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Investigating challenges raising from Learning two Foreign Languages Simultaneously in Primary Schools in Algeria

An Extended Essay Submitted in Partial Fulfilment of the Requirement for a Master's Degree in Didactics and Applied Languages

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Dedication

I dedicate this work to two incredible women who have shaped my journey and contributed immeasurably to my success. Without their unwavering love, support, and sacrifices, I wouldn't be standing here today, on the precipice of this accomplishment. To my beloved mother and sister, thank you, this dedication is a heartfelt expression of gratitude for everything you have done for me.

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ABSTRACT

This research investigates the challenges faced by third-year primary school pupils in Algeria when learning two foreign languages simultaneously, specifically English alongside French. The Algerian President's decision to introduce English in primary schools has sparked a debate, with concerns raised about the lack of details regarding teaching materials and pedagogical mechanisms. Thus, this study aims to shed light on the methods, requirements, and difficulties associated with introducing English to Algerian primary schools. The research examines the experiences of pupils, parents, and teachers and explores the implications of implementing a foreign language policy in primary education. In addition, the study employs a questionnaire, interviews with teachers and parents, and classroom observations to gather data. Moreover, findings indicate that while pupils display enthusiasm for learning foreign languages and can manage learning both English and French simultaneously, challenges arise from a lack of teaching materials, differences in pronunciation and vocabulary, and the capacity of pupils' minds. Furthermore, pedagogical recommendations are provided to support successful implementation of the foreign language policy, emphasizing the need for adequate resources, balanced workloads, and the incorporation of gamification and visual aids. Ultimately, this research contributes to promoting cultural diversity, multilingualism, and effective language learning in Algerian primary schools.

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EF: Education First

FL: Foreign Language

FLN : Front de Libération Nationale

LAD : Language Acquisition Device

SL: Second Language

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GENERAL INTRODUCTION

GENERAL INTRODUCTION

English has become the gateway to all the industries; it is the leading language in business, science, literature, politics, diplomacy and many more areas. Due to the positive impact of globalization, English language learning has gained interest again. It is also considered the world's lingua franca as 1.5 billion people around the world speak English, and over 55 countries speak it as a second language (Crystal 2003). The world is fully aware of the importance of English as a foreign language, both at the national as well as the international level. Currently, in the case of Algeria, English is the second foreign language, and it is taught as a compulsory course from the third grade of primary school to the third year of high school, covering ten years of learning. However, due to historical and political reasons, English is still lagging behind French. It is primarily learned for educational reasons, within an academic environment, and has no real use in daily communication of Algerians.

The educational system in Algeria today differs from that of the past; more approaches are included, various teaching methods are incorporated, and the emphasis on language learning has grown. Arabic, French, Tamazight are taught in primary, middle, and high school. However, with the beginning of the school year 2022/2023 the primary schools began using English as a second foreign language simultaneously with French. There was an educational reform in 1993 mandated that student in primary school study either the French or the English language. This was done to make learning foreign languages at an early age better. Because some parents preferred French to English, some primary schools in Algeria implemented the reform that had been discussed before canceling it (Rezig, 2011).

Aims of the Study

This research focuses on two aspects of introducing English to Algerian primary school. On one hand, this research aims at exploring the types of teaching methodologies to be used, and the requirements of such initiative. On the other hand, the research describes the possible challenges facing teachers and primary school pupils with English being implemented in the Algerian primary school program alongside with French.

Statement of the problem

The Algerian President Abdelmadjid Tebboun recently gave the green light to teach English to primary school students beside French in Algeria as a preparation step to remove French. This last decision has sparked a loud debate. Nevertheless, the statement did not provide any details about the human materials and the pedagogical mechanism for the success of this decision; therefore, the difficulties pupils would face had been neglected. It might be because of the quick decision-making. In addition, the developmental and the change that has occurred in the field of special education in the past ages have enhanced the need for more research to be done.

This investigation sheds light on the methods, requirements, and challenges of introducing English to the Algerian primary school. Regarding the government's decision to add English as a second language other than French, this leads to a population that may improve in language proficiency. Of course, it is not easy to shift from French, a language that has been used hundreds of years ago as a second language, to English. Such a shift inevitably faces many difficulties and challenges; for example, there must be a sufficient number of teachers and instructors who can spread the language at different levels. The purpose of this research is to examine the significant requirements and challenges that pupils, parents, and teachers might encounter with English being

implemented in primary schools. The study promotes cultural diversity and multilingualism, but it is not neglecting the importance of learning the mother tongue or other local languages at first hand. This study is expected to inspire Algerian teachers, parents, and policy-makers, and contribute to a calculated and successful initiation of such foreign language policy. Therefore, the present study attempts to tackle the following two questions:

- Is it easy for a child in the 3rd grade in primary school to learn two new foreign Languages at the same time?

- What are the difficulties that would face both pupils and teachers during this process?

In response to the research questions, the following hypotheses are put forward.

➢ Algerian primary school pupils may not be able to learn two foreign languages simultaneously easily.

➢ The difficulties faced by pupils and teachers during the process of teaching and learning English as a foreign language alongside French are related to pronunciation, vocabulary, materials availability, and the capacity of the mind.

Research Methodology and Design

This study is experienced in the primary school (Ghorzi Ali) located in the south downtown in Remchi-Tlemcen. In order to tackle this issue, a questionnaire, an interview, and a classroom observation were used as research tools. The questionnaire was used to collect data from a sample of 74 third year pupils (7-9 years old) studying English besides French in primary school, with a class observation to the pupils. The aim is to find out the significant difficulties the pupil is facing and the reason behind them. The interview was conducted with six participants, two English teachers, two French teachers and two parents in order to make an evaluation of the experience of teaching English simultaneously with French to the primary school children.

Structure of the Dissertation

This work is divided into three chapters each one presents certain knowledge, the first chapter presents the literature review and the background knowledge about teaching English as a foreign language in the world and in Algeria, plus highlighting the status of French and the status of English in the Algerian educational system. At the end of this chapter the old experience of introducing English in Primary school in Algeria in parallel with French will be tackled.

The second chapter which is practical in nature includes a full description of the research methodology designed to conduct this piece of research, and the limitations of the study. The chapter will also treat the data collected from the three research instruments used (the questionnaire, classroom observation and the interviews).

The third chapter is devoted to some suggestions and recommendations that can be helpful for an effective foreign languages teaching simultaneously to young children. It concerns mainly the teachers, the techniques to be applied, the eclectic methods, textbook, the classroom atmosphere, and assessments.

Chapter One: Literature Review

1.1 Introduction

This chapter spotlights on the status of English as a global language, it includes its benefits in making the world as a global village, the reasons behind its widespread. Then it provides a definition of first and second language acquisition, in addition to, their stages and theories. Next, this chapter introduces the status of French in the Algerian educational system. Then, it tackles the history of French in Algeria, and emphasizes the impact of French in the Algerian educational system. Furthermore, it describes Algerian students' proficiency in French. Then, it introduces the status of English in the Algerian educational system. It tackles the historical background of English in Algeria from (1950-20s), provides an overview of introducing English in the Algerian primary school, and it discusses the old experience of 1993 as well as the modern experience of 20s. Finally, it discusses the benefits of multilingual education and its challenges in schools.

1.2 English as a Global Language

Nowadays, the world has become a global village thanks to the wide spread of English, which is considered as the language of globalization, as well as the language of science and technology. Therefore. It is spoken at a useful level by 1.75 billion people worldwide, making it the fastest-spreading language in human history. Supporting this idea by Crystal (2003) who states that: "there are over 350 million people around the world who speak English as their first language and more than 430 million who speak it as a second language "(p. 69). Moreover, the rise of English as a global language is due to the political power of its native speakers and the economic power with which it can maintain and expand its position. In this regard, Clyne, and Sharifian (2008) emphasize that: "English owes much of its position as an international language to the demographic, economic and political power of the English-speaking countries, especially the U.S" (p. 28).

Furthermore, English was spread across the world during the colonial period, when British power was at its height and established colonies and trading posts around the world. It continued to spread as the United States emerged as a superpower. English became the dominant language of international diplomacy and politics, and its economic power grew, as it became the language of business, finance, and international trade. Supporting this idea by Crystal (2003) who claimed that: "there are two main reasons behind the widespread use of English language all over the globe. The first reason is the British colonialism which lasted to the late nineteenth century and dominated a large number of territories in the world. The second factor is the international influence of the USA as a strong economic power in the twentieth century" (p. 59). Even though there may be some bitterness towards the cultural dominance of English, particularly from countries that were formerly colonized by English-speaking nations, it is likely that English will continue to be used as a global lingua franca for the foreseeable future. Today, proficiency in English has become essential for success in many fields, and it is the language of choice for international communication and collaboration.

Accordingly, English plays a vital role in connecting people from different cultural backgrounds because it enables them to communicate and collaborate effectively and creatively from anywhere and in anytime with ease. As well as, breaking down barriers and promoting understanding. In this aspect, G. Ferguson, et al (2011) argued in a paper published in the World Englishes journal that English is widely accepted and used as a language, making it easier for people from different cultures to communicate with each other. This language cohesion can help bridge cultural gaps and promote a free exchange of ideas. Using English as a global language can also bring financial benefits, as businesses and individuals can reach a wider audience by using a common language. Furthermore, English is a valuable language for research because many

scholarly publications prefer it. This allows researchers from all over the world to discuss, collaborate, and exchange ideas effectively. Therefore, using English as a global language has various benefits, including promoting cultural unity, expanding access to customers, and improving research opportunities (G. Ferguson, et al, 2011).

1.3 First Language and Second Language Acquisition

First language acquisition refers to the process of acquiring one's native language, which occurs naturally and without explicit instruction. Second language acquisition is the process of learning a new language after acquiring one's native language.

1.3.1 First Language Acquisition

First language acquisition refers to the process of learning one's native language, which begins at birth or even before birth when infants acquire their native language. Children learn their first language through a subconscious process and are unaware of grammar rules. They do not require explicit instruction to learn their first language; they just pick up the language from the environment around them.

In summary, first-language acquisition refers to how children learn their native language through a subconscious process without explicit instruction. It develops in stages from babbling to telegraphic speech. There are several theories explaining how children acquire their first language including behaviorist, nativist, and cognitive theories(Fletcher, 1984).

1.3.1.1 First Language Acquisition Theories

There are four main theories of language acquisition: the Behavioural Theory, Cognitive Theory, Nativist Theory, and Interactionist Theory. First the behaviorist theory of language

acquisition is based on the idea Cooter & Reutze (2004) argued that infants mimic human role models to learn oral language through imitation, reinforcement, and practice. An infant's surroundings contains human role models who act as stimuli and rewards. According to this theory, children have no innate ability to learn language and rely on operant conditioning to form and improve their understanding and use of language. While the cognitive theory of language acquisition was first proposed by the Swiss psychologist Jean Piaget in the 1930s. According to this theory, children learn about their environment first and then connect language to their prior experiences. (Lamarr, 2022).

Moreover, the nativist theory of language acquisition is a linguistic theory that suggests that children are born with an innate ability to organize the laws of language, which enables them to easily learn a native language. The theory was first proposed by Noam Chomsky in the 1950s and 60s. According to this theory, children have an inborn Language Acquisition Device (LAD) that contains grammatical universals. The LAD allows children to recognize the kind of language they are dealing with as they listen to their parents and set their grammar to a correct one, which is known as "setting the parameters". (Kelly Carroll, 2022).

Finally, the Interactionist theory combines elements of both the Behavioural and Nativist theories. The interactionist theory of language acquisition emphasizes the importance of interaction and social environment in acquiring language, while also recognizing that language is innate. Lev Vygotsky first laid the foundations for the interactionist theory that proposes that language exists for the purpose of communication and can only be learned in the context of interaction with adults and other children. It stresses the importance of the environment and culture in which the language is being learned (Lamarr, 2022).

1.3.1.2 First Language Acquisition Stages

In agreement with Hutauruk (2015) there are roughly six stages of acquisition: prelinguistic stage, babbling stage, first words, two-word stage, telegraphic stage, and beyond telegraphic stage. During the prelinguistic stage, babies produce noises that do not fit within the definition of language. This stage occurs before language is produced by the child. The babbling stage is when babies begin to produce sounds that resemble speech. They experiment with different sounds and intonations.

Secondarily the holophrastic or one-word stage is when children begin to make one-word sentences. In this stage, nouns make up fifty percent of the child's vocabulary while verbs and modifiers make up about thirty percent. Next the two-word stage is when children begin to combine words into two-word phrases. These phrases usually consist of a noun and a verb or an adjective and a noun. Following that the telegraphic stage is when children begin to use three or more words in their sentences but omit function words such as "the" or "and".

Lastly, beyond the telegraphic stage, children continue to develop their language skills by expanding their vocabulary and grammar rules. They learn more complex sentence structures and use more abstract concepts. Parents play an important role in helping their children acquire language skills by providing them with opportunities for interaction and exposure to language (Hutauruk, 2015).

1.3.2 Second Language Acquisition

Second language acquisition refers to the process of learning a second language after a first language is already established. It assumes knowledge in a first language and encompasses the process an individual goes through as he or she learns the elements of a new language. Second

language acquisition can occur at any age, but it takes a lot of practice. Overall children have an easier time learning a second language when they are exposed to it early on, such as when they go to school for the first time and are immersed in an English-speaking environment (Troike, 2012).

1.3.2.1 Second Language Acquisition Theories

Second language acquisition theory seeks to explain how individuals acquire a second language. To begin with the predominant theory of second language acquisition was developed by Stephen Krashen in the 1970s and is based on five hypotheses: the Acquisition-Learning Hypothesis, the Monitor Hypothesis, the Input Hypothesis, the Natural Order Hypothesis, and the Affective Filter hypothesis.

Furthermore, the Acquisition-Learning Hypothesis states that there are two independent systems of foreign language performance: 'the acquired system' and 'the learned system'. The acquired system is an authentic and natural process of acquiring a second language through understanding input that is slightly beyond one's current level of comprehension. The learned system involves conscious learning of grammar rules and vocabulary. Next the Monitor Hypothesis states that the acquired system can be affected by the learned system when learners monitor their speech.

Moreover, the Input Hypothesis explains how learners acquire a second language by understanding input that is slightly beyond their current level of comprehension. Then the Natural Order Hypothesis suggests that there is a natural order to the way second language learners acquire their target language, which transcends age, learner's native language, and other factors. Finally, the Affective Filter hypothesis posits that certain affective variables such as self-confidence can facilitate or impede second language acquisition (Schütz, 2019).

1.3.3 Difference Between First Language and Second Language Acquisition

The key difference between first and second language acquisition lies in their acquisition process. First language acquisition is natural and effortless, while second language acquisition may require time and effort. Moreover, a first language speaker has an intuitive sense about grammar rules and usage, while a second language speaker may not be knowledgeable about idiomatic expressions or cultural nuances First language acquisition.

In summary, first language acquisition is an innate ability triggered by birth and developed through exposure to it. Second language acquisition requires conscious effort and instruction. Neurological considerations suggest that there may be differences in lateralization of the brain when it comes to first and second language acquisition.

1.4 The Status of French in Algerian Educational System

Algeria inherited a hybrid education system that combined French, Arab, and Tamazight religious schools after gaining independence from France in 1962. The higher education system first adopted by the University of Algiers was based on the French model. However, Algerian authorities set out to redesign the system to make it more suited to the needs of a developing nation. Despite this, French continued as the favored language of instruction

During the colonial period, France sought to make the Algerians assimilate the French culture and to eradicate their society from its foundations. The young Algerians were targeted at first through their education in French schools that teach the languages and all cultural aspects of the French Civilization. The purpose was that they would become useful and mediating elements between the colonizer and the rest of the indigenous population (Turin, 1971). Indeed, the comprehensive Francization policy that the occupation has followed in education for the Algerians

is not limited to the field of education in its various stages, including curricula, systems, books, language of teaching, educational administration, and general guidance only, but also it covered all areas of social, cultural, and administrative life in the country (Turki,1981). A French official report stated in 1849 that they will never lose sight of the fact that their language is the law since it is the language used by their civil, criminal, and punitive courts to judge Arabs who enter their grounds. All official correspondence must be given as soon as possible in French, all contracts must be in writing, and they are not required to give up their language's rights. The primary concern that needs to be addressed is working to spread and generalize the French language among Algerians. (Al-Basayer Newspaper Editor, 1954).

After gaining independence, Algeria faced numerous challenges in rebuilding itself as an Arab-Muslim nation. Although Arabization of the French education system was deemed necessary, it was also necessary to retain French, at least temporarily, as a medium of instruction in some fields of education and as a means of accessing modern scientific progress. Consequently, the use of bilingualism in education and administration emerged as a necessary measure for the Algerian government to avoid any social or pedagogical issues. However, this solution would not address the language problem completely unless a clear policy was established regarding the role of the Arabic language in independent Algeria (Djabri,1981).

Despite the government's efforts to impose the Arabic language and suppress French, especially through an educational method, the two languages are still present in Algeria today, just as French colonialism failed to eliminate the Arabic language. In post-colonial Algeria, modern Standard Arabic is defined as the national and official language, while French is officially considered as a foreign language active in Algeria (Queffélec,2002).While both languages have their own institutional status, they are still cohabitating linguistically. For example, a presidential

decree of 1969 requires that all state institutions translate into Arabic all official texts and administrative documents that have been developed in the French language, and there are laws that state that all official texts and documents should use only the Arabic language. This is still observed in the issuing of administrative directives in key industries such as Sonatrach or Sonelgaz. In addition, passports and proper names are in both languages, and stamps and money are only printed in Arabic. In fact, France has never been in need to struggle to maintain its language in Algeria since it was effectively preserved by the Algerians themselves.

