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# The Linguistic Reality In Algeria And Its Impact On The Teaching Of Arabic In Primary And Secondary Schools

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## Abstract:

This study examines the nature of the linguistic reality in Algeria and its impact on the teaching of Arabic. The discussion of this topic arises from the linguistic diversity of the region, which has influenced not only everyday communication but also the language of education, which is evident at different levels of education. In this study, we focus specifically on primary and secondary education, considering that the former represents an initial educational stage on which learning is built, while the latter reflects the learner's achievements during the previous two educational stages.

Thus, the main issue addressed in this study is closely related to the evaluation of the teaching of Arabic in Algerian schools in the light of the phenomenon of linguistic diversity. In order to achieve the desired objective, the study is based on a series of elements using descriptive-analytical and comparative methods. We conclude that the linguistic reality in both educational stages is characterised by linguistic interference, which manifests itself at multiple levels and recurs in both stages, negatively affecting the teaching of both Arabic and French.

**Keywords:** linguistic reality; Arabic language didactics; primary education; secondary education; linguistic interference.

## Introduction:

Algerian society is experiencing a linguistic mix, the effects of which are evident in the daily use of individuals, including in educational institutions. These institutions now exist in a hybrid linguistic reality in which Modern Standard Arabic is mixed with various dialects and different languages.

This hybrid linguistic reality that has invaded educational institutions is not limited to one level of education, but encompasses all levels, from primary to higher education. On the basis of this information, we decided to address the issue of the linguistic reality in Algeria and its impact on the teaching of Arabic. We specifically chose primary and secondary education because they are critical stages in the educational process. The primary stage is particularly important as it prepares learners for the skills that will underpin their future learning in subsequent stages of education. Secondary education, on the other

hand, is an advanced stage of education that follows two previous stages. Our choice was not arbitrary, but aimed to understand the linguistic reality that characterises each stage and to determine the degree of harmony or difference in terms of linguistic interference at each level.

Based on these assertions, this study aims to identify the nature of the linguistic reality in Algeria and its impact on the teaching of Arabic. Thus, the study is based on the hypothesis that the linguistic mix that characterises Algerian society and casts its shadow over the educational field has had a negative impact on the teaching of Arabic at the various levels of education. This led us to ask a number of questions related to the subject of the study, such as:

- What is the linguistic reality in Algeria? What is the current state of Arabic language teaching in Algerian schools?
- How does linguistic diversity affect the teaching of Arabic in Algerian schools? How is the teaching of Arabic affected by this diversity?
- What are the main manifestations of linguistic interference among students in primary and secondary education? Do the manifestations of linguistic interference differ between the two levels?

To answer these questions, the study is based on a series of elements using descriptive-analytical and comparative methods. We discuss the linguistic reality in Algerian society, the language of school education, the challenges of teaching Modern Standard Arabic in Algerian schools, and the manifestations of linguistic interference and its impact on the educational process among a sample of students in primary and secondary education.

## **2. The nature of the linguistic reality in Algerian society:**

Algerian society is characterised by a cultural openness to the different cultures of the world, which makes it a culturally and linguistically rich country. In terms of language, Algerian society is characterised by the phenomenon of linguistic interference, which is increasingly influencing various aspects of life. This interference includes several languages that vary according to the different regions of the country, with Modern Standard Arabic being the official language and the language of education from primary to intermediate and then secondary levels.

In addition to Modern Standard Arabic, there is also Colloquial Arabic, which is considered to be “the language used ... for daily needs, in the home and for relaxation and spontaneity” (Hajj Saleh, n.d., p. 117). This language varies within Algerian society, depending on the geographical area and the linguistic diversity present in each region. Although these variations are intertwined, they do not differ significantly from Modern Standard Arabic. There is also Amazigh, which is recognised as the second official national language and includes various dialects.

In addition to Arabic and Amazigh, there is also French, which is an alien language in society, rooted in a purely colonial context. It is no longer just the language of the occupier,

but has become a language of human knowledge with the legitimacy of a necessary foreign language for modern knowledge (Mansoura, 2004, p. 164). Moreover, English has recently received increased attention from the state as the language of science.

