



Mohamed Khaider University Biskra

Faculty of Letters and Languages

Department of English Language and Literature

# MASTER DISSERTATION

Sciences of the language

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Submitted and Defended by

**Amina CHALA**

## **Simultaneous Integration of French and English in Primary Education: Case Study of Third-Grade in Ouled Djellal, Algeria**

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Dissertation Submitted to the Department of English Literature as Partial  
Fulfilment of the Requirements for the Degree of Master in Sciences of  
Language

### **Board of Examiners**

<b>Chairperson:</b>	<b>Ms. Kenza MERGHMI</b>	<b>University of Biskra</b>
<b>Supervisor:</b>	<b>Dr. Bouthaina AMRI CHENINI</b>	<b>University of Biskra</b>
<b>Examiner:</b>	<b>Dr. Moustafa AMRATE</b>	<b>University of Biskra</b>

**2024/2025**

## **Declaration**

I declare that the present dissertation, entitled "*Simultaneous Integration of French and English in Primary Education: Case Study of Third-grade Students of Algeria*", is the result of my work carried out at Mohamed Kheider University of Biskra, Algeria., and that it has not been submitted previously, either in whole or in part, for any academic degree or qualification at this or any other institution. All the sources used and quotations from other works have been properly referenced and acknowledged.

Certified Mrs. CHALA Amina, Master student, Section of English.

## Dedication

*Tome, to the journey I have walked, with all its challenges and growth.*

*To **my father**, whose strength, principles, and constant support have shaped who  
I am.*

*To **my mother**, whose love, sacrifices, and prayers have carried me through  
every challenge.*

*To **my sister and brothers**, for their laughter, care, and constant belief in me.*

*To **my entire family**, for surrounding me with warmth and encouragement.*

*And to **my true friends**, for their genuine support, kindness, and motivation  
when I needed it most.*

*This dissertation is a small reflection of the love and strength you have all  
poured into my life.*

## Acknowledgements

First and foremost, I thank **Allah**, the Most Gracious and Merciful, for granting me the strength, health, and perseverance to carry out this work. Without His blessings, none of this would have been possible.

I extend my heartfelt gratitude to my **supervisor, Dr. Boutheina AMRI CHENINI**, whose guidance, patience, and insightful feedback have helped shape this dissertation from beginning to end. Your support gave me both direction and confidence during moments of doubt.

I would like to sincerely thank the board of examiners, **Dr.Moustafa AMRATE** and **Ms. Kenza MERGHMI**, for taking the time to evaluate my work and for their constructive feedback.

My heartfelt appreciation goes to the **teachers who kindly participated in my research** and made the data collection process possible.

## Abstract

This study investigated the simultaneous learning of English and French in third-year public primary classrooms in Algeria, a newly adopted educational policy aimed at promoting early multilingual competence. The research sought to explore how this dual-language instruction was implemented and experienced by both teachers and pupils, focusing particularly on instructional practices, classroom realities, and emerging challenges. It addressed two main research questions: how simultaneous language learning was introduced and experienced in classrooms, and what difficulties pupils and teachers encountered during this process. To answer these questions, a mixed-methods approach was employed. Quantitative data were collected through classroom observations using a structured grid, while qualitative insights were drawn from semi-structured interviews conducted with English and French teachers. The findings revealed that while most teachers were committed to supporting pupils' learning in both languages, they faced various obstacles such as limited instructional time, overlapping content, and learner confusion due to interference between the two languages. Teachers reported adopting adaptive strategies such as visual aids, repetition, code separation, and interactive techniques to manage these challenges and facilitate comprehension. The study highlights the need for clearer curricular guidelines, appropriate training for teachers, and improved classroom resources. By providing empirical insight into the current implementation of early multilingual instruction in Algeria, the research contributes to educational policy development, pedagogical innovation, and a deeper understanding of bilingual language acquisition in primary education.

**Keywords:** Simultaneous language learning; multilingual education; early language learning; language teaching strategies; teacher perspectives.

## **List of Abbreviations and Acronyms**

EFL: English as a foreign language

L1: first language

L2: second language

TPR: total physical response

ZPD: zone of proximal development

CLT: communicative language teaching

LAD: language acquisition device

EMI: English medium instruction

S1, S2, S3: session 1, 2, and 3 (classroom observation)

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# **General introduction**

## Background of the Study:

In a globalized world where multilingual competence is increasingly valued, many countries introduce foreign languages earlier in the school curriculum. Research suggests that children are especially receptive to language learning in their early years, as their cognitive flexibility and metalinguistic awareness are still developing (Lightbown & Spada, 2013; Bialystok, 2001). Early bilingual or multilingual exposure can support not only language proficiency but also academic and social skills (Cummins, 2000; De Houwer, 2009).

In Algeria, French has long been taught as the first foreign language. However, with the recent reform introduced in 2023, English is now officially taught starting from the third year of primary school (Ministère de l'Éducation Nationale, 2023). This means that third-year pupils are now expected to learn **both English and French simultaneously**, a major shift in language policy that reflects broader social and political transformations (Benrabah, 2007).

While this reform aims to prepare learners for a multilingual future, it also raises important questions about children's capacity to learn two foreign languages at once, the strategies teachers use, and the overall classroom experience. Understanding how this policy is implemented in real settings is crucial for ensuring that young learners benefit from it, rather than becoming overwhelmed or confused.

## Statement of the Problem

Although the introduction of English in third-year primary education reflects a promising policy direction, it also presents new instructional challenges for both learners and teachers. Pupils at this stage are still solidifying their foundational skills in Arabic, the language of instruction, while now being expected to learn and distinguish between two foreign languages: **French**, which has traditionally held a strong presence in the curriculum, and **English**, which is newly introduced. The simultaneous learning of these two languages within

a limited instructional period and often under constrained educational conditions (such as overcrowded classrooms or lack of resources) creates a complex learning environment.

The central problem lies in understanding how third-year primary pupils engage with and learn both French and English simultaneously, and how teachers manage the demands of bilingual instruction in a context where curriculum guidelines, training, and classroom support may still be in developmental stages. This problem requires closer observation of both the learners' behaviors and responses, as well as the pedagogical strategies used by teachers. Furthermore, it is essential to identify the cognitive, linguistic, and affective challenges that both parties face during this process.

### **Research Questions**

This study seeks to address the following research questions:

1. How is the simultaneous learning of English and French implemented and experienced by third-year primary pupils and teachers in Algerian public schools?
2. What challenges do pupils and teachers face in the process of simultaneous foreign language instruction?

### **Aims of the Study**

This dissertation aims to:

1. Investigate how simultaneous learning of English and French is implemented and experienced by third-year primary pupils and teachers in Algerian public schools.
2. Identify the main challenges faced by learners and teachers in this dual-language instructional setting.



3. Explore the teaching strategies used in classrooms and analyze their effectiveness in supporting pupils' learning outcomes in both languages.

### **Significance of the Study**

This study contributes to the evolving field of multilingual education in Algeria by offering empirical evidence on the realities of simultaneous foreign language instruction at the primary level. It is particularly significant for several reasons :

- **Policy Relevance:** The findings may inform the curriculum designers about the practical implications of implementing bilingual language instruction in early grades, highlighting areas that require support, revision, or teacher training.
- **Pedagogical Insight:** By focusing on classroom interaction and teaching methods, the study offers insights that can help teachers had better understand how to manage simultaneous language instruction and support learners more effectively.
- **Theoretical Contribution:** The research adds to the broader field of applied linguistics and language acquisition by investigating the dynamics of early multilingual learning in a unique sociolinguistic context.
- **Local Educational Development:** As this study is rooted in the Algerian public school system, it provides a valuable local perspective often underrepresented in international academic literature.

### **Methodology**

This study adopts a mixed-methods approach, combining both quantitative and qualitative techniques to gain a holistic understanding of the research problem.

- Quantitative data were collected through a structured observation grid used during classroom visits to capture learners' behavior, engagement, comprehension, interaction, and linguistic performance.
- Qualitative data were gathered through semi-structured interviews with teachers to explore their perceptions, strategies, and challenges related to simultaneous language instruction.

### **Population and Sampling**

The study was conducted in Ouled Djellal and involved pupils and teachers from third-year primary classes. The population included:

- Third-year pupils enrolled in public schools where both English and French are taught.
- English and French language teachers responsible for delivering instruction in these two languages.

To ensure representativeness:

- Stratified random sampling was used to select schools across different neighborhoods.
- Purposive sampling was applied to select teachers who are directly involved in teaching French and English to third-year pupils in the bilingual program.

### **Data Collection Instruments**

Two primary data collection tools were used:

- **Structured Observation Grid:** Used to record and analyze learners' classroom behavior and performance across three sessions in four classes (two English and two French).

- **Semi-Structured Interview Guide:** Composed of 14 questions grouped into five thematic sections and sent via email to eight teachers (four English, four French) to collect their perspectives and experiences.

## **Data Analysis Procedures**

The data analysis process followed a systematic approach:

- Observation data were analyzed session by session, with recurring patterns categorized under key themes such as engagement, comprehension, vocabulary retention, and code interference.
- Interview data were analyzed using thematic analysis, inspired by previous Algerian dissertations to ensure alignment with local academic standards.

## **Structure of the Dissertation**

This dissertation is divided into three chapters:

- **Chapter One: Theoretical Framework**  
Covers key learning theories relevant to early foreign language learning, cognitive development in children, and bilingual/multilingual education.
- **Chapter Two: Historical Background**  
Presents an overview of foreign language policy in Algeria, with a comparative focus on the status and instructional roles of French and English in primary education.
- **Chapter Three: Fieldwork and Data Analysis**  
Describes the research methodology, presents classroom and interview findings, and analyzes the results in light of the research questions and hypotheses.

# **Chapter 01:**

## **Theoretical Foundations of Foreign Language Learning**

## **1. Introduction:**

Learn foreign languages has long been a topic of cross-disciplinary interest in education, psychology, linguistics, and cognitive science. With an increasing emphasis on teaching foreign languages in primary education, greater attention has recently shifted towards understanding how children learn other languages. The early stages of language learning are particularly critical as they align with key mental and social development periods. Consequently, researchers and teachers continue to seek explanations for the mechanisms of language learning, including the endogenous and exogenous factors that influence it and the most effective learning methods. Language learning is not a one-size-fits-all or solitary process; rather, it is a complex interplay of various factors, including cognitive functions like memory, attention, and processing, as well as affective and social elements such as motivation, anxiety, and exposure to rich language environments. Children, unlike adults, may exhibit diverse learning patterns; therefore, it is essential to consider age-specific theories and pedagogies when investigating language acquisition in school settings. Over the decades, a range of theories has emerged regarding how learners acquire fluency in new languages. These theories span from behaviorist traditions focused on habit formation and reinforcement to cognitive and constructivist paradigms that view learning as an internal process and active engagement with input. Sociocultural models emphasize the importance of social interaction, communication, and the educational environment. Each model offers a unique perspective on language acquisition and provides implications for curriculum development and language teaching. Knowledge of theoretical language learning is particularly relevant in educational systems where students learn more than one foreign language. The simultaneous introduction of two foreign languages at the primary level raises numerous questions: How do novice learners handle the cognitive load associated with acquiring two linguistic systems? What kind of transfer or interference might occur between the languages? Are there specific

conditions under which simultaneous learning facilitates or impedes language acquisition? These questions necessitate a strong foundation in language learning theory that considers both individual learner characteristics and the broader educational context.

The purpose of this chapter is to present and expound on the major theoretical paradigms that have guided research in language learning. It begins with general definitions and conceptual differentiation relevant to language learning in early childhood education. It goes on to discuss behaviorist, cognitive, interactionist, and usage-based theories, among others. Each theory will be discussed as to its core principles, how it applies to foreign language learning in children, and how it applies to foreign language teaching being performed simultaneously. The chapter will also discuss how the theories account for cognitive and affective variables such as memory, attention, motivation, and learner variability.

Although this chapter is theoretically oriented, it establishes a foundation for understanding the educational significance of learning several foreign languages during the primary school stages. Later chapters will explore the historical development of foreign language policy and practice, along with evidence of classroom implementation. These subsequent discussions aim to be informed by the theoretical insights presented in this chapter through a conceptual framework for analyzing the challenges and opportunities presented by early multilingual education.

## **2. Language Learning vs. Language Acquisition:**

**2.1. Defining language acquisition:** Language acquisition is based on the neuro-psychological processes (Maslo, 2007: 41). Language acquisition is opposed to learning and is a subconscious process similar to that by which children acquire their first language (Kramina, 2000: 27). Hence, language acquisition is an integral part of the unity of all language (Robbins, 2007: 49).

**2.2. Defining Language Learning:** Language learning is a conscious process, and is the product of either a formal learning situation or a self-study program (Kramina, 2000: 27). Hence, language learning is an integral part of the unity of all languages (Robbins, 2007: 49).

### **3. Difference between Language Acquisition and Language Learning:**

Language acquisition refers to the process of learning a language naturally through immersion. It equips learners with practical language skills, enabling them to use the language effectively in real-life situations. In contrast, language learning emphasizes the theoretical understanding of a language, such as its rules and structures.

Language serves as the primary means of communication for humans, but it is not typically "taught" to children in a formal sense. Instead, children naturally acquire their native language by being exposed to it, primarily through interactions with family and others around them. This process, known as language acquisition, occurs subconsciously, without deliberate study or effort. Remarkably, by the age of four, most children can express themselves clearly and with near-perfect grammar, despite never having formally studied the language.

Language learning, however, involves a more structured and deliberate approach. This is the method that most people use when attempting to learn a second language. It typically includes studying vocabulary lists, sentence structures, and grammar rules, often in formal settings such as schools or language institutes. Compared to acquisition, language learning is generally a slower process, and many individuals may study a language for years without achieving full mastery.

The key distinction between the two lies in their approaches and outcomes. Language acquisition is immersive and practical, allowing learners to use the language fluently even if they are unaware of its grammatical rules. For instance, a learner might converse effortlessly with a native speaker without knowing the underlying grammar. On the other hand, language learning focuses on theoretical knowledge, where a learner may understand grammar rules and sentence structures but lack the confidence or fluency to engage in natural conversations. In summary, language learning is formal and structured, often occurring in classrooms or similar settings, while language acquisition is a natural process that happens through exposure and immersion, without explicit instruction.

#### **4. Bilingualism and Multilingualism in Early Education:**

Bilingualism is the individual's ability to communicate effectively in two different languages and demonstrate proficiency in speaking, understanding, reading, and writing. However, bilingual competence differs from one person to another. A truly bilingual child is not only capable of switching between languages appropriately depending on the context, but also possesses a strong grasp of linguistic accuracy, vocabulary use, and sentence construction.