1.4.1 History of French in Algeria

French colonial rule over Algeria began in 1830 with the invasion of Algiers and lasted until the Algerian War of Independence, which concluded in 1962. During this time, Algeria was administered as an integral part of France from 1848 rather than just a colony until independence. As soon as the French began their occupation of Algiers, they made French the city's official language. Up to that point, Arabic and Berber had been the principal languages used, and the forced imposition of the French language made it difficult for locals to interact with their occupiers or to hold any power. When the French fought to conquer and rule over the Algerian people in the nineteenth century, they quickly realized the power that controlling the education of the native population would give them in terms of shaping the minds and values of the next generation. Koranic schools had been the principal means of education before colonization. As propagators of Islam and Arabic, forces contrary to the subjugation of the Algerian people, these schools were to be avoided at all costs.

The French closed many Koranic schools, taking over their buildings and transforming them into colonial offices. They also stemmed funding to those Koranic schools that remained.

Consequently, hiring teachers became increasingly difficult (Queffelec,2002). Furthermore, the Arabic that was learned and spoken by subsequent generations was therefore taught at home or not at all. Colonial officials not only effectively disbanded the formal teaching of Arab culture and language, but also set about propagating their own. French became the official language of instruction in schools, and students were taught French history, literature, culture, and religion. Alexis de Tocqueville, a well- known French diplomat, and authority about Algeria, wrote in the 1840s, "These half- savage African countries are now undergoing a social development very much like that which took place in Europe at the end of the Middle Ages" (p.267).

The manner in which French rule was established in Algeria during the years 1830–47 laid the groundwork for a pattern of rule that French Algeria would follow for more than a century. Settler's domination of Algeria was not secured until the fall of Napoleon III in 1870 and the rise of the Third Republic in France Discontent among Algerians grew after World Wars I and II, during which Algerians sustained numerous casualties. They became disillusioned with French rule and their lack of political and economic status in the colonial system. What started as a clamor for greater autonomy later erupted into an all-out war for independence. In terms of mending the relationship further, there is a need to open up and make public archives chronicling the 132 years of French colonial rule over Algeria. In addition, France must acknowledge its colonial past (Zaimeche,S. et al. 2019).

In an article written by Ibrahim Mukhtar 'France's little-known history of looting in Algeria, Algerian historians believe that their land has continued to feed the French economy with its oil (discovered in 1956), gold, iron, coal, and various minerals. Speaking during a conference held at the Emir Abdelkader University of Islamic Sciences in Feb 2021, historian Faisal bin Said Talilani described French colonialism in Algeria as the most brutal form.

1.4.2 Impact of French language in Algerian Educational System

Algerian universities typically use French as the language of instruction, while primary and secondary schools use standard Arabic. This is a result of over a hundred years of French colonial rule in Algeria. The issue of language has always been tied to the Algerian elite's political and economic goals. In 2016, the Minister of Education, Nouria Benghebrit, suggested that schools adopt French teaching to improve the rough transition many Arabic-speaking Algerians go through for university. This suggestion set off a decades-long debate on the role of the French language in Algerian society. Some view the French language as 'spoils of war', while others see it as providing paths towards modernity.

In the era of colonization in Algeria, the French language emerged as a means of oppression, serving as a divisive tool that distinguished the privileged few from the general population. In their quest to regain their national identity, post-independence Algerian leaders implemented Arabization policies that promoted the use of Arabic while discouraging the use of French. Consequently, the linguistic shifts within Algerian society have been a significant aspect of its historical trajectory. Hussein Ait Ahmed, a prominent figure in the FLN (National Liberation Front), expressed the following sentiment in a 1955 article:

> The national language of the Algerian people is Arabic. Colonialism has sought to stamp it out. This policy is characterized at present by the refusal to allow the teaching of Arabic in Government schools and by hindrances to free education. Only in the higher Institute of Islamic studies, and three secondary schools, attended by less than 500 students, are Arabic studies pursued. In the French secondary schools, Arabic is taught as a foreign language. The opening of free

primary schools is hampered by the authorities who frequently close them down and arrest the teachers. A teacher, Chei'khZerrouki has been condemned to four years imprisonment for teaching Algerian history. Even in French, education is very limited. Illiteracy is 90 percent (p.286).

During the period of French colonization from 1830 to 1962, the majority of educated individuals in Algeria were French settlers and other Europeans. Prior to gaining independence, the literacy rate among Algerians was less than 10%. The colonial era was marked by an inequitable distribution of public resources and infrastructure, leading to enduring regional disparities in educational attainment (Hetman, 2018).

1.4.3 Algerian Students' Proficiency in French

French is a lingua franca of Algeria, and the country has the second-largest Francophone population in the world. During French colonization from 1830 to 1962, French was used as a tool to raise awareness and support for resistance against foreign exploitation. Today, French is still widely spoken in Algeria, as many students with the highest baccalaureate rate in Algeria decide to study in France instead of Algeria. Now, we find the French language everywhere, in the street, in the store, on social context, media, in the labor market, and even in homes and in the way of speaking.

Likewise, when you visit administrations, institutions, and colleges you will regrettably find the majority of papers and documents in French, even though Arabic is the official language. Regarding education, it is a fact, and nothing is wrong with it. Students may master French and other languages, but they may struggle to spell or pronounce Arabic words correctly when reading, let alone understand its grammar or formalities. We also observe that Algerians now use French

language as a standard of culture i.e., if you do not speak French, you are not educated (BenSada ,2022). There is limited information available on Algerian students' proficiency in French specifically. However, a study found that learners with higher proficiency in French were more proficient in English than those with lower proficiency. Another study proposed that learners could develop proficiency in English through the transfer of their French-based background (Negadi, 2015).

1.4.4 French language in Algerian Schools

In Algeria, French has a significant presence as a widely spoken language and is used as the language of instruction in universities. However, primary, and secondary schools use standard Arabic. This discrepancy is a result of over a hundred years of French colonial rule in Algeria. In July 2019, the Algerian Minister of Higher Education proposed that English should gradually replace French as the language of instruction in universities, and over the past year, several Algerian ministries have banned French in their official correspondence. Algeria's decision to move away from the French language and towards English has been perceived by many Algerians as long overdue. The country's fraught and complex history with France and its brutal legacy of colonialism has made the French language increasingly unattractive.

Algeria is introducing English lessons in primary schools to replace French as a first foreign language. The decision was welcomed by parents' associations and educational syndicates who believe that English has become the language of science, development, and interaction among people. Several Algerian ministries insist on using Arabic by their staff, while Tamazight is also an official language in Algeria. Nonetheless the move towards English reflects a growing generational divide in Algeria and public pressure to loosen the colonial grip that French has on society. While this initiative will not do away with French completely, it will see English

introduced at primary school level instead of high school level where it is normally first taught (BenSada,2022).

1.5 The Status of English in Algerian Educational System

After Algeria gained independence from France in 1962, French remained the dominant language in Algeria, but it began to fade away as a result of the Arabization policy of 1971 as the president Abdelaziz Bouteflika came to affirm that Algeria is not an affiliate of the Francophonie, and also, as a result of the globalized socioeconomic changes taking place worldwide. This led to a competition between French and English in post-independence Algeria. (Sharkey, 2014). With English becoming the language of power, economy, and information. By the end of the 1990s, English had become increasingly popular in Algeria due to its status as a global language. The impact of English has fluctuated due to sociopolitical instability in the late 1980s and 1990s, but it is still widely used today, it is currently taught to the majority of students in Algeria from the primary school level.

1.5.1 The Historical Background

Algeria's turbulent history catalogues hundreds of years of strategic linguistic control. As a French colony for more than a century and the presence of English during that period of time.

1.5.1.1 English Language Teaching, Policy, and Planning in Algeria(1950s-70s)

Research on policy, teaching, and planning in Algeria provides pictures of the presence of English in the former French colony. From the mid-20th century to the 1970s, Algeria used textbooks produced by France to teach English from 1962 to 1975 when the first Algerian textbook appeared. According to the analysis of Hayane's (1989) of English textbooks and teaching

manuals, the content and methodology of English language teaching in Algeria during this period were heavily influenced by the French educational system, she found that the Algerian textbook writer, stung by their painful memories of and experience with French colonialism, and seemed to view English with suspicion, for fear of a similar colonialism experience to France. Even though the English language teaching was backed by both the British Council and the American schools, this attempt failed because most parents chose French over English.

Overall, it can be concluded that from the 1950s-70s, Algeria used textbooks produced by France to teach English until 1975 when the first Algerian textbook appeared. The British Council and American schools backed this attempt but failed because most parents chose French over English.

1.5.1.2 The Dynamic Presence of English in Algeria (Early 1980s)

In the early 1980s, English had a vibrant presence in Algeria. The British Council's 1984 report provided a comprehensive sociolinguistic profile of English in Algeria, which showed that English was taught from the second year of middle schools and was widely accepted by teachers and parents. At that time, there were many teachers who were British expatriates and the Algerian government wanted to recruit more. According to the British Council, there were people, including Francophones, who advocated for English to be the primary foreign language taught, the reasoning behind this was that having English as the first foreign language could improve the quality of education in Algeria and contribute to social advancement, as English is widely recognized as the language of science and technology.

During the 1980s, English in Algeria received support from both the British and American governments. This acceptance of English was likely due to the positive attitudes towards Western and American culture that had been produced by Arabization. Moreover, the demand for French in

both public and private sectors meant that there were job opportunities for those trained in Standard Arabic. As a result, English became an increasingly popular language in Algeria during this period (Belmihoub, 2018).

1.5.1.3 The Algerian Civil War and the Emergence of English (Late 1980s-90s)

According to Belmihoub (2018) the impact of English in Algeria has fluctuate due to sociopolitical instability in the late 1980s and 1990s. The Algerian Civil War, also known as the Black Decade, was a civil war fought between the Algerian government and various Islamist rebel groups from 1991-2002. During this time, many French-speaking intellectuals, writers, journalists, and medical doctors were assassinated. The situation led to a rise in illegal emigration from Algeria.

While there is limited information on the use of English specifically during this time period, it can be inferred that the sociopolitical instability would have had an impact on all languages used in Algeria, one of the useful sources is Anne-Emmanuelle Berger's book "Algeria in Others' Languages" that discusses Algeria's linguistic predicament and underlying disagreements over notions of identity, power, and belonging (Belmihoub, 2018).

1.5.1.4 The Growth of English in Algeria (20s)

English has been spreading in Algeria since the early 1980s. The democratization of access to English through public schooling by the government and access to the internet has contributed to its spread. However, it is mostly affluent and educated Algerians who use English, including students. In fact, 86% of affluent respondents consider English to be important (Belmihoub, 2018).

Algeria has undergone a booming wave of English-language signs starting in 2010 with larger spread in 2013 to boom in 2017, and it continues to spread. The presence of English in

Algeria has been dramatically increasing since the early 1980s. The impact of the language on Algeria's sociolinguistic landscape is being studied by researchers. They are investigating whether English could gain some grounds that have been/are enjoyed by other languages spoken in the country (Maraf and Ulker, 2022).

English is taught as a foreign language in Algerian schools, but French remains dominant due to the country's history of French colonization for over a century. Nonetheless, there has been a rapid spread of English in Algeria, with Berlitz Center and the US Embassy Offering courses for learning English (Belmihoub, 2018).

1.5.2 Algerian Students' English Proficiency

According to (EF), Education First is the organization that attempts to rank countries by the equity of English language skills amongst adults who took the EF test. In their 2022 ranking Algeria was ranked 78 out of 111 countries in English proficiency. However, Algerian youth nowadays are much more interested in learning English than ever before. English proficiency among Algerian students is increasing due to the government's investment in the language and its potential benefits, such as job opportunities and the ability to study abroad.

The Algerian government is investing in the English language by introducing it to year 3 primary school students. A study of multilingual undergraduate Algerian students found that those with intermediate English proficiency experienced more language anxiety than those with advanced proficiency. This suggests that improving their English proficiency levels could reduce their anxiety. Additionally, Arab, and Amazigh students were found to have statistically significant differences in language anxiety, indicating that cultural factors may also play a role (AL-Qadri, et al, 2023).

1.6 Introducing English in Primary School in Algeria

Starting from the 2022-2023 academic year, Algerian primary school students will have English introduced into their curriculum, alongside the existing French language instruction, according to an article in the Independent newspaper. The introduction of English in primary schools is a small but symbolic step towards taking the country further away from its past as a French colony. Algerian President Abdelmadjid Tebboune announced in June 2022 that the country would gradually begin to expand English to 20,000 primary school children nationwide.

Algeria has experienced learning gaps from past attempts to transform its education system. In 2019, the Algerian Higher Education Minister Tayeb Bouzid announced plans to reform higher education by introducing new courses and programs that would better reflect current needs and demands. The introduction of English in primary schools is part of this effort to improve Algeria's education system. Children in Algeria have to learn four languages from primary school, including Arabic, which is taught from age six even if it is not spoken at home (Kiunguyu, 2022).

1.6.1 History of Introducing English to Primary Schools in Algeria

In 1993, the Algerian government introduced English as the first foreign language in primary schools instead of French, which was a colonial language that had been dominant until then. The introduction of English was seen as a success compared to Tunisia, where the project of English in primary schools was abandoned within one year of its implementation. However, despite this initial success, the program failed, and French remained the sole language taught after Arabic in primary schools. The reasons behind adopting English were mainly national and international reasons, starting by internal reasons, the decision aimed at radical transformation from linguistic, economic, and scientific perspectives, as it would allow Algeria to connect with

global events and develop scientific research and industry based on an international language. By replacing French with English, Algeria sought to open a new chapter in its history and move away from its colonial past.

Following that, the external reasons behind Algeria's decision to adopt English as its first foreign language was influenced by external factors such as the global political and economic system that uses English as a lingua franca. The government aimed to promote political relationships, industrial and scientific collaboration with developed countries by using English as an international communicative medium. The rise of oil prices and shift from a socialist to a market economy that requires the learning of foreign languages also contributed to this decision. Additionally, ideological opposition towards the French language and absence of historic conflict and cultural competition between English and Arabic languages played a role (Benamar,2016).

Despite the various reasons for the language shift, the experience of adopting English as the first FL. Nonetheless, the decision reflected Algeria's attempt to diversify its economy and connect with the global community, highlighting the importance of language as a tool for political and economic advancement. In addition to ameliorate foreign language learning at a young age. Some primary schools in Algeria applied the discussed reform then canceled it, according to research (Iceepsy, 2011), there were several reasons why the introduction of English failed. Firstly, on the educational side, the lack of materials and unpreparedness of teachers contributed to the failure of the program. The teachers were untrained and lacked experience, making it difficult for them to teach the language effectively.

Additionally, the curriculum seemed to have been drawn from the textbooks, and there was a lack of emphasis on practical, communicative skills (Rezig, 2011). Secondarily the social side, the majority of students' parents preferred French over English. This was due to the fact that French

had been used in Algeria since the colonial era, and it was more familiar and useful than English. Moreover, French was still perceived as a language of prestige and social mobility, whereas English was seen as a language for elites and the business world. Furthermore, the political aspect also contributed to the failure of the program. The fierce battle between supporters of the French language and its opponents still existed, and the Francophones were against the introduction of English, seeing it as a step towards the full Arabization of the country.

The political machinations of the Francophones made it difficult for the program to succeed, especially during Ali Ben Mohammed's period as minister of education. The Francophones saw the introduction of English as a threat to the French language, and they actively worked to cancel the changes. All these factors combined to make the adoption of English as a first foreign language in Algeria a failure (Benamar, 2016). The decision to shift the language of instruction from French to English in Algeria has caused a drift between the conservatives who agree and the secular public who oppose. President Abdel Majid Tebboune gave an order to the Education Ministry to introduce the English language into primary school curricula which began in September 2020.

In 2019, Higher Education Minister Tayeb Bouzid announced that the French language does not get us anywhere and ordered universities and higher education institutes to teach courses in English instead of French. To sum up, while introducing English as a foreign language in Algerian primary schools in 1993 was initially seen as a success compared to Tunisia's experience with a similar program, it ultimately failed due to several reasons such as inadequate training for educators and parental preference for French over English. The move away from French as the main foreign language has been brewing in Algeria for several decades amid continued sensitivities in Algerian society over the use of the language of its former occupier.

1.6.2 Benefits of Introducing English in Primary Schools in Algeria

Introducing English into primary schools in Algeria has several potential benefits. It can help students to gain access to science, technology, and world culture while avoiding the dangers of acculturation. It can also provide students with the opportunity to develop communicative competence in a language that is widely used around the world. Additionally, introducing English into primary schools can be seen as a step away from French, which is associated with colonial times (Bashar,2022).

The Algerian government has invested in the English language as a tool for the future, and President Abdel Majid Tebboune announced on state-run television that English will be taught in primary schools from later this year (June 2021) adding that English is a universal language, while French is a remnant of war. The introduction of English lessons began in September 2021 and is intended to replace French as the main language of instruction in schools.

However, there are some concerns about introducing another language into schools above Arabic, Tamazight, French, and now English. Education specialists worry about the challenges posed by adding another language to schools and whether these flaws can be phased out successfully. Teachers such as Abdel Hamid Abed have argued that "French has done enough damage", but it remains to be seen how successful this transition will be (Bashar,2022).

1.6.3 Challenges of Introducing English to Primary Schools in Algeria

The introduction of English to primary schools in Algeria poses a number of logistical challenges. These include the need for a carefully studied educational programme to suit the age of pupils, as well as the need for teachers and resources to support the new language. As Faouaz Mazkour emphasized in Al Fanar media Primary school English instruction calls for a carefully

considered instructional plan customized to the students' ages. Resources are also needed to pay for the cost of employing qualified teachers for the process (Mazzouzi,2022).Many parents welcome this change and believe that teaching English in primary school is sensible. However, some parents are concerned about lacking the means for their children to join classes and learn the language properly. Algerian parties and associations have called for the inclusion of English in early years' education as it is widely spoken globally in scientific circles (Guidoum, 2022)

In conclusion, the initiative will not do away with French entirely but introducing English to primary schools in Algeria is an important step to prepare Algerian students for the future, even though it poses challenges such as developing an educational program suitable for young pupils and hiring specialized teachers. However, this move is perceived by many Algerians as long overdue and necessary to move away from French, which is associated with colonial times.

