

Međujezički uticaji pri istovremenom učenju francuskog i engleskog jezika među učenicima trećeg razreda osnovne škole u Alžiru

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Apstrakt

Višejezične reforme sve češće dovode mlade učenike u učionice u kojima se istovremeno uče dva nova jezika. Ipak, malo se zna o tome kako takvi konteksti oblikuju međujezički uticaj (CLI) na samom početku formalnog obrazovanja. Ova studija ispituje istovremeno usvajanje francuskog i engleskog jezika kod učenika trećeg razreda u Alžiru nakon reforme iz 2022. godine, koja je uvela engleski jezik pored francuskog jezika u osnovnim školama. Kombinovanim metodama – dijagnostičkim testovima sa 372 učenika, anketama sa 48 nastavnika i intervjuima sa 60 roditelja – istraženi su obrasci transfera i uslovi u kojima se javljaju. Rezultati pokazuju da je CLI češće sistematski nego slučajan. Učenici su dosledno pribegavali francuskom jeziku, stvarajući predvidljive leksičke (32%), fonološke (28%) i ortografske (22%) transfere. Ovi obrasci odražavaju strukturno preklapanje jezika, ali su i pojačani dugotrajnom dominacijom francuskog jezika u alžirskom obrazovanju. Nastavnici su često koristili francuski pri formulisanoj instrukciji, dok su roditelji, bez znanja engleskog, pružali podršku uglavnom na francuskom. Studija doprinosi teoriji pokazujući da CLI nije samo kognitivni već i socijalno uslovljen fenomen. Pedagoški, naglašava potrebu za obukom nastavnika u višejezičnim metodama i kontrastivnoj pedagogiji, dok na nivou politike ističe da simbolička promocija engleskog zahteva kontinuirana ulaganja u resurse i razvoj nastavnika.

Ključne reči: međujezički uticaj, rano višejezično usvajanje, učenje francuskog i engleskog jezika, alžirsko osnovno obrazovanje.

Uvod

Višejezičnost postaje norma u obrazovanju, ali su se dosadašnja istraživanja uglavnom fokusirala na dvojezično usvajanje, a ne na istovremeno učenje dva strana jezika. Malo se zna o tome kako učenici nižih razreda paralelno upravljaju učenjem L2 i L3, uprkos specifičnim kognitivnim i pedagoškim zahtevima. Ovaj problem je posebno kritičan u Alžiru, gde je reforma iz 2022. godine uvela engleski jezik pored francuskog u trećem razredu, stvarajući nov i neviđen kontekst ranog višejezičnog obrazovanja u Severnoj Africi.

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Postojeće teorije o usvajanju L2 i L3 slažu se da je CLI neizbežan kada se više jezika usvaja zajedno. Dok neki modeli naglašavaju značaj razumljivog inputa i afektivnih faktora (Krashen, 1982), druge teorije, poput *Teorije složenih dinamičkih sistema* (De Bot et al., 2007; Larsen-Freeman, 2017), ističu međuzavisnost razvijajućih jezičkih podсистема. Bez obzira na razlike, sve ove teorije predviđaju da će transfer nastati sistematski u različitim domenima.

Empirijska istraživanja su dala neujednačene rezultate. Neke studije dokumentuju olakšani prenos znanja i kognitivno jačanje kao rezultat (Cenoz, 2003; Maluch, 2017), dok druga ukazuju na interferenciju ili sporiji razvoj zbog konkurencije za kognitivne resurse (Antunez Aguilar, 2022; Lara & Pillot-Loiseau, 2022; Vujović, 2022). Većina ovih istraživanja potiče iz evropskih i azijskih konteksta (Kutsuki, 2016; Little & Kirwan 2021; Zehetgruber, 2023), često uključujući bilingvalnu decu koja uče treći jezik. Stoga su empirijski dokazi iz Severne Afrike, a posebno iz Alžira, i dalje ograničeni (Bouabdallah, 2022; Maraf & Osam, 2022; Meghaghi, 2011).

Alžir predstavlja specifičnu sociolingvističku ekologiju. Francuski jezik održava već dugo ulogu jezika obrazovanja i administracije (Kerma, 2018), dok je engleski postavljen kao globalni jezik nauke i mogućnosti (Maraf & Osam, 2022). Za decu, izloženost oba jezika odvija se u kontekstu u kojem takođe cirkulišu arapski dijalekti, moderni standardni arapski i berberski jezik. Način na koji ove ukrštene hijerarhije utiču na rano učenje još uvek nije sistematski istražen.

Ova studija popunjava taj jaz ispitujući kako učenici trećeg razreda u Alžiru istovremeno usvajaju francuski i engleski, sa posebnim fokusom na obrasce i mehanizme CLI. Konkretno, cilj je da se identifikuju najčešće greške transfera, kako se one razlikuju u fonološkom, leksičkom i ortografskom domenu, i kako ih nastavnici i roditelji percipiraju i reaguju na njih. Na taj način, istraživanje doprinosi tekućim raspravama o kognitivnim i lingvističkim mehanizmima koji stoje u osnovi ranog višejezičnog usvajanja, pedagoškim izazovima implementacije istovremene nastave L2/L3 u uslovima ograničenih resursa, kao i implikacijama nedavnih reformskih politika u Alžiru.

Shodno tome, istraživanje se vodi trima centralnim pitanjima:

- 1) Koji su najčešći obrasci međujezičkog uticaja kod učenika trećeg razreda u Alžiru koji istovremeno uče francuski i engleski?
- 2) Kako se ovi obrasci razlikuju u fonološkom, leksičkom i ortografskom domenu?
- 3) Kako nastavnici i roditelji percipiraju i reaguju na međujezički uticaj učenika u učionici i kod kuće?

Pregled literature

Simultano usvajanje više jezika u detinjstvu dugo intrigira istraživače, posebno u vezi sa fenomenom međujezičkog uticaja (CLI). Iako razvoj bilingvizma često prati monolingvalne putanje (De Houwer, 2009), istraživanja dosledno pokazuju da upravljanje s dva jezička sistema paralelno može proizvesti specifična odstupanja u fonologiji, morfologiji,

sintaksi i semantici (Paradis & Genesee, 1996; Serratrice, 2013). U Alžiru, gde su francuski i engleski prvi put simultano uvedeni u trećem razredu 2022. godine, ova pitanja zahtevaju poseban osvrt.

Jedan od centralnih teorijskih okvira je hipoteza strukturnog preklapanja, koja predviđa da CLI nastaje kada dva jezika dele delimično preklapajuće strukture na osetljivim gramatičkim interfejsima (Hulk & Müller, 2000). Međutim, kasnija istraživanja naglašavaju da CLI nije ograničen samo na takvo preklapanje, već može proizaći i iz procesa koaktivacije u bilingvalnom govoru (Kopečková et al., 2022; Nicoladis, 2006). Ovi nalazi sugerišu da je malo verovatno da će deca u Alžiru u potpunosti razdvajati francuski i engleski jezik; naprotiv, veća je verovatnoća da će njihove jezičke produkcije biti oblikovane konkurencijom aktivacija iz različitih jezičkih kodova.

Empirijske studije bilingvizma francuskog i engleskog ilustruju složenost CLI. U longitudinalnoj studiji dece uzrasta od 2-4 do 3-7 Erve i Seratris-a (Hervé i Serratrice, 2018) dokumentovali su dvosmerni CLI u razvoju određenih reči: upotreba određenih reči u engleskom jeziku se ubrzala, dok je u francuskom došlo do kašnjenja u pluralnim i generičkim kontekstima. Slično tome, Kopečková i saradnici (Kopečková et al., 2022) pokazali su da se CLI proteže izvan morfosintakse i u konceptualne domene, poput konstrukcije događaja kretanja, gde bilingvalni govornici usvajaju hibridne strategije kodiranja. Na fonološkom nivou, bilingvalni govornici pokazuju merljiv međujezički uticaj u segmentnom vremenu i zvučnosti. Studije o vremenu početka glasa potvrđuju da se fonetske kategorije kod englesko-francuskih bilingvala menjaju u zavisnosti od jezičkog konteksta, što odražava duboku koaktivaciju tokom planiranja govora (Caramazza et al., 1973; Flege, 1987; Sundara et al., 2006).

Ortografija i pismenost takođe utiču na CLI. Istraživanja o dvopismenosti pokazuju da, iako deca mogu razlikovati ortografske obrasce u svakom jeziku, interferencija između pisama ostaje česta, što naglašava potrebu za eksplicitnim učenjem međujezičke pismenosti (Schwartz et al., 2014). U školskom pisanju, leksički CLI se manifestuje kroz kreativne pozajmljenice i kalkove koje odražavaju sociolingvističke hijerarhije, pri čemu prestiž jezika oblikuje vidljivost transfera (Ballinger, 2013).

