suggesting that some students do not notice language interference raises questions about their language awareness. This aligns with Schmidt's Noticing Hypothesis, which posits that learners must consciously notice linguistic features for acquisition to occur. Students who do not perceive language interference may miss opportunities for linguistic

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development. Pedagogically, instructors can promote language awareness through explicit instruction, error correction, and activities that draw attention to linguistic differences, thereby enhancing students' ability to notice and comprehend language variations.

4) Age and Reactivity (Respondent 4 and 5)

These responses highlight the potential influence of age on student reactions to language

interference. Younger learners may be less reactive or conscious of linguistic differences, possibly due to cognitive development or limited exposure to formal language instruction.

Question 18 : what tools or resources do you use to improve your speaking skills and reduce language interference?

Respondent 1	Conversations in English, songs, and social media.
Respondent 2	Reading books, watching series or learning channels.
Respondent 3	Encourage repeating , use visual aids, flashcards, pictures, body language, slow speech.
Respondent 4	Using CD and guide.
Respondent 5	Using the internet.

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1) Conversations in English, songs, and social media.

This respondent utilizes immersive methods such as engaging in conversations in English and exposure to English through songs and social media. Conversations provide real-world practice, while songs and social media expose the individual to natural language use. However, the effectiveness may vary depending on the quality of the conversations and content consumed on social media.

2) Reading books, watching series or learning channels.

Reading books and watching series or learning channels can expose individuals to a wide range of vocabulary, expressions, and grammatical structures. These activities also offer passive learning opportunities, allowing learners to absorb language patterns subconsciously. However, without active practice, speaking skills may not improve significantly.

3) Encourage repeating, use visual aids, flashcards, pictures, body language, slow speech.

This respondent employs a variety of techniques to enhance speaking skills, including repetition, visual aids, and body language. Repetition helps reinforce language patterns, while

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visual aids and body language can aid comprehension and communication. Slow speech allows learners to focus on pronunciation and clarity. These methods are practical for reducing language interference by providing clear models and scaffolding for language production.

3) Using CD and guide.

Using CDs and guides can provide structured language learning materials, including audio recordings for pronunciation practice and accompanying guides for grammar and vocabulary. However, this approach may lack interaction and spontaneity found in real conversations, limiting its effectiveness in developing conversational skills.

Suggestions and Recommendations

Effective communication through spoken language is considered one of the fundamental pillars of language proficiency, both teachers and students must prioritize the development of strong speaking to foster confidence and proficiency in the English language therefore these are some recommendations that need to be addressed:

- Newly recruited primary school EFL teachers should undertake professional training before the teaching process.
- Teachers should be well prepared to teach speaking effectively.

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- Arabic and French languages negative transfer should be reduced through varied strategies such as avoiding direct translation, having conversations with native speakers, and prioritizing English speaking in the classroom.
- Teachers should avoid the use of their native language in classroom only when needed, to minimize language interference
- Teachers need to raise the spirit of listening and reading to develop their speaking performance.
- Teachers should be more aware of the target language culture to avoid language interference.

Question 19: how do you assess your own english speaking skills in terms of accuracy and fluency ?

Respondent 1	I assess myself as a life learner, I do all my best to give the best for my learners.
Respondent 2	I think it is average, and we make efforts to develop it .
Respondent 3	I do not assess myself.
Respondent 4	I did not make mistakes.
Respondent 5	Communicating with English people.

1) Self-Perception and Learning Orientation:

Respondent 1's perspective as a lifelong learner underscores the importance of continuous

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development in language acquisition. This aligns with theories of language learning emphasizing the role of motivation and perseverance in skill improvement (Dörnyei, 2005). Respondent 2's acknowledgment of average proficiency coupled with efforts to develop skills reflects a growth mindset approach, which has been linked to increased resilience and achievement in language learning contexts (Blackwell et al., 2007).

2) Metacognitive Awareness and Reflection:

Respondent 3's claim of not assessing themselves suggests a potential lack of metacognitive awareness regarding their language skills. Metacognition, including self-assessment, is considered crucial for effective language learning as it allows learners to monitor and regulate their learning processes (Flavell, 1979). Respondent 4's assertion of not making mistakes raises questions about the accuracy of self-perception and highlights the need for metacognitive strategies that promote realistic self-assessment (Boud, 1995).