1.6.4 Teaching Methods for Introducing English to Primary Schools in Algeria

Teaching English to primary school children in Algeria is a complex process due to the country's linguistic situation and the lack of clear guidelines for teaching the language. The introduction of English as an alternative first foreign language in Algerian primary schools began in the 1990s, nevertheless, the results have been mixed. Teaching also requires specific objectives, the objectives include developing learners' communicative competence, enabling them to interconnect efficiently, and not neglecting any of the four linguistic skills: listening, speaking, reading, and writing. Teachers should train learners on listening and speaking from their first year of learning English. They should also use textbooks that contain listening scripts that they can work with and a wide list of different websites containing extra material and support that might help them teach better (Boukri, 2020). Nevertheless, in the domain of educational research there

is still a demand for more efficacious pedagogical techniques that can facilitate the improvement of students' English language skills.

1.7 Benefits of Multilingual Education

Multilingualism has numerous advantages, including cognitive and social benefits. Individuals who speak multiple languages often have improved communication skills, heightened linguistic recognition, superior executive functioning, and better multitasking abilities. They are also more likely to succeed in the job market due to their ability to communicate in multiple languages (Benard, 2014). Studies have shown that multilingual children may develop better reading and writing skills, as well as overall better analytical, social, and academic skills compared to monolingual children. Additionally, learning multiple languages can help children develop an appreciation for other cultures and an acceptance of cultural differences (Hakuta, 2011).

Moreover, it can also have a positive impact on cognitive aging. Studies have shown that multilingual individuals may experience delayed onset of dementia and other age-related cognitive decline compared to monolingual individuals. This is thought to be due to the cognitive demands of constantly switching between languages, which may help maintain and strengthen cognitive function. Furthermore, being multilingual can provide opportunities for personal and professional growth, including the ability to travel, work or study abroad, and connect with people from diverse backgrounds. This can lead to new experiences, insights, and networking opportunities that may not have been possible without knowledge of multiple languages (Bialystok, 2017).

Finally, multilingualism can help improve working memory and information-processing capabilities, which can lead to a more solid human capital. Studies have shown that being multilingual can have a positive impact on working memory, which refers to the ability to temporarily store and manipulate information in the mind, as well as information-processing

capabilities, which refer to the ability to take in, analyze, and integrate new information. Moreover, if someone already speaks Greek or Latin, learning other languages may become easier and more efficient. This is because many modern languages have roots in Latin, while Greek has influenced many other languages, including English. Therefore, knowledge of these ancient languages can provide a strong foundation for learning other languages, allowing for quicker and more efficient language acquisition (Montessori, 1967).

1.8 Challenges of Multilingualism in Schools

Teaching in a multilingual classroom has a number of obstacles. Finding the appropriate instruction for students with varying competency levels in a single class presents a difficulty. Similarly, difficulty is that the teacher must attempt to accommodate different cultural backgrounds in a single class in order to integrate everyone. The teacher must also take into account any pressure from parents who may be paying for their children's education. The status of the family language, whether it is spoken by the majority or a minority, presents a difficulty from the family's point of view. The connection of the family with the language presents another difficulty. Additionally, families must also determine if the family language is only spoken at home or if the child also reads and writes in it. The attitude toward language is another difficulty that families encounter. For instance, some households might only speak it at home. The cultural background of grandparents and other family members presents a last barrier. Other challenges affecting the multilingual classroom include differences in race, gender, socio-economic status, nationality, and religion (García, 2009).

1.9 Conclusion

This chapter aimed to investigate foreign languages situation in Algeria. It introduces the status of French and English in Algeria, coupled with a historical background of these foreign languages in Algeria. This chapter not only discussed the old experience of introducing English to primary school in Algeria and the reason why it failed but also the new experience, it also highlights the benefits of multilingual education and the challenges of multilingualism in school. The following chapter will set the ground for the research methodology, the analysis and interpretation of the data.

Chapter Two: Research Methodology and Data Collection

2.1 Introduction

The previous chapter went through the theoretical side of the study where previous research were collected from different sources. This chapter seeks to reveal the views and attitudes of introducing English Simultaneously with French as a subject matter to be studied in the 3rd year primary schools in Algeria. Therefore, itis devoted to explain the practical part of the dissertation in hand. It consists of two sections; the first section presents a full description of research methodology adopted to conduct this piece of work. Later, it gives details about the research design used including the research methods. Moreover, it gives information about the target population involved which includes teachers, parents, and third year pupils, likewise, the three main instruments for data collection, a questionnaire addressed to third year pupils beside a structured interview to English and French teachers and third year pupils' Parents, a classroom observation of third year pupils' interactions during French and English class. Additionally, it demonstrates the validity and reliability. The second section is concerned with the analysis and discussions of data obtained from three different tools that were used.

2.2 Research Method

The current research is concerned with investigating challenges arising from teaching and learning two foreign languages simultaneously in Primary schools in Algeria. Therefore, the research method employed is a descriptive case study. A case study involves an in-depth examination of a specific phenomenon or subject within its real-life context. In this case, the study focuses on analyzing the indirectness markers in the written discourse of the subjects under study.

Calderon (2006), defined descriptive research as a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, processes, trends,

and cause-effect relationships and then making adequate and accurate interpretation about such data with or without or sometimes minimal aid of statistical methods. Also, this method ascertains prevailing conditions of facts in a group under study that gives either qualitative or quantitative, or both, descriptions of the general characteristics of the group as results.

Moreover, mixed methods research (triangulation) is used in order to meet the needs of this research. Mixed methods research implies the use of both quantitative research (numerical data), and qualitative research (non- numerical data). According to Dornyei (2007) "Mixed methods research involves different combinations of qualitative and quantitative research either at the data collection or at the analysis levels. Typical example: consecutive and interrelated questionnaire and interview studies" (p.24).

2.3 Sample Population

Sampling is one of the key principles of performing any type of educational study. The population that a sample represents is a subset of that population. Since the researcher is unable to study the entire population, it is important to choose a suitable sample, that should include an appropriate number of respondents. Because of this, the researcher must carefully choose the representative informants based on the features and characteristics that they should have, i.e., in accordance with the research design. To reinforce this notion Peck Roxy, et al agrees on (2008) who state that: "In statistics and quantitative research methodology, a sample is a set of individuals or objects collected or selected from a statistical population by a defined procedure" (p.8).

To investigate challenges raising from learning to foreign languages simultaneously in primary schools in Algeria, the researcher selected a case study as a research method, at a third-year primary school classrooms at Ghorzi Ali primary schools during the academic year 2022-

2023. The classrooms consist of seventy-four (74) pupils divided between two classes of thirty-seven (37) pupil as they are the main focus of the study and the ones most affected by the decision. Furthermore, two English teachers and two French teachers were selected as they are the ones responsible for teaching the students and facing the challenges arising from the decision. Additionally, two parents of the pupils were included in the sample population to gain insight into how they perceive and deal with their children learning two languages simultaneously. The inclusion of these participants will provide valuable data and allow for a comprehensive analysis of the challenges faced in the learning process.

2.4 Research Instruments

Research instruments are essential components of any research study. They are used to collect data and provide researchers with valuable insights into the research topic. The importance of research instruments lies in their ability to gather information in a systematic and structured manner, which can then be analyzed to draw meaningful conclusions. In this research work, the researcher has used three research instruments: a questionnaire, an interview, and an observation. Each of these tools serves a specific purpose and has its own strengths and weaknesses.

To start with, a questionnaire with a well-structured questions is used to gather data from a large sample of third year pupils. Which can be analyzed using statistical methods. The advantages of using a questionnaire include its ability to gather data from a large number of participants quickly and efficiently. To support this idea Shekhar (2016) notes that: a questionnaire is a self-report instrument consisting of a set of questions designed to elicit information from respondents. It is a flexible, easy-to-administer, and cost-effective tool for gathering data on a variety of topics from a large number of individuals" (p.110).

Furthermore, an interview, is opted for two English and French teachers as well as two pupil's parents due to its ability to gather rich, detailed data and to follow up on unexpected answers. As Baumeister & Leary (1997) state: "interviews provide an in-depth understanding of the experiences and opinions of participants and allow the researcher to explore topics in greater detail than other data collection methods" (p. 563).

To add to that, a classroom observation is used to collect data by observing third year pupils, in English and French to gather data on their behavior, interactions, and processes by watching, listening to, and recording the behavior of the pupils.

2.4.1 Questionnaire

Seventy-four questionnaires have been distributed to third year primary school pupils; seventy-four (74) copies (100%) have been handed back. It is worthy to mention that the pupils were asked to answer the questionnaires using their mother tongue. The questionnaire used in this research project is designed to gather information about the attitudes and opinions of third-year primary school pupils towards learning foreign languages. The questionnaire consisted of ten questions (10), the first two of which were personal questions about age and gender. The next four questions(Q3,Q4,Q5, and Q6) were related to the languages spoken at home, including which language the participants preferred (English or French) and whether they were excited to learn these two languages as foreign languages. The last three questions (Q7, Q8, and Q9) focused on the participants' opinions about the research hypotheses, including their thoughts on whether learning two languages simultaneously would be easy, their expectations for learning foreign languages, and how their teacher could assist them in the process. All questions were in Arabic and were multiple-choice, as the participants were children who may not be able to express their opinions or provide open-ended answers. This questionnaire is intended to provide insight into

third-year primary school pupils' attitudes towards learning English and French as foreign languages. The data collected from this questionnaire will be analyzed to determine if the participants' attitudes align with the research hypotheses.

2.4.2 Interview

To gain insights into the decision of introducing English as a foreign language in primary schools, an interview was conducted with six participants, consisting of two English teachers, two French teachers, and two parents. The interview comprised ten open-ended questions, which were formulated in advance and tailored to the interviewees' roles. There was a slight difference between the English and French teachers' interview, the first two questions focused on the personal side, while questions (Q3, Q4, Q5, Q6) explored their thoughts on introducing English to primary schools, and the challenges they face while teaching foreign languages. The remaining questions were directed towards evaluating the students' language proficiency, establishing communication with parents regarding their children's foreign language progress, and determining teacher's opinions on helpful resources and materials for future foreign language teaching.

During the interview with the parents, the questions were mainly focused on their children's experience and progress in learning a foreign language, also aimed to gather their opinions on introducing English as a foreign language to their children in primary schools. as well as how they are supporting their children in this process. The first question was personal to collect information about the parents' educational background and how they are dealing with their child's learning experience. The interview also explored the parents' opinions on the program and how they think it could be improved. Towards the end of the interview, the parents were asked to give advice to other parents who may have children learning a foreign language for the first time.

2.4.3 Classroom Observation

Classroom observation was employed to gain insight into the attitudes of third-year pupils during English and French classes. The observation entailed watching and listening to the pupils' participation and behavior, as well as examining how they interact with their peers and teachers. The study also focused on identifying any challenges the pupils faced when learning the foreign languages and exploring possible solutions to improve their learning experience. Additionally, the observations were carried out in different classroom settings to obtain a comprehensive understanding of the pupils' attitudes towards learning the foreign languages. Classroom observation provided valuable insights into the effectiveness of the teaching methods used in the classroom and the impact of the pupils' attitudes on their learning outcomes.

2.5 Validity and Reliability

To ensure the validity and reliability of this research on investigating the raising challenges of learning two foreign languages simultaneously in primary schools, the researcher employed various techniques and data collection instruments. Methodological triangulation was used, which involved the use of qualitative and quantitative research methods to investigate the challenges faced by pupils in learning two foreign languages simultaneously. Additionally, instrument triangulation was used to collect qualitative and quantitative data about the issue studied. Data was collected through three data collection instruments, namely a paper-based questionnaire administered to third-year pupils, an in-person interview conducted with six participants, including English and French teachers, as well as parents, and a classroom observation. These techniques helped to bridge reliability and validity issues and approach the research problem from different perspectives. To ensure reliability, the questionnaire was administered in a quiet and non-

distracting environment, the questions were clear, and informants were reminded to provide honest and accurate answers. These measures ensured that the data collected was reliable and could be used to make informed decisions. By employing these techniques, the researcher wad able to enhance the validity and reliability of the research findings on the challenges of learning two foreign languages simultaneously in primary schools.

2.6 Analysis of Data

This part will quantitatively and qualitatively analyze the data previously collected from the three data collection instruments, namely the student questionnaire, the interviews, and the classroom observation.

2.6.1 The Pupil's Questionnaire

Q1: what is your gender?
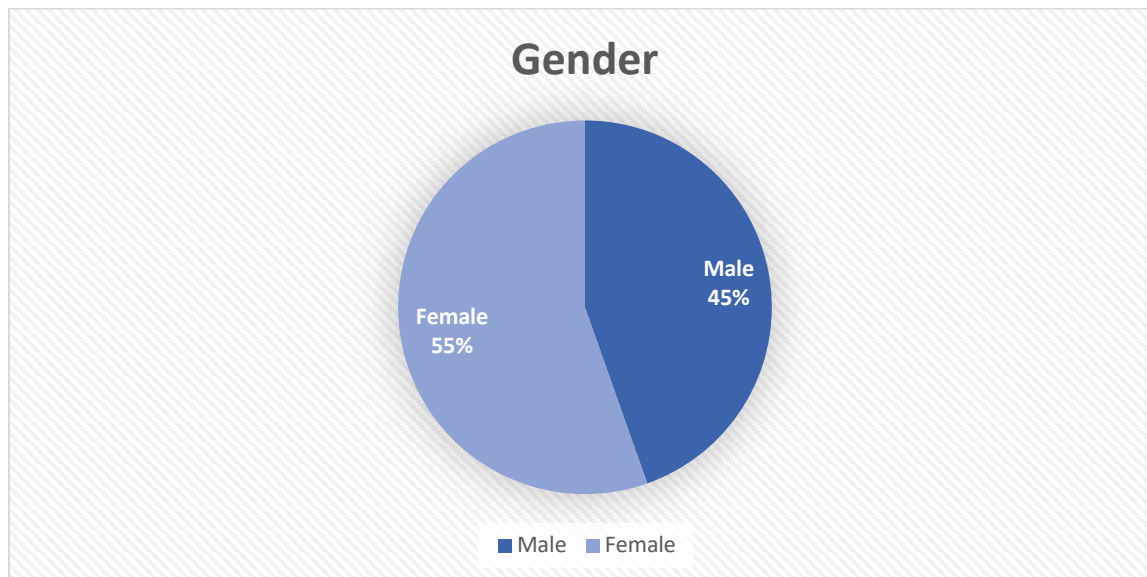
Figure 2.1 Pupils' gender

This personal, closed-ended question aims to gather demographic information on the third-year students' gender. There were two answers: "male" or "female." Results from the sample of 74 students indicated that 55.41% of them identified as female and 44.59% as male. The sample population could be described using this data, and it can also be used to compare any gender differences in the other questionnaire replies.

Q2: Which language(s) do you speak at home?
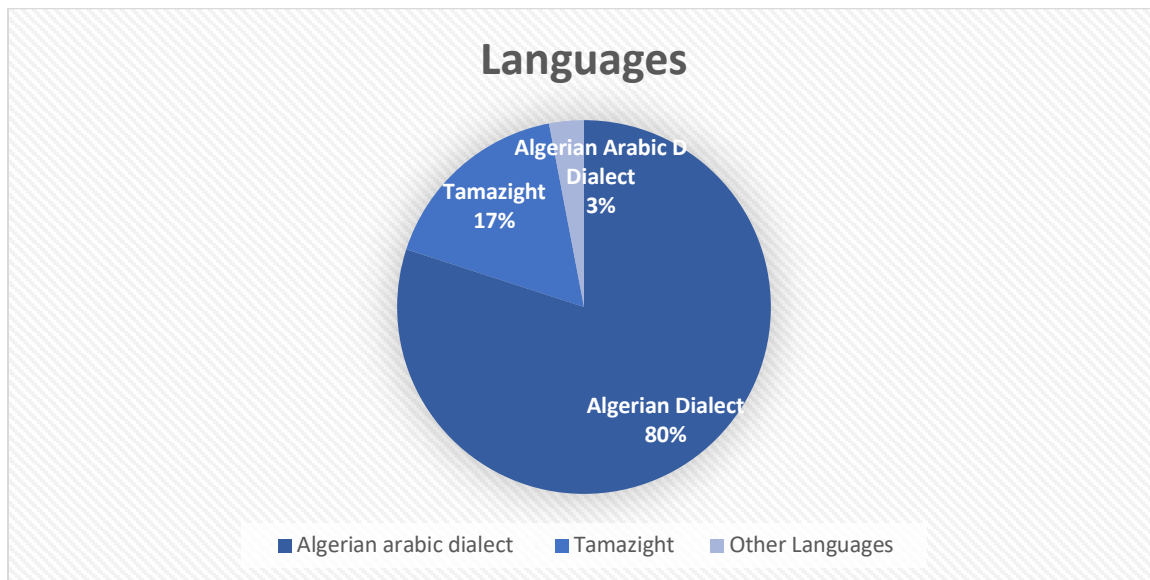
Figure 2.2 Pupils' Language

This question is a multiple-choice question that seeks to obtain information about the languages spoken by the third-year pupils at home. The revised results showed that 80% of the pupils speak Algerian Arabic dialect, 17% speak Tamazight, and the remaining 3% speak other languages, including French. These findings suggested a strong prevalence of Algerian Arabic dialect among the pupils, highlighting its significance in their language preferences and practices.

Understanding the language background of the pupils is crucial for identifying any potential language barriers that may affect their learning of foreign languages.