Izvan bilingvalnih konteksta, studije simultanog usvajanja L2 i L3 pokazuju da transfer zavisi od prethodnog jezičkog iskustva, tipološke sličnosti i kvaliteta nastave. Rani bilingvalni govornici često koriste reprezentativne resurse iz postojećih jezika prilikom učenja dodatnog, ali rezultati takvog učenja zavise od inputa i pedagoškog dizajna (Flynn et al., 2004; Westergaard et al., 2017). Ovi nalazi su posebno relevantni za Alžir, gde je engleski brzo uveden zajedno sa francuskim, bez kontinuirane obuke nastavnika ili koherentne međujezičke strukture (Saoudi, 2022).

Sagledano u celini, literatura prikazuje ambivalentnu sliku. S jedne strane, CLI može biti olakšavajući faktor, povećavajući metajezičku svest i podstičući fleksibilnu upotrebu jezika (Ballinger, 2015; Cook, 2003). S druge strane, kada se simultana nastava uvodi bez adekvatnog planiranja ili resursa, transfer se često pojavljuje kao interferencija, a ne olakšanje. Ono što je manje istraženo - i na šta se ovo istraživanje fokusira - jeste kako se ovi procesi odvijaju u alžirskim učionicama trećeg razreda, gde ukorenjeni institucionalni status francuskog jezika koegzistira sa rastućim globalnim prestižom engleskog. Ispitujući

kvantitativne obrasce fonološkog, leksičkog i ortografskog transfera, kao i kvalitativne uvide nastavnika i roditelja, ovo istraživanje smešta iskustva alžirskih učenika u širu debatu o tome da li CLI treba shvatiti kao razvoju prepreku ili resurs za učenje više jezika.

Metodologija

Dizajn istraživanja

Ovo istraživanje primenjivalo je konvergentni paralelni miks-metod dizajn, kombinujući kvantitativni i kvalitativni pristup prikupljen u okviru istog školskog polugodišta. Kvantitativna komponenta obuhvatala je dijagnostičke testove iz francuskog i engleskog jezika, osmišljene radi identifikovanja pojava CLI u učeničkom govoru i pisanju. Kvalitativna komponenta sastojala se od upitnika za nastavnike i intervju sa roditeljima, koji su učeničke obrasce grešaka postavljali u širi pedagoški i porodični kontekst. Istovremeno prikupljanje i analiziranje obe vrste podataka omogućilo je triangulaciju, čime je ojačana interpretativna snaga studije (Creswell & Plano Clark, 2018). S obzirom na to da prethodna obimnija istraživanja istovremenog učenja francuskog i engleskog u Alžiru ne postoje, dizajn je zamišljen kao istraživanje eksplorativnog tipa i prva studija šireg dometa u ovom nacionalnom kontekstu, koja obezbeđuje polazne dokaze za buduća komparativna i longitudinalna istraživanja.

Tok istraživanja i učesnici

Podaci su prikupljeni u dvanaest javnih osnovnih škola u centru Batne, u periodu od 1. aprila do 8. maja 2025. Ovaj period je namerno odabran jer je bio van rasporeda tromesečnih provera znanja, čime je smanjen pritisak na učenike i nastavno osoblje. Do tog trenutka, učenici trećeg razreda imali su približno osam meseci formalne nastave iz francuskog i engleskog, što je pružilo dovoljno vremena za pojavu značajnih obrazaca međujezičkog uticaja (CLI).

Uzorak učenika obuhvatao je po dva odeljenja trećeg razreda iz svake škole, sa brojem učenika u odeljenju od 30 do 36. Ukupno je učestvovalo 372 učenika, uzrasta od osam do devet godina. Deca sa dijagnostikovanim jezičkim ili poremećajem sluha su isključena, ne zato što njihova multijezička iskustva nisu bila relevantna, već zbog nedostatka specijalizovane opreme potrebne za pravedno uključivanje u dijagnostičke zadatke.

Uzorak nastavnika obuhvatio je sve nastavnike francuskog i engleskog jezika koji su podučavali odeljenja obuhvaćena istraživanjem (N=48; 24 nastavnika francuskog jezika, 24 nastavnika engleskog jezika). Oni su se razlikovali po starosti, obrazovanju i profesionalnom iskustvu, što je omogućilo reprezentativnost raznolikosti nastavnika osnovnih škola u Batni.

Uzorak roditelja obuhvatao je 60 učesnika, po pet roditelja po školi. Roditelji su namerno odabrani da predstavljaju decu sa visokim, srednjim i niskim nivoom CLI, merenim

dijagnostičkim testovima. Intervjui su bili osmišljeni da pruže komplementarne uvide u kućne aktivnosti i stavove roditelja, a ne da funkcionišu kao primarni izvori podataka.

Instrumenti za prikupljanje podataka

Dijagnostički testovi uključivali su po dva zadatka po jeziku: zadatak za izgovor i zadatak za vokabular/ortografiju. Svaki test je imao 20 stavki, što je ukupno činilo 40 po učeniku, raspoređenih u fonološke, leksičke i ortografske kategorije. Relativno kratka dužina testova bila je namerna, kako bi se obezbedilo pokrivanje ključnih oblasti, a zadaci ostali prikladni za uzrast i izvodljivi za učenike trećeg razreda sa ograničenim kapacitetom pažnje.

Upitnik za nastavnike sastojao se iz tri dela: 1) demografskih i profesionalnih informacija, 2) Likertova skala koja ispituje percepciju CLI, uočene obrasce i nastavničke strategije u učionici, i 3) otvorenih pitanja koja pozivaju nastavnike da opišu konkretne primere interferencije i da procene adekvatnost nastavnih materijala.

Intervjui sa roditeljima bili su polustrukturirani i trajali su približno 30 minuta. Vodič za intervju uključivao je pitanja o: 1) upotrebi jezika kod kuće, 2) stavovima prema francuskom i engleskom, 3) izloženosti dece jeziku van škole, i 4) roditeljskom uključivanju u izradu domaćih zadataka i podršci u učenju.

Analiza podataka

Kvantitativna analiza izvršena je u SPSS-u. Deskriptivne statistike sumirale su prosečne frekvencije grešaka i raspodelu po fonološkim, leksičkim i ortografskim kategorijama. Svaka prepoznatljiva greška transfera računala se kao jedan poen, čime je osigurana doslednost i transparentnost. Ukupan CLI indeks izračunat je za svakog učenika deljenjem ukupnog broja grešaka sa ukupnim brojem stavki testa (40), što je dalo proporcionalni rezultat između 0 i 1. Podindeksi su takođe izračunati zasebno za fonološki, leksički i ortografski domen.

Da bi se ispitali prediktori CLI, primenjeno je višeslojno modeliranje kako bi se uzeo u obzir ugnježdjeni strukturalni raspored podataka (učenici unutar odeljenja, odeljenja unutar škola). Ovaj pristup omogućio je analizu i na individualnom i na školskom nivou, identifikujući obrasce koji prevazilaze samu učestalost grešaka.

Kvalitativna analiza pratila je šestofazni tematski okvir Brauna i Klarka (2006). Odgovori na upitnike nastavnika i transkripti intervju sa roditeljima kodirani su induktivno, a zatim grupisani u šire teme, poput „fonološke konfuzije“, „leksičke zavisnosti od francuskog“ i „roditeljsko davanje prednosti francuskom jeziku“. Tematska analiza omogućila je nijansiranu interpretaciju načina na koji CLI percipiraju i njime upravljaju nastavnici i porodice.

Integracija nalaza ostvarena je kroz zajedničke matrice prikaza koje usklađuju kvantitativne rezultate sa kvalitativnim uvidima. Na primer, učenici sa visokim fonološkim CLI skorom upoređeni su sa izveštajima roditelja o ograničenoj izloženosti engleskom kod

kuće, a potom su nastavnički izveštaji o leksičkoj zameni povezani sa odgovarajućim dijagnostičkim podacima. Ova integracija pružila je bogatiju interpretativnu perspektivu nego što bi to bilo moguće korišćenjem samo jednog tipa podataka.

Validnost i pouzdanost

Primenjene su različite procedure kako bi se obezbedila pouzdanost/validnost istraživanja. Sadržajna validnost dijagnostičkih testova i protokola intervjua potvrđena je stručnim pregledom od strane dva stručnjaka za primenjenu lingvistiku. Pilot-testiranje sa 20 učenika iz neparticipirajuće škole potvrdilo je jasnoću i prikladnost zadataka za uzrast.

Pouzdanost ocenjivanja osigurana je dvostrukim kodiranjem. Dvadeset procenata testova nezavisno su ocenila dva obučena doktorska kandidata iz EFL, što je dalo Koenove *kappa* vrednosti iznad 0,80 za sve kategorije — što ukazuje na visoku saglasnost između ocenjivača. Korišćenje proporcionalnog CLI indeksa omogućilo je standardizovane rezultate među učenicima, dok su podindeksi po domenima povećali dijagnostičku preciznost.

Triangulacija među izvorima podataka - testovima, upitnicima koji su namenjeni nastavnicima i intervjuima roditelja - dodatno je ojačala kredibilitet rezultata. Istraživački tim je vodio refleksivne beleške sa terena, koje su dokumentovale potencijalne pristrasnosti i služile kao osnova za interpretativne odluke.