If one examines the linguistic composition of Algerian society, one will undoubtedly find that French is Arabic's main competitor, especially since a significant part of the community speaks it. This has created a factor of interference between the two languages, resulting in a mixture that poses a real threat to the integrity of the Arabic language.

From the above, we can conclude that the linguistic reality in Algeria is characterised by diversity and difference, resulting in a multilingual environment that opens the door to linguistic interference between different languages. The phenomenon of linguistic interference is therefore one of the most striking features of the linguistic reality in Algeria.

### **3. The nature of the linguistic reality in Algerian schools:**

The linguistic reality in our schools is dominated by several languages, forcing Modern Standard Arabic to sometimes coexist with them or to face multiple challenges at other times, especially in light of the emergence of linguistic interference. As a result, Algerian schools are suffering from a real crisis related to the issue of linguistic diversity and the resulting interference, which has led to a crisis in the teaching of Modern Standard Arabic. The low level of our students is proof of this.

Whether we like it or not, the linguistic reality in our schools today poses a serious threat to the Arabic language, both spoken and written, due to the low linguistic competence of the learners. This deficiency hinders their ability to use the language correctly, leading to linguistic hybridisation that "damages the mother tongue and its ways of use, resulting in expressions in Arabic that are constructed with linguistic patterns that were previously unknown" (Lahoumil, 2013, p. 02). Dialects are often used to simplify information without being aware of the limits of their influence and impact.

Learners in our schools are surprised by the language of knowledge, which Anis Frih describes as "a language alien to life", a complex and rigid Arabic, different from the everyday spoken language that flows easily, does not inhibit thinking and does not require effort (Frih, 1955, p. 18).

This linguistic reality has an impact on learners' academic performance because it hinders the proper acquisition of languages, especially in the early stages of education, resulting in a weakening of learners' linguistic skills. Thus, linguistic interference is considered one of the most prominent linguistic phenomena that has attracted the attention of researchers in **modern times**.

### **4. Linguistic interference: Its Concept, Types and Levels**

#### **1.4 Its Concept:**

Ali Al-Qasimi sees interference as the transfer of elements from one language or dialect to another at one or more levels of language - phonetic, morphological, syntactic and lexical. This transfer can be either conscious or unconscious; for example, when Modern Standard Arabic is influenced by colloquial dialects or foreign languages, this is considered linguistic interference (Al-Qasimi, 2010, p. 77). Thus, linguistic interference is the exchange of influence between two languages: the influencing language is the intruding one, while the affected language is the original one, involving different linguistic levels.

The social environment can have a significant impact on the promotion of a foreign language, as is the case with French in Algeria. Al-Jahiz referred to the issue of linguistic diversity and the resulting interference when he said: "Whenever we find someone who speaks two languages, we know that he has brought oppression to both of them, because each of the two languages attracts the other, takes from it and opposes it..." (Al-Jahiz, 1965, p. 344).

#### **2.4 Its types:**

Linguistic interference can be divided into two types based on the languages involved:

- Internal Linguistic Interference: This exists between the official language and the dialects derived from it and coexisting with it, such as the interference found between Modern Standard Arabic and colloquial dialects (Azzouzi & Elzaar, 2021, p. 258).
- External linguistic interference: This occurs between two official languages, where the original language dominates the second language. This is highlighted by Saleh Belaid, who states: "The language of origin takes the greater share in imposing its patterns and meanings on the invaded or secondary language, and its habits dominate in more than one situation" (Belaid, 2003, p. 124).

When considering the learner, linguistic interference can be divided into three categories: positive interference, negative interference and neutral interference (Hidaya, 2015, p. 28).

- Positive linguistic interference: This makes it possible to facilitate the learning process for the learner by relating what they receive in the colloquial language due to the similarities between the two, while taking into account the specifics of the target language.
- Negative Linguistic Interference: This occurs when the learner transfers structures from the intrusive language to the source language without considering the characteristics of the latter (Alawi, n.d., p.122). This can be involuntary.
- Neutral linguistic interference: This is when the learner relies solely on what he knows of the second language, whether speaking or writing.

#### **3.4 Levels of interference:**

1. Phonetic level: Interference occurs through the alteration of letters and vowels, leading to "the emergence of a new foreign accent in the learner's speech, which is evident in the differences in stress, rhyme, intonation and speech sounds" (Al-Qasimi, 2010, p. 78).