3) Social and Contextual Influences:

Respondent 5's reliance on interactions with English speakers for assessment underscores the importance of sociocultural factors in language development. Social interaction theory posits that language acquisition occurs through interaction with others in meaningful contexts

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(Vygotsky, 1978). The diverse responses reflect the dynamic interplay between individual factors (e.g., motivation, self-efficacy) and environmental influences (e.g., social interactions, educational experiences) in shaping language self-assessment (Bandura, 1997).

Question 20: reflecting on your teaching practices, how do you integrate strategies to overcome language interference in your classroom?

Respondent 1	Using only English, trying not to think in Arabic or any other languages, giving examples from English culture and avoiding Arabic and French ones.
Respondent 2	Flashcards, drawings, gestures.
Respondent 3	Supporting learners , use of visuals in addition to simple terms and sentences.
Respondent 4	Developing professional programs, minimize thinking in another language,
Respondent 5	

1) Language Immersion and Exclusivity:

Respondents 1 and 5 advocate for the use of English exclusively in the classroom to minimize interference from other languages. This approach aligns with theories of immersion and the importance of maximizing exposure to the target language for language acquisition (Swain, 1985). However, it also raises questions about the inclusivity of such an approach and the potential challenges for students who are not yet proficient in English.

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2) Multimodal Teaching and Visual Support:

Respondents 2 and 3 highlight the use of multimodal teaching strategies, including flashcards, drawings, gestures, and visual aids. This aligns with research on the benefits of multimodal learning environments for language acquisition, as they provide multiple entry points for comprehension and cater to diverse learning styles (Mayer, 2009; Mayer & Moreno, 2003).

3) Cultural Integration:

Respondent 1's emphasis on using examples from English culture while avoiding references to other cultures highlights the importance of integrating cultural context into language instruction (Kramsch, 1993). Understanding the cultural nuances of language can enhance learners' communicative competence and facilitate language learning (Byram, 1997).

4) Professional Development and Cultural Competence:

Respondent 4's focus on professional development programs and obtaining language culture reflects a commitment to enhancing teachers' cultural competence in addition to their linguistic proficiency. Effective language instruction requires educators to not only possess language skills but also understand the socio-cultural contexts in which the language is used

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(Byram, 1997).

5) Scaffolding and Support:

Respondent 3's mention of supporting learners through the use of visuals and simple language indicates an awareness of the need for scaffolding and support to overcome language barriers. Scaffolding strategies can help learners gradually build their language skills and confidence, ultimately reducing the impact of language interference (Vygotsky, 1978).

Suggestions And Recommendations:

Effective communication through spoken language is considered one of the fundamental pillars of language proficiency, both teachers and students must prioritize the development of strong speaking to foster confidence and proficiency in the English language therefore these are some recommendations that need to be addressed:

- Newly recruited primary school EFL teachers should undertake professional training before the teaching process.
- Teachers should be well prepared to teach speaking effectively.
- Arabic and French languages negative transfer should be reduced through varied strategies such as avoiding direct translation, having conversations with native speakers, and prioritizing English speaking in the classroom.
- Teachers should avoid the use of their native language in classroom only when needed, to minimize language interference
- Teachers need to raise the spirit of listening and reading to develop their speaking performance.

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- Teachers should be more aware of the target language culture to avoid language interference.

Conclusion

This chapter focused on presenting the quantitative and qualitative aspect of language interference in Algerian EFL classrooms. A total of 5 teachers participated in this research. Furthermore, this chapter highlighted the common types of language interference made by these teachers.

Subsequent chapters will delve into potential reasons for these types of language interference, as well as offer recommendations and suggestions to reduce language interference in the Algerian EFL classrooms. And examined the findings derived from the research tools implemented in this study. Which gives an overview about the impact of language interference in Algerian EFL classrooms, It also addresses practical strategies that teachers can utilize and follow in their teaching processes, thereby reducing language interference from Arabic and French into English.