Etička razmatranja

Etičko odobrenje je dobijeno od institucionalnog odbora za etiku istraživanja, uz dodatnu saglasnost Direkcije za obrazovanje u Batni i direktora škola. Pisani informisani pristanak dobijen je od roditelja, dok je od učenika tražen usmeni pristanak prikladan uzrastu. Učešće je bilo dobrovoljno, a učenici su mogli da se povuku u bilo kojem trenutku. Poverljivost je očuvana korišćenjem anonimizovanih identifikatora. Učenici sa dijagnostikovanim jezičkim ili slušnim poremećajima isključeni su iz istraživanja isključivo iz metodoloških razloga, zbog nedostatka specijalizovanih alata koji bi osigurali pravednost tokom testiranja.

Prikaz rezultata

Ukupan CLI indeks

Ukupan CLI indeks iznosi 0,27, što znači da je u proseku više od jednog od četiri odgovora pokazivalo transfer.

Tabela 1

Ukupni CLI rezultati po domenima

Domen	Prosečne greške (od 40)	CLI indeks (proporcija)	Procenat pogođenih odgovora
Fonološki	3.2	0.28	28%
Leksički	4.1	0.32	32%
Ortografski	3.3	0.22	22%
Ukupno	10.6	0.27	27%

Leksički transfer bio je najčešći (32%), zatim fonološki (28%) i ortografski (22%). Ovo potvrđuje da se deca u učenju francuskog i engleskog snažno oslanjaju na sličnosti u rečniku ili zamene, dok ortografska i fonološka interferencija odražava delimično savladavanje odnosa zvuk–simbol.

Fonološki transfer

Izgovor učenika pokazivao je sistematski transfer između dva jezika. Neki primeri su prikazani u Tabeli 2.

Tabela 2

Primeri fonoloških grešaka transfera

Ciljna reč	Očekivani izgovor	Česta greška	Izvor uticaja
chocolat (Fr)	/ʃokla/	“choklat” (/tʃ/)	Engleski početni /tʃ/
school (En)	/sku:l/	“esku:l”	Francuska epenteza slogova
orange (Fr)	/orɑ̃ʒ/	/ɔ:rændʒ/	Engleski izgovor
three (En)	/θri:/	“trée” (/tʁi:/)	Francuska zamena za /θ/
teacher (En)	/ˈti:tʃə/	“tishair”	Francuski ortografski transfer
merci (Fr)	/mɛʁsi/	“mersi”	Engleski /ɹ/
papa (Fr)	/papa/	“phapa”	Engleska aspiracija

Fonološki CLI odražava i strukturne praznine (npr. odsustvo /θ/ u francuskom dovodi do “trée” za three) i percepcione navike (englesko aspirirano /p/ utiče na francusko *papa*). Greške poput teacher → “tishair” pokazuju i transfer grafema u zvuk, pri čemu učenici primenjuju francuske pravopisne konvencije na engleski izgovor.

Leksički transfer

Leksičke greške dominirale su u zadacima. Primeri su dati u Tabeli 3.

Tabela 3

Primeri leksičkih grešaka transfera

Ciljna reč	Tačan odgovor	Česta greška	Izvor uticaja
dog (En)	dog	Chien	Francuska zamena
house (En)	house	Maison	Francuska zamena
apple (En)	apple	Pomme	Francuska zamena
mother (En)	mother	Maman	Francuska zamena
livre (Fr)	book	Library	Engleski lažni kognat
stylo (Fr)	stylo	Pen	Engleska zamena
lundi (Fr)	lundi	Monday (nepravilno korišćeno u francuskom kontekstu)	Engleska pozajmljenica

Leksički transfer često odražava strateško pozajmljivanje: učenici koriste rečnik koji im je dostupniji. Oslanjanje na francuski za engleske reči (*pomme* za *apple*, *maman* za *mother*) ističe dominantni status francuskog u školskom okruženju. Lažni kognati poput *livre/library* pokazuju da čak i nešto složenije jedinice izazivaju sistematsku konfuziju.

Ortografski transfer

Ortografske greške pokazale su oslanjanje dece na vizuelne tragove i fonetske aproksimacije.

Tabela 4

Primeri ortografskih grešaka transfera

Ciljna reč	Tačan oblik	Česta greška	Izvor uticaja
blue (En)	Blue	Bleu	Francuski pravopis
école (Fr)	École	Ecole	Englesko izostavljanje akcenata
school (En)	School	schol / école	Francuski uticaj
garçon (Fr)	Garçon	Garson	Engleska fonetska aproksimacija
friend (En)	Friend	Frend	Francuska fonemsko-grafemska zamena
maître (Fr)	Maitre	Maitre	Engleska simplifikacija
red (En)	Red	Rède	Francuski pravopis

Ortografski transfer ilustruje da deca primenjuju pravila iz poznatog koda. Na primer, garçon → “garson” pokazuje uklanjanje cedille (dijakritički znak u obliku male kuke (,) postavljene ispod slova, najčešće slova c) kroz englesku fonetsku aproksimaciju, dok friend → “frend” odražava pojednostavljenje pravopisa pod uticajem francuske fonologije. Ove greške potvrđuju roditeljske izveštaje da učenici često kopiraju reči vizuelno ili ih speluju “kako zvuče”, umesto da internalizuju ortografska pravila.

Kvantitativni nalazi iz upitnika nastavnika

Tabela 5

Percepcija nastavnika o CLI

Stav	Potpuno se slažem (%)	Slažem se (%)	Neutralno (%)	Ne slažem se (%)	Potpuno se ne slažem (%)
Učenici često mešaju zvuke francuskog i engleskog.	45	38	10	5	2
Leksička interferencija je najteži problem.	52	35	8	5	0
Porodično okruženje utiče na CLI učenika.	48	40	7	5	0
Simultano učenje francuskog i engleskog je previše zahtevno za treći razred.	41	37	12	8	2
Nastavnici su adekvatno obučeni za upravljanje CLI.	5	15	18	40	22

Rezultati pokazuju da nastavnici snažno percipiraju leksičku interferenciju kao najvažniji izazov (85% saglasnosti), zatim fonološku konfuziju. Otvoreni odgovori dodatno osvetljavaju ove brojke, pokazujući kako CLI konkretno nastaje u učionicama.

Kvalitativni uvidi iz upitnika nastavnika

Tabela 6

Teme iz upitnika nastavnika

Tema	Frekvencija	Primer citata
Fonološka konfuzija	34	„Uvek kažu ‘chocklat’ umesto chocolat i ‘trée’ umesto three. Ne znaju zvuk /θ/, pa ga zamenjuju sa /tʃ/.” (Nastavnik francuskog, 12 godina iskustva)
		„Na času engleskog mnogi izgovaraju chair kao ‘shair’ sa francuskim /ʃ/. Čak i kada ih ispravim, konfuzija se vraća.” (nastavnik engleskog, 7 godina iskustva)
		„Kada ne znaju reč na engleskom, automatski prelaze na francuski. Na primer, kažu ‘pomme’ umesto apple ili ‘maman’ umesto mother.” (Nastavnik engleskog, 4 godine iskustva)
Leksička zavisnost od francuskog	31 nastavnik	„Dešava se i na času francuskog: učenici pišu ‘blue’ umesto bleu. Mešaju, a da ni ne primete.” (Nastavnik francuskog, 15 godina iskustva)
Nedostatak obuke	29 nastavnika	„Nismo obučeni da predvidimo ovakvu sistematsku interferenciju. Improvizujemo, ali kada pišu ‘garson’ umesto garçon ili ‘frend’ umesto friend, nisam siguran kako da ispravno reagujem.” (Nastavnik francuskog, 9 godina iskustva)
Pritisak nastavnog plana	26 nastavnika	„Previše je za treći razred. Još uče čitanje na arapskom, a odjednom moraju da savladaju francuski i engleski zajedno. Zato vidimo greške poput ‘monday’ u francuskoj rečenici ili ‘house’ zamenjeno sa maison.” (Nastavnik engleskog, 11 godina iskustva)

Svedočenja nastavnika potvrđuju obrasce u dijagnostičkim testovima. Reference na konkretne primere (pomme/apple, maman/mother, garson/garçon) pokazuju da leksička i ortografska interferencija nije povremena već sistematska. Nastavnici takođe dosledno navode nedovoljnu obuku za ranu multijezičku nastavu, što dodatno pogoršava postojanost CLI.