2. Morphological level: interference takes place at the level of word structure “in shaping its basic structure or related prefixes, such as verb forms and suffixes such as connected pronouns, and internal structures such as intensification in verbs through changes that occur in the learner’s speech” (Rahmani & Sahl, 2019, p. 388). Here, the learner tends to impose the morphological system of one language on that of another.

#### **3.3.4 Syntactic level:**

This level concerns the identification of errors related to the organisation of speech, the arrangement of sentence elements, the use of pronouns, the elements of specification, verb tenses and the rules of speech (Al-Qasimi, 2010, p. 79).

#### **4.3.4 Lexical level:**

This leads to the borrowing of words from the mother tongue and their integration into the second language when speaking (Al-Qasimi, 2010, p. 79).

#### **5.3.4 Semantic level:**

Interference at this level occurs due to the multiplicity of meanings of words and their uses, or when borrowing words from the mother tongue and integrating them into the second language (Al-Qasimi, 2010, p. 79).

#### **6.3.4 Written level:**

This level focuses on the learner’s writing performance by examining the interferences that occur at the previously mentioned linguistic levels. The learner may make writing errors due to the interference between two languages (Al-Qasimi, 2010, p. 80).

### **5. Linguistic interference and its impact on Arabic language teaching among a sample of primary and secondary school students**

#### **1.5 Sample of the study:**

The first sample of the study consists of two classes of fifth grade students at Hamid Khalifati School in El-Kalitous, Algiers. We specifically chose the fifth grade because they study both their mother tongue and a foreign language, which allows us to assess the level of interference among learners. In addition, it is the last year that allows a transition to a new stage of education, which allows us to understand the linguistic achievements of the students.

The second sample consists of two classes of first-year students in the literature and philosophy section of the Khalid Al-Jazairi secondary school in Boumerdes. We chose this level of education specifically because the learners have moved from one stage of education to another with a certain linguistic repertoire. Is the linguistic reality the same for students in both stages? And does the linguistic weakness of primary school pupils extend to the different stages of education?

#### **2.5 Study material:**

The study material consists of the students' answer sheets in Arabic, which serves as the language of instruction and the target language, and in French, which is considered the first foreign language. These documents effectively reflect the manifestations of linguistic interference at different linguistic levels, as we will see later. Therefore, we focused on identifying the manifestations of interference between these two languages and the colloquial language, as it is the most widely used in the study community.

### **3.5 Description and Analysis of the Phenomenon of Linguistic Interference among the Students**

When we examined the students' answer sheets, we found that they exhibited different levels of linguistic interference, which varied according to their language proficiency.

#### **1.3.5 Levels of linguistic interference:**

##### **First: Phonetic interference:**

##### **A. Phonetic interference in Arabic**

- Primary school students: Examples of interference found in students' work include:

هذه / الحيوانات هدي), (عليه المحافظة / المحافظة, عليه المحافدة), (تتغذى / تتغدى), (الكتاب معرض / الكتاب معرذ), (سقطت / صقت), (أنشودة / أنشود), (أيضا / أيضن), (دائما / دايمًا), (تعطينا / الثمار طعطينا الأشجار), (الحيوانات), (لكن / هي / كذلك, ماذا / لاكن, هيا, كذلك, ماذا) ..

- Secondary students: Examples of interference found in students' responses include: هذا / لاكن, لذلك, هادا), (النظام / النضمام), (سينا ابن واسمه العالم هذا / سينا بن واسمه لعالم هذا), (السرعة / الصرعة) ... (فاضر, فانظر / فاضر, فنظر), (نستطيع, وسط / نستطيع, وسط), (أحفظ / أحفض), (لكن / لذلك

It is well known that the phonetic level has a significant potential for interference, since no language can dispense with sounds to construct its materials. If we were to quantify the rate of phonetic interference, we would find the highest percentage among primary school students, who often mix their colloquial language with Modern Standard Arabic. They also tend to drop sounds, add others, or change them in order to adapt their spoken language to what they hear. Some of the most prominent types of phonetic interference that we can identify include

- Substitution: These are "changes in the sounds of Arabic that lead to other sounds" (Shahin, 1980, p. 167) without changing the meaning. Substitution occurs because of the similarity in the points of articulation and pronunciation of the two sounds. It is observed that most colloquial sounds have counterparts in Modern Standard Arabic, but they differ in pronunciation, leading learners to substitute certain sounds and letters for others, thus creating phonetic interference. Examples of substitutions found among students include:

- Replacement of ذ (Dhal) with د (Dal): This is due to the similarity of the two sounds in terms of articulation. In addition, the quality of ذ can change from a fricative to a plosive, transforming it into د (Al-Najjar, 2008, p. 56). There are many examples of this among students.