Q3: Have you ever learned a foreign language before?
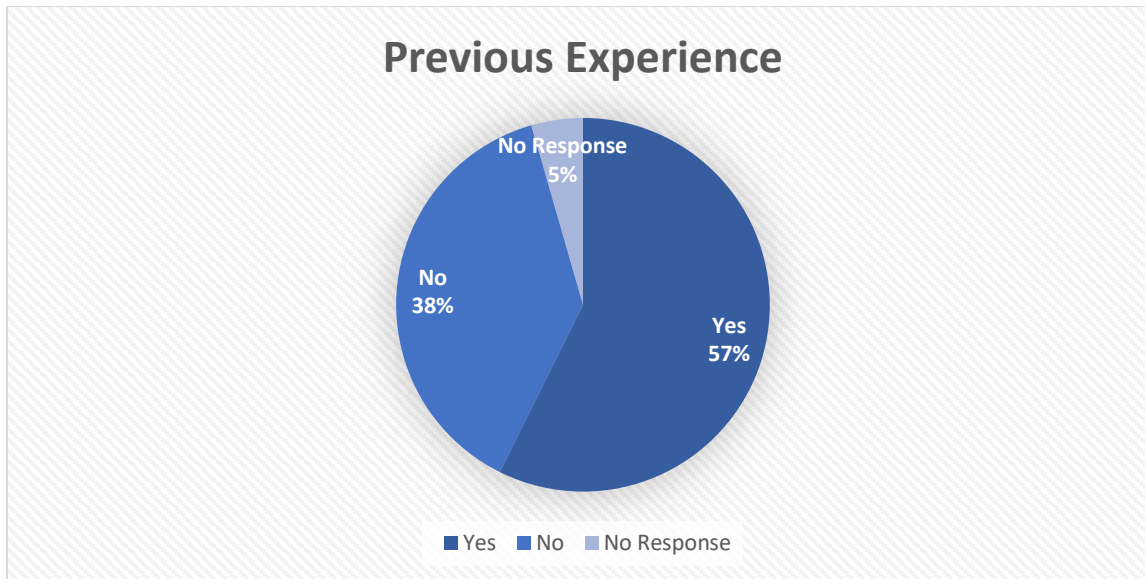
Figure 2.3 Pupils' Previous Experience

This is a closed-ended question that seeks to obtain information about the third-year pupils' prior language learning experiences. The pupils were asked if they've been introduced to a foreign language before, and the response options were likely "yes" or "no." The results showed that 39 pupils (52.7%) have been introduced to a foreign language before, this suggested that a significant portion of the students may have some foundational knowledge or exposure to language learning methodologies on the other hand,26 pupils (35.1%) have not. Additionally, 3 pupils (4.1%) did not provide a response. This information highlighted the diversity in language learning backgrounds among the pupils, which may influence their language learning journey in the current educational

setting. It is important for educators to consider these differences and tailor their instructional approaches to accommodate varying levels of prior language learning experience.

Q4: How excited are you to learn English and French?

Figure 2.4 Pupils' Level of Excitement

This is a closed-ended question that seeks to obtain information about the third-year pupils' attitudes towards learning English and French. The response options were likely "very excited," "somewhat excited," and "not excited at all." However, the results showed that all pupils who responded to this question (100%) reported feeling "very excited" to learn English and French. This information is useful for indicating that the pupils are enthusiastic about learning the new foreign languages, which could have a positive impact on their language learning outcomes.

Q5: Which language do you think you will prefer to learn, English or French?
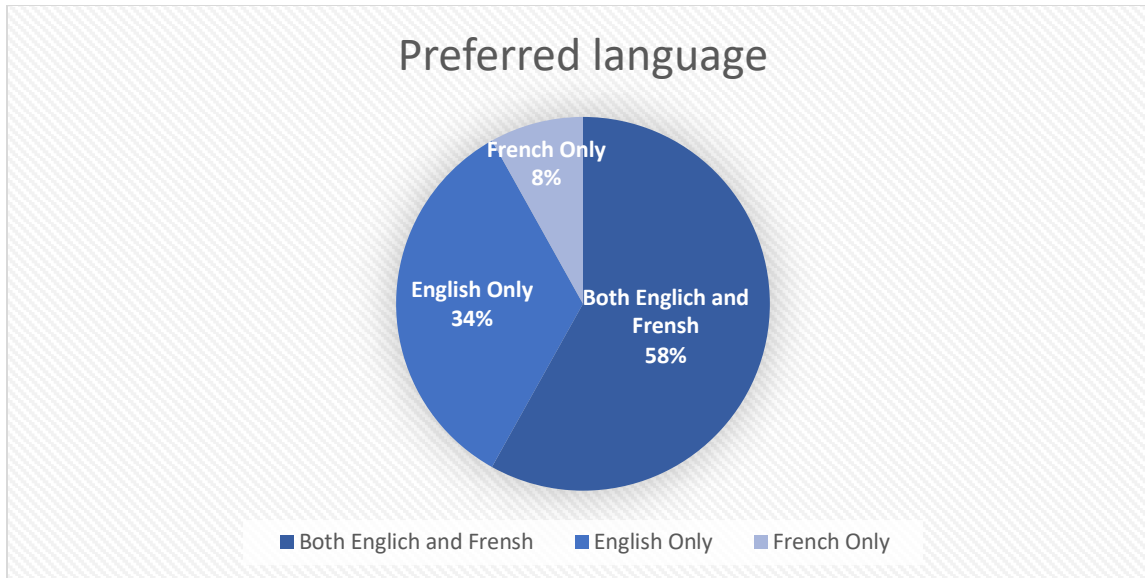
Figure 2.5 Pupils' Preferred Language

In the fifth question the researcher seeks to obtain information about the third-year pupils' preference for either English or French as the foreign language they want to learn. There were three possible responses: "English," "French," or "Both English and French." The results showed that 58.1% of students preferred to learn both English and French, compared to 33.8% who preferred English solely and 8.1% who selected French only. The students' apparent desire in learning both languages is shown by this information, which may be helpful for ensuring a well-rounded language learning experience. When creating materials and activities for language learning, it could be crucial to take the student's preferences into account.

Q6: Do you think it will be easy to learn two new languages at the same time?

This is a closed-ended question that pursues to obtain information about the third-year pupils' perceived difficulty of learning two new languages simultaneously. The response options were "Yes, I think it will be easy," "No, I think it will be difficult," or "I'm not sure." The results indicated that 36 pupils (48.6%) believed it will be easy to learn two new languages at the same

time, while 20 pupils (27%) thought it will be difficult. However, 18 pupils (24.3%) were not sure. This information suggested that the pupils have varying levels of confidence in their ability to learn two new languages at the same time. It could be useful to consider these perceptions in designing language learning instruction and providing support for pupils who may be struggling with the process.
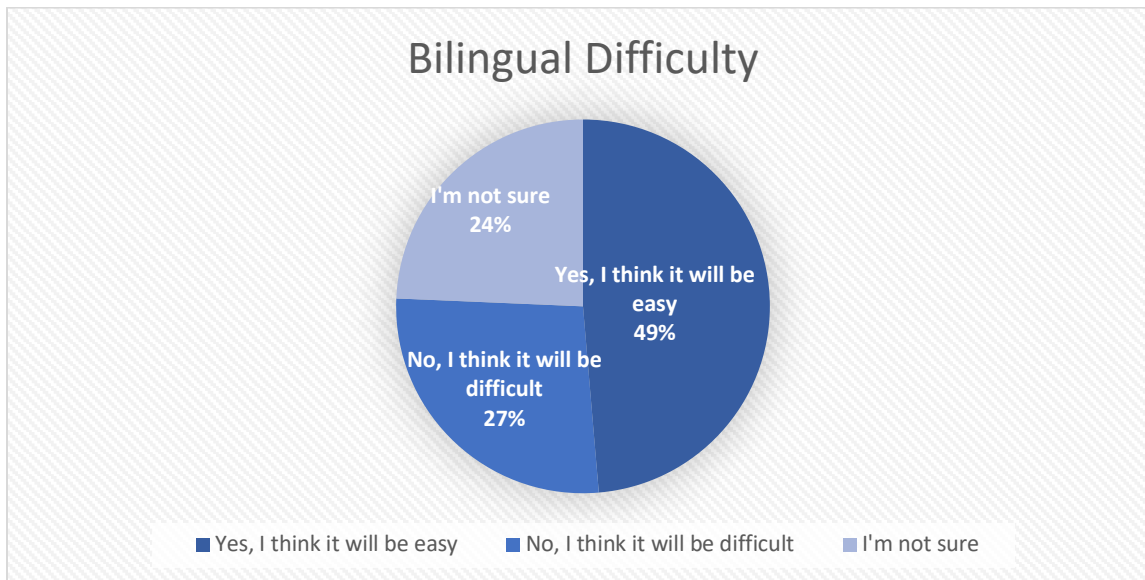
Figure 2.6 Pupils' Bilingual Difficulty

The data indicated that a significant proportion of pupils have confidence in their ability to learn two new languages at the same time. However, a notable portion of pupils expressed uncertainty or difficulty in learning two languages at the same time. It is important to take these varying levels of confidence and perceived difficulty into account when designing language learning instruction and providing support for pupils who may need extra assistance. Overall, the data highlighted the need for effective and tailored language learning strategies that consider the individual needs and abilities of each pupil.

Q7: What do you hope to gain from learning English and French? (Select all that apply)

For question 7, the pupils were asked to select all the options that apply to what they hope to gain from learning English and French. The results showed that 14.9% of pupils (11) selected both option A (the ability to speak with people from other countries) and option B (the ability to read books and watch movies in English and French). 13.5% of pupils (10) selected only option A, while 12.2% of students (9) chose both option B and C (improved job opportunities in the future). 13.5% of pupils (10) selected only option C, while 21.6% of pupils (16) chose both option A and C. 9.5% of pupils (7) only selected option B, while 10.8% of pupils (8) chose "other" and provided their own responses, with 4.1% of pupils (3) selecting option A, 4.1% of pupils (3) selecting option B, and 4.1% of pupils (3) selecting option C.
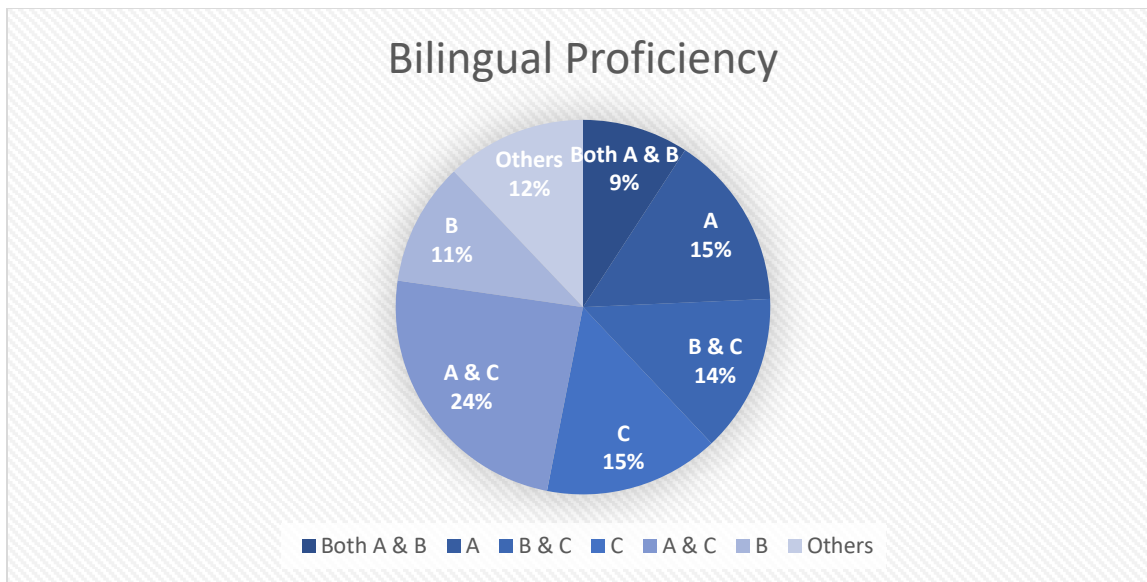
Figure 2.7 Pupils' Bilingual Proficiency

From the results of question 7, it is clear that most pupils got the benefit of learning English and French as the ability to communicate with people from other countries, with 60.81% of all respondents choosing this option. Additionally, 52.70% of the respondents seen the ability to read books and watch movies in English and French as a benefit, while 36.49% believed that learning

these languages will improve their job opportunities in the future. The fact that 10.81% of pupils selected the "other" option suggests that some pupils have additional motivations for learning English and French beyond the provided options. Overall, these results indicated that students realized clear benefits to learning English and French and had a variety of motivations for doing so.

Q8: How do you think your teacher can help you learn English and French better?

For question 8, the third-year pupils were asked to provide their thoughts on how their teacher could help them learn English and French better. The response options were a) "By giving us more activities to practice speaking," b) "By teaching us vocabulary words and phrases," c) "By playing games and songs to help us remember new words," and d) "Other (please specify)." The results indicated that 18 pupils (24.3%) picked both option b and c, 12 pupils (16.2%) picked both option a and c, and 14 pupils (18.9%) picked both option a, and b. 15 pupils (20.3%) selected only option b, while another 15 pupils (20.3%) selected only option a. These findings suggested that the pupils valued a range of teaching methods, including activities to practice speaking, vocabulary instruction, and the use of games and songs to aid in memorization. It may be beneficial for teachers to incorporate these approaches into their language learning instruction to enhance student engagement and success.
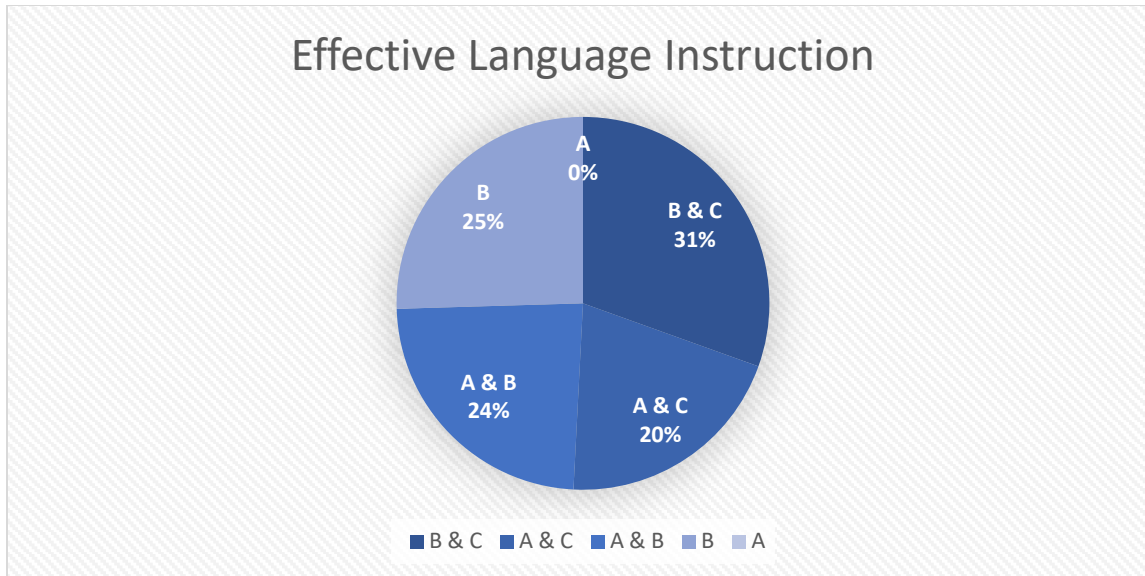
Figure 2.8 Effective Language Instruction

Out of the 74 pupils who responded to this question, the majority of them selected more than one option, suggesting that they value a range of teaching methods. The most popular combination of options was b and c, with 18 pupils (24.3%) choosing both. This indicated that the pupils comprehended the importance of learning new vocabulary words and phrases, as well as using games and songs to aid in memorization.

12 pupils (16.2%) picked options a and c, indicating that they would like their teacher to provide them with more opportunities to practice speaking while using interactive teaching methods such as games and songs. Meanwhile, 14 pupils (18.9%) picked options a and b, suggesting that they value a combination of speaking practice and vocabulary instruction. 15 pupils (20.3%) selected only option b, indicating that they realized the importance of learning vocabulary words and phrases. Another 15 pupils (20.3%) selected only option a, suggesting that they value opportunities to practice speaking.

Overall, the results suggested that the third-year pupils in this study value a range of teaching methods for learning English and French, including activities to practice speaking,

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vocabulary instruction, and the use of games and songs to aid in memorization. These findings could be helpful for teachers to design their language learning instruction and activities to better engage their students and promote their success in language learning.

2.6.2 Analysis of the Interviews

In the interview analysis, it was found that the age range of the four teachers was between forty and fifty's, with Q1 and Q2 addressing this topic. Additionally, it was found that French teachers had over fifteen years of experience working in primary schools, starting immediately after graduation with signed contracts. However, the English teachers had only just started working this year due to the recent decision of introducing English to primary schools in Algeria. Although the teachers had graduated in 2006, they remained without a job until this year, making this their first experience teaching at the primary level. These findings highlight the varying levels of experience among the interviewed teachers and the recent changes in the primary school system in Algeria.

2.6.2.1 Analysis of French Teachers' Interview

Question3: Based on the French teachers' response about their teaching experience, it is evident that they have been teaching for a considerable amount of time and had noticed significant changes in the teaching program over the years. They mentioned that the current program is much more difficult compared to the previous one, making it challenging for both teachers and pupils to learn the language. They emphasized that the current program is more focused on teaching grammar from the beginning, whereas the previous program focused on introducing the alphabet and gradually moving towards reading and then grammar.