Intervjui sa roditeljima

Tabela 7

Teme iz intervju sa roditeljima

Tema	Frekvencija	Primer citata
Francuski kao prioritet	41 roditelj	„Pomažem mu svakodnevno oko domaćeg iz francuskog, ali za engleski ne mogu. Zato kada mora da kaže ‘apple’, kaže ‘pomme.’” (Majka, srednja škola)
		„Za ispite se fokusiramo na francuski. Meša engleske reči, ali francuski je važniji.” (Otac, činovnik)

Tema	Frekvencija	Primer citata
Ograničena izloženost engleskom	38 roditelja	„Kod kuće nema engleskog. Gleda crtane, ali uglavnom na francuskom ili arapskom. Zato kaže ‘maman’ umesto mother.” (majka, domaćica)
Pozitivan stav prema engleskom	46 roditelja	„Kažem ćerki da je engleski važan za budućnost. Ali kada piše ‘frend’ umesto friend, ne mogu da ispravim jer ne znam pravila.” (Otac, univerzitetski profesor)
Vizuelne/kopirajuće strategije	29 roditelja	„Kopira tačno iz knjige, ali ne primećuje akcenat. Za ‘école’ uvek piše ‘ecole.’” (Majka, osnovna škola) „Ispravno je spelovala garçon kao ‘garson’ i rekla: ‘Ali učitelj je tako napisao!’ Samo je prepisala bez razmišljanja.” (Otac, radnik u fabrici)

Roditeljski odgovori potvrđuju sociolingvističku neravnotežu između francuskog i engleskog kod kuće. Francuski je prioritetan jer je relevantan za ispite, dok je engleski aspirativan, ali ne i podržan. Primeri koje daju (apple/pomme, maman/mother, friend/frend, garçon/garson) blisko odražavaju dijagnostičke rezultate, što sugeriše snažnu konvergenciju između kvantitativnog i kvalitativnog segmenta podataka. Roditelji takođe potvrđuju upotrebu „prepisivanja“, što potvrđuje zabrinutost nastavnika da učenici uče vizuelno, a ne kroz pravila.

Diskusija

Cilj ove studije bio je da ispita kako se međujezički uticaj (CLI) manifestuje kod učenika trećeg razreda u Alžiru koji istovremeno uče francuski i engleski jezik, te da interpretira nalaze u širem kontekstu višjezičnog obrazovanja. Kombinovanjem dijagnostičkog testiranja, anketiranja i intervjuisanja, studija je pokazala da je CLI istovremeno sistematski i kontekstualno ukorenjen.

Sistematika i predvidljivost CLI

Rezultati su pokazali da CLI nije nasumičan niti povremen, već sistematska i predvidljiva strategija koju učenici koriste dok se snalaze u nepoznatom jezičkom okruženju. Učenici su dosledno zamenjivali francuske reči za engleske ekvivalente (pomme/apple; maman/mother; chien/dog), pogrešno izgovarali engleske zvuke koji ne postoje u francuskom (three → “trée”) i prenosili ortografske konvencije između jezika (garçon → “garson”). Ovi obrasci potvrđuju tvrdnju Hulka i Milera (Hulk & Müller, 2000) da se transfer pokreće u tačkama strukturnog preklapanja ili na ranjivim gramatičkim primerima. Međutim, dokazi iz ove studije idu korak dalje - transfer funkcioniše i kao strategija prevazilaženja nesigurnosti u komunikaciji, pokazujući da mladi učenici aktivno koriste resurse svog jačeg jezika kako bi popunili praznine u slabijem jeziku. Ova sistematičnost naglašava potrebu

da se CLI ne doživljava kao nasumična „konfuzija“, već kao razvojna strategija u stvaranju značenja u multijezičkom okruženju. Predvidljivost ovih grešaka takođe naglašava njihov dijagnostički potencijal - anticipirajući tačke transfera, nastavnici mogu osmisлити ciljanu nastavu umesto da svaku grešku tretiraju kao izolovan slučaj.

Leksički transfer kao dominantna strategija

Leksički transfer pokazao se kao najčešći domen CLI (32%). Učenici su se sistematski oslanjali na francuski vokabular kada im engleski odgovori nisu bili dostupni, dok su nastavnici povremeno nenamerno jačali ovu zavisnost koristeći francuske konstrukcije, a roditelji su priznali da se gotovo isključivo fokusiraju na domaće zadatke iz francuskog. Ovi nalazi se slažu sa zapažanjima Balingera (Ballinger, 2013, 2015) da je vokabular najranjiviji domen u bilingvalnim kontekstima. Novost ovde je što su ovakvi obrasci uočeni nakon samo osam meseci nastave, što sugerise da leksički transfer nije kasnija razvojna „greška“, već ključna karakteristika rane simultane bilingvalne akvizicije, naročito kada jedan jezik ima institucionalnu i socijalnu dominaciju.

Iz perspektive „multikompetencije“ Kuka (Cook, 2003), leksički CLI ne mora se gledati isključivo kao greška, već kao dokaz fleksibilnog korišćenja dostupnih resursa od strane učenika. Pedagoški izazov, dakle, nije potpuno suzbijanje transfera, već podizanje svesti o njemu i njegovo korišćenje u kontrastivnom učenju, vodeći učenike ka eksplicitnom prepoznavanju sličnosti i razlika između jezika.

Fonološka interferencija i manjak izloženosti jeziku

Fonološki transfer (28%) odražava i strukturne praznine i ograničenja okruženja. Zamena /tʁ/ za engleski /θ/ u reči *three* pokazuje kako učenici zamenjuju nepoznate zvuke najbližom dostupnom fonemom, što potvrđuje nalaze Sandara (Sundara et al., 2006). Međutim, ove zamene nisu bile isključivo razvojne pojačavane su nedostatkom autentičnog engleskog inputa van škole i ograničenom fonetskom obukom nastavnika. Roditelji su izveštavali da engleski nije prisutan u svakodnevnom životu kod kuće, a nastavnici su priznali da imaju poteškoća u ispravljanju upornog izgovora. Ovi nalazi odražavaju Saoudijevu (Saoudi, 2022) kritiku jezičke politike u Alžiru, koja je uvela engleski u nastavni plan za osnovnu školu bez adekvatne obuke nastavnika i resursa za izlaganje jeziku.

Fonološki CLI stoga najbolje treba posmatrati kao produkt i jezičke strukture i socio-lingvističke ekologije. Bez povećanog pristupa autentičnom inputu i sistematske fonološke nastave, ovakve greške imaju veću verovatnoću da se fiksiraju nego da nestanu.

Ortografski transfer i učenje na površinskom nivou

Ortografski transfer (22%) pokazuje oslanjanje učenika na površinske strategije, poput vizuelnog kopiranja i fonetske aproksimacije. Greške poput *blue* → *bleu*, *garçon* →

“garson” i friend → “frend” ilustruju kako deca mapiraju reči između jezika koristeći površinsku sličnost. Nastavnici su se žalili da učenici „kopiraju bez razmišljanja”, dok su roditelji primetili izostavljanje dijakritika (école → ecole) i „francizaciju” engleskog (red → “rède”). Ovi nalazi potvrđuju Ballingerovo (Ballinger, 2015) zapažanje da multijezična deca često prioritet daju vizuelnim oblicima u odnosu na pravila pravopisa.

U Alžiru, ovaj trend je pojačan činjenicom da deca istovremeno stiču pismenost na arapskom. Upravljanje trima pismima — arapskim, francuskim i engleskim — nameće velike kognitivne zahteve, povećavajući oslanjanje na kratkoročne strategije „prepisivanja”. Ortografski CLI stoga odražava ne samo interferenciju između jezika, već i pritiske rane višepismenosti.

CLI kao produkt alžirske obrazovne ekologije

Verovatno najznačajniji doprinos studije je demonstracija da CLI mora biti posmatran unutar obrazovne ekologije alžirske učionice. Francuski uživa privilegovani položaj kao ustaljeni strani jezik, podržan ispitnim zahtevima, istorijom kurikuluma (nastavnog plana i programa) i roditeljskom kompetencijom. Engleski, iako simbolički snažan, ostaje slabo podržan roditelji nemaju kompetenciju da pruže pomoć, nastavnici nemaju specijalizovanu pripremu, a autentični resursi su retki.

Ova neravnoteža objašnjava zašto učenici dosledno prelaze na francuski kada su nesigurni. Drugim rečima, CLI ovde nije samo psiholingvistički predvidljiv, već i sociolingvistički uslovljen. Sistematsko oslanjanje na francuski pokazuje kako obrasci transfera zavise podjednako od jezičkih hijerarhija koliko i od strukturnog preklapanja. Ovaj nalaz ne samo da proširuje Saoudijevu (Saoudi, 2022) kritiku alžirskih reformi višjezičnosti, već i preciznije definiše Hulkov i Milerov (Hulk & Müller, 2000) strukturalistički model pokazujući da je prekid u prenosu jezičkih struktura (CLI) posredovan kontekstualnim asimetrijama moći i podrške.

Implikacije za teoriju i praksu

Nalazi imaju važne implikacije za teoriju i praksu. Teorijski, oni sugerišu da modeli CLI moraju da prevaziđu isključivo strukturna objašnjenja i uključe kontekstualne okidače, uključujući jezičke hijerarhije, asimetriju izloženosti i pedagoške prakse. CLI se stoga javlja kao fenomen koji je istovremeno kognitivan, socijalni i pedagoški.

Praktično, rezultati ističu hitnu potrebu za programima obuke nastavnika koji eksplicitno obrađuju fonološku svesnost, multijezičku pedagogiju i kontrastivne pristupe francuskom i engleskom. Nastavni plan i program bi trebalo da kreira strukturirane prilike da učenici razmotre sličnosti i razlike između dva jezika, pretvarajući transfer u svesni alat učenja, a ne u nesvesnu potporu. Čak i uz ograničenu englesku kompetenciju, roditelji bi trebalo da dobiju dostupne resurse koji im omogućavaju da pojačaju osnovnu izloženost kod kuće, dok kreatori politika moraju shvatiti da simboličko promovisanje engleskog jezika neće biti efikasna bez kontinuiranog ulaganja u razvoj nastavnika i autentični input.