- Replacing ض (Dhad) with ظ (Dha) or vice versa: This error is common among learners at all levels, as many confuse the two due to their similarities in voicing, sonority and articulation (Al-Najjar, 2008, p. 63).
- Replacing س (seen) with ص (sad) or vice versa: This type of interference is common among learners due to the similarity in pronunciation between the two sounds.
- Replacing ط (Ta) with ت (Ta) or vice versa: This happens because of their phonetic similarity.

Thus, the proximity of certain sounds, whether in pronunciation or in writing, has led to phonetic interference for many learners in both primary and secondary education, as they still have difficulty distinguishing between phonemes that sound similar and are written in a similar way.

Deletion: This refers to “the deviation of the expressive pattern from the usual usage, so that when we deal with a sentence containing a deleted part, we see a clear defect contrary to what is usual, as judged by reason or the requirements of language, and it cannot be overlooked except by completing the deleted element” (Al-Najjar, 2008, p. 119). This deleted element can be a letter, a word or a phrase. We are concerned here with the deletion of a letter from a word, which can lead to a change in meaning (e.g. أنشود, اسمه, ماذا...).

The reason for the deletion of many letters during writing is often due to a reliance on pronunciation, as there are some letters in Arabic that are not pronounced but are still written.

Addition: This is the opposite of deletion and involves adding certain sounds and extensions in inappropriate places (e.g. كذلك, أيضن...). Learners often fall into such additions because they rely on what they pronounce orally when writing. In addition, the colloquial language clearly shows these added letters in some words, leading learners to write what they mistakenly believe to be an original letter in the word, thus going beyond the limits of oral expression.

## **B. Phonetic interference in French:**

As far as French is concerned, we often see it interfering with Arabic; learners often apply the rules and laws of their mother tongue to French. This is probably due to their familiarity with French compared to other foreign languages, and its entrenchment in their minds.

One of the most notable manifestations of phonetic interference in French is the learner’s confusion between some similar sounding and written sounds (Kaddour, 2005/2006, p. 106), such as confusing the letters ‘p’ and ‘b’. Since the sound ‘p’ does not exist in Arabic, learners tend to replace it with ‘b’ when writing or pronouncing. Sometimes they even replace ‘b’ with ‘p’.

Examples of interference found among learners at both levels include the word “les blessés”, which was written as “les plessés”, and the word “développé”, which was written

as “dévelopé”. There is also interference between the letters “v” and “f”. It is observed that many learners often do not distinguish between the two, mainly because the letter ‘v’ is missing in Arabic, so they replace it with ‘f’. Examples of this found among learners are: (grafe, grave) and (girafe, girave).

There are also interferences between ‘q, c’ and ‘k’, and between ‘ç’ and ‘s’, with a clear confusion in the articulation of these sounds. Examples of interference found in learners include: (commencer, kommenser), (complet, qompli), (intéressant, intéressant) and (nécessaire, néssessaire).

There are also interferences between ‘m’ and ‘n’ and ‘b’ and ‘d’. Examples include (inoublable, inaudiadle), (camarades, canarades) and (pendant, pomdamt).

Many interferences occur at the level of complex sounds that have no counterparts in Arabic, such as ou, au, eu, gn, ant, ent, ph, and gh. Examples of such perturbations are (un jeur, un jour), (les montan, les montagnes) and (pendu, pendant).

There are also numerous interferences between the vowels ‘a, e, i, o, u, y’ which many, if not all, learners encounter, especially as Arabic does not have such a wide range of vowel distinctions. Learners often adapt their pronunciation to their mother tongue, as can be seen in examples such as (médecin, medcan), (pendant les vacances, pendu les vacons) and (plages, balles, belles plages), among others.