It is interesting to note that both French teachers believed that the current program is not suitable for third-year pupils, as it is too challenging for them. They explained that the previous program had more straightforward projects for the pupils, which made learning easier. This insight highlighted a potential challenge in the Algerian education system, where the curriculum may not be age-appropriate for students, leading to difficulties in learning. Overall, this response from the French teachers highlighted the need to consider the age and level of the students while designing a language curriculum. The current program seems to be challenging for the pupils, which may lead to difficulties in learning two foreign languages simultaneously.

Question 4: What is your opinion on the decision to introduce English to third-grade pupils in primary schools in Algeria alongside with French?

Interviewee 1: She believed that introducing English to young students can be beneficial as it is a useful and widely spoken language. While English is a useful language, introducing it simultaneously with French may not be the best approach. It may be difficult for the students to learn two foreign languages at the same time (Translated by the researcher).

Interviewee 2: She was totally against this decision, and she did not think it is the right decision to do now, they still struggle with the first foreign language, and the policy makers added a second one, in her opinion this may reflect a possible challenge in Algeria's education system, where the simultaneous teaching of two foreign languages could pose difficulties for students. However, it would be interesting to explore this further and gather more insights from other teachers and stakeholders to gain a more comprehensive understanding of the challenges that arise when learning two foreign languages simultaneously in Algeria (Translated by the researcher).

The interviewees have expressed their opinions on the decision to introduce English to third-grade pupils in primary schools in Algeria alongside French. While interviewee 1 believed that introducing English could be beneficial for young students, they have reservations about introducing it at the same time as French. On the other hand, interviewee 2 was against the decision and believed that it could pose difficulties for students who are still struggling with the first foreign language. They suggested exploring this decision further to gain a more comprehensive understanding of the challenges that arise when learning two foreign languages simultaneously in Algeria.

Question 5: What specific challenges do you anticipate facing in teaching English alongside with French to third-grade pupils?

Interviewee 1: One significant challenge is teaching children the proper spelling and pronunciation of the French alphabet, which is different from the English alphabet. The French alphabet has letters with additional lines, which can be confusing for students who are learning English and French simultaneously. The difference in pronunciation of letters such as "L" in French and English can also lead to confusion for pupils (Translated by the researcher).

Interviewee 2: Pupils mixed English and French when counting numbers, colors, and sometimes they called her Mrs. they always answered her with "yes" instead of "oui" especially in the first semester, she said now they got used to it, so they are not making as many mistakes as they used to. However, this highlighted a significant challenge that occurs when students are exposed to multiple languages at the same time (Translated by the researcher).

Based on the responses of the two interviewees, it is evident that there are significant challenges that arise when teaching multiple languages simultaneously. Interviewee 1 highlighted

the challenges that occurred with the difference in pronunciation and spelling of the French and English alphabets, which could be confusing for students. Interviewee 2 added to this by pointing out that students may mix the languages when counting numbers and using certain words, leading to further confusion. As a matter of fact, the responses of the interviewees highlighted the importance of careful planning and designing age-appropriate language programs that take into account the potential confusion that may arise when students learn two foreign languages simultaneously. Providing support for teachers can also help them effectively teach multiple languages in the classroom.

Question 6: Based on the response from the French teachers, it appeared that both of them agreed on one strategy they employed to help pupils avoid confusion between French and English which is reminding them of the differences between the two languages. They emphasized that it is crucial to explain these differences to the students and give them multiple examples to help them understand better.

It is interesting to note that the French teachers mentioned that repetition is necessary since the pupils are still young and may struggle to distinguish between the two languages. This strategy of repetition is a common technique used in language teaching to reinforce learning and help students remember new information. Overall, the response from the French teachers suggested that employing strategies that focus on reinforcing the differences between French and English through repetition and providing examples could be effective in avoiding confusion between the two languages. However, it is essential to consider other strategies and methods that can be used to support pupils' learning and understanding of two foreign languages simultaneously in Algeria.

Question 7: What kind of resources and materials do you think will be most helpful in teaching both French and English to third-grade pupils, and how do you plan to access them?

Interviewee 1: Unfortunately, the textbook provided by the school is not enough. she had to print and prepare her own worksheets and homework assignments for the lessons. she also tried to be creative and come up with games to make learning fun and engaging for the pupils. The lack of resources is a significant challenge. For example, there is no data show available in the school, and she had to use her own PC and speakers to improve the pupils' listening skills. This not only affected the quality of education but also puts a financial burden on the teachers who had to use their own money to print materials for their classes. Besides, she loved teaching, but she wished the administration would provide necessary materials such as data shows, printing machines, and simple games. Providing adequate resources is important to support effective language teaching and learning (Translated by the researcher).

Interviewee 2: She highlighted the need to increase the class time, forty-five minute (45min) is not enough at all sometimes she spent it just trying to calm them down and get their attention, to add to that it is impossible to cover listening, speaking, writing, and reading skills in only forty-five minute it is an impossible task. Furthermore, the school had no data show or speakers, and the printing machine is broken, now if she wanted to do any extra fun activity for the pupils, she needed to prepare it or make it herself. However, she tried to look for educative games on a store, but she found them expensive, as a teacher with a limited income it's not affordable. The lack of resources not only affects the quality of education but also hinders the pupils' ability to succeed in their language studies. Providing adequate resources is essential to support teaching and learning process (Translated by the researcher).

Both Interviewee 1 and Interviewee 2 highlighted the challenges of teaching foreign languages in a school setting where resources are limited. Both teachers stressed the importance of having adequate resources and materials to support effective language teaching and learning. Interviewee 1 specifically talked about the need for a data show, printing machines, and simple games, while Interviewee 2 mentioned the lack of data show, speakers, and a functioning printing machine. Both teachers also express their frustration at having to use their own money to print materials for their classes, putting a financial burden on them. Additionally, Interviewee 2 pointed out the need for longer class hours to cover all language skills adequately, as well as the difficulty of finding affordable educative games.

In conclusion, both teachers emphasized the importance of having adequate resources and materials to support effective language teaching and learning. The lack of resources not only affects the quality of education but also hinders the pupils' ability to succeed in their language studies. Therefore, it is essential for the administration to provide necessary resources and support to ensure that language programs are effective and appropriate for students.

Question 8: Based on the interviewees' responses about what specific skills or concepts they think third-grade pupils should learn in French, it can be inferred that for French language, third year pupils should focus on developing skills such as correct pronunciation of alphabets, phonemes, reading comprehension, vocabulary, and grammar. The interviewees suggested that grammar could be a difficult concept for pupils at this age and should be introduced in the following year, while the focus for the third year should be on building foundational skills. Additionally, the interviewees emphasized the importance of developing listening skills, which is essential for distinguishing between words and understanding conversations or videos. Overall, the interviewees highlighted

that the four basic skills of reading, writing, listening, and speaking are necessary for learning any language, and that mastering these skills at the third-year level is essential for future language acquisition.

Question 9: The French teachers' responses highlighted the different types of parents they encountered when communicating with them about their children's education. The first category included parents with educational backgrounds who were able to support and help their children with homework, and who comprehended French. These parents were seen as an asset in the learning process and were able to supplement the 45-minute class periods the pupils have for French class which is according to French is not sufficient to cover everything that needed to be taught, and help the students with their listening, speaking, and writing skills, especially when they had a large number of students in their class, which is 34 students per class.

The second category included educated parents who were willing to help their children but did not understand the language. These parents tried their best to find alternative solutions, such as enrolling their children in private schools or seeking additional instruction from the teacher. The third category consisted of parents who were disengaged and did not seem to care about their child's education, as they did not attend meetings, check their child's progress, or provide any support both interviewees said the same sentence "some student we don't even know how their parents look like they never come". Overall, the French teachers' responses revealed the different types of parent involvement in their students' education, which could have a significant impact on their success in learning French as a foreign language.

Question 10: When the researcher asked the interviewees about their opinion, how can the introduction of English to primary schools in Algeria improve the overall language skills and

proficiency of students in foreign languages, as well as other subjects. Interviewee 1 said that introducing English to primary schools in Algeria can be beneficial for the overall language skills and proficiency of pupils in both French and English. Learning a second language can enhance cognitive abilities and improve problem-solving skills. It can also provide students with better job opportunities in the future. However, the Interviewee 2 believed that before introducing English, the government needed to focus on improving the French language curriculum and providing better resources to French teachers. This includes more hours dedicated to teaching French, updated textbooks, and additional teaching materials such as data, games, and speakers. Once the French curriculum is strengthened, the government can then introduce English as a second language. Overall, based on their responses introducing English to primary schools in Algeria could be beneficial, but it is important to ensure that the French language curriculum is prioritized and that adequate resources are provided to teachers.

2.6.2.2 Analysis of English Teachers' Interview

Question 3: Showed on the responses of the two English teachers, it is evident that they both supported the decision to introduce English to third-grade pupils in primary schools in Algeria. The first interviewee believed that English is a dominant and international language that provided many benefits for the pupils in terms of future opportunities and communication. She also indicated that the introduction of English has created job opportunities for English teachers in Algeria. The second interviewee expressed satisfaction with the decision, stating that it has provided job opportunities for teachers and increased the level of proficiency of the community, enabling Algeria to compete with other countries. Both interviewees emphasized the importance of learning English alongside with French in Algeria, as it could enhance the pupils' prospects and improve their communication skills. Overall, the English teachers' opinions suggested that the

introduction of English in primary schools in Algeria is a positive development that can benefit the pupils and the country as a whole.

Question 4: What specific challenges do you anticipate facing in teaching English alongside with French to third-grade pupils?

Interviewee 1: At the beginning when she started teaching colors and numbers, she noticed that they mixed the two languages, but after the pupils got used to it and they became able to distinguish the differences between the two languages (Translated by the researcher).

Interviewee 2: She did not face any difficulties or challenges teaching, the kids sometimes said "bonjour" instead of "good morning" but that was okey, it was not that big of a deal till they got used to it (Translated by the researcher).

The English teachers' responses indicated that teaching English alongside French to third-grade pupils in Algeria presented some initial challenges, such as language mixing. However, these challenges could be managed with consistent and patient teaching methods. Ultimately, with time and practice, pupils can become proficient in both languages.

Question 5: What methods do you use to make learning English fun and engaging for third-grade pupils who may not have been exposed to the language before?

Interviewee 1: She made flashcards of animals and adjectives, she used her own data show, and they focused a lot on developing the listening skill, so they saved as much time as possible to improve the listening skills by listening to songs and audios. they spent the entire first semester training the student on hearing (Translated by the researcher).

Interviewee 2: She prepared worksheets at homes she used crosswords as a game to learn new vocabulary and their program did not require too much efforts or lessons, they basically focus on listening and speaking skills all the time (Translated by the researcher).

The English teachers' responses to the question on methods to make learning English fun and engaging for third-grade pupils indicated the use of interactive and engaging techniques such as flashcards, crosswords, and songs to teach new vocabulary. They emphasized the importance of developing listening skills to understand spoken English, essential for effective communication. The teachers' efforts to make the learning process enjoyable can help keep the pupils motivated and interested in learning English, a new language for most of them. In conclusion, by using various interactive methods, teachers can make learning English an engaging experience for pupils and help them develop skills necessary for successful communication.

Question 6: In response to the question of how to ensure that the introduction of English does not negatively impact other subjects taught in the curriculum, Interviewee 1 mentioned that they have adjusted the schedules so that English and French are taught in an unequal manner, with the English language being taught twice a week and French being taught three times a week. They also made sure that the class time for each subject is kept to 45 minutes, as soon as the student got along with the language, the teacher of the other subject entered. Additionally, she mentioned that the pupils have responded positively to the introduction of English and that the textbook used for the course has been useful, pupils would not have to do any homework or task at home, so by that they have the time to do other subjects' Homework. On the other hand, Interviewee 2 did not have much contact with other teachers and is unsure about their opinions regarding the introduction of English.

Question 7: What is your opinion on the ability of the pupil to handle learning two additional languages, English and French, alongside their existing Arabic curriculum?

Interviewee 1: She specified that despite the difference in the degree of understanding from one pupil to another, but as he have observed that the English language provided a comfortable space for them due to the absence of pressure, memorization, and the overcrowding of the curriculum. For her students' results in English are better than their results in French, so they perform better in English than in French (Translated by the researcher).

Interviewee 2: She did not think that it would be hard or difficult for third year pupil since the textbook was not heavy for the pupils and both languages have a lot of similarities, there was no pressure on the pupil. In contrary they found the English an interesting new language that they wanted to explore (Translated by the researcher).

Both interviewees agreed that third-grade pupils were capable of handling the introduction of two additional languages, English and French, alongside with their existing Arabic curriculum. Interviewee 1 believed that learning English is comfortable for pupils and that their results in English were better than their results in French. On the other hand, Interviewee 2 thought that the textbook was not heavy for pupils, and they found English an interesting language to explore. Both interviewees seemed to have positive views on introducing two additional languages, and they believed that pupils can handle it without feeling pressure.

Question 8: When the researcher asked the English teachers how they assess the pupils progress in learning English, both interviewees had different methods of assessing their students' progress in learning English alongside French. Interviewee 1 stated that questioning the students and giving them activities at the end of each unit allows them to gauge the extent of the students' progress.

This was a traditional method of assessment, which is commonly used in language teaching. On the other hand, interviewee 2 took a more holistic approach to assessment, relying not only on tests but also on observing the students during class and at the end of each lecture. This approach takes into account the fact that students might have different learning styles and that some may struggle with tests, but might excel in other aspects of language learning, such as participation or comprehension. Both methods have their merits, and it's up to the teacher to decide which approach works best for their students. Ultimately, the goal of assessment is to identify areas where students need improvement, and to provide them with the tools and support they need to progress in their language learning journey.

Question 9: Based on the response of Interviewee 1, it seemed that communicating with parents about the introduction of English to third-grade pupils in primary schools in Algeria was challenging due to the fact that many parents did not have a strong grasp of the English language. Additionally, only a small group of parents were proficient in French, which is another foreign language taught alongside with English. This presented a barrier to involving parents in supporting their children's language learning at home. Moreover, some parents might not show an active interest in their children's education and thus might not seek information about the introduction of English. Therefore, it appeared that educators must explore alternative means of communicating with parents about the benefits of learning two languages simultaneously. For instance, educators might need to organize workshops or meetings to explain to parents the advantages of bilingualism and how they could support their children's language learning in other ways. Interviewee 2 did not provide a valid answer to the question about how they communicate with parents regarding the

introduction of English to third-grade pupils in primary schools in Algeria. Their response was out of context and did not address the question.

Question 10: What kind of resources and materials do you think will be most helpful in teaching English alongside French to third-grade pupils?

Interviewee 1: She taught in four different schools, and it was tiring to hold data show and took it with her bag wherever she went, also the games she made could not leave them in one class because she had to teach another class in another school which is too much. The pupils really liked and enjoyed games and the videos they watched, the government needed to provide them (Translated by the researcher).

Interviewee 2: It could not be made an hour for the English language class instead of 45 minutes and provided activity books such as what is available in the French language and suffixes for the pupils. She suffered even from the administration due to the absence of paper or ink to print the papers because the decision to integrate the language came without studying, so we noticed that all means of learning were not provided to the student(Translated by the researcher).

Both interviewees agreed that interactive and engaging resources are essential for teaching English alongside French to third-grade pupils. Interviewee 1 suggested that games and videos are effective because pupils enjoyed them. Interviewee 2 suggested extending the English class to one hour and providing activity books, but noted the lack of resources such as paper and ink. Overall, using interactive resources and addressing logistical and resource constraints is crucial for effective teaching and learning of English alongside French in third-grade classrooms.

2.6.2.3 Analysis of Parents' Interview

Question 1: Based on the answers provided about their educational background, it is clear that Interviewee 1 did not have a formal educational background in English language teaching or any other field. Therefore, their responses may be limited in terms of providing insights into the challenges of learning two foreign languages simultaneously.

On the other hand, Interviewee 2 had a strong educational background, has worked as a university teacher for nine years. This suggested that they have extensive knowledge and experience in the field of English language teaching and are likely to provide insightful responses to questions related to learning two foreign languages simultaneously. As a result, their responses would likely be crucial in providing valuable insights into the challenges faced by third-year pupils in Algeria who are learning English and French simultaneously.

Question 2: How do you feel about your child learning two new languages at the same time?

Interviewee 1: Considered it a good idea because the child is still young and does not have any responsibilities, so that is why they say childhood is the optimal period for learning and acquiring new skills, including languages (Translated by the researcher).

Interviewee 2: He thought that Learning languages at an early age is a wise decision, and he was happy with it, because it offers numerous advantages for children. For one, it enhances their ability to enjoy reading and writing, fostering comprehensive mental and creative development. Moreover, learning new languages allows children to discover different cultures, broadening their perspectives and understanding of the world. Acquiring language skills also brings several benefits, such as opening up new opportunities and creating a unique identity that boosts self-confidence and promotes holistic personal development. Overall, learning languages at an early

age provides children with numerous benefits that can positively impact their growth and development in various areas of their lives (Translated by the researcher).

Taking into account the responses of Interviewees 1 and 2, it is evident that they were both supportive of their child learning two new languages simultaneously. Interviewee 1 emphasized that childhood is the optimal period for learning and acquiring new skills, including languages, and thus perceived it as a good idea for their child to learn two languages at once. Meanwhile, Interviewee 2 shared a comprehensive list of advantages that their child can gain from learning two languages, such as enhancing their ability to read, write, and think creatively, discovering new cultures, and boosting their self-confidence. Overall, both interviewees recognized the benefits of learning two languages at an early age and see it as a wise decision for their child. Their responses highlight the importance of exposing children to multiple languages from a young age and the positive impact it can have on their overall development.