Ograničenja i predlozi za buduća istraživanja

Iako studija doprinosi razumevanju CLI, postoje ograničenja. Uzorak, iako značajan, obuhvatao je samo dvanaest škola u centru Batne. Ruralna područja, gde izloženost francuskom i engleskom može biti znatno različita, nisu predstavljena, što ograničava generalizaciju nalaza. Dijagnostički instrumenti obuhvatili su samo fonološke, leksičke i ortografske domene, dok morfosintaksički i pragmatički transferi nisu istraženi, a mogli bi pokazati različite obrasce CLI, posebno zbog strukturnih razlika između arapskog, francuskog i engleskog.

Studija se takođe oslonila na relativno kratke intervju sa roditeljima, koji su pružili vredne, ali ograničene informacije o jezičkim praksama kod kuće. Bogatiji etnografski ili longitudinalni dizajn mogao bi da osvetli kako se roditeljski stavovi i strategije podrške razvijaju kroz vreme i kako oni oblikuju tok CLI. Slično tome, iako su upitnici za nastavnike otkrili značajne zabrinutosti u vezi sa obukom i spremnošću, posmatranja u učionici mogla bi pružiti direktnije dokaze o tome kako pedagoške prakse utiču na transfer znanja u realnom vremenu.

Buduća istraživanja trebalo bi da usvoje longitudinalne i višestruke lokacije dizajna, prate učenike u urbanim i ruralnim sredinama, uključe posmatranje nastavnih časova i prošire analizu na morfosintaksu i pragmatiku. Komparativna istraživanja u severnoj Africi mogao bi dodatno razjasniti da li su obrasci uočeni u ovoj studiji specifični za francuski-dominantnu ekologiju Alžira ili deo šireg regionalnog trenda. Konačno, interventne studije koje testiraju specifične pedagoške strategije - poput fonološke obuke, kontrastivne nastave ili inicijativa uključivanja roditelja — pružile bi praktične dokaze za smanjenje neproduktivnog transfera i korišćenje njegovog pedagoškog potencijala.

Zaključak

Ova studija pokazuje da je međujezički uticaj (CLI) sastavni i sistematski element istovremenog usvajanja francuskog i engleskog jezika kod alžirskih učenika. Ključno otkriće jeste da prenos nije samo rezultat strukturnog preklapanja između jezika, već je u velikoj meri oblikovan sociolingvističkim okruženjem u kojem se učenje odvija. Oslanjanje učenika na francuski jezik u leksičkoj, fonološkoj i ortografskoj sferi odražava kako kognitivne strategije, tako i duboko ukorenjenu dominaciju francuskog jezika u alžirskom obrazovnom sistemu.

Studija dodatno pokazuje da je međujezički uticaj u alžirskom kontekstu istovremeno kognitivno neizbežan i društveno uslovljen. Ovaj uvid doprinosi međunarodnim raspravama o višejezičnom usvajanju time što ukazuje da modeli prenosa moraju uzeti u obzir jezičke hijerarhije i nejednak u izloženost jezicima, pored psiholingvističkih mehanizama.

Sa stanovišta prakse i obrazovne politike, nalazi naglašavaju da će reformski napor u Alžiru biti uspešni samo ako se međujezički prenos transformiše iz prepreke u resurs. To podrazumeva osposobljavanje nastavnika za višejezičku pedagogiju, obezbeđivanje

autentičnih jezičkih inputa na francuskom i engleskom jeziku, kao i podršku roditeljima u jačanju izloženosti engleskom kod kuće.

U najkraćem, uspeh obrazovnih reformi u Alžiru neće zavisi od eliminisanja prenoša, već od njegovog usmeravanja. Kada se međujezički uticaj prepozna kao predvidiva i adaptivna strategija, on može postati sredstvo za produbljivanje višejezične kompetencije učenika, umesto da učvršćuje postojeće jezičke nejednakosti.

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Prilozi

Prilog A: Dijagnostički testovi

A.1. Zadaci izgovora (primeri stavki)

Od učenika se tražilo da naglas pročitaju sledeće reči. Stavke su odabrane tako da odražavaju uobičajene tačke međujezičke interferencije (CLI).

Francuski: chocolat, merci, papa, orange, école

Engleski: school, three, teacher, friend, red

Svaka lista sadržala je po 20 reči po jeziku (ukupno 40).

A.2. Zadaci iz oblasti vokabulara/pravopisa (primeri stavki)

Od učenika se tražilo da napišu sledeće reči nakon što ih učitelj izgovori.

Francuski: livre, stylo, lundi, garçon, maître

Engleski: dog, house, apple, mother, blue

Svaki test je sadržao po 20 reči po jeziku (ukupno 40).

Prilog B: Upitnik za nastavnike

Odeljak 1: Demografski podaci

- Starost:
- Godine nastavničkog iskustva:
- Jezik (jezici) koji se predaju:
- Profesionalna obuka/zanimanje:

Odeljak 2: Percepcije međujezičkog uticaja (CLI)

(1 = Potpuno se ne slažem ... 5 = Potpuno se slažem)

1. Učenici često mešaju francuske i engleske glasove.
2. Leksička interferencija predstavlja najveću poteškoću.
3. Porodično okruženje snažno utiče na CLI učenika.
4. Istovremeno podučavanje francuskog i engleskog previše je zahtevno za učenike trećeg razreda.
5. Nastavnici su adekvatno obučeni za upravljanje CLI u učionici.

Odeljak 3: Otvorena pitanja

1. Opišite uobičajene primere međujezičke interferencije u vašoj učionici.
2. Koje strategije koristite da rešite takve slučajeve?
3. Koliko su postojeći nastavni materijali adekvatni za upravljanje CLI?

Prilog C: Vodič za intervju sa roditeljima

Sa roditeljima su obavljani intervjui pomoću sledećih pitanja:

1. Koji jezik(e) koristite kod kuće sa svojim detetom?
2. Koliko često vaše dete koristi francuski i engleski izvan škole?
3. Na koji način podržavate detetovo učenje francuskog i engleskog jezika?
4. Koje ste poteškoće primetili u govoru vašeg deteta (npr. mešanje jezika, zamene reči)?
5. Kakvo je vaše mišljenje o uvođenju engleskog jezika u trećem razredu?

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Cross-Linguistic Influences in the Simultaneous Learning of French and English Among Algerian Primary School Third Graders

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Abstract *Multilingual reforms increasingly place young learners in classrooms where two new languages are taught concurrently. Yet little is known about how such contexts shape cross-linguistic influence (CLI) at the very start of formal instruction. This study examines Algerian Grade 3 pupils' simultaneous acquisition of French and English following the 2022 reform, which introduced English alongside French in primary schools. A mixed-methods design combined diagnostic tests with 372 pupils, questionnaires with 48 teachers and interviews with 60 parents to capture both transfer patterns and the conditions in which they arise. The findings show that CLI is systematic more often than random. Pupils consistently defaulted to French, producing predictable lexical (32%), phonological (28%), and orthographic (22%) transfers. These patterns reflected structural overlap between the languages but were also reinforced by the entrenched dominance of French language in Algerian education. Teachers frequently relied on French to formulate the instruction, while parents, lacking English competence, provided support mainly in French. The study advances theory by showing that CLI is not only cognitive but also socially conditioned. Pedagogically, it highlights the need for teacher training in multilingual methods and contrastive pedagogy, and on the policy level, it emphasizes that a symbolic promotion of English requires sustained investment in resources and teacher development.*

Keywords: *Cross-linguistic influence, early multilingual acquisition, French and English learning, Algerian primary education.*

Introduction

Multilingualism is becoming the norm in education, but research has hitherto largely centered on bilingual acquisition rather than the simultaneous learning of two foreign languages. Little is known about how young learners manage L2 and L3 acquisition in parallel, despite its distinct cognitive and pedagogical demands. This gap is especially critical

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in Algeria, where the 2022 reform introduced English alongside French in Grade 3, creating a novel and unprecedented context for early multilingual education in North Africa.

Existing theories of L2 and L3 acquisition converge on the expectation that CLI is inevitable when multiple languages are acquired together. While some models emphasize the role of comprehensible input and affective factors (Krashen, 1982), other theories, such as *Complex Dynamic Systems Theory* (De Bot et al., 2007; Larsen-Freeman, 2017), stress the interdependence of developing linguistic subsystems. Despite their differences, these approaches all predict that the transfer will emerge systematically across domains.

Empirical research has produced mixed findings. Some studies document facilitative transfer and cognitive reinforcement as a result (Cenoz, 2003; Maluch, 2017), but on the other hand, others point to certain interference or slower development due to existing competition for resources (Antunez Aguilar, 2022; Lara & Pillot-Loiseau, 2022; Vujović, 2022). Yet most of this work comes from European and Asian contexts (Kutsuki, 2016; Little & Kirwan, 2021; Zehetgruber, 2023), often involving bilingual children acquiring a third language. Therefore, empirical evidence from North Africa, and especially Algeria, remains extremely limited (Bouabdallah, 2022; Maraf & Osam, 2022; Meghaghi, 2011).