Thus, our study of phonetic disruptions leads us to conclude that there are different manifestations of disruptions in both stages of education. In fact, some phenomena recur due to the proximity of the learners to the colloquial language, which obviously dominates their linguistic use.

## **Second: Morphological Interference**

### **A. Morphological Interference in Arabic:**

- Primary School Students: Among the examples of interferences found at this stage are: (مبكر الخورج أنا), (زارونا الذين / زارنا الذي الأصدقاء كل), (التي / سكر بها الذي الحلويات), (يشترى / الرجال يشترى), (نجهت أنا), (تجهت / يجتهان التلميذتان), (يسهل / قطعها علي يسهلان), (نشطاء / نشيطين نكون), (مبكر أخرج أنا / الطيبون / طيبون الأصدقاء), (الغابة على الغاباء, على يتردد كان), (النجاح نلنا حتى / النجاح نال حتى تعبنا), (أجهت أنا /

- Secondary School Students: Examples of interferences found at this stage include: (مرت ذات), (مرادهم ليحققوا يجتهدون / مرادهم ليحققو يجتهدو), (اللعب في / لعب في الإفراط), (إكثار / اللعب في تكثير / مرة ذات).

While morphological analysis among ancient Arabs was based on three models of analysis-“the method of morphological tables to track changes in pronouns and other structures, the use of markers to manage some morphological changes, and the use of morphological scales to control changes in derived forms, broken plural, and diminutives” (Abu Amsha, 2014, p.



154).The manifestations of interference appear in suffixes, dual forms, plurals, and derivation, and largely reflect a clear influence from the morphology of colloquial language and the imposition of its features on Modern Standard Arabic.

This is evident in the use of the plural instead of the singular, the singular instead of the plural, the masculine instead of the feminine, errors in verb formation when matching the subject, and discrepancies in the agreement of relative pronouns.

There are also frequent errors in the addition of the definite article “ and in the ”أل .formation of certain nouns and verbs in general

It is noteworthy that these morphological disorders are clearly observed in primary school students, with only a slight improvement in secondary school students.

### **B. Morphological interference in French:**

The influence of Arabic morphological features on learners is evident, particularly with regard to gender distinctions. For example, they sometimes drop the masculine marker on feminine nouns in French because their Arabic counterparts are masculine, and vice versa. Examples include (une tenue, un tenue), (la mer, le mer), (le soleil, la soleil), (la société algérien(ne)), (la problème, le chose).

There are also issues with singular and plural forms that many learners struggle with because of the different characteristics of pluralisation between Arabic and French. For example, in French, a word like “deux” is added before the noun and an “s” is added at the end of the word to indicate plurality (Kaddour, 2005/2006). Examples include: (les malade, les malades) and (des belles plages, de belles plage).

One of the most common morphological errors found in learners of French is the confusion of verbs with their corresponding pronouns and the failure to distinguish between possessive, demonstrative and personal pronouns. Examples include: (sa opinion, son), (cette dernier, ce), (ce lieu remarquable, cet lieu est remarquable), (j'ai visité la plage avec ta famille, avec ma famille).

### **Third: Syntactic Interference**

#### **A. Syntactic Interference in Arabic:**

- Primary School Students: Examples of interferences include: (الأخي / أخي إلى قصّة قرأت), (يوم / أكتب أن علمتني), (الأخلاق أمي علمتني / الأخلاق علمتني أمي), (العيد يوم الناس يتصالح / يتصالحون الناس العيد كائن / حي كائن الشجرة), (اللعب من / اللعب في أكثر لا), (دروسك تكتبي أن / دروسك تكتبين أن يجب), (الكتابة علمتني (حي)).

- Secondary School Students: Examples include: (الفضائيون / الفضائيين قام), (بالأمر المهتمين كان) / كان / دروسه في يراجع كان), (عليه كبيرا / عليه أكبر الأمر وقع كان), (المهتمين إن / المهتمون إن), (بالأمر المهتمون العاملون يجتهد / لحمايتها يجتهدون العاملون), (عليها المحافظة / عنها المحافظة يجب كنز الصّحة), (دروسه يراجع (سعيدا عيشا عاش سعيد، عيشا عاش), (للمسيطرين / للمسيطرين), (لحمايتها

The correct syntactic structure of sentences ensures a clear meaning. What we have observed in students at both levels is a frequent violation of many grammatical rules, especially those relating to the agreement between the subject and the predicate, which leads to a distortion of meaning. In general, it is noticeable that learners sometimes overlook grammatical rules, while at other times they rely on syntactic rules from another language, such as French, especially regarding the placement of the subject before the verb.