Multilingualism refers to the ability of individuals to use more than one language in their daily lives. Li (2008) defines a multilingual individual, as "anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading)". While this definition includes both bilingual and multilingual individuals, multilingualism is often associated with proficiency in multiple languages, typically four or more. It is important to note that multilingual competence exists on a continuum, varying in degrees of proficiency, usage, and context. Some multilingual may have balanced fluency across all their languages, while others may exhibit dominance in one language over the others, depending on their sociolinguistic environment and personal



experiences. Beyond its role in communication, multilingualism has been widely studied for its cognitive and linguistic benefits, which influence various aspects of brain function and language processing.

### **5. Early Foreign Language Learning (EFL in Young Learners):**

Young learners actively construct their understanding by interacting with their surroundings (Piaget, 1970). Vygotsky (1962) emphasizes that children acquire knowledge through social interaction, particularly within the Zone of Proximal Development (ZPD), where they learn more effectively with guidance from others. Bruner (1983) highlights the role of scaffolding, where children develop problem-solving skills with support from an adult or a more knowledgeable peer. Rather than simply repeating sounds, they formulate rules and test their assumptions to make sense of language (Wells, 1999). Engaging in hands-on experiences is essential for effective learning (Donaldson, 1978; Hughes, 1986).

Since young learners are energetic but have short attention spans, it is beneficial to involve them in physical activities within a tangible environment. Scott and Ytreberg (1990) note that children rely on their senses—sight, touch, and hearing—to explore their surroundings. Moon (2000) suggests that allowing children to create their visuals and realia enhances their engagement and sense of responsibility for learning materials. As Halliwell (1992) points out, a dynamic classroom should not confine children to rigid seating arrangements where they only interact with the teacher. Instead, educators should introduce diverse activities to maintain interest, making use of children's creativity and energy through games, songs, drawings, and puzzles.

Additionally, differences in behavior and learning styles between boys and girls have been observed. Boys, due to hormonal changes, tend to be more physically active and sometimes display aggression (Biddulph, 1998), whereas girls generally have stronger linguistic skills,

fine motor abilities, and concentration, often outperforming boys by up to a year (Khan, 1998; Biddulph, 1998; McIlvain, 2003).

Total Physical Response (TPR), developed by Asher (1977), is an effective method for teaching English to young learners as it links language acquisition with physical movement, keeping children actively engaged. Since young learners have short attention spans, activities should be kept between 5 and 10 minutes for maximum effectiveness. Scott and Ytreberg (1990) advocate for a variety of activities that balance different skills and involve individual, pair, group, and whole-class work. Incorporating both pupil-pupil and teacher-pupil interactions further enhances learning. Striking a balance between quiet and energetic activities, helps create a well-rounded classroom environment.

Furthermore, storytelling plays a significant role in foreign language learning, as stories provide meaningful and context-rich exposure to language (Slatterly & Willis, 2001). Cameron (2001) highlights the holistic nature of storytelling, which immerses children in authentic language use. He also introduces the concept of "mentalism," a cognitive process that helps children grasp meaning independently. While listening to stories in a foreign language allows children to understand the overall message with visual support, speaking and retelling the story in the target language is more challenging. As Pinter (2008) suggests, meaningful input is crucial, but it should be complemented with activities that encourage language production.

## **6. Major Learning Theories in Language Learning:**

While cognitive and pedagogical perspectives provide valuable insights into the processes through which children acquire a foreign language, a more nuanced and comprehensive understanding of language learning requires an examination of the broader theoretical frameworks that have been developed to explain this complex phenomenon. Over time,

various learning theories have emerged, each contributing to our understanding of how individuals develop linguistic competence by offering unique perspectives on the cognitive, social, and environmental mechanisms that underlie language acquisition. These theories not only illuminate the diverse factors influencing language learning but also provide a foundation for evaluating the effectiveness of different instructional approaches. The following section delves into the major learning theories that have shaped the field, beginning with the behaviorist perspective, which emphasizes the role of external stimuli, reinforcement, and habit formation in the language acquisition process. By exploring these theoretical frameworks, this discussion aims to provide a deeper understanding of the multifaceted nature of language learning and its implications for educational practice.

### **6.1. Behaviorist Theory (Skinner):**

Language acquisition has been extensively explored through various theoretical frameworks, with behaviorism being one of the most impactful. Behaviorism frames language learning as a process of forming habits through reinforcement. B.F. Skinner (1957) argued that verbal behavior is influenced by external stimuli, where repeated exposure and positive reinforcement strengthen language-related responses. This perspective posits that children learn language not through innate abilities but by interacting with their environment, mimicking sounds, and receiving feedback for correct usage. When applied to the simultaneous learning of two foreign languages in primary education, behaviorist principles shed light on how children develop fluency in multiple languages through structured reinforcement. Acquiring two languages concurrently demands consistent exposure to each language system, with reinforcement playing a vital role in differentiating and retaining both. A central aspect of Skinner's theory is habit formation through reinforcement, which is particularly relevant to vocabulary learning in multilingual settings. Skinner (1957, \*Verbal Behavior\*, pp. 81–99) explained that children form connections between words and objects

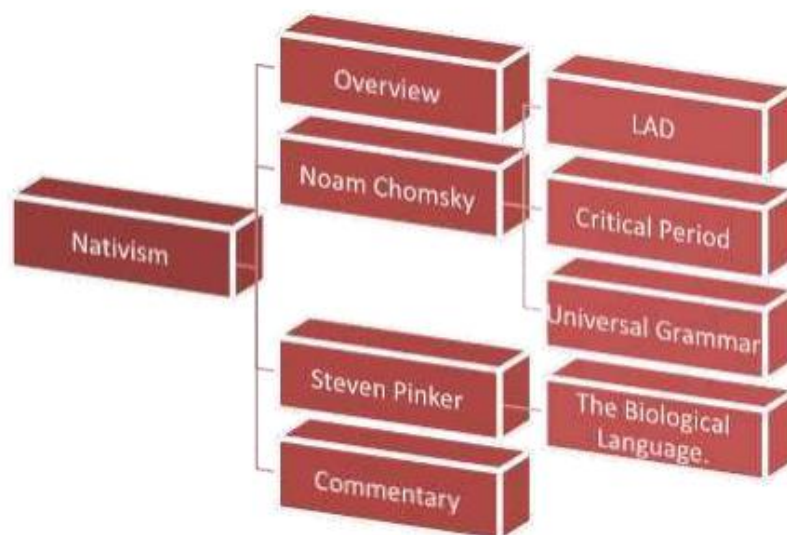
through a process called tact. For example, in a bilingual classroom, a child exposed to English and French might learn that "apple" and "pomme" refer to the same object. When teachers and caregivers consistently reward correct usage, both terms become part of the child's vocabulary. Behaviorist principles also account for how children learn to use languages in context. Skinner's concept of the mind (pp. 35–50) emphasizes that language is shaped by communicative needs. In a primary school where both English and French are taught, children often use each language based on reinforcement patterns—for instance, speaking English with an English-speaking teacher and French with a peer who responds in French. This natural reinforcement enhances their ability to switch between languages effectively. As children advance, their ability to manage multiple languages becomes more sophisticated, influenced by higher-order verbal behaviors. Skinner's concept of the autoclitic (pp. 361–385) explains how linguistic structures develop through accumulated reinforcement. This is especially relevant in code-switching, where children blend elements of both languages depending on the social and linguistic context. For example, a child might start a sentence in English but insert a French phrase due to stronger reinforcement of that concept in their home environment.

From a behaviorist standpoint, reinforcement-based learning drives the simultaneous acquisition of two foreign languages in primary education. Repetition, imitation, and context-dependent rewards shape linguistic competence. This theory offers a structured explanation for how children develop bilingual proficiency, providing valuable insights into classroom strategies that promote language acquisition through reinforcement.

## **6.2.Nativist Theory (Chomsky):**

The most widely recognized theory of language acquisition posits that humans have an innate genetic predisposition enabling them to learn language. This theory introduces the concept of

a hypothetical Language Acquisition Device (LAD) in the brain, which is thought to facilitate language learning like how the hypothalamus regulates body temperature.



*Figure1:nativism theoryModel*

Noam Chomsky's theory of the Language Acquisition Device (LAD) provides valuable insights into the simultaneous learning of two foreign languages. Chomsky (1959) proposed that children are born with an innate ability to acquire language, which allows them to rapidly learn linguistic structures when exposed to a language. According to this theory, children possess an inherent understanding of linguistic rules, and their exposure to a language environment helps them develop grammar and vocabulary efficiently. This concept is particularly relevant to the case of simultaneous language learning, where learners are exposed to two languages at the same time.

The LAD theory suggests that children are not passive learners but are biologically equipped to process and acquire language naturally. Chomsky argues that babies do not learn language solely through imitation or reinforcement, as behaviorist theories suggest, but rather through an inborn mechanism that helps them decode linguistic input. This raises a critical question in

the context of simultaneous language learning: Does the LAD facilitate the acquisition of two languages simultaneously, or does it function more effectively when focusing on a single language at a time?

If the LAD is responsible for processing linguistic input efficiently, it could mean that children are capable of learning both languages without confusion, provided they receive sufficient exposure. However, there is also the possibility that the presence of two languages in the learning environment creates competition for cognitive resources, potentially leading to interference between the two languages.

Additionally, the Critical Period Hypothesis (CPH), which is associated with Chomsky's nativist perspective, posits that language learning is more effective during early childhood. This supports the idea that young learners are likely to internalize linguistic structures more easily compared to older learners. The role of input quality and quantity is also crucial, since LAD depends on meaningful exposure; it is important to assess whether learners receive enough structured input in both languages to enable effective learning.

Chomsky's LAD theory can also help analyze whether students transfer linguistic rules from one language to another. Since some languages share syntactic and lexical similarities, children may apply patterns from one language to another, facilitating acquisition. However, this could also lead to negative transfer, where students incorrectly apply rules from one language to the other, causing errors in grammar and pronunciation.

In conclusion, the LAD theory provides a strong foundation for understanding how young learners process and acquire two foreign languages simultaneously. While Chomsky's perspective suggests that children have an innate ability to learn languages, the success of simultaneous language learning depends on the quality of exposure, teaching methodologies, and cognitive adaptability of students. Future research should explore whether learners

develop proficiency in both languages equally or whether one language becomes dominant due to external factors such as input frequency, cognitive load, or lingua

### **6.3.Cognitive Theories (Piaget, Ausubel, Bruner):**

The shift from behaviorism to cognitive psychology emerged due to the limitations of behavioral theories in fully explaining the learning process (Wittrock & Lumsdaine, 1977). Unlike behaviorism, which views learning as a response to external reinforcement, cognitive theories focus on how learners actively process, organize, and interpret information. Learning is seen as an interaction between prior knowledge, cognitive abilities, and environmental stimuli, where individuals construct meaning rather than simply acquiring conditioned behaviors.

A key aspect of cognitive learning is the role of prior knowledge and conceptual frameworks in shaping how new information is understood (Neisser, 1976). The learner is not a passive recipient of knowledge but an active participant who transforms experiences into meaningful structures. This perspective is central to the work of theorists such as Piaget (cognitive development), Ausubel (meaningful learning), and Bruner (scaffolding and discovery learning), each of whom contributes to understanding how knowledge is acquired and applied in educational settings.

Piaget (1952) confirms that children in the early primary years transition from preoperational to concrete operational thinking, where symbolic understanding and logical organization develop. The cognitive stage allows them to process and distinguish between two linguistic systems, especially when meaningful and concrete experiences support learning. At this stage, their capability to think symbolically and represent information intellectually becomes more structured, allowing them to begin systematizing knowledge logically. This cognitive growth supports the simultaneous learning of two foreign languages, as children develop the ability to

tell the difference between varied linguistic codes and attach meaning to them. However, their thinking stays firmly rooted in concrete real-life experiences, making them more responsive to language instruction that is visually supported, contextually grounded, and repetitive (pp.121-180).

A recent study by Bryce and Blown (2023) revisits Ausubel's theory through the lens of current research in cognitive psychology and neuroscience. It strengthens the idea that meaningful learning is more efficient than rote memorization; this is particularly effective when learners can relate new information to their existing cognitive frameworks. For primary school children learning two foreign languages simultaneously, this means that instruction should not separate vocabulary and grammar drills, but instead build bridges between what is already known and what is being presented. The study also highlights the need for scaffolding to help young learners activate and use the previous language productively, which is an important factor when navigating two linguistic systems. These insights confirm that language learning is not merely about exposure, but about creating meaningful, cognitively supported connections that enable retention and understanding.

Jerome Bruner's work in "The Process of Education" (1960) stresses that learning is an active, contrastive process, where learners build upon existing knowledge rather than passively receiving information. His scaffolding and discovery learning theories are particularly relevant to language acquisition in young learners. Scaffolding refers to the assistance provided by teachers or peers to support learners in completing tasks that they are not yet able to perform independently. As learners develop their skills, this support is gradually reduced. In bilingual education, teachers can scaffold language learning by incorporating tools like visual aids, demonstrations, and interactive activities, enabling students to gradually take on more complex tasks in both languages. Bruner also champions discovery learning, where students actively explore and solve problems rather than being directly taught. This method



encourages learners to experiment with language, fostering a deeper understanding through hands-on experience. In language classrooms, this approach allows students to engage meaningfully with both languages, facilitating long-term retention.

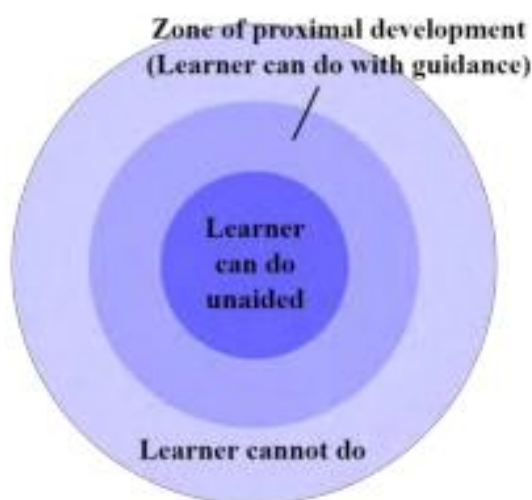
In conclusion, cognitive theories by Piaget, Ausubel, and Bruner highlight the active role of learners in constructing knowledge. These theories emphasize developmental stages, the importance of prior knowledge, and the need for supportive learning environments. Together, they provide a strong foundation for understanding how young learners acquire languages. Moving forward, the next step is to explore how these theories are applied in multilingual education settings.

#### **6.4. Sociocultural Theory (Vygotsky):**

The sociocultural theory of cognitive development asserts that the world's influence on individual development is significant. It maintains that learning is primarily a social process whereby development takes place through interactions with people who possess greater knowledge or skill than the learner. Psychologist Lev Vygotsky championed this theory of learning and contended that parents, teachers, peers, caregivers, and society at large influence and shape individuals' cognitive development. Vygotsky believed that learning is shaped by culture and that children from various cultural backgrounds develop distinct ways of learning. He viewed learning as a socially driven process where individuals acquire knowledge, beliefs, and problem-solving skills through interaction with what he called “more knowledgeable others.” These social interactions help individuals interpret and understand new information. According to this perspective, learning occurs first on a social level before becoming internalized, and this experience is shaped by each person's unique context.