Question 3: When the researcher asked the parents to describe their children experience so far in learning English and French, Interviewee 1 reported that their child is happy to learn both languages, despite finding them challenging. This response indicated that the child may have a positive attitude towards language learning, which can be beneficial in terms of their overall progress. Additionally, the interviewee's observation that their child was trying hard to study and understand both languages suggested that the child might be highly motivated to learn.

Interviewee 2, on the other hand, reported that their child has not found it difficult to learn the two languages together because they started teaching them at an early age. This response suggested that early exposure to multiple languages can have a positive impact on language learning, making it easier for children to learn multiple languages simultaneously. Overall, both

responses provided valuable insights into the experiences of children learning English and French simultaneously, highlighting both the challenges and potential benefits of this approach.

Question 4: What are some of the difficulties has your child faced while learning both languages?

Interviewee 1: The difficulty lied on his reliance on studying at school and not having anyone to help him at home, as neither the father nor the mother knew the languages. Therefore, he often did not have anyone to ask when he faced difficulty and had to wait until he goes to class and asks his teacher (Translated by the researcher).

Interviewee 2: Compared to his peers, the difficulties he faced stem from his advanced level, which often leads to feelings of boredom during class as he finds the information presented by the teacher already familiar to him (Translated by the researcher).

In response to the question about the difficulties their child had faced while learning both languages, the first interviewee pointed out the challenge of not having anyone to assist with the learning process at home. This has resulted in the child having to rely solely on classroom instruction, which limits the opportunities for immediate clarification of any questions or doubts. On the other hand, the second interviewee noted that their child's advanced level of language proficiency is what presents difficulties for him, as the information presented in class may not be new to him, leading to boredom. These two different perspectives highlighted some of the challenges that can arise when learning multiple languages, including the lack of support outside of the classroom and the potential for monotony for those who have already achieved a high level of language proficiency.

Question 5: When the researcher asked the parents if they noticed any improvements in their children language skills since they started the program, both interviewees have noticed improvements in their child's language skills since starting the program. Interviewee 1 noticed progress through exam results and feedback from teachers, while interviewee 2 specifically noticed improvement in writing skills. These observations suggested that the language program is having a positive impact on the children's language learning and development.

Question 6: When the parents were asked about how they supported their child's language learning outside of school, both interviewees provided interesting insights. Interviewee 1 mentioned that they always ask their child to inform them if they need any support lessons or if they would like to enroll in a language school if they have difficulty learning. However, the child often refused and preferred to study alone at home.

On the other hand, interviewee 2 explained that their child has started to enjoy developing their French and English language skills on their own. They have a unique approach to learning, where the child often watched anime in English and cartoons in French. Afterwards, they come to their parent and tell them what they watched in the language they watched it in. This self-motivated approach to learning a language is impressive and shows that the child is truly dedicated to improving their language skills.

Question 7: Both interviewees agreed that it was crucial for children to learn multiple languages at a young age. Interviewee 1 did not provide many details; however, Interviewee 2 has highlighted the importance of learning different languages at an early age. Children who learn multiple languages are more likely to develop excellent cognitive skills, including problem-solving, critical thinking, and multitasking. They are also likely to become more tolerant and accepting of other

cultures and have a better understanding of the world around them. Moreover, learning multiple languages can open up many opportunities for children in the future, including better job prospects and the ability to communicate with people from different parts of the world. In today's interconnected world, being bilingual or multilingual is a valuable asset that can lead to significant advantages in both personal and professional life.

Question 8: Would you prefer your child to focus on one language rather than learning two languages simultaneously?

Interviewee 1: It would be better if they separated the language learning because not all parents are educated and able to help their children with their studies. Therefore, when children have difficulties in learning, some parents would feel sad because they were unable to help. Therefore, it is better to separate the languages to avoid pressure on the students (Translated by the researcher).

Interviewee 2: This depends on the child's intelligence and comprehension. Some children are quick-witted and receptive and can be taught more than two languages. However, there are also children who are slow in comprehension. In this case, it is possible to teach these children two different languages in terms of pronunciation of letters, such as English and Korean or Chinese, or English and Spanish (Translated by the researcher).

Based on the responses of the two interviewees, it seems that there is no clear consensus on whether it is better for children to focus on one language or learn multiple languages simultaneously. Interviewee 1 believed that separating language learning can alleviate pressure on students and their parents, while Interviewee 2 suggested that it depends on the child's ability to comprehend and retain multiple languages. Ultimately, the decision on how many languages to

learn at once should be made on a case-by-case basis, taking into consideration the individual child's learning style and abilities.

Question 9: Both interviewees were asked about their opinion on the languages program their children are enrolled in. Interviewee 1 didn't have an opinion as they do not speak the languages being taught. However, Interviewee 2 shared that they found the French program to be very rich, with two books available for reading and activities. However, they noted that the English program could benefit from more modifications, particularly in terms of activities, and expressed hope for future improvements.

Question 10: What advice would you give to other parents whose children are learning multiple languages for the first time?

Interviewee 1: The advice for parents was to teach their children languages because they are the future, and even if the parents themselves do not master the language, they can help their children with support classes or private schools (Translated by the researcher).

Interviewee 2: Advice for parents is to help their children learn more than one language because it will benefit them in the future, especially when they become teenagers. It provides them with a platform to understand the world from an entirely new perspective, encourages them to adopt new habits and cultural differences. There is also another added benefit where languages nurture children's sense of empathy and understanding towards others in a sensitive stage of their growth, while also opening up new pathways for professional success in our globalized era (Translated by the researcher).

Both interviewees agreed on the importance of learning multiple languages for children. Interviewee 1 emphasized that even if parents themselves do not know the language, they can still

help their children in learning. Meanwhile, interviewee 2 highlighted the benefits of learning multiple languages, such as providing a new perspective on the world, encouraging cultural diversity and empathy towards others, and opening up opportunities for professional success.

2.6.3 Classroom Observation

Classroom observation provides valuable insights into how students interact with their teachers, peers, and the learning environment. In this case, the observation was conducted during French and English classes in primary school in Algeria, with a focus on how third-year pupils learn and interact with the French and English language. This analysis will focus on four different classrooms observations that were detected during the French and English classes. Through analyzing the observations made during these classes, insights can be gained into the effectiveness of different teaching methods and their impact on pupil engagement and learning outcomes.

Additionally, this analysis can provide valuable information on the challenges faced by third-year students in Algeria while learning foreign languages, which can help inform future teaching strategies and improve learning outcomes. Firstly, and foremost is the French class observation, which has two scenarios. The first scenario involved a highly engaged classroom where most students were actively participating in the lesson, despite the challenging questions posed by the teacher. The second scenario involved a class with time constraints, which had an impact on the pace and quality of the lesson. The teacher employed different techniques to help pupils improve their listening and reading skills, and she also facilitated a conversation session and introduced new vocabulary related to the lesson topic.

In the first classroom, the pupils were highly engaged, actively participating, and demonstrating a high level of understanding of the material. Even when pupils made mistakes, the teacher did not immediately correct them but rather delegated the task to other pupils. This strategy

helps foster a sense of collaboration and mutual support among the pupils. The teacher explained that the lesson was a review and that the pupils had already been exposed to and practiced the material several times. This repetition of material is a valuable tool for language acquisition as it allows pupils to internalize the concepts and reinforces their learning. Moreover, the teacher also tested the pupils at the end of the lesson, providing an opportunity for them to demonstrate their knowledge and skills. This type of assessment is beneficial for both the teacher and the pupils as it provides feedback on the effectiveness of the teaching methods and identifies areas where the pupils may need additional support.

In the second classroom, the teacher appeared tired, which may have impacted their ability to effectively engage the pupils. The teacher used recorded clips and slowed down the pace to simplify the material for the students. Slowing down the pace can be a useful strategy for language acquisition as it provides the pupils with more time to process the information. However, the teacher noticed that the pupils still struggled with their listening skills, indicating that additional support may be needed in this area. The teacher dedicated an entire class period to listening activities to provide the pupils with more opportunities to practice and improve their listening skills. Regarding reading, the teacher asked the pupils to read the text silently or move their lips without making any sound for five minutes. Then the teacher read the text aloud to the pupils and asked them to read it in sections, with each pupil reading approximately three sentences. This activity provided students with an opportunity to practice their reading comprehension and pronunciation. The teacher also corrected pronunciation errors, which can help pupils to develop accurate and intelligible pronunciation.

Furthermore, for speaking skills, the teacher did not have a specific format but instead focused on solving oral activities. The teacher stated that the pupils were young and did not have

sufficient linguistic resources to converse on a specific topic. This approach can help pupils to build their confidence and develop their communication skills, as they are given a safe space to practice without the pressure of having to carry a full conversation. At the end of the class, the teacher engaged the pupils in a game-like activity, where pupils had to read words related to the topic of vegetables and explain their meaning.

This activity provided pupils with the opportunity to practice their reading, speaking, and listening skills while also expanding their vocabulary. Overall, these observations suggest that different teachers may use different teaching strategies and approaches, depending on their experience, teaching style, and classroom context. It is important to note that there is no one-size-fits-all approach to teaching a foreign language, and teachers need to be flexible and adaptable in their approach to meet the needs of their pupils. The observations also highlight the importance of repetition, practice, and feedback in language acquisition. pupils need opportunities to practice their language skills and receive feedback from their teachers to help them improve their performance.

Moving on to the classroom observations of the two English classes revealed striking differences in the teaching methodologies and learning outcomes. In the first English class, it was clear that the teacher relied heavily on the textbook and did not attempt to create new methods or approaches to teaching the language. This absence of creativity in the teaching method was reflected in the pupils' lack of engagement and participation in the class. The pupils seemed to be disinterested in the subject matter and did not make much effort to understand or engage with the material. What is more this lack of engagement was particularly noticeable in the fact that only a few high-achieving pupils participated in the class, while the majority of pupils remained

unconcerned. Moreover, it was evident that the teacher did not focus on developing listening skills in the class.

Furthermore, listening skills are one of the most important skills to focus on when learning a new language, and by neglecting this aspect of language learning, the teacher was not providing the students with a complete language learning experience. Instead, the teacher solely focused on reading the text, which made the results of the class appalling compared to other subjects. The teacher did not seem to address this situation and only worked with the diligent pupils who were already seemed to be excellent pupils. It is essential to note that the teacher's justification for this approach was that learning a new language is not an easy task and requires time, which is undoubtedly true. However, by neglecting to put in more effort and not exploring more innovative approaches to teaching, the teacher failed to create an environment that was conducive to learning a new language.

On the other hand, the second English class that the researcher observed was very different. The teacher relied on herself in addition to the textbook, implementing the ideas she had created, which created a fun atmosphere for the pupils. The pupils loved the English class and eagerly awaited it. The teacher did not rely solely on the textbook, but introduced some ideas and games to the teaching methodology. For example, the teacher used a game called "letter stick" to form new words, which increased the students' linguistic vocabulary. Furthermore, the teacher employed movement in the classroom during language learning. This technique was highly effective as it is widely known that children learn better when they are more active. The teacher associated the information being taught with movement, such as associating each letter of the alphabet with a specific movement, and teaching vocabulary by associating each word with a

particular movement. This method was very effective and increased the pupils' understanding and retention of the material.

The teacher also focused on developing listening skills, which greatly benefited the pupils. Moreover, the pupils were participating and clearly, they were enjoying the class and the teacher method. Finally, the difference between the two English classes was significant. The first teacher relied solely on the textbook and did not attempt to create new methods or approaches to teaching the language. As a result, the students were disengaged, and the class outcomes were poor. Conversely, the second teacher employed creative approaches to teaching and created a fun and engaging learning environment, which led to positive outcomes. By using games, movement, and focusing on developing listening skills, the students were able to learn and retain more information.

2.7 Conclusion

This chapter provides a detailed account of the methodology adopted for conducting the study. It highlights the research design, methods, target population, and instruments used for data collection. By utilizing a combination of questionnaires, structured interviews, and classroom observations, this study aims to gather rich data from various sources to reveal the attitudes and views of stakeholders towards the introduction of English as a subject matter alongside French in third-year primary schools in Algeria. The validity and reliability of the instruments used were also discussed to ensure the robustness of the findings. Moreover, it focused on analyzing and interpreting the data collected of the study. The next chapter will deal with findings, the limitation of the study, as well as offering suggestions and recommendations for future research.

Chapter Three: Suggestions and Recommendations

3.1 Introduction

This chapter provides suggestions and recommendations for the study, covering several key areas. It begins by presenting a summary of the main results of the research. Secondly, it addresses the limitations encountered by the researcher. Additionally, it emphasizes the importance of incorporating diverse perspectives in teaching and learning, while also highlighting the significance of nurturing student autonomy in learning. It explores the role of parental involvement as educational partners and examines how both educated and non-educated parents can contribute to their children's learning. Moreover, it delves into the benefits of sharing experiences among teachers and emphasizes the need for effective strategies to engage students in learning, including the use of gamification and visual aids. It also stresses the importance of evaluating student progress through varied assessment methods. Furthermore, the chapter discusses the need to challenge and enhance textbook and program resources for English and French. Lastly, it provides suggestions for policy makers to ensure continuous professional development and proficiency checks for teachers, thereby enhancing the teaching experience and improving student learning.

3.2 Summary of the Main Results

The analysis of data collected through the three research instruments provided valuable insights. Firstly, the questionnaire responses from all 74 pupils indicated their excitement towards learning English and their ability to handle the simultaneous learning of French and English without significant challenges, disproving the first hypothesis that Algerian primary school pupils may struggle with learning two foreign languages simultaneously. However, it should be noted

that some pupils had prior exposure to foreign languages, potentially leading to varying levels of proficiency.

Moving on to the interviews with French and English teachers, a consensus emerged regarding the lack of materials and resources provided by policymakers. This lack hindered the teachers' ability to create engaging and enriching environments for the pupils. Specifically, the teachers highlighted the absence of educative games, printing machines, data projectors, and other visual aids. Additionally, the French teachers expressed concerns about the demanding schedules, as the English language program appeared comparatively lighter due to the linguistic similarities between French and English. In contrast, the English teachers faced fewer difficulties and expressed fewer concerns, apart from the lack of materials. Moreover, the French teachers expressed their concerns about the program being heavy for third year pupils to observe all the information on it. This confirms the second hypothesis that difficulties faced by pupils and teachers during the process of teaching and learning English as a foreign language alongside French are related to pronunciation, vocabulary, materials availability, and the capacity of the mind.

Furthermore, the interviews conducted with parents revealed that both educated and non-educated parents were supportive of their children's language learning endeavors and sought to assist them to the best of their abilities. This highlights the positive role played by parents in supporting their children's language learning journey. Lastly, the observations conducted in the classroom reinforced the positive impact of pupils' enthusiasm for foreign languages. The class environment was perceived as fun, engaging, and stress-free, facilitating effective learning. The importance of incorporating gamification and visual aids was evident, as pupils actively participated in classes where these techniques were employed. Overall, the findings indicate the excitement of pupils towards foreign language learning, the challenges faced by teachers due to

the lack of materials, the supportive role of parents, and the benefits of incorporating gamification and visual aids in language classrooms.

3.2.1 Limitations of the Study

The study for this dissertation encountered several limitations that affected the scope and depth of the research. To begin with, this the study faces limitations due to its novelty, as the decision to introduce English to primary schools was announced in the current academic year of 2022-2023. Consequently, the researcher lacks references and prior research to rely on, making this study a pioneering exploration of a new decision. Another limitation is the time constraint the researcher faced, having to complete Chapter 2 and 3 and finalize the overall organization of the study within a month. Next, three schools denied the researcher permission to conduct this research case within their premises, which restricted the researcher's access to a diverse range of participants and limited the representativeness of the study to only one school. Additionally, a French teacher involved in the research declined to be recorded, hindering the collection of audiovisual data, and potentially impacting the comprehensiveness of the findings.

Moreover, due to privacy concerns and regulations, the researcher was unable to record or take videos of pupils participating in class, resulting in the deletion of all pictures and videos collected. Furthermore, the time constraints faced by teachers posed a challenge for conducting in-depth interviews. As their teaching schedule only allowed for 45-minute periods, requesting an extended amount of time from them risked cutting into their class time or conflicting with their commitments across multiple schools or classes. Finally, finding parents with varying educational backgrounds proved challenging, as it was necessary to compare and contrast their perspectives. During the interviews, many participants struggled to answer certain questions, resulting in responses that were often unrelated or out of context. These limitations influenced the breadth and

quality of the study, highlighting the need for further exploration and addressing these constraints in future research endeavors.

3.3 Suggestions and Recommendations

The simultaneous learning of English and French poses significant challenges for third-year pupils in primary schools in Algeria. To address these challenges and optimize the language learning experience, this section provides a set of suggestions and recommendations based on the findings of this research study. These recommendations aim to enhance language instruction in order to create a supportive and engaging learning environment for pupils. By implementing these suggestions, educators can foster the successful acquisition of English and French language skills and empower pupils to thrive in a multilingual world.

3.3.1 Fostering Parental Involvement as Educational Partners

The involvement of parents in nurturing their children's autonomy in learning foreign languages, such as English and French, plays a crucial role in their language acquisition journey. Whether parents possess an educational background and language knowledge or not, they can actively contribute to their children's language development. In the following paragraphs, we will explore two scenarios: one where parents have an educational background and language knowledge, and another where parents lack an educational background and have limited language proficiency. We will discuss the ways in which parents can support their children's language learning and foster autonomy, highlighting key involvement areas and providing examples of support and activities. By understanding the unique roles parents can play, we can create a collaborative and enriching environment that enhances children's language learning experiences**.**

Parental Background	Key Involvement Areas	Examples of Support and Activities
Educational Background	Language practice at home	Engaging in regular family discussions in English/French
	Homework and assignment help	Assisting with vocabulary, grammar, and pronunciation
	Resource exploration	Finding online language learning platforms or apps
	Language-rich environment	Reading storybooks and listening to audio materials

Table 3.1 Fostering Parental Involvement as Educational Partners

Parents who possess an educational background and have knowledge of the target languages, English and French, have a valuable opportunity to actively foster their children's autonomy in learning. As their kids are third-year pupils in primary school, they can serve as educational partners by engaging in various activities that support language acquisition. Firstly, they can provide a supportive learning environment at home by creating opportunities for their children to practice speaking, listening, reading, and writing in English and French.