The effects of syntactic interference are particularly evident at the level of writing. One of the main manifestations is a change in the order of elements in the verbal sentence, specifically a shift from the verb + subject + object structure to subject + verb + object, similar to what is common in colloquial speech. In addition, learners often add unnecessary elements to sentences that have no semantic value, or misuse prepositions and conjunctions, sometimes omitting them when the context requires their use. They also tend to neglect the correct use of particles and defective verbs.

It is clear from the examples given that these constructions are used in our colloquial language, indicating that learners are influenced by their mother tongue. This can also be attributed to their weak understanding and ignorance of correct grammatical rules, which adversely affects their sentence constructions.

One of the most notable syntactic interferences between Modern Standard Arabic and colloquial Arabic concerns case endings. These are almost absent from learners' linguistic usage, as they often omit vowel marks at the end of words when the context does not require it. This omission is likely due to the influence of colloquial Arabic, which often does not display these grammatical markers (Lounas, 2016, 2017, p. 285)

In conclusion, the syntactic disruptions appear to be quite similar for learners at both levels, who show weakness in case marking and struggle to construct grammatically correct sentences. They also have difficulty using conjunctions in their appropriate places, although these difficulties are somewhat less common among secondary school learners. This may be due to the influence of colloquial rules and idiosyncrasies on Modern Standard Arabic, as well as learners' lack of knowledge of grammatical rules.

### **B. Syntactic interference in French:**

There are a number of interferences that result from applying the French syntactic structure to that of Arabic, particularly in changing the order of the elements from (sujet + verbe) to (verbe + sujet). This leads to a distortion of meaning, especially if we add the fact that auxiliary verbs are often not used. Even when they are used, learners at both levels still find it difficult to distinguish between the appropriate contexts for using 'être' and 'avoir'. For example: "(parti Omar avec son père, Omar est parti) and (avons-nous des choses, nous avons des choses) as well as (j'ai remarqué, je suis ...).

Can we not see a clear influence from both Arabic and colloquial Arabic? This had a negative impact on the application of the French rules. These interferences confirm that

the learner's understanding of the French language is superficial, because he has not understood its rules well enough to apply them correctly.

#### **Fourth: Semantic Interference**

##### **A. Semantic Interference in Arabic:**

- Primary School Students: Among the manifestations of semantic interference in this group are the use of colloquial words. Examples include: (يوم لارتدائها / بها للتعبيد الملابس يشترون), (الأماكن / أوساخ عندها التي الأماكن عن أبتعد), (تبتعد / الحلويات عن نبعذ أن يجب), (دائماً / دايمًا نفعله ما هذا), (العيد تحبّ التي / عملي أتقن أن منّي تحبّ التي معلّمتي), (تدريسي واصلت التي / السنة هذه حتى تبعنتي التي معلّمتي), (المتسخة التّهار طيلة أو المساء إلى / للمساء الصّباح من أفعله ما هذا), (عملي أتقن أن).

- Secondary School Students: Examples of semantic interferences in this group include: (عدم / منها التّكثير عدم), (نستطيع كيف / عليها المحافظة نقدر كيف), (متنوّعة رياضات نمارس / الرّياضة في ننوّع), (بالطبّ مولعا / بالطبّ مدهوشا سينا ابن كان), (الإكتار).

A close examination of the manifestations of semantic interference between the two levels of education reveals the extent to which learners are influenced by colloquial language. This influence can be seen in the incorporation of colloquial vocabulary in their expressions, both spoken and written. This includes the use of verbs that have the same meaning as in colloquial language, as well as nouns and adjectives. This reflects the dominance of colloquial language in learners' thinking, alongside their weak command of standard Arabic vocabulary.

The prevalence of local dialects among learners is one of the biggest obstacles they face, as it is difficult to eliminate, especially given their lack of a robust vocabulary to compensate for the lexical gaps.