This emphasis on social learning lays the foundation for Vygotsky's notion of the Zone of Proximal Development (ZPD), which conceptualizes the learner's potential to surpass their

current independent capabilities through social interaction and collaboration within their environment. It delineates the disparity between tasks a learner can perform autonomously and those achievable with the assistance of what Vygotsky termed “more knowledgeable others.” As learning progresses, the ZPD correspondingly expands, reflecting the learner’s cognitive and developmental growth.



*Figure 2: Zone of proximal development (ZPD)*

Within the ZPD, teacher mediation plays a crucial role in guiding learners toward higher levels of understanding, teacher mediation plays a key role in guiding teachers toward higher levels of understanding. This process involves mentors or more experienced educators engaging in reflective dialogues with teachers, helping them connect their practical classroom experiences with theoretical knowledge. Through these interactions, teachers are encouraged to critically analyze their teaching methods and incorporate new strategies. Key mediation strategies include questioning, feedback, and collaborative discussions. These strategies foster self-reflection and allow teachers to adjust their approaches to better meet the needs of their students. In bilingual classrooms, such as

those in Algeria, these mediation practices can be particularly effective in helping teachers manage the complexities of teaching multiple languages simultaneously.

In conclusion, sociocultural theory highlights the critical role of social interaction and cultural context in learning, emphasizing that cognitive development thrives through guided collaboration and mediation. Within the Zone of Proximal Development, these interactions enable learners to achieve higher levels of understanding, ultimately fostering more effective teaching and learning outcomes.

In summary, the various language learning theories—Behaviorism, Nativism, Cognitivism, and Sociocultural Theory—each provide distinct perspectives on the process of language learning. Behaviorism emphasizes the role of environmental stimuli and reinforcement, suggesting that language learning is a process of habit formation through repeated exposure. Nativism, in contrast, posits that language learning is driven by innate cognitive structures that are biologically programmed and activated in the presence of linguistic input. Cognitivism focuses on the mental processes involved in learning, proposing that language learning is the result of cognitive development and internal processing of linguistic input. Sociocultural Theory, meanwhile, highlights the importance of social interaction and cultural context, viewing language learning as a socially mediated process facilitated by interaction with more knowledgeable others.

Each of these theories contributes to a more comprehensive understanding of language learning, with each emphasizing different aspects of the process. Together, they offer valuable insights into how language learning occurs, particularly in the context of early education.

## **7. Cognitive and Affective Factors in Simultaneous Foreign Language Learning:**

Learning multiple foreign languages simultaneously provokes both the cognitive mechanisms and affective dimensions that can affect a learner's process and product. Factors such as memory, attention, and processing capacity are significant in managing linguistic exposure among languages, particularly when learning happens simultaneously. Likewise, affective dimensions such as motivation, anxiety, and attitude form learners' emotional responses and disposition to engage in language activities. As evidenced in Henter's (2014) experiment, these key elements can greatly influence language-learning performance, even for non-language students.

### **7.1. Memory, Attention, and Processing Load in Learning Two Languages:**

#### **a) Memory:**

Memory is a fundamental component of cognitive growth and plays a pivotal role in the learning of any new skill, including second or foreign language learning. In second language acquisition, scholars have traditionally emphasized the use of memory in the processing, storage, and retrieval of linguistic material. As students are increasingly presented with contexts in which more than a single foreign language is taught simultaneously, the cognitive burden on their memory systems is much greater. Gogokhia (2020) observes that language learners tend to access dominant memory modalities—visual, auditory, or motor—which shape the way they process and memorize new information. In multilingual or bilingual learning situations, particularly at an early age, instructional materials consistent with a learner's preferred form of memory could reduce cognitive overload. For example, visual learners would appreciate images and written texts rather than auditory learners who would benefit more from speaking. When two foreign languages such as French and English, are taught simultaneously, as has been

customary in some Algerian primary schools, interaction among the various categories of memory and dual-language input either enhances or undermines learning, depending on instructional design. Knowledge about the types of memory and how they should be applied in cognitive load management is therefore essential to facilitate effective teaching strategy development in bilingual education settings.

#### **b) Attention:**

Attention is also key to simultaneous foreign language acquisition in the sense that it enables learners to selectively focus on target linguistic input while managing competing demands on cognition. Attention is basically a limited-capacity system (Kahneman, 1973) which must be allocated strategically among multiple languages during acquisition. Research has shown that skilled bilingual learners develop better attentional control processes, i.e., inhibitory control and task-switching performance (Bialystok & Craik, 2010), which help to minimize interference among language systems. However, the simultaneous learning of two languages considerably increases cognitive load (Sweller, 1988) because learners have to constantly monitor and switch between multiple phonological, lexical, and grammatical systems. This heightened demand can lead to attentional fatigue (Festman & Münte, 2012), particularly in young children whose executive systems are in the process of developing (Davidson et al, 2006). Teaching techniques that tier attentional demand, including sequenced exposure to language and specific executive function training (Linck et al., 2014), can maximize the process of learning in the situation of simultaneous language acquisition.

### **c) Cognitive load:**

In simultaneous language acquisition, the cognitive demands on the learners are much higher due to the complexity involved in managing more than a single linguistic system. According to Cognitive Load Theory, the effectiveness of learning can be influenced by the way cognitive resources are allocated during complex activities such as writing or speaking in a second language. If students are not automatic in grammar and vocabulary, cognitive load may be overwhelming and higher-level processing like the organization of ideas or coherence may be challenging (Kormos, 2018). It is even more pronounced in bilinguals, who tend to activate both language systems at the same time, with constant monitoring, selecting, and inhibiting competing linguistic input (Kroll & Bialystok, 2013). Although habitual use of two languages has been associated with increased working memory and executive control, the cognitive effort of continued dual-language use—especially in the early stages of acquisition—can have a high processing cost (Grundy et al., 2017). These findings stress the importance of considering cognitive load and working memory when designing language learning contexts supportive of the simultaneous development of more than one language.

## **7.2. Transfer and Interference between English and French in Young Learners:**

Language acquisition is seldom an isolated phenomenon. In multilingual environments, learners may draw on knowledge from acquired languages when learning a new one. Language transfer, as described by Odlin (1989), describes the impact of one language on another during the process of acquisition. The impact can be positive when structural or lexical similarities make it easy to learn or negative, where differences between the languages result in interference or errors (Dulay, Burt, & Krashen, 1982; Ringbom, 2007).

Young children engaged in early language acquisition are very susceptible to cross-linguistic influence due to the developing nature of their languages. They tend to fill the

gaps of the target language, particularly in production, using familiar structures or lexis. Ringbom (2007) and Pavlenko (2003) affirm that parallelisms across languages, most importantly, those from the same linguistic group, are facilitative to learning, but syntax or phonology level mismatches are frequent sources of interference. English-French is an apt example. Although the two languages share extensive vocabulary derived from Latin, rendering it easier for the vocabulary to be learned, major differences between their grammar, word order, and phonology generally result in interference. An instance is with child learners in English, who may utter such English sentences as "I have ten years" (Achour, 2019), which is an actual translation of the French sentence *j'ai dix ans*. Borrowing transfer—straightforward addition of foreign lexical or structural elements into a second language—is among the most widely observed effects in bilingual contexts (Pavlenko, 2003). While Aziz, Daud, and Yunidar (2019) studied this effect among Japanese–Indonesian learners, the evidence from their data indicates mechanisms that are highly transferable across language pairs. Learners consistently transferred foreign vocabulary, filler words, and even sentence structures from Japanese into Indonesian speech, confirming the dominance of L2 over L1. Exposure to a second language may also lead to first language restructuring or upgrading. Some learners internalize more formal or standard varieties of their first language after being exposed to an L2 learning situation (Cook, 2003; Wang, 2014). The process suggests that language contact is not necessarily a matter of interference, but may be a matter of reinforcement or transformation on both sides. In general, simultaneous acquisition of English and French by young children is a complex interaction of facilitative and interfering forces. Even though cross-linguistic similarity may make vocabulary easier to learn, grammatical and phonological differences may cause interference. Understanding these patterns of transfer

is important for teachers and researchers who want to support balanced bilingual development.

## **8. Role of Motivation, Anxiety, and Attitude in Multilingual Language Learning:**

Although cognitive processes such as transfer and interference largely shape the linguistic performance of young multilingual learners, these processes do not operate independently. They are considerably influenced by affective factors that facilitate or hinder the learning process. Motivation, anxiety, and attitude, in particular, exert a very strong impact on how learners engage with the task of acquiring and sustaining two foreign languages simultaneously. These dimensions can maximize or minimize cross-linguistic influence effects, determine how learners respond to difficulty, and influence their long-term investment in language learning. A closer examination of these affective dimensions reveals how emotional and attitudinal inclinations interface with cognitive load and shape the overall learning climate.

- 1. Motivation:** Motivation has been a well-established major determinant of achievement in second and foreign language learning. It influences students' willingness to learn the target language, their persistence in coping with difficulties, and their performance. In multilingual contexts, where students need to learn more than one foreign language simultaneously, the motivational context is even more complex. Students can express various kinds and levels of motivation towards each language depending on their personal goals, cultural orientation, and previous language experience. Recent studies have sought to investigate how these motivational processes change in the context of simultaneous language learning. In a mixed-methods investigation, Dincer (2018) compared multilingual learners who were learning English and Turkish and found participants to have similar intrinsic,



extrinsic, and integrative motivation toward both languages. Although extrinsic influences such as achievement at school and career development were predominant, students also evinced intrinsic interest and enjoyment in language learning. In addition, integrative motivation in the form of anticipation to communicate with speakers of the target language could be found in both cases, even though English was viewed as more world-influential. These findings suggest that multilingual learners transfer their motivational orientations across languages, and motivation is a powerful and stable factor even when learning languages with differing global status.

2. **Anxiety:** Anxiety is largely known to be a significant affective language learning factor with substantial evidence to indicate its impact on learners' confidence, motivation, and performance (Horwitz, Horwitz, & Cope, 1986). Often manifesting itself as communication apprehension, test anxiety, or negative evaluation apprehension, language anxiety could be a serious hindrance to successful language learning, particularly in oral communication and classroom interaction. In multilingual learning contexts where students are learning several foreign languages simultaneously, anxiety may be enhanced by cognitive and affective pressure to cope with distinct linguistic systems. Research reveals that learners can minimize anxiety because students with some level of multilingual background tend to have a higher tolerance for ambiguity and self-efficacy (Dewaele & Wei, 2013; Thompson & Lee, 2013). However, variations between languages in exposure, perceived difficulty, and status may still lead to biased affective reactions. Dincer (2018), for example, found that multilingual learners reported significantly higher anxiety learning Turkish than English, a trend attributed to unfamiliarity and lesser proficiency in Turkish. These findings are

consistent with earlier findings that exposure to the target language and frequent interaction reduce anxiety and enhance learner comfort (Dewaele et al., 2008). Language anxiety in multilingual classrooms, therefore, needs to be tackled with rigorous attention to learners' experiential background, proficiency level, and the affective climate of instruction.

3. **Attitude:** Attitudes of students towards the target language, its users, and learning context are the foundation to the achievement of language acquisition. Attitude is typically described as a tendency to respond positively or negatively to a language, and it can significantly influence motivation, interest, and persistence (Gardner, 1985). Within multicultural learning environments when students are introduced to more than one language at a time, attitudes may also vary between languages due to contrast in perceived prestige, cultural congruence, or prior history. Positive attitude would typically be accompanied by effort and intentionality to use the language, but negative attitude would yield resistance and disengagement (Lasagabaster & Doiz, 2015). Dörnyei (2009) also emphasizes the role attitudes play in building the learner's conception of his/her "ideal L2 self," and this can be a powerful source of long-term motivation. In a multilingual context, this sense of self may shift between languages depending on which language the learner feels a stronger connection to or feels will be most useful. For instance, Dincer (2018) noted that students had more favorable attitudes towards English due to its global application, while attitudes towards Turkish were affected by more immediate environment and necessity. Such distinctions suggest that attitudes to multilingual education are not fixed but context-dependent, being affected by exposure to culture, the teacher, and personal aspiration.

## 9. Conclusion:

This chapter established a theoretical foundation for foreign language learning processes, i.e., early childhood education and the learning of two foreign languages at the same time. Beginning with definitions and elementary concepts, the chapter took into consideration the cognitive and affective aspects of young language learners, and then revisited the mainstream learning theories shaping the field, from behaviorist to cognitive, social interactionist, and usage-based ones. Each theoretical perspective offers individual insights into how children learn languages, how they process and remember linguistic information, and how personal and environmental factors can influence their progress. The chapter also discussed cognitive and emotional factors like memory, attention, interference, motivation, and anxiety, which are particularly relevant in multilingual learning environments. These considerations collectively underscore the complexity of acquiring two foreign languages simultaneously and underscore the need for pedagogical practices that are developmentally informed and theoretically sound.

By establishing this theoretical basis, the chapter sets the stage for the second half of the dissertation, which will deal with the history and educational setting in which simultaneous foreign language learning occurs. Chapter 2 will address language policies, curriculum, and the education of French and English as foreign languages in elementary school, providing a more context-specific perspective of multilingualism in the classroom.

# **Chapter 2:**

## **Historical Evolution of Foreign Language Education in Algeria**

## 1. Introduction:

Language education throughout the history of Algeria encompasses a myriad of factors that continue to influence foreign language education practices today; these factors include historical, political, and sociolinguistic factors. The experience of French colonialism created a socio-semantic link between French and modernity or innovation, and a social status related to prestige that is still in place today. City-based Algerian elites saw the impact of French on education and administration which led to the continuation of French after independence despite a planned period of Arabization [movement to nationalize language policy with Arabic]. The reforms in education as a result of the Arabization process initiated by the Algerian government directly impacted foreign language policy, with major implications and restrictions on teaching and learning foreign languages, especially French. However volatile, and bound by political forces, the use of French was largely preserved through higher education, trade and international relations, which demonstrated a profound level of impact on formal education.

The prominence of English, as the dominant global language related to science, technology and international diplomacy has prompted an assessment approaching language planning and policy in Algeria. This culminated in 2022 with the official introduction of English as a foreign language in primary education, adding a historic and second language educational development to the notion of a multilingual policy framework. This decision can be seen as a compromise between the desire to offer students additional (and expand) options for future academic/social pursuits and the desire to further entrench Algeria in the global community (globalization, etc.).