Parents can encourage their children to engage in conversations in the target languages by setting aside dedicated language practice time, such as regular family discussions or language games. They can also read storybooks or listen to audio materials together, discussing the content and practicing comprehension skills. By providing a language-rich environment, parents can immerse their children in meaningful language experiences, strengthening their language skills

and fostering autonomy in language learning. Additionally, parents can assist their children with homework and assignments related to English and French. They can review vocabulary, grammar rules, and assist with pronunciation. They can also support their children in finding additional resources, such as online language learning platforms or educational apps, to supplement classroom learning. By actively participating in their children's language learning journey, parents with educational backgrounds and language knowledge can provide guidance, encouragement, and personalized assistance, ultimately nurturing their children's autonomy in learning foreign languages.

Parental Background	Key Involvement Areas	Examples of Support and Activities
No Educational Background	Creating a positive attitude	Demonstrating interest and enthusiasm for language learning
	Resource discovery	Visiting libraries, accessing online language resources
	Language exposure	Watching age-appropriate shows/movies in English/French
	Facilitating community involvement	Encouraging participation in language clubs/schools

Table 3.2 Fostering Parental Involvement as Educational Partners

Parents without educational background and limited language knowledge; Even if parents do not possess an educational background or have limited knowledge of the target languages, they can still play a significant role in fostering their children's autonomy in learning English and French. Although they may not be able to provide direct language instruction, they can provide invaluable support and create a conducive environment for language acquisition.

Additionally, parents can encourage a positive attitude towards language learning by expressing interest and enthusiasm in their children's progress. They can show curiosity about the languages and cultures themselves, displaying a willingness to learn alongside their children. By demonstrating a positive mindset and valuing the importance of language skills, parents can motivate their children and create a supportive atmosphere.

Moreover, they can also help their children by being proactive in seeking resources and educational materials. They can visit libraries, borrow bilingual books, or access online resources tailored for young language learners. They can explore language learning apps or websites that provide interactive exercises, games, and audio materials. Although they may not fully understand the content themselves, they can facilitate access to resources and encourage their children to explore and practice independently.

Furthermore, parents can foster autonomy in learning by engaging in activities that promote language exposure and practice. They can watch age-appropriate shows or movies in English and French together, encouraging their children to listen and follow along. They can also encourage their children to join language clubs or attend language-related community events to further develop their language skills and cultural understanding.

In this case, parents' role primarily revolves around creating a supportive and motivating environment for their children's language learning journey. By demonstrating interest, facilitating

access to resources, and fostering opportunities for language exposure and practice, parents without an educational background and limited language knowledge can still contribute significantly to nurturing their children's autonomy in learning foreign languages.

3.3.2 Combining Teachers Expertise

English teachers have limited experience, and it is their first-year teaching alongside with well-experienced French teachers in primary schools, there is a valuable opportunity for collaboration and sharing of expertise among teachers. While acknowledging the unique circumstances. Moreover, it is important for teachers to combine their professional expertise and exchange their experiences to enhance the learning experience for students. In this case, English teachers can greatly benefit from the support and guidance of their experienced French counterparts. By serving as mentors and providing suggestions to resolve challenges, experienced French teachers can offer valuable insights to their English colleagues. Additionally, collaboration among teachers can take various forms, such as sharing ideas, materials, and successful practices. English teachers can actively engage with bilingual specialists in the school, as well as collaborate with other content area teachers who work with third-year classes. Through this collaboration, they can exchange resources, ideas, and information about students' work, ultimately improving instructional practices.

Moreover, to foster an active instructional model, teachers can share their experiences and the benefits it brings to all learners. By involving the principal, they can explain how they are implementing active instructional activities in third-year classes. This helps create a supportive environment where joint planning periods are scheduled to facilitate collaboration among teachers. It is important to recognize that schools are human inventions with a history of adaptation and

change. Educators must be aware of both the positive and negative aspects of the current educational structure and actively work towards improving it. By embracing collaboration and valuing the expertise of experienced teachers, the structure of education can evolve to better serve the needs of third-year pupils in Algeria.

3.4 Strategies and Techniques

The development of effective strategies and techniques is crucial when it comes to navigating the complexities of language learning. In light of this, the following section presents a collection of insightful strategies and techniques derived from extensive research. These strategies and techniques are specifically designed to empower individuals seeking to enhance their language proficiency. By adopting these comprehensive approaches, learners can unlock their full potential and embark on a rewarding journey towards mastering various linguistic skills.

3.4.1 Embracing Diversity for Successful Language Learning

Creating a dynamic learning environment requires valuing and leveraging diverse resources while attending to students' unique needs. The connection between teaching and learning is crucial, as good teaching involves understanding how learning relates to students' lives and goals. To equip students with skills for life, teachers must consider their expectations and tailor lessons accordingly. In Algeria, traditional teaching methods should be replaced with innovative approaches that engage students and align with modern education. By connecting learning to students' backgrounds and experiences, teachers can make it more meaningful and foster a lifelong learning mindset. It is essential for teachers to adopt approaches that cater to real-life needs and interests, ensuring practical application of what is being learned. A shift from focusing solely on

grades and degrees to emphasizing the relevance and importance of learning can lead to more meaningful learning experiences.

3.4.2 Nurturing Pupil Autonomy in Learning

In an active educational participation model, third-year pupils in primary school can engage in various activities that involve collaborating with their teacher to define instructional goals and identify specific content or questions to explore. They also play an active role in the development of knowledge by observing and reporting on their observations, searching for necessary information, and assisting each other in interpreting and summarizing information. To add to that these activities not only foster the development of higher-order thinking skills but also allow students to demonstrate their understanding and provide information in non-linguistic ways. For example, as part of a language lesson, the teacher introduces a new story to the class. The pupils are encouraged to act out scenes from the story using props, gestures, and facial expressions, rather than relying solely on verbal communication. Moreover, this allows them to demonstrate their comprehension of the story and engage with the content in a more interactive and creative manner, this approach can be applied to third-year pupils in primary school.

Teachers' roles and responsibilities change in all circumstances as a result of their active participation; they become less directive and more facilitative, taking on more responsibility. As Holmes (1992) said:

> Language is a skill. We are not teaching about the language. We are
> teaching the pupils to use the language and develop the language.
> Leaning a language is like to drive a car or playing a piano. If the

pupils practice the different language skills enough, they will acquire correct language habits(p.148).

Additionally, to ensure equal participation among third-year pupils in primary school, it is essential to provide opportunities for engagement, even for students with limited oral or written proficiency in English. For instance, students who struggle with English can contribute actively by creating visual representations that document their observations in science experiments. By using pictures, they can highlight significant differences between different events or stages of the experiment. In this way, these students can actively participate in the learning process and contribute their understanding, despite their limited language skills. By emphasizing non-linguistic forms of expression, such as visual representations, all pupils can feel included and make valuable contributions to their science learning.

3.4.3 Empowering Strategies for Engaged Teaching and Learning

Employing various strategies and methods that make learning fun and capture the students' interest and attention is crucial for effectively introducing English and French to third-year pupils in Algerian primary schools. Given that the English teachers are inexperienced, and it is their first-year teaching, it becomes even more crucial to create an engaging and exciting classroom environment. Firstly, teachers can incorporate interactive activities and games into their lessons to make the language learning experience enjoyable. For instance, they can organize language competitions, such as spelling bees or vocabulary challenges, where students can participate individually or in teams. These activities not only foster healthy competition but also promote active engagement and improve language retention.

Furthermore, incorporating multimedia resources can greatly enhance students' interest and understanding of the new languages. Teachers can use educational videos, songs, and interactive online platforms to introduce vocabulary, grammar concepts, and cultural elements. By incorporating visual and auditory stimuli, teachers can create a multi-sensory learning experience that appeals to different learning styles and enhances retention. Additionally, teachers should encourage frequent communication in English and French during class. By providing ample opportunities for students to practice speaking and listening, they can build their confidence and fluency. Pair and group activities, such as role-playing, debates, and collaborative projects, can create a supportive and interactive environment where students can actively apply the language skills they are learning.

Moreover, regular feedback and positive reinforcement are essential to motivate students and acknowledge their progress. Teachers can provide constructive feedback on pronunciation, grammar, and vocabulary usage, highlighting both areas of improvement and strengths. Celebrating students' achievements and encouraging a growth mindset can further boost their confidence and enthusiasm for language learning. In conclusion, for teachers introducing English and French to third-year pupils in Algerian primary schools, it is important to employ strategies and methods that make learning fun, engaging, and effective. By incorporating interactive activities, multimedia resources, communication practice, cultural elements, and providing regular feedback, teachers can create a vibrant and supportive classroom environment that stimulates pupils' interest and encourages their active participation in the language learning process.

3.4.4 Gamification in Education

Game-based learning has proven to be an effective method for introducing English and French to primary school pupils in Algeria, as it enhances their attention and improves language learning outcomes. By incorporating educational games into the language class, teachers can create a welcome break from the usual routine and engage pupils in a more enjoyable and interactive learning experience. Additionally, this approach helps to boost pupils' interest and motivation, making language acquisition a more engaging and memorable process.

One popular game-based learning approach is using crossword puzzles. Teachers can create crossword puzzles with relevant English and French vocabulary words related to the curriculum. For example, if the lesson focuses on animals, the crossword puzzle can include words like "cat," "dog," and "elephant." Students can fill in the corresponding words across and down, which helps them understand the meanings of the words and improves vocabulary retention. This activity not only reinforces vocabulary acquisition but also provides an enjoyable and interactive way for students to practice language skills.

Another game that can be used is language charades. This fun and engaging game promote communication and language practice. Students work in small groups or pairs, taking turns acting out a word or phrase related to the language they are learning, without using spoken words. The other group members then guess the word or phrase in English or French. For example, if the lesson focuses on actions, a student might act out "running" or "jumping." This game encourages students to use their language skills to communicate and understand the words or phrases, enhancing their comprehension and fluency in a playful and interactive manner.

Additionally, word bingo is an interactive game that helps reinforce vocabulary learning. Teachers can create bingo cards with English or French words related to the lesson's vocabulary. Each student receives a bingo card, and the teacher calls out words in the target language. Students mark the corresponding words on their cards, and the first student to complete a row or column shouts "Bingo!" This game promotes active listening, recognition of vocabulary words, and engagement in the language learning process. It adds an element of excitement and competition to the classroom, making the language learning experience more enjoyable and motivating for students.

Moreover, when using game-based learning activities, teachers should consider the appropriateness of the game's features for their learning objectives and ensure they align with the curriculum requirements. It is also essential to strike a balance between game-based learning and the allocation of class time. While games are engaging and beneficial, they should not consume the majority of instructional time. Teachers should find the right balance between fun and educational value, covering the necessary content and providing comprehensive language instruction.

In conclusion, game-based learning can be a powerful tool for introducing English and French to primary school pupils in Algeria, enhancing their attention, motivation, and language learning experience. By incorporating educational games like crossword puzzles, language charades, and word bingo that align with learning objectives, teachers can create an engaging and interactive classroom environment, making language learning enjoyable and effective. However, it is important to consider potential distractions, curriculum requirements, and the appropriate allocation of class time to strike a balance between fun and effective language instruction.

3.4.5 Boosting Learning Through the Use of Visual Aids

Visual aids play a crucial role in the learning journey of third-year primary school pupils, especially when it comes to learning foreign languages. Despite the lack of provision from policy makers, teachers can take the initiative to bring visual aids or use their own materials to enhance the language learning experience. By incorporating visual elements into their teaching, teachers can significantly improve pupils' comprehension, retention, and engagement.

First and foremost, visual aids such as flashcards, charts, and posters can serve as valuable tools for introducing vocabulary and grammar concepts in foreign languages. Through the use of images, colors, and visual organization, pupils can better understand and remember the meaning of words and phrases. These aids provide a visual representation that helps to anchor the language in their memory, making it easier for them to recall and apply what they have learned.

Furthermore, visual aids facilitate a more interactive and participatory learning environment. Teachers can use real-life objects or multimedia resources, such as videos and images, to demonstrate cultural aspects and promote authentic language usage. By immersing pupils in visual stimuli, they can develop a deeper understanding and appreciation for the foreign language they are studying. Additionally, visual aids can encourage active engagement through activities like labeling, matching, and role-playing, enabling pupils to practice their language skills in a meaningful and enjoyable way.

In addition to their impact on comprehension and engagement, visual aids can also foster creativity and critical thinking among pupils. Teachers can incorporate visual projects, such as creating posters, collages, or multimedia presentations, to encourage pupils to express themselves

using the foreign language. These projects not only enhance language skills but also develop artistic and critical thinking abilities, allowing pupils to explore their creativity while practicing and internalizing the language.

To overcome the challenge of limited provision of visual aids, teachers can explore various strategies. They can create their own materials by utilizing technology, such as interactive whiteboards or online resources, which provide a wealth of visual content. Additionally, collaboration among teachers can be encouraged to share and exchange visual aids, fostering a supportive community that facilitates the effective use of visuals in language teaching.

In conclusion, the fruitful contribution of visual aids to third-year primary school pupils cannot be underestimated, especially in the context of learning foreign languages. Despite the lack of provision from policy makers, teachers can take proactive steps to bring visual aids or use their own materials to enrich the language learning process. By incorporating visual elements, teachers can enhance comprehension, retention, and engagement, fostering a more interactive and creative learning environment. It is essential to explore various strategies, such as creating digital resources and promoting collaboration among teachers, to ensure the effective utilization of visual aids in foreign language instruction.

3.4.6 Evaluating Student Progress

Monitoring and assessing the performance of third-year pupils in Algeria who are being introduced to the English language can pose unique challenges for English teachers. However, with strategic approaches and appropriate assessment methods, teachers can effectively track and evaluate their students' progress. Firstly, formative assessments play a crucial role in monitoring pupils' ongoing development. These assessments focus on providing feedback and identifying

areas that require further instruction. For instance, teachers can conduct regular classroom observations to gauge students' comprehension, speaking, and listening skills. They can engage students in interactive activities, such as group discussions or role-plays, to assess their ability to communicate and apply language concepts in real-life contexts.

Additionally, teachers can use diagnostic assessments to identify students' individual strengths and weaknesses in English language learning. Diagnostic assessments can include pre-tests to assess prior knowledge and understanding of foundational language skills. These assessments help teachers tailor their instruction to address specific needs and provide targeted support to pupils who may require additional guidance. Furthermore, English teachers can employ a variety of assessment tools, such as quizzes, worksheets, and short writing assignments, to assess pupils' progress in reading, writing, and grammar. These assessments can be scaffolded to align with the language proficiency level of third-year pupils. For example, teachers can provide multiple-choice questions or fill-in-the-blank exercises to assess vocabulary and grammar knowledge. They can gradually introduce more complex writing tasks, such as guided compositions or short paragraphs, to evaluate students' ability to express themselves in written English.

To ensure comprehensive monitoring and assessment, teachers can also incorporate oral assessments. This can involve one-on-one conversations with students, where teachers assess their speaking skills, pronunciation, and fluency. Teachers can ask questions related to daily routines, personal interests, or topics covered in class, allowing students to demonstrate their comprehension and ability to express themselves orally. Finally, by using a combination of formative, diagnostic, and summative assessments, English teachers can gain insights into their third-year pupils' progress in learning the language. These assessments provide valuable feedback on individual and

class performance, inform instructional decisions, and guide future teaching strategies. By continuously monitoring and assessing pupils' performance, teachers can adapt their approach, provide targeted support, and foster a supportive learning environment for students as they navigate their first year of English language instruction.

3.5 Teacher Development and Teacher Training Programs

In the following section, the researcher explores into the realm of teacher development and training programs, exploring key areas that contribute to the growth and success of educators. Through focused titles, this section examines the essential aspects such as curriculum design and ongoing professional support. Each title offers valuable and practical insights to empower teachers in their pursuit of continuous improvement and excellence in the field of education. By addressing these critical areas, the researcher aims to foster a vibrant learning community where teachers thrive, and students reap the benefits of high-quality instruction.

3.5.1 Challenging Textbook and Program

The current state of textbooks and programs for third-year pupils in primary schools in Algeria regarding the subject of English presents a pressing challenge. These materials were introduced hastily within a short timeframe of two months, resulting in a textbook that closely resembles the one used in the first year of secondary school. It is evident that a serious rectification and modification are required to align the content with the specific needs and capabilities of primary school pupils. In comparison, the French textbook for third-year pupils covers all four language skills comprehensively, providing a full and robust program.

However, even French teachers have expressed concerns about the program, expressing a desire to return to the old curriculum due to its inclusion of engaging projects that better cater to

the needs of the pupils. Additionally, they noted that the English pupils' copybooks remain empty, as the program does not require much writing. Instead, the focus is primarily on developing speaking skills. The inadequacy of the English textbook can be attributed to the rushed decision of introducing English to primary schools in Algeria. This impulsive approach has created a significant challenge for both pupils and teachers, hindering effective language learning and skill development. To address these issues, policy makers need to prioritize the revision and improvement of the English textbook and program for third-year pupils. Suggestions and recommendations include conducting thorough research and analysis to determine the appropriate language level, content, and progression for primary school learners. It is crucial to develop a curriculum that focuses on a balanced integration of all language skills: listening, speaking, reading, and writing.