**GENERAL
CONCLUSION**

General Conclusion

The research was conducted to examine the impact of language interference "language negative transfer" on teachers' speaking performance, this study deals with newly recruited EFL primary school teachers in Tiaret, hence many EFL speakers acknowledge that the speaking skill is not an easy task to accomplish it requires regular practice. The purpose of this study is to raise teachers' awareness of the importance of speaking skills in the EFL domain and to show the impact of language interference on teacher's speaking performance. Two tools are used in this research to collect data; classroom observation and teachers' questionnaire following a descriptive method.

The current study is divided into two chapters, chapter one consists of a theoretical part related to the review of the literature, while the second chapter focuses on the practical part of the research.

The first chapter deals with a general overview of speaking proficiency including the linguistic situation in Algeria, definitions of speaking, its types, acquisition, and different strategies to teach this skill to young minds. As well as the impact of language interference on the speaking performance, it includes definitions, types, in addition to its resources, highlighting the impact of language negative transfer on speaking performance.

Regarding the practical part, classroom observation and a questionnaire were present for the academic year 2023-2024, the first data collection tool was addressed to five newly recruited EFL primary school teachers in Tiaret to investigate teachers' speaking performance,

General Conclusion

the second tool was addressed to the sample to explore the impact of language interference, the whole chapter consists of an in-depth analysis of both classroom observation and teachers questionnaire, consequently, the results of classroom observation reveals that the teachers encounter different types of language interference during their speaking performance, more interestingly the majority of the committed types of language interference are because of language negative transfer.

Depending on the data obtained from the teachers' questionnaire, it is proved that most of the teachers face different types of language interference in their speaking performance namely pronouncing, grammatical, and cultural interference which negatively affect teachers' capacity to model correct language usage for the students, the reasons behind such a phenomenon are due to lack of exposure, limited vocabulary in English in addition to Arabic and French languages interference to English.

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Résumé

La présente dissertation étudie l'impact de l'interférence linguistique sur les performances orales des nouveaux enseignants en anglais (EFL) dans cinq écoles primaires Raid Abdelilah, Al Amir Khaled, Hallouz Ghlemallah, Hamdi Aïssa et Chahroue Mohammed. L'objectif de l'étude est d'examiner l'impact de l'interférence linguistique sur les performances orales des nouveaux enseignants en anglais dans les écoles primaires, en se penchant sur la définition de l'interférence linguistique, également appelée "transfert négatif". De plus, l'étude vise à expliquer les différents types d'interférences linguistiques rencontrées par les enseignants. Ainsi, les échantillons de l'étude ont été sélectionnés de manière aléatoire parmi les écoles primaires de Tiaret. Afin de tester l'hypothèse selon laquelle les nouveaux enseignants des écoles primaires rencontrent différents types d'interférences linguistiques, une méthode descriptive a été adoptée. Cette méthode inclut une observation en classe ainsi qu'un questionnaire administré au même échantillon. Les deux méthodes ont été utilisées auprès de cinq nouveaux enseignants des écoles primaires de Tiaret. L'observation en classe et le questionnaire visaient à recueillir des données sur l'impact de l'interférence linguistique sur les enseignants. Les résultats montrent que le transfert négatif de langue affecte les performances orales des enseignants. Les résultats de l'observation en classe et du questionnaire confirment l'hypothèse de recherche.

الملخص

تتسع الأطروحة الحالية لاستكشاف تأثير التداخل اللغوي على أداء المعلمين الجدد في تعلم اللغة الإنجليزية كلغة أجنبية

في المدارس الابتدائية. ترمي الدراسة إلى تحديد التداخل اللغوي "النقل السلبي" وتفسير مختلف أشكال التداخل

اللغوي التي يواجهها المعلمون. لهذا الغرض، تم اختيار العينات بشكل عشوائي من مدارس تيارت الابتدائية. تعتمد

الدراسة على الطريقة الوصفية لاختبار فرضيتها، التي تفترض وجود أنواع متعددة من التداخل اللغوي التي يواجهها

المعلمون الجدد في المدارس الابتدائية. تم توجيه هاتين الطريقتين لخمسة معلمين جدد في المدارس المذكورة. هدف

المراقبة في الصف والاستبيان هو جمع البيانات حول تأثير التداخل اللغوي على أداء المعلمين. كما تشير النتائج إلى أن

النقل السلبي للغة يؤثر على أداء المعلمين في التحدث، مما يؤكد فرضية البحث.