This chapter seeks to provide a comprehensive review of the history of foreign language teaching in Algeria, considering the historical path of Foreign Language education from

colonial through post-colonial consolidation and contemporary educational developments in Algeria. This chapter analyzes changes and continuities for French and English in the primary education subsector of the Algerian context, along with the socio-political prisms through which these languages have been part of education policy and practice. This chapter also looks at an in-depth comparative analysis of curriculum formation; linguistic landscape; pedagogy; assessment; and time allocations for the teaching of French against English. In doing so, we demonstrate the pedagogical implications for students engaged in this 'double exposure' to simultaneous language-learning contexts in a unique Algerian perspective.

By linking both new reforms to their historical and cultural contexts, and summoning up a historical discourse of language education reform, we lay the groundwork for considering observations and initial descriptions of bilingual education. We hope to highlight the implications of embedding language instruction through a national goal and identity whilst also expanding global competencies and participation, and contribute to productive discussions of effective foreign language teaching in multi-lingual and multilingual societies.

## **2. Historical Background of Foreign Language Education in Algeria:**

### **2.1 Language Policies Before and After Independence:**

In colonial days, the French government declared French to be the only language of education in state schools. Official orders given early in the 20th century mandated French to be used in all schools, which was in accord with the colonial goal of blending local communities into French culture and administration. These policies aimed to create a class of French-speaking individuals who could offer administrative and economic services within the colonial framework. Colonial education reports noted that the study of French was an essential aspect of modernizing the colony and equipping young people with the training to fit into the political and economic life of the empire. Education materials

during this time, including curricula and textbooks, consistently utilized French in language courses and as the vehicle when teaching other courses such as mathematics and science. Contemporary colonial newspapers often expressed the growth of French education as a sign of progress and civilization, and maintained the advantageous role of the language.

Following independence, the Moroccan state attempted to revive Arabic as the central language of education in an attempt to unify national identity and cultural heritage. The Royal Decree No. 1.58.377 of 1960 required the gradual introduction of Arabic as the predominant language of teaching in state schools, representing a clear break from colonial language policy (Bulletin Officiel du Royaume du Maroc, 1960). In a 1962 speech before the National Assembly, King Hassan II emphasized Arabic's pre-eminence in that it symbolized "the soul of our nation and the key to our identity" (Parliamentary Records, 1962, p. 12). Despite these arrangements, official reports of the Ministry of Education acknowledged serious barriers to their realization, including the shortage of competent Arabic-speaking teachers and few textbooks written in Arabic language, which prevented the full implementation of Arabization (Ministère de l'Éducation nationale, 1975). Meanwhile, French remained the master language in higher education and many professional sectors, creating a linguistic gap that was interfering with the study routes of students. Modern media such as *Al-Alam* echoed public worries regarding the accelerated Arabization process, emphasizing concerns that it could discriminate against other local languages and pose difficulties to students who moved to universities where French still dominated (*Al-Alam*, 1975).

## 2.2 French in Algerian Primary Education:

French has had a favored status in Algerian education since the colonial era. After independence, despite official Arabization being pursued through policies, the first foreign language to be taught in primary school was still French. Algerian kids usually begin French study at around eight years old, starting from the third year of elementary education and continuing for three years. The curriculum aimed to introduce basic skills in reading, writing, conversation, and oral communication, gradually advancing to more advanced levels of grammar and composition exercises as the students advanced. French was studied to provide students with a foundation for further academic and professional education, especially considering that the ability to speak French is a requirement for university studies and certain professions in Algeria. Despite being considered a foreign language since the late 1980s, French still plays an important role in Algerian life. It remains the main language of study in most university courses and is commonly employed in scientific, technical, and professional purposes. Most parents consider French a door to better training and work prospects, especially for those who want to study or work in French-speaking nations. French also finds significance in the strong correlation between parents' level of education and students' achievement in learning French at the primary level. However, the recent addition introduced English to be learned alongside French, taught in the third year of primary school, reveals a growing desire to diversify linguistic ability and reduce reliance on the former colonial language. This shift has caused debate over the potential future role of French, yet for now, it remains solidly entrenched in both the education system and broader Algerian society.



### **2.3.The Addition of English in Algerian Primary Education:**

In July 2022, President Abdelmadjid Tebboune announced a consequential policy regarding English as a foreign language taught in primary schools across Algeria, indicating that "French is a spoil of war, but English is the language of research and science, and we must teach this language and devote more attention to it" (President Tebboune, 2022). The policy announcement quickly moved to the national policy stage when the Algerian government made a formal announcement in a cabinet meeting. Cabinet officials outlined that the new educational reform had proceeded after widespread consultation with the academic community and with input from social groups in Algeria clamoring for the early introduction of English (Algerian Government, 2022). The Ministry of National Education issued a policy plan regarding "accelerated implementation" and moved to set policy into motion by announcing that starting in September 2022, English was to be taught beginning in the third year of primary schooling (Ministry of National Education, 2022). Despite the new policy's urgent need for qualified teachers, regional educational directorates hired more teachers in Tiaret rather than in any other area. In Tiaret, educational directors put out public calls for hiring teachers, receiving over 60,000 applications, and subsequently hiring nearly 5,000 teachers. Many of these teachers were expedited through training to be ready for the school calendar year to begin (Tiaret Education Directorate, 2022). The government saw the speed of the implementation process as an indication of commitment to its new policy, but also raised significant concerns among the teaching ranks about policies being put in place without adequate preparation or resources, which was outlined in statements issued by the National Teachers' Union (Teachers' Union Statement, 2022). For the most part, however, parents have embraced the change.

## **2.4.Current foreign language education policy in Algeria :**

Policy on Foreign Language Education in Algeria Today, foreign language education policies in Algeria represent a pragmatic multilingualist policy involving young people as participants and learners in education that balances the position of Arabic, French, and English in education. While French has a place in the education system, chiefly in secondary and higher education, as it is privileged to remain a key language of the former colonizer, in a historically and administratively impactful manner, English, as the language of globalized science, technology, and international communication, is taking prominence. The Ministry of Higher Education and Scientific Research took initiatives to implement the gradual introduction of English Medium Instruction (EMI) at universities in terms of access to international literature and media to improve Algeria's place in international participation (Ministry of Higher Education and Scientific Research, 2023). These policies aim to give momentum to other policies concerning the training of faculty aimed at different levels of English language proficiency and English language pedagogy aimed at faculty and teachers, warranting support from the government to further embed English in the academic world. Although French is still extensively taught and valued in education, official curricula still suggest a large amount of formal classroom time for French language classes, emphasizing the Algerian Government's pragmatic perspective that English complements French rather than undermining it (Algerian Ministry of Education, 2023).The rapid implementation of English language education and instruction has revealed several challenges, particularly in teaching English as a foreign language. Key issues include teacher shortages, inadequate teacher training, and unequal allocation of resources for English instruction and curriculum. These challenges are especially pronounced when considering access to formal education, as the availability of qualified teachers is often limited outside major urban areas, further exacerbating educational

disparities. To continue addressing these challenges, the government introduced educational policies regarding language and education, well-being and inclusion.

### **3. Comparative Analysis: English vs. French in Primary Education:**

#### **3.1. Curriculum design and learning objectives:**

The Algerian primary school curriculum for French language teaching closely follows the official French national curriculum, which promotes the comprehensive development of all linguistic skills. Based on “the Programme officiel de française” (France, 2023), the curriculum seeks for students to acquire competence in listening, speaking, reading, and writing progressively. Oral skills are developed through classroom-based activities intended to be interactive, for example, when students partake in dialogues, discussions, and oral presentations to respond spontaneously and fluently. Whereas, written mastery is developed through tasks organized to develop conceptions of grammar, vocabulary, and text. The curriculum has an element of cultural education: it encourages learners to link language to various contexts related to cultural and historical aspects of Francophones, promoting an understanding of interculturality.

In contrast to the comprehensive flexibility provided by the Algerian curriculum, the Planning Learning English Key Stage 2/Level 3 Middle School (2018) curriculum issued by the Algerian Ministry of National Education indicates a clear set of structure in support of planning and assessment activities for teaching English at the primary level. The curriculum provides three core competencies: to develop oral interaction, to interpret oral and written messages, and finally to produce oral and written messages. The learning objectives set out clear expectations, to communicate effectively in everyday situations, to interpret different types of texts, and then write and say coherent messages orally or in writing. This curriculum embraces a communicative, learner-centered philosophy.

### **3.2.Linguistic Features and Learning Limitations**

The simultaneous acquisition of two foreign languages in a primary school context presents linguistic obstacles that affect learners' pronunciation, grammar, and vocabulary when learning simultaneously. In Algeria, pupils learn English and French simultaneously, making learning challenges more complex as they interact with target languages and languages that are foreign to them, Arabic or Berber.

#### **3.2.1. Differences between Phonetics and Its Impact on Pronunciation:**

Largely, phonetic differences between Arabic, French, and English influence the pronunciation issues of Algerian pupils who learn two foreign languages. For example, the two phonemes /θ/ (ث) and /ð/ (ذ) occur in Arabic and English but do not occur in French; therefore, students can aim for new pronunciation while learning English, as these sounds occur in the native (Arabic) language. Still, they will usually struggle with perceptual and productive clarity when learning French. Phonemes like /p/ and /v/ occur in English and French but do not occur in the phonology of standard Arabic. Therefore, learners without any direction will produce /b/ for /p/ and /f/ for /v/ models, which creates confusion and interference when presented with two new languages.

#### **3.2.2. Grammar: Sentence Structure, Tenses, and Word Order.**

By differing grammatically, Arabic, French, and English present learners with added challenges. The major difference in the wording of sentences and how verbs change from the verbs in Arabic to those in French and English can cause negative transfer of grammatical structures and thus errors in the target languages. As an example, Arabic sentences are produced in either verb-subject-object (VSO) order or subject-verb-object (SVO) order, while French and English primarily use SVO order, but both languages have different values by

which adjectives, verbs, and tenses are formed. For example, learners may confuse the use of tenses, particularly since the past, present, and future tenses are used differently in both French and English, while also having to learn the meanings of supporting verbs in English and the formation and use of compound tenses in French. These grammatical differences may result in learners producing incorrect sentences, improper use of tense, and errors with word order when producing in writing and speaking. Students' dual language exposure to grammatical rules, processes, and structures imposes an added amount of complexity for students, as they need to develop processing flexibility with target language grammar while developing direct instruction to minimize language transfer between French and English when producing language.

### **3.2.3. Lexical similarities and interference: Cognates and borrowings**

Lexical similarities between French and English can facilitate and complicate vocabulary learning in Algerian pupils. Cognates—i.e., words that are similar in form and meaning in both languages, such as *information* (English) and *information* (French)—can positively influence learning based on the vocabulary representing something recognizable to the learner. On the other hand, false cognates, better described as false friends, represent potentially significant sources of lexical interference. For instance, the French word *actuellement* means "currently", not "actually", which may confuse learners, leading them to include the lexeme in sentences where semantic errors occur. Additionally, learners frequently encounter borrowings from Latin and other French sources via both French and English, and pronunciation and usage devices are often different and require learners to develop a nuanced understanding through distinct learning contexts. Finally, Arabic presents an added dimension via loanwords in both French and English—pupils now have to process vocabulary across their three language systems while determining the appropriateness of their nouns and recognizing their native, borrowed, and cognate vocabulary. Upon recognizing the nature of

some of these lemmas, vocabulary instruction must improve pupil awareness of the nature of these lexical relationships to diminish confusion in learning and promote the accuracy of use.

The interplay of phonetic, grammatical, and lexical features described above is particularly salient within the evolving linguistic landscape of Algerian primary education, where third-year pupils are now introduced to both English and French as foreign languages. This dual-language policy, implemented as part of recent educational reforms, places young learners at the intersection of two distinct linguistic systems, each presenting its own set of challenges and opportunities. For instance, while the presence of certain phonemes in Arabic and English but not in French, and vice versa, shapes pupils' pronunciation strategies, differences in sentence structure and tense formation across the three languages demand heightened grammatical awareness. Additionally, the coexistence of cognates and borrowings between French and English can both support and complicate vocabulary acquisition, especially for learners who must navigate similarities and distinctions across all their languages. These complexities are further compounded by the unique sociolinguistic context of Algeria, where language learning is influenced by historical, cultural, and policy factors, as well as by the practical realities of classroom implementation and teacher preparation. In this environment, understanding the nuanced interactions among phonetic, grammatical, and lexical domains is essential for developing pedagogical strategies that respond effectively to the needs of young bilingual learners.

### **3.3 Teaching Materials and Methodologies:**

#### **3.3.1. Overview of official textbooks and learning resources:**

In the course of study for pupils in their third year of law regarding the exploration of both French and English foreign languages at a primary level, pupils receive their main curriculum and lesson resources from the Ministry of Education. Official textbooks are documented to

meet LM objectives for primary education and the learning development of listening, speaking, reading, and writing ability for young learners. Official textbooks are designed for engaging learning content with illustrated stories, stories with examples of dialogues, songs, and other opportunities to support comprehension and engagement of pupils' interests.

In addition to the official textbooks, pupils can find several complimentary learning resources such as workbooks, audio recordings, and potential educator manuals that support the delivery of lessons and even offer learners further practice opportunities in English and French. The learning resources are increasingly being supported digitally. They are becoming more commonly accepted, with many materials such as digital audio recordings, streaming video, and platform accessible video options and exercises in more than likely web-based learning. These digital and multimedia resources help learners differentiate between the two languages and may offer opportunities to support learner motivation.

However, the challenge of having all learning resources made available to both languages introduces challenges to vocabulary confusion and possible pronunciation issues. Teachers will be forced to use their creativity to adapt materials as needed to mitigate and serve the best interests of all learners in the bodies of knowledge found in both languages.

### **3.3.2. Comparison of traditional vs. communicative teaching approaches:**

Language teaching in Algeria has often been described as traditional in the sense that it has typically focused predominantly on a grammar-based focus with heavy emphasis on translation and memorization. In this form of teaching the role of the teacher is key, as it becomes the authoritative figure, while pupils generally learn the language heavily through repetition and writing tasks. Although this may give pupils a better understanding of grammatical accuracy, it takes away opportunities to engage in oral communication to develop fluency.

In contrast, the (CLT) approach is centered on genuine communicative events where language is used in meaningful ways. Here, pupils use language practically to engage in productive communicative tasks, such as role-plays, group discussions, negotiation tasks, or solving problems. The learners are at the center of the learning, so the teacher becomes a facilitator who tries to get pupils to use the language with conviction and spontaneity.