##### **B. Semantic interference in French:**

This interference is clearly evident in the use of French, particularly in the inability to distinguish between the meanings of certain words, such as the conjunction "et" and the verb "être", or "le dialogue" and "un élément (est)".

Another source of interference is the replacement of intended words from the mental lexicon with inappropriate words, as in the example: elle n'est pas satisfaite donc elle a échoué (parce que).

Another manifestation of semantic interference is the imposition of the Arabic language system on the French language system due to the lack of certain vocabulary in the learner's repertoire, as seen in expressions such as "le manque de la communication dans la vie quotidienne".

#### **Fifth: Written Interference**

##### **A. Written Interference in Arabic:**

- Primary School Students: The written interference in this group relates to the incorrect spelling of certain words based on their pronunciation, which falls under the previously



was used instead of “c” due to the phonetic similarity between them. Some learners also wrote the word (quelle) as (kale). Additionally, the words (dyalogue / dialogue) and (métyi / métier) were written in this manner. The reason behind this may be that the letter “y” corresponds to the letter ““ in Arabic, while the letter “”سي” corresponds to the letter “. (as in fwa / foi) ”و

Based on these observations, we can see the impact of linguistic interference between Modern Standard Arabic and colloquial Arabic on one hand, and between Arabic and French on the other. Notably, some of these interferences have positive aspects, as most learners use words they have previously heard and understood, but when they try to use them, they make mistakes. There are also negative interferences, such as some learners replacing French vocabulary with Arabic words (e.g., اليومية الحياة / la vie quotidienne) or writing in Arabic using French letters (e.g., attawasoul).

In addition to all this, there are the examples mentioned earlier regarding spelling and grammatical errors, which are partly a result of interference between languages. This can negatively impact the proper learning of languages, including the native language, as we have seen.

## **6. Conclusion**

From this study, we conclude a set of findings presented as follows:

- The Algerian society experiences a phenomenon of linguistic plurality that has dominated it, extending to the field of education across various levels, resulting in a crisis of linguistic hybridity within schools.
- The phenomenon of linguistic plurality has given rise to another linguistic phenomenon: interference, which has imposed itself on the educational reality across different levels.
- The levels of linguistic interference in Algerian schools are diverse, encompassing various linguistic levels and educational stages, albeit at varying rates.
- One of the most significant manifestations of interference in Arabic is the learners' incorporation of colloquial characteristics into Modern Standard Arabic, resulting in a series of interferences that affect various linguistic levels.
- The same applies to the French language; the study showed that learners apply characteristics of Arabic or colloquial Arabic to French, leading to a range of interferences between the two.
- Our analysis also led us to conclude that the numerous linguistic errors made by learners are not solely related to the issue of interference between languages but are also partly due to the learners' insufficient understanding of the rules of the language.

The phenomenon of linguistic interference has significantly negatively impacted the teaching of the Arabic language, specifically, and foreign languages like French to a lesser extent. This is evident through the unconscious application of the rules of one language in another, leading to adverse effects on the linguistic proficiency.

Our choice of two different educational stages led us to the conclusion that the phenomenon of interference is not limited to one educational level. Many manifestations of interference found in primary education are repeated in secondary education, which refutes the prevailing belief that all linguistic competencies of learners are developed mechanically as they progress through educational stages. Unfortunately, reality has shown that secondary school learners commit errors that differ from those of primary school learners.

Whether we like it or not, we are experiencing a linguistic reality crisis in our educational institutions. It is essential that we reflect seriously on this issue to overcome it and enhance our Arabic language and other foreign languages. This enhancement should develop various linguistic skills in a balanced and comprehensive manner, free from anything that could tarnish their essence. Below are some suggestions related to improving the linguistic reality in Algerian schools:

- There is a need to focus on teaching Modern Standard Arabic correctly from the early educational stages, following a suitable scientific methodology for its instruction and facilitating its learning, along with proper preparation for teachers.
- Avoid improvisation in developing educational programs, especially concerning the teaching of foreign languages, with a logical progression in teaching any language, including Arabic.
- Link language teaching to lived experiences, establishing a complementary relationship between the languages present in society, while being fully aware of the limits of influence and interdependence, which do not negate the uniqueness of any language.
- Create a sound educational linguistic environment from which learners can absorb the principles and rules of proper language.

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