Algeria presents a distinctive sociolinguistic ecology. French maintains a long-standing role as the language of education and administration (Kerma, 2018), while English is positioned as the global language of science and opportunity (Maraf & Osam, 2022). For children, the exposure to both of the languages occurs against the backdrop where Arabic dialects, Modern Standard Arabic and Berber also circulate. The manner in which these intersecting hierarchies condition early learning has not yet been systematically investigated.

This study addresses that gap by examining how Algerian third-grade pupils acquire French and English simultaneously, with a particular focus on the patterns and mechanisms of CLI. Specifically, it seeks to identify the types of transfer errors which are most frequent, as well as how they vary across phonological, lexical, and orthographic domains, and how teachers and parents perceive them and respond to them. In doing so, the study contributes to ongoing debates about the following: the cognitive and linguistic mechanisms underlying early multilingual acquisition, the pedagogical challenges of implementing simultaneous L2/L3 instruction in resource-limited contexts, and the policy implications of Algeria's recent reform.

Accordingly, the research is guided by three central questions:

- (1) What are the most frequent patterns of cross-linguistic influence among Algerian third graders simultaneously learning French and English?
- (2) How do these patterns vary across the phonological, lexical, and orthographic domains?
- (3) How do teachers and parents perceive and respond to pupils' cross-linguistic influence in the classroom and at home?

Literature Review

The simultaneous acquisition of multiple languages in childhood has long intrigued scholars, particularly regarding the phenomenon of CLI. While bilingual development

often parallels monolingual trajectories (De Houwer, 2009), research consistently shows that managing two linguistic systems in parallel can produce distinctive deviations in phonology, morphology, syntax, and semantics (Paradis & Genesee, 1996; Serratrice, 2013). In Algeria, where French and English were introduced simultaneously in Grade 3 for the first time in 2022, these issues require special urgency.

A central theoretical framework is the structural overlap hypothesis, which predicts that CLI arises when two languages share partially overlapping structures at vulnerable grammatical interfaces (Hulk & Müller, 2000). Subsequent research, however, has emphasized that CLI is not limited to such overlap, but can also result from co-activation processes in bilingual speech (Kopečková et al., 2022; Nicoladis, 2006). These findings suggest that Algerian children are unlikely to compartmentalize French and English completely; there is a stronger likelihood that their productions are shaped by competing activations across codes.

Empirical studies of French–English bilingualism illustrate the complexity of CLI. In a longitudinal study of children aged 2-4 to 3-7, Hervé and Serratrice (2018) documented bidirectional CLI in determiner development: the use of determiner in English accelerated, but the one in French showed delays in plural and generic contexts. Similarly, Kopečková et al. (2022) demonstrated that CLI extends beyond morphosyntax into conceptual domains, such as motion event construal, where bilinguals adopt hybrid encoding strategies. At the phonological level, bilinguals show measurable cross-language influence in segmental timing and voicing. Studies of voice onset time confirm that phonetic categories in English–French bilinguals shift depending on language context, reflecting deep co-activation during speech planning (Caramazza et al., 1973; Flege 1987; Sundara et al., 2006).

Orthography and literacy also condition CLI. Research on biliteracy shows that while children can differentiate orthographic patterns in each language, cross-script interference remains common, highlighting the need for explicit teaching of cross-linguistic literacy (Schwartz et al., 2014). In classroom writing, lexical CLI manifests in creative loanwords and calques that reflect sociolinguistic hierarchies, with language prestige shaping the visibility of transfer (Ballinger, 2013).

Beyond bilingual contexts, studies of simultaneous L2 and L3 acquisition highlight how transfer trajectories depend on prior language experience, typological proximity and instructional quality. Early bilinguals often leverage representational resources from their existing languages when learning an additional one, but the outcomes of such learning hinge on input and pedagogical design (Flynn et al., 2004; Westergaard et al., 2017). These findings are especially relevant to Algeria, where English was introduced rapidly alongside French, without sustained teacher training or coherent cross-linguistic structuring (Saoudi, 2022).

Viewed as a whole, the literature presents an ambivalent picture. On one hand, CLI can be facilitative, enhancing metalinguistic awareness and encouraging flexible language use (Ballinger, 2015; Cook, 2003). On the other, when simultaneous instruction is introduced without adequate planning or resources, the transfer often appears as interference rather than facilitation. What remains underexplored - and what the present study addresses - is how these processes unfold in Algeria's Grade 3 classrooms, where the entrenched institutional status of French intersects with the rising global prestige of

English language. By examining both quantitative patterns of phonological, lexical, and orthographic transfers, as well as qualitative insights from teachers and parents, this study situates Algerian pupils' experiences within wider debates on whether CLI should be understood as a developmental obstacle or a resource for multilingual learning.

Methodology

Research Design

This study adopted a convergent parallel mixed-methods design, combining quantitative and qualitative approaches collected within the same school term. The quantitative strand consisted of diagnostic tests in French and English, designed to identify instances of CLI in pupils' speech and writing. The qualitative strand consisted of teacher questionnaires and parent interviews, which contextualized pupils' error patterns within broader pedagogical and familial environments. Collecting and analyzing both data types concurrently allowed for a triangulation, thereby strengthening the interpretive power of the study (Creswell & Plano Clark, 2018). Given the absence of prior large-scale research on simultaneous French–English learning in Algeria, the design was conceived as an exploratory first large-scale study in this national context, providing baseline evidence for future comparative and longitudinal research.

Research Site and Participants

Data were collected in twelve public primary schools in Batna city center between April 1 and May 8, 2025. This period was deliberately chosen because it fell outside trimester examination schedules, minimizing pressure on the pupils and the staff. By this point, Grade 3 pupils had received approximately eight months of formal instruction in both French and English, which provided a sufficient period of time for meaningful CLI patterns to emerge.

The pupil sample comprised two intact Grade 3 classes from each school, with class sizes ranging from 30 to 36 pupils. In total, 372 pupils aged eight to nine years participated. Children with diagnosed language or hearing disorders were excluded, not because their multilingual experiences were irrelevant, but because the study lacked the specialized equipment required to ensure equitable participation in the diagnostic tasks.

The teacher sample included all French and English teachers responsible for the participating classes ($N = 48$; 24 French, 24 English). They varied in age, training, and professional experience, thereby representing the diversity of primary school teachers in Batna.

The parent sample consisted of 60 participants, with five parents interviewed per school. To capture a range of perspectives, parents were purposively selected to represent children with high, medium, and low levels of CLI as measured in the diagnostic tests. The interviews were designed to provide complementary insights into home practices and parental attitudes rather than to function as primary data sources.

Data Collection Instruments

The diagnostic tests included two tasks per language: a pronunciation task and a vocabulary/orthography task. Each test comprised 20 items, yielding a total of 40 per pupil, distributed across phonological, lexical, and orthographic categories. The relatively short length was deliberate: it balanced sufficient coverage of core domains with the need for tasks to remain age-appropriate and feasible for Grade 3 pupils with limited attention spans.

The teacher questionnaire had three sections: (1) demographic and professional information, (2) Likert-scale items probing CLI perceptions CLI, observed patterns, and classroom strategies of the respondent and (3) open-ended questions inviting teachers to describe specific instances of interference and reflect on the adequacy of curricular materials.

The parent interviews were semi-structured and lasted approximately 30 minutes each. The interview guide included questions on (1) home language use, (2) attitudes toward French and English, (3) children's exposure outside school, and (4) parental involvement in homework and learning support.

Data analysis

Quantitative analysis was performed in SPSS. Descriptive statistics summarized mean error frequencies and distributions across phonological, lexical, and orthographic categories. Each identifiable transfer error counted as one point, ensuring consistency and transparency. An overall CLI index was calculated for each pupil by dividing total errors by total test items (40), producing a proportional score between 0 and 1. The subscores of the analysis were also calculated separately for phonological, lexical, and orthographic domains.

To examine predictors of CLI, multilevel modeling was conducted to account for the nested structure of the data (pupils within classes, classes within schools). This approach enabled analysis at both individual and school levels, identifying patterns beyond raw error frequencies.

Qualitative analysis followed Braun and Clarke's (2006) six-phase thematic framework. Teacher questionnaire responses and parent interview transcripts were coded inductively and then grouped into broader themes, such as "phonological confusion", "lexical dependence on French", and "parental prioritization of French". Thematic analysis allowed for nuanced interpretation of how CLI was perceived and managed by teachers and families.

Integration of findings occurred through joint display matrices that aligned quantitative results with qualitative insights. For example, pupils with high phonological CLI scores were compared with parental reports of limited English exposure at home and then, teacher accounts of lexical substitution were matched with corresponding diagnostic data. This integration provided a richer interpretive lens than either dataset could offer alone.

Validity and Reliability

Several measures ensured the rigor. Content validity of the diagnostic tests and interview protocols was established through expert review, by two applied linguistics specialists. A pilot administration with 20 pupils from a non-participating school confirmed the clarity and age-appropriateness of tasks.