The next table below represents the basic differences between the two approaches:

Aspect	Traditional Approach	Communicative Approach
<b>Focus</b>	Grammar accuracy, vocabulary, and translation	Real-life communication, fluency, interaction
<b>Teacher's Role</b>	Authority, knowledge transmitter	Facilitator, guide
<b>Student's Role</b>	Passive learner, memorization	Active participant, collaborative learning
<b>Activities</b>	Grammar drills, written exercises	Role-plays, discussions, and authentic tasks
<b>Assessment</b>	Written tests, focus on accuracy	Oral presentations, practical tasks
<b>Strengths</b>	Strong grammatical base, clear structure	Improved speaking/listening skills, increased motivation

*Table 1:* Table about comparison of traditional vs. communicative teaching approaches

### **3.3.Assessment and Evaluation Approaches :**

#### **3.3.1. Differences in oral vs. written proficiency assessment:**

Understanding how learners' progress is assessed is crucial for determining whether simultaneous instruction in French and English can be an effective way of language



instruction. Assessment practices serve as a way for formally assessing proficiency, as well as strategies to inform teaching, and to see learners' specific needs. A basic difference in language evaluation stands between oral and written proficiency assessments. Oral assessments can target aspects of language delivery and comprehension, and they will use different assessments. Oral assessments have the learners' success defined by the nature of an interactive task, like an interview or duo counseling, or a listening comprehension task. Furthermore, an oral assessment allows the observer to evaluate new pronunciation fluency, understanding of spoken discourse, production of spontaneous language, and on-the-spot conversation capabilities, as all these areas are paramount in development of language development.

On the other hand, written assessments are focused on the ability to write a continuous text, to defend grammatical rules, and demonstrate knowledge of vocabulary through writing and reading. As French has gender rules and structure, when presented with English, written assessments may locate areas of cross-linguistic interference, such as the tense of a verb or explanatory sentence. Even the process of establishing an evaluation process of language in public schools seems to have been shaped with informal tests generated by the classroom teacher, supplemented with observational judgment of learning. Moreover, if assessment is flexible, ultimately the informal nature of the assessment process allows for individuals' motivation and participation, which significance can be demeaned.

### **3.4. Instructional Time and Classroom Exposure :**

The distribution of instructional time and the quantity of classroom exposure are the two most critical aspects of construct. The linguistic development of Algerian primary learners studying both French and English simultaneously is reliant upon distributions of classroom learning time, available textbook resources and teaching materials, and the quality of the education

being offered to that group. Legislation of the new education reform countries the history of education in Algeria and lists the emphasis of the changes in information that require that Converts either (1) French or (2) English into content, and both have uncertainties. The drive to be a multi-lingual fluent society was documented in the following months as it was also developed to plan a second education or a first education delivered at the same time, allowing the second language development, even with French often being maintained as the first published foreign language of the two.

Even though instruction hours are recognized as formal distribution of classroom time, chances are the coherence of their quality is a contextual consideration subject to several factors. A major impediment to context factors is purely class size, which prohibits primary learners too much one-on-one contact time with the language, given that a large class requires a teacher well beyond average teaching limits. The emphasis is being placed on educational instructional material and resources being limited to English, which may be the primary variable in appreciating inconsistent, minimal amounts of English instructional materials and distribution. Having to implement English to their curriculum as well as educator resources, including English, in a timely fashion does shape effective education in skills language development due to moment anticipation becoming inaccessible for educationally engaged learners in such a time of constraint, as can be the following months.

#### **4. Conclusion:**

The evolution of foreign language education in Algeria exemplifies the continued negotiation of historical legacies against contemporary educational aims. The role of French, carried on through a colonial past, persists as a central language in education and society, while the introduction of English into the primary school framework is a more recent acknowledgement that learners should be given options to prepare them for a global world and

multilingualism. The comparative analysis discussed in this chapter shows that, while French and English have the same curricular aspirations, their teaching is influenced by rather different challenges in their language systems and resource conditions. The wider context of effective language teaching is directly related to teacher preparation and development, and this is a concern for all language teachers, especially English teachers traditionally inexperienced in primary education.

Ultimately, Algeria's shift toward a meaningful bilingual education system rests on strong support for teachers, ongoing curriculum development, and sufficient learning resources. If these aspects are maintained, then Algeria is better placed to allow students to learn two languages simultaneously and to develop the experiences needed to meet the challenges of living in a multilingual world.

# **Chapter 03:**

## **Research methodology and the interpretation of the results**

## **1. Introduction:**

This chapter introduces the practical investigation that was designed to explore the willingness of third-year primary school pupils in Algeria to learn English and French together. While the theoretical chapters have discussed the cognitive, affective, and educational contexts of early foreign language learning and education in detail, this chapter will look at how these contexts are documented in actual classrooms. This empirical study builds on the previous chapters to collect first-hand data from teachers and learners to further understand the challenges and advantages of learning two foreign languages at an early stage in education.

## **2. Research Design and Methodology :**

This study uses a mixed-method approach, which emphasizes the use of elements from both quantitative and qualitative research in order to provide a fuller understanding of what is happening in educational practice. This approach is appropriate for investigating the complexities of classroom dynamics and the simultaneous nature of learning foreign languages.

As such, the quantitative focus is on generating numerical, or structured, information to spot trends and patterns. In this study, quantification comes from the classroom observation grids, which will allow the researcher to record specific behaviors, instructional techniques, and levels of pupil engagement systematically and comparably across different sessions.

The qualitative focus is intended to provide descriptive and interpretive information that is obtained to form a sufficient understanding of the experience and perspective of participants. In this study, descriptive and interpretive information was obtained from semi-structured interviews with the English and French teachers about their views, how they teach and

organize their thinking across the two languages, and the complexities they experience when teaching two foreign languages simultaneously.

By using data in both paradigms, the research is interested in achieving an equal examination of the measurable and interpretive elements of the study context. The methodology outlined will also allow for triangulation because findings from one measure can be used to corroborate data from another.

### **3. Population and sample:**

The target population includes third-year primary school pupils and English and French teachers. We focus on secondary schools located in Ouled Djellal, covering the target region of this study, which captures the national realities of language instruction in our public schools, with the hard switch in policy for introducing English to the primary school classroom.

Participant sampling is by purposive sampling, which means there will be some criteria for a purposeful selection of subjects who might provide "rich and relevant" data for each of the research questions. The sample will include:

- a) Four 3rd-year primary classes with 30 pupils in each class. An English class and a French class will be observed for three full sessions in each class. Both classes are from Si Mezrag Belkacem Primary school, located in Ouled Djellal.
- b) We interviewed ten teachers, including five English teachers and five French teachers, who were all actively teaching English and French in public schools in the same regions as the pupil participants.

This sample size allows for a manageable scope while ensuring a wide range of observations and opinions. It accounts for the diverse experiences and ability to generate a meaningful

representational basis for analysis while remaining consistent with the overall parameters of a practical study.

#### **4. Data collection tools:**

To successfully address the research questions and objectives, two data collection tools were used:

- **Observation Grid:** This tool was designed to provide structured, quantitative data on classroom activities. The grid included categories such as the nature of activities, type of teacher-student interaction, language use, and pupil participation; it allowed the researcher to observe specific behaviors and instructional methods consistently across different sessions and classrooms.
- **Semi-Structured Interviews:** This tool was made for qualitative in-depth data collection. The interviews with teachers used open-ended questions and included themes such as teaching strategies, teachers' perceptions of students' performance, challenges of teaching two FLs, and views on implementing English and French. The semi-structured aspect of the guide allowed enough flexibility to pursue some topics in-depth, while standing at the same time to allow some degree of commonality of structure for comparison.

These tools were selected to complement each other and provide a more complete understanding of the simultaneous learning process, from the perspectives of both observation and experience.

#### **5. Validity of instruments:**

To maintain the credibility and trustworthiness of the data, particular attention was paid to the validity of the research instruments:

- **Validity of Observation Grid:** The observation grid was created based on existing literature on classroom observation in language learning contexts. It was piloted in one session before the official collection of data to determine whether the categories would be relevant, clear, and applied similarly and consistently in different language classrooms. Some adjustments were made to improve clarity and reduce ambiguity of the categories, thus increasing the content validity of the instrument.
- **Validity of Interview Guide:** The semi-structured interview guide was reviewed by two experienced language educators to confirm that the questions were relevant and clear to the participants. While validating the instrument, the semi-structured interview allowed for open-ended questions so that participants could supply elaborate answers rather than short responses that would serve to indicate leading or biased interview questions. In this way, we were also enhancing the construct validity, as we aimed to align the content of the interview guide to the study's objectives and theoretical framework.

The use of two different instruments and methods provides additional methodological triangulation, which served to cross-check the established measure of consistency of findings, thereby ensuring that we could claim overall validity in the study.

## **6. Classroom observation:**

### **6.1. Description of classroom observation:**

As part of the present study of simultaneous learning of two foreign languages in primary education, classroom observations were conducted at Si Mezrag Belkacem Primary School, located in Ouled Djellal. The sample involved twothird-grade classes, namely one English and one French class, each with approximately 30 pupils. The learners represented a variety of levels of proficiency, where some pupils showed a solid language ability and confidence,



while others had developed a more modest amount of language. The same English and French teachers were observed throughout the study to avoid differences in their methods and instructional style. Each class was observed on three different sessions, and in total, there were twelve observations.

A highly detailed classroom observation grid was used to guide and structure the observation process. This grid was set up to observe specific linguistic, behavioral, and affective aspects, which are material to simultaneous foreign language learning. The grid was organized into the following categories: Language Use (Speaking), Comprehension (Listening), Pronunciation & Fluency, Vocabulary & Grammar, Engagement & Participation, Peer Interaction, Cognitive & Emotional Aspects, and Progress & Difficulties. These categories were selected to demonstrate language development and to represent the more holistic learning environment present in multilingual classrooms, providing quantitative data on learners. The grid offered a systematic and flexible way to observe and compare classroom practices and student responses in English and French lessons, enabling us to identify tendencies in language use and behaviors in the classrooms while supporting the overall research aim of exploring how learners experience and manage learning two foreign languages simultaneously.

## **6.2. General observation :**

This section explores how the classroom setting, environment, and management have influenced pupils' ability to engage with the simultaneous learning of English and French. Observations conducted at Si Mezrag Belkacem Primary School were of a generally usable learning environment with conditions conducive to second language learning. Each classroom was spacious, bright, clean, and organized, creating a comfortable setting for learning. There were about 30 pupils per class, and each class was held for 45 minutes, which was a reasonable time and physical and organizational conditions for sustaining attention and

engagement. Indeed, the classroom climate was positive and well managed. In the English class, the teacher used warm-up exercises in the classroom with simple body movement commands, such as "raise your right hand" or "touch your nose". These simple actions ensured you got the pupils moving and re-engaged in English. At the outset of each session, the teacher selected three pupils to introduce themselves, reinforcing speaking practice naturally and encouragingly. The lessons continued with visual aids and charts such as flashcards, songs, and repeating strategies, which actively engaged the learners and promoted keeping the words in memory.

In the French class, the teacher began every class with a brief reading to activate prior knowledge and develop fluency before commencing the lesson. French instruction also incorporated visual aids, such as flash cards. French lessons, like English lessons before them, included the use of repetition and oral drills to help with pronunciation and comprehension.

Both teachers displayed effective classroom management and demonstrated an awareness of learners' needs. The consistent structure of each session, the use of multisensory materials, and activities that promoted active engagement (such as songs and gestures) helped to create a lively and learner-centered space. All of these factors, along with the comfortable environment of the classroom, appeared to help motivate pupils, sustain their attention, and promote their participation, which all help to manage the cognitive load associated with learning two foreign languages at a young age.

### **6.3. Classroom observation: English class**

To explore the observed behaviors in more depth, each category will now be examined individually. Starting with the English class, we attended 3 sessions. The table below represents what has been observed during the sessions:

English class							
Category	Indicator	S1	S2	S3	Frequency (Y)	% (Y)	Notes
Language Use (Speaking)	Speaks in English when responding to the teacher	yes	Yes	yes	3	100%	Always used English.
	Mixes languages (code-switching)	no	Yes	no	1	33.3%	One switched to Arabic.
	Uses memorized phrases instead of forming sentences	yes	yes	yes	3	100%	Relied on fixed phrases.
	Constructs full sentences independently	no	no	yes	1	33.3%	Only one pupil did.
	Uses Arabic when struggling to express an idea in English	yes	yes	yes	3	100%	All used Arabic when stuck.
Comprehension (Listening)	Understands the teacher's instructions in English	yes	yes	yes	3	100%	Understood instructions well.
	Follows along with reading/listening activities	yes	yes	yes	3	100%	Followed activities attentively.
	Recognizes keywords and phrases in oral interactions	yes	no	no	1	33.3%	A few recognized keywords
	Asks for clarification when confused	no	no	no	0	0%	No one asked for help.
	Responds correctly to questions about the lesson	yes	yes	yes	3	100%	All answered correctly.
Pronunciation & Fluency	Pronounces words correctly in English	no	yes	yes	2	66.7%	The majority had good pronunciation.
	hesitates when forming sentences	yes	yes	yes	3	100%	All hesitated when speaking.
	Struggles with	no	no	no	0	0%	No sound

	specific sounds (e.g., English "th" or French nasal vowels)						issues.
	Uses appropriate intonation and rhythm for each language	yes	yes	yes	3	100%	Good intonation and rhythm.
Vocabulary & Grammar	Uses a variety of words in English	no	no	no	0	0%	Vocabulary was limited.
	Struggles with verb conjugation and sentence structure	yes	no	no	1	33.3%	They still do not have many grammar lessons
	Transfers grammatical structures from Arabic	yes	no	no	1	33.3%	Two used Arabic grammar.
Engagement & Participation	Actively participates in English activities	yes	yes	yes	3	100%	Fully engaged
	Volunteers' answers in class	yes	yes	yes	3	100%	Frequently volunteered.
	Shows enthusiasm for language learning	yes	yes	yes	3	100%	Very enthusiastic.
	Gets distracted or disengaged easily	yes	no	Yes	2	66.7%	Pupils lost focus sometimes.
	Reacts positively or negatively to different tasks	no	no	no	0	0%	Neutral reactions.
Peer Interaction	Uses English with classmates	no	no	no	0	0%	Did not use English with peers.
	Helps or supports peers in language tasks	yes	yes	Yes	3	100%	Helped each other often.
	Relies on Arabic when talking with friends	yes	yes	Yes	3	100%	Used Arabic with peers.
	Engages in	yes	yes	yes	3	100%	Used English

	group work or discussions in English						in groups.
	Negotiates meaning with peers when struggling	yes	yes	yes	3	100%	Helped each other when confused.
Cognitive & Emotional	Shows confidence in using English	yes	yes	Yes	3	100%	Seemed confident.
	Appears anxious or hesitant when speaking	no	no	Yes	1	33.3%	Few were hesitant
	Shows frustration when unable to express an idea	yes	yes	yes	3	100%	Showed frustration.
	Demonstrates curiosity by asking questions	no	no	Yes	1	33.3%	One asked questions.
	Uses gestures or facial expressions to aid communication	No	no	No	0	0%	No gestures observed.
Progress & Difficulties	Struggles with specific areas (listening, speaking, reading)	no	no	no	0	0%	No major struggles.
	Needs extra support from teacher or peers	yes	yes	Yes	3	100%	Needed regular support.
	Benefits from visual aids, gestures, or repetition	yes	yes	Yes	3	100%	Visuals helped.
	Demonstrates independent learning strategies (e.g., self-correction)	no	no	no	0	0%	No strategies shown.