Furthermore, providing comprehensive teacher training programs and resources specifically tailored to the needs of primary school English teachers is essential. This will enable teachers to effectively deliver the curriculum, implement engaging teaching methodologies, and create an interactive and stimulating learning environment. Investing in professional development opportunities for teachers will enhance their proficiency in teaching English as a foreign language and equip them with the necessary strategies to address the unique challenges faced in primary school classrooms. Additionally, it is vital to encourage regular assessment and feedback mechanisms that enable teachers to monitor pupils' progress and adjust their teaching strategies accordingly. This will ensure a continuous improvement cycle for the English curriculum and instructional practices.

In conclusion, the current state of textbooks and programs for third-year pupils in primary schools in Algeria regarding English presents significant challenges. Rectifying and modifying the

textbook and program content, providing comprehensive teacher training, and establishing effective assessment practices are key recommendations to address these issues. Policy makers must prioritize these aspects to facilitate a successful and engaging English language learning experience for primary school pupils in Algeria.

3.5.2 Updating Teachers' Professional knowledge and Skills

In order to support the professional development of English teachers in primary schools in Algeria, particularly those who are teaching English for the first time alongside experienced French teachers, the following recommendations and suggestions can be implemented. Firstly, establishing regular group meetings among English teachers is crucial. These meetings should be scheduled to discuss specific teaching points, fostering an environment of cooperation and collaboration. By sharing experiences and insights, teachers can learn from one another and stay updated with the latest teaching strategies and methodologies.

Furthermore, implementing a system of peer observation can be highly beneficial. Experienced teachers can observe their colleagues' classes and provide constructive feedback, highlighting effective teaching practices and identifying areas that may require improvement. Peer observation also facilitates the sharing of teaching approaches and strategies, enriching the teaching experience for all. Teachers can also utilize self-observation by recording their lessons through audio or video means. By reviewing these recordings, they can critically analyze their own teaching methods and identify areas for growth and improvement. Self-reflection plays a significant role in enhancing teaching skills and ensuring ongoing professional development.

Promoting shared planning sessions among teachers is another valuable recommendation. Often, teachers work in isolation, missing out on opportunities to benefit from the collective

expertise of their colleagues. Collaborative planning enables instructors to share ideas, exchange resources, and work together to develop successful lesson plans that fit the different needs of their students. Organizing workshops and seminars led by external professionals or experienced staff members, in addition to internal efforts, can give excellent professional development possibilities. These events can cover various topics of interest, such as innovative teaching techniques, assessment strategies, or incorporating technology in the classroom. Teachers who attend these courses can broaden their knowledge base and learn new skills that will improve their teaching methods.

Finally, encouraging teachers to establish reading clubs may be really useful. Teachers can engage in serious debates and explore fresh viewpoints by picking articles or books linked to English language instruction. This process not only enhances their understanding of teaching methodologies but also allows potential problems to be identified and resolved through shared insights and solutions. In conclusion, updating the professional knowledge and skills of English teachers in primary schools in Algeria is vital, especially in the context of introducing English as a new subject alongside experienced French teachers. By implementing regular group meetings, peer observation, self-reflection, shared planning, workshops, seminars, and reading groups, teachers can enhance their teaching practices, foster professional growth, and ensure the delivery of high-quality education to their students.

Workshops and Seminars

Peer Observation

Updating Teachers' Professional knowledge

Group Meetings and Collaboration

Shared Planning

Self Reflection and Lesson Recording

Reading Groups
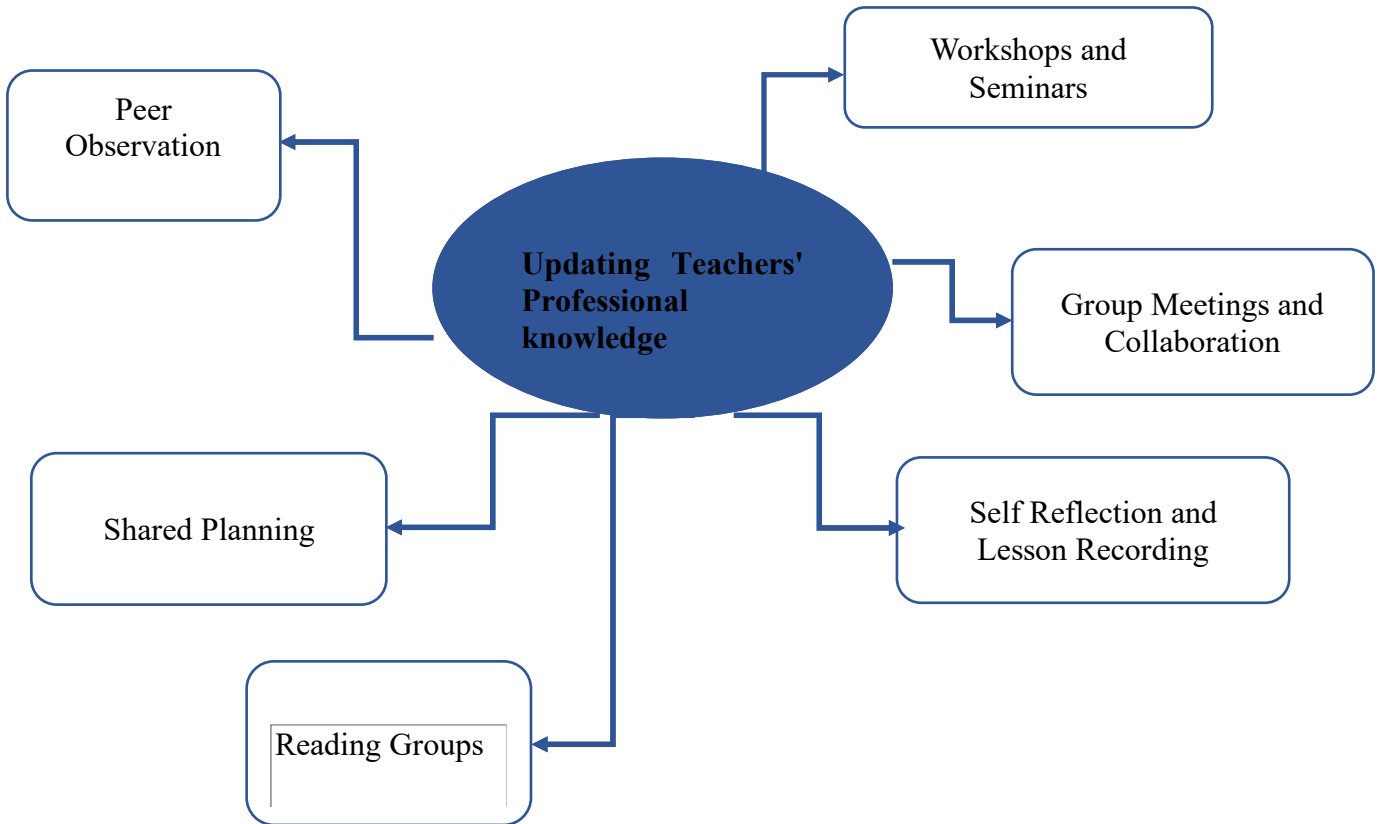
Figure 3.1 Updating Teachers' Professional knowledge and Skills

3.6 Conclusion

This Chapter has been concerned with finding out some solutions to develop pupils' proficiency in English. Recommendations and suggestions outlined in this chapter may be helpful for parents who hope to make their pupils competent in using English. On one side, Policy decision- makers must strengthen their time of working together. On the other side, the teacher can be well informed about the approaches to empower pupils' language proficiency.

General Conclusion

General Conclusion

The present work had as its primary aim the exploration of the introduction of English as a second foreign language in Algerian primary schools alongside with French. To this end, the research undergoes three main phases: The theoretical phase, which attempted to provide a solid conceptual and notional background. This latter provided the study's fundamental framework. Moreover, the practical phase aimed to explore the teaching and learning methodologies, requirements, and challenges associated with this initiative. Through the use of questionnaires, interviews, and classroom observations, valuable insights were obtained. Finally, the suggestions and recommendations phase, it provided the study with an effective approaches and practical solutions on how to maximize teaching and learning potential.

In theory, chapter one covers various aspects related to the status of English as a global language, the benefits of English in creating a global village, and the reasons behind its widespread use. It also provides an overview of first and second language acquisition, including their stages and theories. Additionally, the chapter focuses on the status of French in the Algerian educational system, exploring its history and the impact it has had on Algerian schools. It discusses the proficiency of Algerian students in French. Furthermore, it introduces the status of English in the Algerian educational system, highlighting its historical background from the 1950s to the present. It provides an overview of the introduction of English in Algerian primary schools and discusses past and recent experiences. Finally, it delves into the benefits and challenges of implementing multilingual education in schools.

The findings from the practical chapter indicate that Algerian primary school pupils show excitement and are capable of handling the simultaneous learning of French and English. Contrary to the initial hypothesis, the data suggests that pupils adapt well to this language learning approach. However, the varying levels of proficiency among pupils, influenced by prior exposure to foreign languages, should be taken into account. The interviews with teachers highlighted the challenges they face due to the lack of materials and resources provided by policymakers. The absence of necessary tools and materials hampers teachers' ability to create engaging and effective learning environments. Furthermore, the discrepancies in the workload between the English and French programs, as well as concerns about the program's comprehensibility for third-year pupils, were also identified.

The interviews conducted with parents demonstrated their supportive role in their children's language learning journey, regardless of their own educational backgrounds. Parents play a crucial role in assisting and encouraging their children's language learning efforts. Classroom observations reinforced the positive impact of pupils' enthusiasm for foreign languages. The incorporation of gamification and visual aids was found to enhance the learning experience and foster active participation.

At the end, on the basis of the results obtained from both the questionnaire and the interview, some pedagogical recommendations have been proposed for Algerian policy makers, teachers, and parents, aiming to contribute to a successful implementation of the foreign language policy in Algerian primary schools. By addressing the identified challenges and building on the positive aspects, Algerian primary education can promote cultural diversity, multilingualism, and effective language learning for the benefit of the students and the nation as a whole.

In conclusion, while Algerian primary school pupils demonstrate the ability to learn two foreign languages simultaneously, there are challenges that need to be addressed. Policymakers should provide adequate materials and resources to support teachers in creating enriching learning environments. Additionally, efforts should be made to ensure a balanced workload between English and French programs and address concerns regarding program comprehensibility. The supportive role of parents should be recognized and further encouraged. Incorporating gamification and visual aids can enhance the language learning process.

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Appendices

Appendix A

Pupils' Questionnaire

PUPILS SURVEY

الاسم الكامل _____

العمر _____

تاريخ اليوم _____

Nº	QUESTIONS
1	ما هو جنسك ؟ ⬭ ذكر ⬭ أنثى
2	ما هي اللغة التي تتحدث بها في المنزل؟ ⬭ العربية ⬭ الأمازيغية ⬭ العربية و الأمازيغية ⬭ أخرى
3	هل درست أي لغة أجنبية من قبل؟ ⬭ نعم ⬭ لا
4	هل أنت متحمس لدراسة اللغة الفرنسية والإنجليزية؟ ⬭ متحمس جداً ⬭ قليلا لست متحمس ⬭ أبداً
5	ما هي اللغة التي تفضل تعلمها؟ ⬭ الفرنسية ⬭ الإنجليزية ⬭ الفرنسية والإنجليز ⬭ لست متأكدا بعد
7	أتعتقد انه سيكون من السهل تعلم لغتين في نفس الوقت؟ ⬭ نعم ⬭ لا ⬭ لست متأكدا
8	ما الذي تتوقع أن تكتسبه من تعلم مناللغة الإنجليزية والفرنسية؟ ⬭ القدرة على التحدث مع اشخاص من البلدان اجنبية ⬭ تحسين القدرة على الحصول على وظيفة في المستقبل ⬭ أسباب أخرى ⬭ القدرة على مشاهدة أفلام وقراءة كتب باللغة الفرنسية والإنجليزية
9	كيف يستطيع أستاذنك مساعدتك أكثر؟ ⬭ بإعطائي إلى تمارين اكثر والتمرن على التحدث ⬭ يلعب العاب استماع الموسيقى لمساعدتنا على تذكر الكلمات ⬭ أخرى ⬭ تعلمنا كلمات جديدة وجمل جديدة

Thank you for taking the time to fill out this questionnaire!

Q1: What is your gender?

Male ☐ Female ☐

Q2: Which language(s) do you speak at home?

Arabic ☐ Berber ☐ Arabic and Berber ☐ Other ☐

Q3: Have you ever learned a foreign language before?

Yes ☐ No ☐

Q4: How excited are you to learn English and French?

Very excited ☐ Somewhat excited ☐ Not excited at all ☐

Q5: Which language do you think you will prefer to learn, English or French?

French ☐ English ☐ Both ☐ I'm not sure yet ☐

Q6: Do you think it will be easy to learn two new languages at the same time?

Yes ☐ No ☐ I'm not sure yet ☐

Q7: What do you hope to gain from learning English and French? (Check all that apply)

The ability to speak with people from other countries ☐

The ability to read books and watch movies in English and French ☐

Improved job opportunities in the future ☐

Other (Please specify: _____)

Q8: How do you think your teacher can help you learn English and French better

By giving us more activities to practice speaking ☐

By teaching us vocabulary words and phrases ☐

By plating games and songs to help us remember new words ☐

Other (Please specify: _____)

Appendix B

French Teachers Questions:

Question 1: Can you share some background information about yourself?

Question 2 : How can you portray your teaching background?

Question 3 : Can describe your teaching experience with primary school pupils?

Question 4: What is your opinion on the decision to introduce English to third-grade pupils in primary schools in Algeria alongside with French?

Question 5: What specific challenges do you anticipate facing in teaching English alongside with French to third-grade pupils, and how do you plan to address them?

Question 6: What strategies do you use to ensure that students will not be confused while using the two languages simultaneously?

Question 7: What kind of resources and materials do you think will be most helpful in teaching both French and English to third-grade pupils, and how do you plan to access them?

Question 8: What specific skills or concepts do you think third-grade pupils should learn in French and English ?

Question 9: How do you integrate to communicate with parents about the introduction of English to third-grade pupils in primary schools in Algeria and the benefits of learning two languages simultaneously?

Question 10: In your opinion, how can the introduction of English to primary schools in Algeria improve the overall language skills and proficiency of students in French and English, as well as other subjects?

Appendix C

English Teachers Questions:

Question 1: Can you share some background information about yourself?

Question 2: How can you portray your teaching background?

Question 3: As an English teacher, what are your initial thoughts on the decision to introduce English to third-grade pupils in primary schools in Algeria?

Question 4: What specific challenges do you anticipate facing in teaching English alongside with French to third-grade pupils, and how do you plan to address them?

Question 5: What methods do you use to make learning English fun and engaging for third-grade pupils who may not have been exposed to the language before?

Question 6: How do work with other teachers to ensure that the introduction of English does not negatively impact other subjects taught in the curriculum?

Question 7: What is your opinion on the ability of the pupil to handle learning two additional languages, English and French, alongside their existing Arabic curriculum?

Question 8: How do you assess the students' progress in learning English alongside with French?

Question 9: How do you integrate to communicate with parents about the introduction of English to third-grade pupils in primary schools in Algeria and the benefits of learning two languages simultaneously?

Question 10: What kind of resources and materials do you think will be most helpful in teaching English alongside French to third-grade pupils?

Appendix D

Parents Questions:

Question 1: Can you share some information about your educational background?

Question 2: How do you feel about your child learning two new languages at the same time?

Question 3: Can you describe your child's experience so far in learning English and French?

Question 4: What are some of the difficulties your child has faced while learning both languages?

Question 5: Have you noticed any improvements in your child's language skills since they started the program?

Question 6: How are you supporting your child's language learning outside school?

Question 7: Would you prefer your child to focus on one language rather than learning two simultaneously?

Question 8: Would you prefer your child to focus on one language rather than learning two languages simultaneously?

Question 9: What is your overall opinion about the language program your child is enrolled in?

Question 10: What advice would you give to other parents whose children are learning multiple languages for the first time?

Summary :

This research examines the challenges faced by third-grade pupils in Algeria when simultaneously learning English and French in primary school. The findings reveal difficulties related to the lack of pedagogical resources, pronunciation, and vocabulary differences, as well as pupils' ability to assimilate these languages. Pedagogical recommendations are provided to support successful implementation, including adequate resources, balanced workloads, and the integration of gamification and visual aids.

: ملخص

تتناول هذه الدراسة تحديات طلاب المرحلة الثالثة في المدارس الابتدائية بالجزائر عندما يتعلمون اللغتين الأجنبيتين، الإنجليزية والفرنسية، في نفس الوقت. الإضافة إلى ذلك، تهدف هذه الدراسة إلى إلقاء الضوء على الأساليب والمتطلبات والصعوبات المتعلقة بتدريس الإنجليزية في المدارس الابتدائية الجزائرية. تستكشف الدراسة تجارب الطلاب وأولياء الأمور والمعلمين وتبحث في تداعيات تنفيذ سياسة اللغات الأجنبية في التعليم الابتدائي. كما توصي الدراسة بتوفير الموارد الكافية وتوزيع العبء بشكل متوازن، واستخدام الألعاب والوسائط المرئية لدعم تنفيذ السياسة بنجاح. في النهاية، تساهم هذه الدراسة في تعزيز التنوع الثقافي والتعددية اللغوية وتحقيق تعلم اللغات بفاعلية في المدارس الابتدائية الجزائرية.

Résumé :

Cette recherche examine les défis auxquels sont confrontés les élèves de troisième année en Algérie lorsqu'ils apprennent simultanément l'anglais et le français à l'école primaire. Les résultats révèlent des difficultés liées au manque de supports pédagogiques, aux différences de prononciation et de vocabulaire, ainsi qu'à la capacité des élèves à assimiler ces langues. Des recommandations pédagogiques sont fournies pour soutenir une mise en œuvre réussie de la politique linguistique, notamment en termes de ressources adéquates, de charges de travail équilibrées et d'intégration de la ludification et des supports visuels.