Reliability of scoring was assured through double-coding. Twenty percent of test scripts were independently scored by two trained EFL doctoral candidates, yielding Cohen’s kappa values above 0.80 for all categories - indicating strong inter-rater reliability. The use of proportional CLI indicates standardized results across pupils, while the inclusion of domain-specific subscores enhanced the diagnostic precision.

Triangulation across data sources-tests, teacher questionnaires and parent interviews-further strengthened the credibility of findings. The research team maintained reflexive field notes, which documented potential biases and informed interpretive decisions.

Ethical Considerations

Ethical approval was obtained from the institutional research ethics committee, alongside authorization from the Batna Directorate of Education and the school principals. Written informed consent was secured from parents, and verbal assent was sought from pupils in age-appropriate language. Participation was voluntary, and pupils could withdraw at any stage. Confidentiality was preserved through anonymized identifiers. Pupils with diagnosed language or hearing disorders were excluded solely for methodological reasons, as the study lacked specialized support tools to ensure fairness under testing conditions.

Analysis

Overall CLI Index

The overall CLI index is 0.27, meaning that more than one in four responses showed transfer on average.

Table 1
Overall CLI Scores by Domain

Domain	Mean Errors (out of 40)	CLI Index (Proportion)	Percentage of Responses Affected
Phonological	3.2	0.28	28%
Lexical	4.1	0.32	32%
Orthographic	3.3	0.22	22%
Overall	10.6	0.27	27%

Lexical transfer was the most frequent (32%), followed by phonological (28%) and orthographic (22%) transfers. This confirms that children rely heavily on vocabulary similarities or substitutions when learning both French and English, while orthographic and phonological interference reflect partial mastery of sound–symbol correspondences.

Phonological Transfer

Pupils' pronunciation showed systematic transfer across the two languages. Table 2 illustrates some instances.

Table 2
Phonological Transfer Errors

Target Word	Expected Pronunciation	Common Error	Influence Source
chocolat (Fr)	/ʃɔkɔla/	"choklat" (/tʃ/)	English initial /tʃ/
school (En)	/sku:l/	"esku:l"	French syllable epenthesis
orange (Fr)	/ɔʁɑ̃ʒ/	/ɔ:rændʒ/	English pronunciation
three (En)	/θri:/	"trée" (/tʁi:/)	French substitution for /θ/
teacher (En)	/'ti:tʃə/	"tishair"	French orthographic transfer
merci (Fr)	/mɛʁsi/	"mersi"	English /ɹ/
papa (Fr)	/papa/	"phapa"	English aspiration

Phonological CLI reflects both structural gaps (absence of /θ/ in French leading to "trée" for three) and perceptual habits (English aspirated /p/ influencing French papa). Errors such as teacher → "tishair" also reveal grapheme-to-sound transfer, where pupils project French spelling conventions onto English pronunciation.

Lexical Transfer

Lexical errors dominated across tasks. Table 3 illustrates some instances.

Table 3
Lexical Transfer Errors

Target Item	Correct Response	Common Error	Izvor uticaja
dog (En)	dog	chien	French substitution
house (En)	house	maison	French substitution
apple (En)	apple	pomme	French substitution
mother (En)	mother	maman	French substitution
livre (Fr)	book	library	English false cognate
stylo (Fr)	stylo	pen	English substitution
lundi (Fr)	lundi	Monday (misused in French context)	English borrowing

Lexical transfer often reflects strategic borrowing: pupils use whichever lexicon feels more accessible. The reliance on French for English words (pomme for apple, maman for mother) highlights French’s dominant status in the school environment. False cognates such as livre/library demonstrate that even slightly more advanced items create systematic confusion.

Orthographic Transfer

Orthographic errors revealed children’s reliance on visual cues and phonetic approximations.

Table 4
Orthographic Transfer Errors

Target Word	Correct Form	Common Error	Influence Source
blue (En)	Blue	bleu	French spelling
école (Fr)	École	ecole	English omission of accents
school (En)	School	schol / école	French influence
garçon (Fr)	Garçon	garson	English phonetic spelling
friend (En)	Friend	frend	French phoneme-grapheme
maître (Fr)	Maître	maitre	English simplification
red (En)	Red	rède	French orthography

Orthographic transfer illustrates that children project rules from the familiar code. For instance, garçon → “garson” shows the elimination of the cedilla through English phonetic approximation, while friend → “frend” reflects spelling simplification influenced by French phonology. These errors confirm parents’ reports that pupils often copy words visually or spell them “as they sound,” rather than internalizing orthographic rules.

Quantitative Findings from Teacher Questionnaires

Table 5
Teachers’ Perceptions of CLI

	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Pupils frequently confuse French and English sounds.	45	38	10	5	2
Lexical interference is the most serious difficulty.	52	35	8	5	0

	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
Pupils' home environment influences their CLI.	48	40	7	5	0
Simultaneous teaching of French and English is too demanding for Grade 3.	41	37	12	8	2
Teachers are adequately trained to handle CLI.	5	15	18	40	22

The quantitative questionnaire results demonstrate that teachers strongly perceive lexical interference as the most serious challenge (85% agreement), followed by phonological confusion. However, their open responses add rich detail that contextualizes these numbers, showing exactly how CLI surfaces in their classrooms.

Qualitative Insights from Teacher Questionnaires

Table 6

Themes from Teachers' Questionnaires

Theme	Frequency	Example Quotes
Phonological Confusion	34 teachers	"They always say 'choklat' for chocolat and 'trée' for three. They don't know the sound /θ/, so they replace it with /tʁ/." (French teacher, 12 yrs exp.) "In English class, many pronounce chair as 'shair' with the French /ʃ/. Even when corrected, the confusion returns." (English teacher, 7 yrs exp.)
Lexical Dependence on French	31 teachers	"When they don't know the word in English, they automatically switch to French. For example, they say 'pomme' instead of apple or 'maman' instead of mother." (English teacher, 4 yrs exp.) "It happens also in French class: pupils write 'blue' in place of bleu. They are mixing without even noticing." (French teacher, 15 yrs exp.)
Lack of Training	29 teachers	"We were not trained to anticipate such systematic interference. We improvise, but when they write 'garson' instead of garçon or 'frend' instead of friend, I am not sure how to correct it effectively." (French teacher, 9 yrs exp.)
Curriculum Pressure	26 teachers	"It is too heavy for Grade 3. They are still mastering reading in Arabic and suddenly they have to handle French and English together. That is why we see mistakes like 'Monday' used in a French sentence, or 'house' replaced with maison." (English teacher, 11 yrs exp.)

Teachers' testimonies vividly confirm the patterns observed in the diagnostic tests. Their references to specific examples (pomme/apple, maman/mother, garson/garçon) reinforce the claim that lexical and orthographic interference is not occasional but sys-

tematic. Teachers also consistently noted that their own training was inadequate for dealing with the demands of early multilingual instruction, which exacerbates the persistence of CLI.

Parent Interviews

Table 7
Themes from Parents' Interviews

Theme	Frequency	Example Quotes
Priority of French	41 parents	"I help him with French homework every day, but with English I cannot. So when he has to say 'apple,' he says 'pomme.'" (Mother, secondary school graduate). "For exams we focus on French. He mixes English words, but it is French that matters more." (Father, clerk).
Limited English Exposure	38 parents	"At home there is no English. He watches cartoons, but mostly in French or Arabic. That is why he says 'maman' instead of mother." (Mother, homemaker).
Positive Attitudes to English	46 parents	"I tell my daughter that English is important for her future. But when she writes 'frend' instead of friend, I cannot correct her because I don't know the rules." (Father, university teacher).
Visual/Copying Strategies	29 parents	"He copies exactly from the book, but he does not notice accents. For 'école' he always writes 'ecole.'" (Mother, primary school graduate). "She spelled 'garçon' as 'garson' and said, 'But teacher wrote it like this!' She just copied without thinking." (Father, factory worker).

Parents' accounts reinforce the sociolinguistic imbalance between French and English in the home environment. French is prioritized because it is exam-relevant, while English is aspirational but unsupported. The examples they provide (apple/pomme, maman/mother, friend/frend, garçon/garson) closely mirror the diagnostic results, suggesting strong convergence between the two strands of data. Parents' acknowledgment of copying strategies also validates teachers' concerns that pupils learn visually rather than through rule-based mastery.

Discussion

The aim of this study was to investigate how CLI manifests in Algerian Grade 3 pupils learning French and English simultaneously, and to interpret the findings within broader debates in multilingual education. By combining diagnostic testing, teacher questionnaires and parent interviews, the study demonstrated that CLI is both systematic and contextually embedded.

Systematicity and Predictability of CLI

The results revealed that CLI is not random, or occasional but a systematic and predictable strategy employed by learners as they navigate unfamiliar linguistic terrain. Pupils consistently substituted French words for English equivalents (pomme/apple; maman/mother; chien/dog), mispronounced English sounds absent in French (three → “trée”) and transferred orthographic conventions across languages (garçon → “garson”). Such patterns echo Hulk and Müller’s (2000) claim that the transfer is triggered at structural overlaps or at points of vulnerability. Yet, the evidence here goes further: the transfer also functions as a coping mechanism in situations of communicative uncertainty, showing that young learners actively mobilize the resources of their stronger language to bridge gaps in the weaker one.