**Table2:** classroom observation grid ( English class)

## **Category 1: Language Use (Speaking)**

This category captures how learners used spoken English across three observed sessions, focusing on their linguistic behavior, strategic use of language, and reliance on L1.

### **Indicator 1: Speaks in English when responding to the teacher (100%):**

Throughout all three sessions, learners consistently replied to the teacher in English. This habitual practice means that pupils are used to responding to English in formal, teacher-directed instances, and there appears to be a clear expectation to respond in the target language in classrooms. Learners appeared comfortable saying the teacher's prompts or answering familiar questions in English, provided the context and questions were somewhat predictable.

### **Indicator 2: Mixes languages (code-switching) (33.3%):**

Code-switching, where learners briefly switched between Arabic and English in the same interaction, was observed in only one session. This suggests that learners usually tried to stick to English when interacting, especially in structured exchanges. The rare occurrence of this behavior shows that switching languages mid-sentence is not a common habit during teacher-led speaking.

### **Indicator 3: Uses memorized phrases instead of forming sentences (100%):**

In every session, learners relied heavily on memorized expressions. Most of their responses followed the same patterns or chunks that were introduced by the teacher. These included greetings, short answers, and classroom phrases. There was little variation or personalization in how they spoke. This shows that pupils are comfortable using pre-learned phrases but have not yet moved beyond them to construct their responses.

**Indicator 4: Constructs full sentences independently (33.3%):**

Only one session demonstrated any signs of pupils attempting to recreate complete sentences independently and not just copying from the teacher. In one session, some learners were trying to express complete ideas independently; however, this was an exception rather than the rule, as there were many errors, and time constraints prevented learners from trying again. In the other two sessions, the responses learners expressed were formulaic and short, indicating that their capacity to construct sentences is continuing to develop, and learners may not feel ready or able enough to create complete, independent responses in English without cues and support.

**Indicator 5: Uses Arabic when struggling to express an idea in English (100%):**

The use of Arabic as a fallback when learners were unable to continue in English was observed in all three sessions. This was more evident in open-ended tasks or when pupils were asked to speak beyond memorized content. In such cases, pupils often switched entirely to Arabic to complete their thoughts, indicating that they are still developing the ability to manage communication breakdowns using the target language.

**Category 2: Comprehension (Listening):**

This section focuses on how learners processed spoken English input across the three observed sessions.

**Indicator 1: Understands the teacher's instructions in English (100%):**

In all sessions, learners demonstrated a clear comprehension level of the teacher's verbal instructions. They accurately responded to the teacher's instructions for when to start/engage in activities, when to indicate they have answers, or intermittently, for when to move to the next step. This gives a clear indication of students' familiarity with regular classroom

language and routines, and the teacher's speech was noticeable for being clear and at an appropriate rate, with consideration for learners.

**Indicator 2: Follows along with reading/listening tasks (100%)**

Learners followed all reading or listening tasks attentively in each session. They appeared engaged, seemed focused, and generally responded correctly when appropriate in making movements related to the task (e.g., identifying information requested, repeating back the teacher). Their ability to follow along indicates that the texts were readily accessible for learners, and the teacher provided similar support to keep learners involved in each task as they had experienced in guided practice in the past. This, too, indicates that learners can be attentive and process oral input in the context of structured practice and incremental reading/listening.

**Indicator 3: Recognizes keywords and phrases in oral interactions (33.3%):**

Recognition of key words or phrases was only clearly noticed in one of the three sessions. In that case, a few pupils reacted when certain words were repeated or stressed by the teacher, showing that they were actively listening for meaning. However, in the other two sessions, pupils did not respond to key vocabulary unless it was explicitly explained. This suggests that learners are still building their listening strategies and that they may need more exposure to meaningful, repeated input to recognize key words on their own.

**Indicator 4: Asks for clarification when confused (0%):**

At no time during the three sessions did learners seek the teacher's support for clarification or repetition when they did not understand something. Even when they appeared confused or hesitant about something, learners waited for the teacher to clarify or repeat, rather than initiate a request for support from the teacher. The absence of clarification-seeking behavior suggests that learners are still hesitant to interrupt the teacher, they do not have the language



available to help them ask for help, or they lack the confidence to ask. The overall lack of clarification-seeking behavior suggests that this is not yet a habitual action in the classroom, and that students trust the teacher to help guide them without actively engaging in resolving their misunderstandings.

**Indicator 5: Responds correctly to questions about the lesson (100%)**

In all three sessions, learners responded correctly when the teacher asked questions related to the lesson content. Their answers, whether short or complete, showed that they understood the main ideas and were able to retrieve relevant information. This demonstrates strong basic comprehension, especially when the questions were simple and connected directly to what had just been said or shown. It also shows that pupils can stay on task and follow the teacher's line of questioning without difficulty.

**Category 3: Pronunciation & Fluency**

This category highlights how learners handled pronunciation and the flow of speech across the three observed English sessions.

**Indicator 1: Pronounces words correctly in English (66.7%):**

During two of the three sessions, the learners were able to produce English words with proper pronunciation, and their intonations were clear and generally understandable. The learners generated comprehensible speech, particularly when repeating after the teacher or using previously introduced words or vocabulary. This indicates that the pupils are focusing on how the words sound and can articulate the words represented in the lesson when they receive this scaffolding. However, it is important to note that there were noticeable pronunciation issues in one of the sessions. This could be explained by giving them words that they may not have been familiar with and that require less structured context. The

contrast in results suggests that the learners still have some confidence and consistency issues when pronouncing English words without simply repeating after their teacher.

**Indicator 2: Hesitates when forming sentences (100%)**

In every session, learners hesitated when speaking. This hesitation took the form of long pauses, false starts, or extended thinking time before responding. It was especially noticeable when learners were asked to go beyond repeating phrases and instead produce their sentences. These pauses show that learners are still in the process of organizing their thoughts and retrieving vocabulary. While the hesitation is natural at this stage, it reflects the difficulty pupils face when trying to move from recognition to production, especially when under pressure or when speaking without direct teacher support.

**Indicator 3: Issues with specific sounds (e.g., English "th" or French nasal vowels) (0%):**

There were no observed sound-specific pronunciation difficulties in the three sessions. Learners did not seem to have issues with common difficult sounds, such as the English "th," or sounds that are very different from Arabic sounds. This could be related to the familiarity of the vocabulary in the activities or to the fact that the specific phonemes are not particularly challenging. It is also possible that sounds like the English "th" did not occur in the observed activities. Regardless of the potential reasons for not encountering sound-specific issues, the lack of observable problems does suggest that learners were either comfortable with the sounds presented or that pronunciation issues have not had the opportunity to be tested in any more difficult speaking tasks.

**Indicator 4: Uses appropriate intonation and rhythm for each language (100%)**

In all three sessions, learners were able to follow the teacher's intonation and rhythm well, particularly during repetition, chants, or group responses. Their speech carried a natural flow that matched the teacher's modeling, even when they were not entirely confident in word

meaning. This shows that learners are noticing the prosodic features of English and can mimic speech patterns accurately. It also reflects their familiarity with the classroom routine and their ability to internalize the musicality of language, especially when exposed to consistent oral modeling.

### **Category4: Vocabulary & Grammar**

This category examines how learners used English vocabulary and grammar across the three observed sessions. The focus is on word variety, sentence structure, and whether pupils showed signs of interference from their first language.

#### **Indicator 1: Uses a variety of words in English (0%):**

Across all three sessions, learners demonstrated a very limited use of vocabulary. They repeated familiar phrases introduced by the teacher and showed no signs of experimenting with new or unfamiliar words. Their spoken output stayed within safe, rehearsed expressions. This suggests that learners are not yet confident or equipped to use English flexibly and may need more varied vocabulary input and guided opportunities to use new words in different contexts.

#### **Indicator2: Struggles with verb conjugation and sentence structure (33.3%):**

In one session, learners struggled to form grammatically accurate sentences, particularly during open-ended tasks. Mistakes included incorrect verb forms and misplaced word order. In the other two sessions, such errors were not noticed, likely because pupils stuck to fixed expressions. This shows that when pushed to produce independently, learners still face challenges with basic grammar.

### **Indicator 3: Transfers grammatical structures from Arabic (33.3%):**

Arabic-like sentence constructions were observed in one session. These included phrasing that followed Arabic grammar rules rather than English ones. Although it was not frequent, this transfer highlights how learners fall back on their L1 structure when unsure, especially in more complex speaking moments.

## **Category 5: Engagement & Participation**

The following category focuses on how learners engaged with classroom activities and participated in the learning process during the observed sessions.

### **Indicator 1: Actively participates in English activities (100%):**

In every session, learners were fully engaged in classroom activities. They responded to the teacher, followed instructions quickly, and took part in both individual and group tasks. Their willingness to participate shows strong classroom involvement and interest in the lesson content.

### **Indicator 2: Volunteers' answers in class (100%):**

All sessions showed high learner participation, with multiple pupils offering answers without being called on. This behavior suggests that learners are not only engaged but also feel safe and encouraged to contribute during lessons.

### **Indicator 3: Shows enthusiasm for language learning (100%)**

Learners showed high motivation throughout all three sessions. They exhibited excitement during games, smiled during interactions, and responded positively to praise. This consistent enthusiasm suggests that they enjoy learning English and feel emotionally supported in the classroom.

**Indicator 3: Gets distracted or disengaged easily (66.7%):**

In two sessions, some learners became distracted, especially during transitions or less interactive parts of the lesson. While engagement remained generally high, these brief moments of disengagement suggest that attention can drop when tasks are repetitive or unclear.

**Indicator 4: Reacts positively or negatively to different tasks (0%):**

Across all sessions, learners showed little emotional reaction—either positive or negative—towards specific tasks. Their behavior remained mostly neutral, which may reflect comfort with classroom routines or a need for more emotionally engaging activities.

**Category 6: Peer Interaction**

This category examines how learners interacted with one another during the lessons, focusing on the language they used and the types of support they offered in group settings.

**Indicator 1: Uses English with classmates (0%)**

In none of the sessions did learners use English to speak with one another. Peer-to-peer communication occurred entirely in Arabic. This suggests that learners are not yet encouraged or confident enough to use English outside teacher-led exchanges, and that English is not being used as a tool for collaboration among classmates.

**Indicator 2: Helps or supports peers in language tasks (100%)**

In every session, pupils showed a strong tendency to support each other during tasks. They gave hints, repeated instructions, or clarified steps, though all of this help was provided in Arabic. This cooperative behavior indicates good social interaction and group dynamics, even if not carried out in the target language.

### **Indicator 3: Relies on Arabic when talking with friends (100%)**

Across all sessions, Arabic was the default language for all informal or spontaneous exchanges between learners. Whether they were helping, asking questions, or chatting during group work, learners consistently used their first language. This pattern confirms that Arabic remains the comfortable and automatic choice when learners are not being directly addressed by the teacher.

### **Indicator 4: Engages in group work or discussions in English (100%)**

Despite relying on Arabic for peer conversation, learners used English during structured group work in all sessions, particularly when the task required them to present something or follow a script. This shows that when English use is integrated into the activity, learners are capable of following through, even if their communication is limited to memorized or teacher-supported phrases.

### **Indicator 5: Negotiates meaning with peers when struggling (100%)**

In every session, learners worked together to clarify instructions or complete tasks. When someone was unsure, others stepped in to explain or repeat instructions. Although this negotiation happened in Arabic, it shows that learners were actively trying to understand and support each other during moments of difficulty.

## **Category 7: Cognitive & Emotional Behavior**

### **Indicator 1: Shows confidence in using English (100%)**

Across all three sessions, learners demonstrated a good level of confidence when speaking English, especially during structured activities. They responded quickly when called upon and did not hesitate to repeat or participate in-group repetition tasks. Their body language and tone suggested comfort and familiarity with classroom English routines.

**Indicator 2: Appears anxious or hesitant when speaking (33.3%)**

In one session, some learners showed signs of hesitation during open-ended speaking moments. This included long pauses, lowered voices, or seeking help from classmates. This behavior was not present in the other two sessions, suggesting that anxiety appears when the task requires more independent or spontaneous production.

**Indicator 3: Shows frustration when unable to express an idea (100%)**

Learners showed clear signs of frustration in all sessions when they were unable to find the right word or express an idea in English. These moments usually occurred during speaking tasks that went beyond repetition. Pupils sometimes gave up mid-sentence or switched to Arabic with a visible sense of defeat or impatience.

**Indicator 4: Demonstrates curiosity by asking questions (33.3%)**

In one session, learners asked questions or requested clarification about vocabulary or task instructions. This was a positive sign of curiosity and engagement, though it was not consistent across all sessions. In the other sessions, learners were more passive and waited for the teacher's input without initiating questions.

**Indicator 5: Uses gestures or facial expressions to aid communication (0%)**

No gestures or facial expressions were observed being used to support verbal communication. Learners relied entirely on speech or switched to Arabic when they were unsure. This suggests that they have not yet developed or been encouraged to use non-verbal strategies to support understanding when words fail.

## **Category 8: Progress & Difficulties**

This final category summarizes the types of support learners required throughout the sessions and reveals how far they are from becoming independent users of the language.

### **Indicator1: Struggles with specific areas (listening, speaking, reading) (0%)**

Across all three sessions, no major struggles were observed in specific skill areas. Learners followed instructions, participated in speaking tasks, and engaged with reading or listening activities without notable difficulty. This suggests that the tasks were well-matched to their level and that learners were able to keep up with the pace and demands of the lessons.

### **Indicator2: Needs extra support from teacher or peers (100%)**

In every session, learners frequently relied on teacher guidance or peer support to complete tasks. This support included repeating instructions, translating unknown words, or offering examples. Although pupils were active and cooperative, they did not complete tasks entirely on their own, showing that they still depend on external help for understanding and performance.

### **Indicator 3:Benefits from visual aids, gestures, or repetition (100%)**

Learners responded well to visual elements, repetition, and the teacher's use of gestures or emphasis. These strategies clearly helped them follow tasks, remember key vocabulary, and stay engaged. In each session, such aids seemed necessary to ensure comprehension and maintain learner focus, especially during longer or less interactive segments.

### **Indicator 4: Demonstrates independent learning strategies (e.g., self-correction) (0%)**

No signs of independent strategies were observed. Learners did not self-correct, ask for clarification on their own initiative, or attempt to solve problems without prompting. This



shows that they have not yet developed habits of monitoring or regulating their own learning, and they continue to rely on external prompts to stay on track.

#### 6.4. Classroom observation (French class):

French class							
Category	Indicator	S1	S2	S3	Frequency (Y)	% (Y)	Notes
Language Use (Speaking)	Speaks in French when responding to the teacher	yes	yes	yes	3	100%	Responds in short phrases, prompted by teacher.
	Mixes languages (code-switching)	yes	yes	yes	3	100%	Frequent switching with Arabic, especially with unfamiliar topics.
	Uses memorized phrases instead of forming sentences	yes	yes	yes	3	100%	Common classroom expressions like "je ne sais pas" used.
	Constructs full sentences independently	no	no	no	3	100%	Still reliant on support or sentence models.
	Uses Arabic when struggling to express an idea in French/English	yes	yes	yes	3	100%	Arabic is used when they forget a word or need help.
Comprehension (Listening)	Understands the teacher's instructions in French	yes	no	yes	2	66.7%	Sometimes pupils needs repetition or gestures.
	Follows along with reading/listening activities	yes	yes	yes	3	100%	Particularly engaged during listening games.
	Recognizes key words and phrases in oral interactions	yes	no	no	1	33.3%	Only in S1 consistently reacts to familiar vocabulary.
	Asks for clarification when confused	no	no	no	0	0%	Often waits for teacher prompts or repeats peers.
	Responds correctly to	yes	yes	yes	3	100%	Simple yes/no or one-word

	questions about the lesson						answers.
Pronunciation & Fluency	Pronounces words correctly in French/English	yes	no	yes	2	66.7%	some has difficulty with nasal vowels.
	hesitates when forming sentences	yes	yes	yes	3	100%	Long pauses before attempting full sentences.
	Struggles with specific sounds (e.g., English "th" or French nasal vowels)	yes	yes	yes	3	100%	"r" and nasal sounds are difficult for all three.
	Uses appropriate intonation and rhythm for each language	no	yes	no	1	33.3%	shows a more natural rhythm during repetition.
Vocabulary & Grammar	Uses a variety of words in French/English	no	yes	no	1	33.3%	attempts to use learned vocabulary more independently.
	Struggles with verb conjugation and sentence structure	yes	yes	yes	3	100%	Errors in sentence structure
	Transfers grammatical structures from Arabic	yes	yes	yes	3	100%	Exemple : "je suis va à la maison".
Engagement & Participation	Actively participates in French/English activities	yes	yes	yes	3	100%	Particularly active during songs or games.
	Volunteers answers in class	no	yes	no	1	33.3%	more confident when familiar with the topic.
	Shows enthusiasm for language learning	yes	yes	yes	3	100%	Positive attitudes, especially during interactive tasks.
	Gets distracted or disengaged easily	no	yes	no	1	33.3%	gets distracted during independent work.
	Reacts positively or negatively to	yes	yes	yes	3	100%	Prefers pair work and visual tasks.

Peer Interaction	different tasks						
	Uses French with classmates	no	yes	no	1	33.3%	used French in group games.
	Helps or supports peers in language tasks	yes	yes	no	2	66.7%	explain instructions or repeat teacher's words.
	Relies on Arabic when talking with friends	yes	yes	yes	3	100%	French is used only in formal/class activities.
	Engages in group work or discussions in French/English	yes	yes	yes	3	100%	Active in controlled group tasks.
	Negotiates meaning with peers when struggling	no	yes	no	1	33.3%	asks "comment on dit..." questions.
Cognitive & Emotional	Shows confidence in using French/English	no	yes	no	1	33.3%	some speaks more readily than the others
	Appears anxious or hesitant when speaking	yes	no	yes	2	66.7%	Pupils speak very softly or wait to be called.
	Shows frustration when unable to express an idea	yes	yes	yes	3	100%	Expressed through sighing or using Arabic.
	Demonstrates curiosity by asking questions	no	yes	no	1	33.3%	asks vocabulary-related questions.
	Uses gestures or facial expressions to aid communication	yes	yes	yes	3	100%	Use gestures to replace unknown words.
Progress & Difficulties	Struggles with specific areas (listening, speaking, reading, writing)	yes	yes	yes	3	100%	All struggle with sentence building and fluency.
	Needs extra support from teacher or peers	yes	yes	yes	3	100%	Regular scaffolding and repetition required.
	Benefits from visual aids,	yes	yes	yes	3	100%	Flashcards and acting out are

	gestures, or repetition						very effective.
	Demonstrates independent learning strategies (e.g., self-correction)	no	yes	no	1	33.3%	Only some S2 attempts self-correction.

**Table3:** classroom observation grid ( French class)

## **Category 1: Language Use (Speaking)**

### **Indicator 1: Speaks in French when responding to the teacher(100%)**

Across all observed sessions, learners consistently used French to respond to the teacher. This suggests that the classroom environment successfully promotes the use of the target language for instructional exchanges. The learners' ability to respond in French, even if briefly, reflects a foundational level of functional oral competence. However, these responses often involved short or memorized phrases, which implies that while learners are willing to engage, they are not yet producing spontaneous or complex speech. Continued modeling, repetition, and reinforcement are necessary to sustain and extend this emerging productive skill.

### **Indicator 2: Mixes languages (code-switching) (100%)**

Frequent code-switching was recorded in all three sessions. This linguistic behavior is typical in early stages of foreign language learning, particularly among learners who share a common first language. In this context, Arabic was often inserted when learners lacked vocabulary or grammatical structures in French. While this may initially serve as a communicative strategy, it also highlights the learners' dependence on their L1.

### **Indicator 3: Uses memorized phrases instead of forming sentences (100%)**

The learners relied heavily on pre-learned expressions across all sessions. Although the use of formulaic language plays a vital role in early fluency, over-reliance can hinder syntactic

development. This pattern indicates that learners have internalized common classroom phrases but are not yet experimenting with language creatively.

**Indicator 4: Constructs full sentences independently (100%)**

No session showed learners producing full, original sentences without teacher support. This underlines a critical developmental gap. Learners appear to struggle with grammatical structuring, possibly due to limited working memory resources, insecurity in accuracy, or insufficient practice in productive tasks. Activities such as sentence-reordering games, guided dialogues, and sentence stems could provide scaffolding toward fuller autonomous output.

**Indicator 5: Uses Arabic when struggling to express an idea (100%)**

In every session, Arabic was used as a fallback mechanism when learners encountered lexical or structural gaps in French. This behavior illustrates the learners' communicative intent and their cognitive effort to remain engaged despite limitations. However, this also points to the need for targeted vocabulary instruction and the teaching of circumlocution strategies, so learners may remain in the target language without sacrificing communicative clarity.

**Category 2: Comprehension (Listening)**

**Indicator 1: Understands the teacher's instructions in French (66.7%)**

Learners understood classroom instructions in two of the three sessions, demonstrating an emerging ability to interpret L2 input. The inconsistency suggests that comprehension is still context-dependent, likely influenced by the complexity of the instruction, the pace of speech, and the presence of visual or gestural cues. Incorporating routine instructions and visual support can help consolidate understanding.

**Indicator 2: Follows along with reading/listening activities(100%)**

All learners followed reading and listening tasks across all sessions. This suggests strong engagement and the successful use of contextual and visual cues to support comprehension. While this does not necessarily confirm deep understanding, it reflects the learners' developing ability to remain focused on auditory input and to derive meaning from structured activities.

**Indicator 3: Recognizes key words and phrases in oral interactions (33.3%)**

Only one session demonstrated consistent recognition of key vocabulary during oral interactions. This indicates limited lexical access or low auditory discrimination skills. Reinforcing key thematic vocabulary through repeated exposure in varied contexts is recommended to enhance oral comprehension.

**Indicator 4: Asks for clarification when confused (0%)**

None of the sessions showed learners actively seeking clarification. This lack may stem from low confidence, limited metalinguistic awareness, or not knowing how to ask for help in French. Teaching learners simple clarification phrases and incorporating them into class routines can foster greater autonomy and interaction.

**Indicator 5: Responds correctly to questions about the lesson (100%)**

All learners provided correct responses to lesson-related questions across the sessions. This demonstrates basic receptive competence and the ability to retrieve learned information. However, the depth of understanding remains unclear and might be limited to factual recall rather than inference or application.

### **Category 3: pronunciation & fluency**

#### **Indicator 1: Pronounces words correctly in French/English (66.7%)**

Accurate pronunciation occurred in two sessions. This shows that learners can imitate sounds with moderate success when familiar or rehearsed. Nonetheless, persistent challenges with certain phonemes suggest the need for targeted phonetic instruction and frequent oral practice.

#### **Indicator 2: Hesitates when forming sentences(100%)**

Learners consistently showed hesitation during sentence production. This behavior reveals cognitive overload, common among beginner language learners, who must simultaneously retrieve vocabulary, apply grammar rules, and monitor output. Scaffolded speaking frames, pre-task rehearsal, and peer modeling could help reduce hesitation.

#### **Indicator 3: Struggles with specific sounds (100%)**

All sessions highlighted phonological difficulties, particularly with sounds that do not exist in Arabic (e.g., nasal vowels, uvular /ʁ/). These articulatory challenges are predictable and require systematic phonetic training through listening discrimination, visual modeling, and repetition.

#### **Indicator 4: Uses appropriate intonation and rhythm for each language(33.3%)**

Only one session recorded appropriate prosody. Intonation patterns are often overlooked in early instruction but play a crucial role in intelligibility and listener engagement. Integrating rhythmic activities like choral reading or songs may improve learners' suprasegmental features.

## **Category4: vocabulary & grammar**

### **Indicator 1: Uses a variety of words in French(33.3%)**

Lexical diversity was only evident in one session. This suggests a restricted productive vocabulary. Teachers should integrate thematic vocabulary activities, encourage descriptive speaking, and recycle high-frequency words in different contexts to expand learners' active vocabulary.

### **Indicator 2: Struggle with verb conjugation and sentence structure(100%)**

All sessions demonstrated clear difficulties with verb use and syntax. Errors in agreement and word order reveal a fragile grammatical system. Structured exercises in conjugation, sentence construction, and feedback during speaking can help solidify these foundational elements.

### **Indicator 3: Transfers grammatical structures from Arabic(100%)**

Learners frequently transferred L1 grammar into French output. This cross-linguistic influence is typical, especially when similarities or false equivalents exist. Explicit contrastive instruction and error awareness activities can help minimize L1 interference over time.

## **Category 5: Engagement & Participation**

### **Indicator1: Actively participates in French activities(100%)**

All learners were observed participating actively in every session. This suggests that the learning environment is stimulating and the tasks are well-matched to the learners' proficiency levels. High engagement is a positive sign and can be leveraged to introduce slightly more challenging communicative activities as learners grow more confident.



**Indicator 2: Volunteers' answers in class(33.3%)**

One session recorded learners' volunteering answers. This reflects hesitation in taking initiative, possibly due to fear of making mistakes or limited expressive ability. Creating a risk-free environment and offering praise for attempts, regardless of accuracy, can gradually increase learner willingness to participate independently.

**Indicator 3: Shows enthusiasm for language learning(100%)**

Enthusiasm was consistently observed across sessions. Learners reacted positively to games, songs, and interactive activities, which indicates that affective factors are supporting language acquisition. Teachers should continue to capitalize on this positive energy by embedding learning in engaging formats that integrate movement, visuals, and peer interaction.

**Indicator 4: Gets distracted or disengaged easily(33.3%)**

Disengagement was noted in one session. This was likely due to either a mismatch in task difficulty or fatigue. Maintaining a balance between challenge and support, incorporating regular transitions, and varying task types can help sustain attention over longer periods.

**Indicator 5: Reacts positively or negatively to different tasks(100%)**

Learners consistently responded well to visually rich and interactive tasks. Positive emotional responses are critical to sustained motivation and reduce anxiety. Teachers should consider this when designing lessons, using variety and relevance to maintain learners' interest and emotional comfort.

## **Category 6:Peer Interaction**

### **Indicator 1: Uses French with classmates(33.3%)**

Learners rarely used French with peers outside of structured tasks, which implies that the target language is not yet naturalized in peer-to-peer communication. To increase functional use of French, teachers should assign cooperative tasks with clear language goals and provide support phrases to encourage interaction in the target language.

### **Indicator 2: Helps or supports peers in language tasks(66.7%)**

Peer support was evident in two sessions, showing collaborative tendencies among learners. This behavior benefits both the helper and the recipient, reinforcing language use through repetition and explanation. Encouraging peer tutoring and assigning mixed-ability pairs can enhance this dynamic.

### **Indicator 3: Relies on Arabic when talking with friends(100%)**

Arabic remained the dominant language for social interactions during all sessions. While this is natural, it limits practice in the target language. Establishing “French-only” periods or reward systems for French use during peer interactions can gently encourage the shift without causing frustration.

### **Indicator 4: Engages in group work or discussions in French (100%)**

All sessions reflected active group work participation, though language use within groups was often minimal or mixed. Structured roles and sentence starters can improve the quality of language used in collaborative tasks.

### **Indicator5: Negotiates meaning with peers when struggling(33.3%)**

Negotiation strategies were rare, occurring in only one session. This suggests learners may not yet know how to ask for clarification or express confusion in French. Teaching metacommunicative expressions such as “Comment on dit...?” or “Tu peux répéter ?” can help facilitate more effective peer interaction.

## **Category 7: Cognitive & Emotional Factors**

### **Indicator1: Shows confidence in using French/English(33.3%)**

Only one session showed signs of confident language use. Confidence often correlates with prior success and teacher encouragement. Building learner confidence through scaffolded risk-taking tasks, predictable routines, and affirming feedback is key at this stage of language development.

### **Indicator2: Appears anxious or hesitant when speaking(66.7%)**

In two sessions, learners showed visible signs of anxiety. This might include whispering, avoiding eye contact, or waiting for peers to answer first. Reducing anxiety can be supported through collaborative speaking activities, visual aids, and low-stakes practice opportunities.

### **Indicator3: Shows frustration when unable to express an idea(100%)**

Frustration was consistently observed, typically when learners reached a lexical gap or failed to complete a task. While this signals motivation and desire to communicate, it also highlights the emotional load of language learning. Teaching and modeling coping strategies, such as paraphrasing, gesture use, or code-switching (when pedagogically appropriate), can provide learners with ways to keep communicating.

**Indicator4: Demonstrates curiosity by asking questions(33.3%)**

Curiosity was only seen once, indicating that learners may not yet feel comfortable initiating exchanges in the target language. Encouraging question asking through structured activities as “question circles” may promote more student-driven inquiry.

**Indicator 5: Uses gestures or facial expressions to aid communication(100%)**

Gestures were observed across all sessions. This reflects learners’ adaptability and their reliance on non-verbal strategies to supplement limited verbal output. Encouraging the use of gesture not only supports communication but also builds cognitive associations that enhance retention.

**Category 8: Progress & Difficulties**

**Indicator 1: Struggles with specific areas (listening, speaking, reading, writing)(100%)**

Difficulties were present across all domains, which is typical at the beginner level. However, speaking and grammar appeared to be the most challenging. A differentiated instructional approach that targets each skill area individually while reinforcing cross-skill integration is needed.