This systematicity underscores the need to reconsider CLI not as random “confusion” but as a developmental strategy of multilingual meaning-making. The predictability of these errors further highlights their diagnostic potential: by anticipating likely transfer points, teachers can choose designing targeted instruction rather than treating each error as an isolated incident.

Lexical Transfer as a Dominant Strategy

Lexical transfer emerged as the most prevalent domain of CLI (32%). Pupils systematically relied on French vocabulary when English forms were inaccessible, while teachers reported occasionally reinforcing this reliance by using French constructing, and parents admitted focusing almost exclusively on French homework. These findings align with Ballinger’s (2013; 2015) observation that a vocabulary is the most vulnerable domain in bilingual contexts. What is novel here is that such patterns were observed after only eight months of instruction, suggesting that lexical transfer is not a later developmental accident but a core feature of early simultaneous bilingual acquisition, particularly when one language holds institutional and social dominance.

Seen through Cook’s (2003) lens of “multicompetence,” lexical CLI may not be viewed solely as an error but as evidence of pupils’ flexible mobilization of available resources. The challenge for pedagogy is therefore not to suppress transfer altogether but to raise awareness and to harness it for contrastive learning, thus guiding learners to recognize similarities and differences explicitly.

Phonological Interference and Input Deficits

Phonological transfer (28%) reflected both structural gaps and environmental limitations. The substitution of /tʁ/ for English /θ/ in three exemplifies how learners replace unfamiliar sounds with the nearest available phoneme, confirming the findings of Sundara et al. (2006). However, these substitutions were not merely developmental: they were amplified by scarcity of authentic English input outside school and teachers’ limited phonetic training. Parents reported that English language was absent from daily home

life, and teachers acknowledged struggling to correct persistent pronunciation errors effectively. These results resonate with Saoudi (2022) critique of Algeria's language policy, which introduced English into the primary curriculum without sufficient attention to teacher preparation or exposure resources.

Thus, phonological CLI here is best understood as the product of both linguistic structure and sociolinguistic ecology. Without increased access to authentic input and systematic phonological instruction, such errors are more likely to fossilize than fade.

Orthographic Transfer and Surface-Level Learning

Orthographic transfer (22%) revealed pupils' reliance on surface-level strategies, such as visual copying and phonetic approximation. Errors like blue → bleu, garçon → "garson," and friend → "frend" illustrate how children map words across languages using superficial similarity. Teachers complained that pupils "copy without thinking," while parents noticed the omission of diacritics (école → ecole) and Frenchification of English (red → "rède") during their observation. These findings confirm Ballinger's (2015) observation that multilingual children often prioritize visual forms over rule-based spelling.

In Algeria, this tendency is compounded by the fact that children are simultaneously acquiring literacy in Arabic. Managing three writing systems — Arabic, French, and English — imposes heavy cognitive demands on learners, increasing their reliance on short-term copying strategies. Orthographic CLI, therefore, reflects not only cross-language interference but also the pressures of early multiliteracy acquisition.

CLI as a Product of the Algerian Educational Ecology

Perhaps the most significant contribution of this study is its demonstration that CLI must be situated within the educational ecology of the Algerian classroom. French enjoys a privileged position as the established foreign language, reinforced by exam requirements, curricular history, as well as parental competence. English language, while symbolically powerful, remains weakly supported: parents lack competence to provide assistance, teachers lack specialized preparation and authentic resources are scarce.

This imbalance explains why pupils consistently default to French when uncertain. In other words, CLI here is not only psycholinguistically predictable but also sociolinguistically conditioned. Pupils' systematic recourse to French illustrates how transfer patterns are shaped as much by language hierarchies as by structural overlap. This finding not only extends Saoudi's (2022) critique of Algerian multilingual reforms but also nuances Hulk and Müller's (2000) structuralist model by showing that CLI is mediated by contextual asymmetries of power and support.

Implications for Theory and Practice

The findings carry important implications for both theory and practice. Theoretically, they suggest that models of CLI must move beyond merely structural explanations and

account for contextual triggers, including language hierarchies, exposure asymmetries and teaching practices. In this sense, CLI emerges as a phenomenon which is simultaneously cognitive, social, and pedagogical. Practically, the results highlight the urgent need for teacher preparation programs that explicitly address phonological awareness, multilingual pedagogy as well as contrastive approaches to French and English. Curricular design should create structured opportunities for learners to reflect on similarities and differences across the two languages, converting the transfer into a conscious learning tool rather than an unconscious crutch. Even with limited English competence, parents should be supported through accessible resources that enable them to reinforce basic exposure at home, while policymakers must recognize that symbolic promotion of English will remain ineffective unless it is matched with sustained investment in teacher development and authentic input.

Limitations and Suggestions for Future Research

Despite its contributions, the study has limitations that must be acknowledged. The sample, although sizeable, was restricted to twelve schools in Batna city center. Rural areas, where exposure to French and English may differ significantly, were not represented, limiting the generalizability of findings. Furthermore, while the diagnostic instruments were carefully designed, they captured only phonological, lexical, and orthographic domains, leaving morphosyntactic and pragmatic transfer unexplored. These dimensions may reveal different patterns of CLI, particularly given the structural contrasts between Arabic, French, and English.

The study also relied on relatively short parent interviews, which provided valuable but limited snapshots of home language practices. Richer ethnographic or longitudinal designs could illuminate how parental attitudes and support strategies evolve over time, and how these, in turn, shape the trajectory of CLI. Similarly, while teacher questionnaires revealed significant concerns about training and preparedness, classroom observations could provide more direct evidence of how pedagogical practices interact with transfer in real time.

Future research should therefore adopt longitudinal and multi-site designs that follow pupils across urban and rural contexts, incorporate classroom observation, and extend the analysis to morphosyntax and pragmatics. Comparative work across North Africa could further clarify whether the patterns observed here are specific to Algeria's French-dominant ecology or part of a broader regional trend. Finally, intervention studies testing specific pedagogical strategies — such as phonological training, contrastive instruction, or parental involvement initiatives — would provide practical evidence for reducing unproductive transfer while leveraging its pedagogical potential.

Conclusion

This study demonstrates that cross-linguistic influence is an intrinsic and systematic feature of Algerian pupils' simultaneous acquisition of French and English languages.

Crucially, it shows that transfer is not simply the result of structural overlap but is also decisively shaped by the sociolinguistic ecology in which learning occurs. Pupils' reliance on French across lexical, phonological, and orthographic domains reflects both cognitive strategies and the entrenched dominance of French language within Algeria's educational system.

The present study further demonstrates that CLI in Algeria is both cognitively inevitable and socially conditioned. This insight advances international debates on multilingual acquisition by demonstrating that the models of transfer must integrate language hierarchies and exposure asymmetries alongside psycholinguistic mechanisms. For practice and policy, the findings underline that Algeria's language reforms will only succeed if the transfer is modified from a liability into a resource. This requires equipping teachers with multilingual pedagogical strategies, supplying authentic input in both French and English languages, and supporting parents in reinforcing English at home. In short, the success of Algeria's educational reforms depends not on eliminating transfer but on harnessing it. When CLI is recognized as a predictable and adaptive strategy, it can be guided to deepen pupils' multilingual competence rather than reinforce existing linguistic inequalities.

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Appendices

Appendix A: Diagnostic Test Instruments

A.1 Pronunciation Task (Sample Items)

Pupils were asked to read aloud the following words. Items were selected to reflect common cross-linguistic interference (CLI) points.

French: chocolat, merci, papa, orange, école

English: school, three, teacher, friend, red

Each list contained 20 items per language (40 in total).

A.2 Vocabulary/Orthography Task (Sample Items)

Pupils were asked to write the following words after listening to the teacher's pronunciation.

French: livre, stylo, lundi, garçon, maître

English: dog, house, apple, mother, blue

Each test included 20 items per language (40 in total).

Appendix B : Teachers' Questionnaire

Section 1 : Demographic Information

- Age :
- Years of teaching experience :

- Language(s) taught :
- Professional training background :

Section 2: Perceptions of CLI

(1 = Strongly Disagree ... 5 = Strongly Agree)

1. Pupils frequently confuse French and English sounds.
2. Lexical interference is the most serious difficulty.
3. Pupils' home environment strongly influences their CLI.
4. Simultaneous teaching of French and English is too demanding for Grade 3 pupils.
5. Teachers are adequately trained to manage CLI in the classroom.

Section 3 : Open-Ended Questions

1. Please describe common instances of cross-linguistic interference in your classroom.
2. What strategies do you use to address these instances?
3. How adequate are current curricular materials for managing CLI?

Appendix C. Parents' Interview Guide

Parents were interviewed using the following questions:

1. What language(s) do you use at home with your child?
2. How often does your child use French and English outside of school?
3. How do you support your child's learning of French and English?
4. What difficulties have you observed in your child's language use (e.g., mixing, substitutions)?
5. What is your opinion on the introduction of English in Grade 3?

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