**Indicator2:Needs extra support from teacher or peers(100%)**

Support was required in all sessions, underscoring the importance of scaffolding. Visual aids, modeling, repetition, and peer interaction are all effective strategies that should continue to be central in the teaching approach.

**Indicator 3: Benefits from visual aids, gestures, or repetition(100%)**

Learners consistently benefited from these supports. Their effectiveness suggests that learners rely on multisensory input to make meaning in the foreign language. Teachers should

continue to design lessons that are multimodal and provide repeated exposure to key language elements.

**Indicator5: Demonstrates independent learning strategies (e.g., self-correction)(33.3%)**

Only one session showed evidence of independent strategies like self-correction. Developing this learner autonomy is critical but requires explicit teaching. Teachers might introduce reflection routines or language portfolios to help students become more aware of their learning process.

Before proceeding with the discussion, we provide a clearer overview of the key differences observed between the English and French classes. The following table presents a comparative summary across the main observation themes:

Observation Aspect	English Class	French Class
<b>Pupil Engagement</b>	Moderate to high; varies by session and activity.	Generally higher; pupils more familiar and confident.
<b>Vocabulary Retention</b>	Limited retention, especially new words. Needs frequent repetition.	Better retention of previously taught vocabulary.
<b>Pronunciation Accuracy</b>	Often challenging due to phonetic unfamiliarity.	More accurate pronunciation due to longer exposure.
<b>Comprehension</b>	Relies heavily on visual aids and teacher gestures.	More spontaneous comprehension and response.
<b>Peer Interaction</b>	Low to moderate; often guided by the teacher.	More natural peer interaction and support.
<b>Use of L1 (Arabic)</b>	Frequent use to explain or translate.	Less reliance on Arabic; French used more independently.
<b>Teacher Strategies</b>	TPR, visual aids, simplified input, code-switching.	Songs, storytelling, and repetition techniques.
<b>Observed Challenges</b>	Newness of English; limited time and unfamiliar sound system.	Interference with English; managing mixed proficiency.

**Table4:** Comparative Summary of English and French Classroom Observation

## **7. Discussion and Interpretation of the Findings**

The classroom observations in both English and French classes revealed important insights into how third-year primary pupils in Algeria are learning two foreign languages at the same time. Overall, learners showed signs of progress in understanding and responding to their teachers, but they also faced several challenges, especially in speaking, vocabulary use, and communication with their classmates. These findings support the first research hypothesis: that students struggle with key language areas when learning two foreign languages at once.

In both French and English classes, pupils mainly used short, memorized expressions. They often repeated what the teacher said but rarely formed complete sentences on their own. This was more common in English, which is newer in the curriculum and less familiar to pupils. In French classes, some pupils were able to try full sentences, although mistakes were still frequent. This shows that learners are still at the early stages of productive language use in both languages. According to behaviorist theory, this is expected since repeated practice and reinforcement help students remember and use language, especially when it is new. However, learners seemed more confident using French, possibly because they have studied it longer and have more exposure to it at home and in society.

Another common issue was that pupils often used Arabic when they could not express themselves in French or English. This behavior, called language transfer, happens when learners borrow structures or words from their first language. Sometimes this helps, especially when the two languages are similar, but it can also cause mistakes. For example, learners sometimes used Arabic grammar while speaking English. This shows that their brains are trying to manage three language systems at once, which creates cognitive pressure. According to cognitive load theory, this type of situation can make learning more difficult because the brain is working hard to process different languages at the same time.

Listening comprehension was generally better than speaking in both classes. Pupils followed instructions and understood simple tasks, especially when the teacher used visual aids, repetition, or gestures. These strategies helped learners stay focused and understand what was expected of them. This matches the idea of “comprehensible input,” where students learn better when the language is clear and supported. However, pupils rarely asked for help when they were confused. This could mean they were shy, lacked the language to ask for clarification, or were simply used to waiting for the teacher to guide them. According to sociocultural theory, learning happens through interaction and support. The fact that learners were not seeking help on their own may suggest that they are not yet confident language users and still rely heavily on teacher guidance.

Peer interaction was another important finding. In both English and French classrooms, learners mostly spoke Arabic when talking to classmates. Even when working in groups, they did not use the target languages. This means that French and English are still used mainly for responding to the teacher, not for real communication. Since language develops through social use, this shows a gap between learning the language and using it naturally. According to Vygotsky, language develops when learners work together and support each other. The lack of peer communication in French or English means that learners are missing important opportunities to practice.

Teachers played a big role in how successful the lessons were. In both subjects, teachers were well-prepared and used various strategies to help students. English teachers used more physical activities, songs, and visuals—possibly because the language is still new and more support is needed. French teachers relied more on reading and grammar tasks, which suggests pupils were more advanced. These differences show how the teaching method affects how well students engage with the language. The second research hypothesis, which says that teaching quality and resources strongly affect success, is supported here.

In terms of motivation and emotional response, pupils were mostly enthusiastic, especially when the tasks were fun and interactive. They reacted well to songs, games, and visual materials. These activities seemed to help them stay focused and encouraged them to participate. However, some students became frustrated or gave up when tasks became more difficult. This shows that even when pupils are motivated, they still need support to manage their emotions and stay engaged, especially when learning two languages at once.

Finally, when looking at which language was stronger, it became clear that Arabic still dominates in spontaneous communication. French had a slight advantage over English because of its longer presence in the school system and wider use outside the classroom. However, neither French nor English was fully used in peer communication. This means that the goal of building bilingual or multilingual skills is still in progress. Teachers and curriculum planners need to create more situations where pupils can use both languages actively, not just in response to the teacher.

In conclusion, the findings show that pupils can make progress in learning French and English at the same time, but they face clear difficulties in producing language, using it socially, and managing the mental effort required. Teachers have a key role in supporting this process through structured input, visual aids, and emotional encouragement. More opportunities for real communication, especially between students, could help bridge the gap between classroom learning and natural language use.

## **8. Teacher's interview**

### **8.1. Description of the Interview :**

The interview was designed to explore the teaching of two foreign languages, French and English, simultaneously in primary education. The questions were written in both



French and English to accommodate the linguistic diversity of the teachers, it consisted of 14 open-ended questions divided into five sections:

1. **Teacher's Background & Teaching Context:** Focused on teaching experience and students' initial language levels.
2. **Teaching Methods & Strategies:** Explored classroom approaches and how teachers adapt when pupils learn two languages.
3. **Challenges in Teaching Two Foreign Languages:** Addressed common difficulties and issues of language interference.
4. **Students' Progress & Learning Motivation:** Covered assessment methods, motivation, and parental involvement.
5. **Suggestions for Improving Language Teaching:** Gathered teachers' recommendations for improving bilingual education.

## **8.2.Administration of the Interview :**

Due to time constraints and other practical difficulties, the interviews were administered via email. The participants were teachers from various schools in Ouled Djellal, Algeria. Eight teachers (4 English and 4 French) participated in the study. The interview questions were provided in both French and English to ensure clarity and ease of response for all participants. Teachers were informed about the purpose of the study and assured of the confidentiality of their responses. They were also asked for their consent to participate in the study, and their participation was voluntary. The teachers responded to the interview questions at their convenience, and their answers were later transcribed for analysis.

## **8.3.Analysis of Teachers' Interview :**

### **1. Diverse Teaching Experience**

The teachers interviewed brought a range of professional backgrounds. Half of them (50%) had more than 10 years of experience, including two teachers with 17 and 25 years in the field. Another 25% had mid-level experience (8–10 years), while the remaining 25% were relatively new, with 3 years of teaching. Although none reported international experience, the group overall displayed a strong and diverse teaching profile, offering perspectives shaped by both long-term practice and fresh engagement with evolving classroom challenges.

## **2. Widespread Bilingual Teaching Experience**

All participants (100%) reported teaching in classrooms where French and English are introduced simultaneously. While 75% had been working in such bilingual contexts for more than one year, 25% (2 teachers) described it as a new experience. This shared exposure, whether sustained or recent, contributed to a broad understanding of bilingual instruction and its complexities in the Algerian primary school context.

## **3. Varied Starting Proficiency Levels**

Every teacher (100%) noted significant variation in their students' initial language levels. Half (50%) described the pupils' level as "good" or "very good," while 25% identified a "basic" or "insufficient" starting point. The remaining 25% mentioned "medium/good" or noted that students learned quickly. These responses indicate the need for differentiated instruction, as learners enter the classroom with varying levels of exposure, readiness, and skill in each language.

## **4. Interactive and Multisensory Approaches**

All teachers (100%) described using a variety of interactive, playful, and multisensory methods to support young learners. Games were mentioned by 75%, songs by 62.5%, and Total Physical Response (TPR) by 50%. Other tools included flashcards, posters, drawing, and storytelling. These approaches were considered essential not only for engagement but for

supporting vocabulary retention, comprehension, and motivation in early bilingual learning. Teachers emphasized the need for fun and meaningful activities to maintain attention and enhance participation.

### **5. Strategic Adaptation to Bilingual Learning**

Most teachers (87.5%) reported adjusting their teaching strategies to support pupils learning two foreign languages. Adjustments included simplifying instructions, avoiding vocabulary overlap, and repeating concepts across different contexts. One teacher (12.5%) stated they did not make specific changes, reflecting a more immersive or traditional approach. Several participants also emphasized finding connections between French and English as a strategy to support cross-linguistic understanding.

### **6. Emphasis on Oral Skills in Early Stages**

All teachers (100%) stressed the importance of listening and speaking skills in the early stages of language learning. 75% reported focusing heavily on oral interaction during the first phases, before introducing reading and writing. Some teachers mentioned using songs, dialogues, and ICT tools to develop oral fluency. A few followed a more structured approach, allocating specific sessions to each skill. This emphasis on oral skills aligns with best practices in early foreign language instruction.

### **7. Time Constraints and Language Interference**

Time limitations were unanimously cited (100%) as a major challenge. Teachers reported that the allocated class hours were insufficient to address the needs of both French and English instruction. Additionally, 87.5% of the participants observed language interference, especially in pronunciation, spelling, and lexical choices. Students were often seen mixing words or confusing similar sounds between the two languages. While some viewed this as a normal

developmental phase, others emphasized the need for clearer separation in instruction to minimize confusion.

### **8. Managing Interference and Confusion**

Most teachers (75%) reported using repetition, daily practice, and explicit explanation of differences to help students distinguish between French and English. 25% mentioned using instant correction and clarifying errors as part of their classroom response. These strategies were aimed at reducing confusion and supporting students in gradually separating the two linguistic systems.

### **9. Assessment of Student Progress**

Formative assessment was the most commonly used method, explicitly mentioned by 37.5% of teachers. The rest (62.5%) did not specify techniques but described learners' progress in positive terms such as "good," "evolving," or "impressive." This suggests that while formal assessment practices may vary, most teachers perceive consistent development in their pupils' language abilities over time.

### **10. Impact on Motivation and Confidence**

Half of the teachers (50%) observed positive effects of bilingual instruction on students' motivation and confidence. They mentioned that learning two languages helped pupils become more confident communicators, especially when successful in real-life interactions. Three teachers (37.5%) said they saw no major impact, and one (12.5%) reported uncertainty. The mixed responses suggest that while affective benefits are often noted, they may depend on individual classroom dynamics and learner personalities.

### **11. Parental Involvement**

62.5% of teachers indicated that parents were involved in supporting language learning at home, mainly by helping with preparation and motivating their children. However, 25% stated that parental support was limited or absent. One teacher highlighted the crucial role of parental involvement in reinforcing classroom learning. These responses underline the importance of building stronger home-school partnerships in the context of bilingual education.

## **12. Recommendations for Improving Bilingual Instruction**

Half of the teachers (50%) suggested increasing instructional time for foreign languages and separating English and French sessions to reduce confusion. Others (37.5%) recommended staggering the introduction, starting with English in the 3rd year and introducing French later. About 25% proposed integrating more technology and creating a more engaging classroom environment, while one teacher (12.5%) called for curriculum reform, particularly in replacing less relevant topics. The overall suggestions reflect a shared concern about cognitive overload and interference, and a desire for more structured, resource-rich, and supportive bilingual teaching.

## **8.4. Discussion and Interpretation of the Findings**

The thematic analysis of teacher interviews revealed a complex picture of bilingual instruction in Algerian primary schools, particularly regarding the simultaneous teaching of English and French. Teachers brought diverse professional experiences, which in turn shaped their classroom strategies and highlighted the localized nature of bilingual practices. While all participants confirmed working in bilingual classrooms, they also faced challenges related to students' varying language proficiency levels at the start of instruction. In response to these differences, most teachers employed interactive, multisensory methods such as songs, games,

and storytelling, which allowed them to emphasize oral skills development before introducing reading and writing. Furthermore, strategic adaptations were common, including simplified instruction and avoidance of overlapping vocabulary, although not all teachers implemented such adjustments consistently.

Nevertheless, time constraints emerged as a major barrier, often resulting in surface-level coverage of both languages and an increased cognitive load for learners. This was further compounded by language interference, particularly in pronunciation and vocabulary, which was widely observed. As a result, many teachers adopted repetition and corrective feedback to help learners separate the two linguistic systems more clearly.

In terms of assessment, while formal methods were rarely mentioned, most teachers noted observable progress in their pupils' language abilities. However, opinions on the impact of bilingualism on learner motivation and confidence varied, indicating that outcomes may depend on both individual learner characteristics and classroom dynamics. Parental involvement also appeared inconsistent, pointing to a broader need for stronger home-school partnerships to support the learning process outside the classroom.

To address these challenges and enhance bilingual instruction, teachers offered several concrete suggestions, including extending instructional time, staggering the introduction of the two languages, and incorporating more engaging technological tools. Some even advocated for curriculum reform, particularly to ensure better content relevance and to reduce cognitive overload. Overall, the themes point to a shared desire for more structured, resource-rich, and supportive bilingual learning environments that better accommodate the realities of simultaneous language instruction in Algerian primary schools.

## **9. Conclusion**

This chapter explored the simultaneous teaching of French and English in Algerian primary schools through classroom observations and teacher interviews. The findings highlight both the potential and the challenges of this multilingual approach.

Classroom observations showed that teachers rely heavily on oral activities, songs, repetition, and flashcards, to engage young learners, especially in English classes. French classes included more written tasks but still emphasized interaction. However, limited time, diverse learning levels, and language interference (especially in pronunciation and vocabulary) were common difficulties.

Interviews confirmed these observations. Most teachers acknowledged the need to adjust their strategies when teaching two languages, using repetition, simplified instruction, and visual aids to avoid confusion. While interference between French and English was frequently reported, many teachers viewed bilingual instruction positively, noting increased motivation and confidence among pupils. Still, a lack of resources, time, and clear separation between the languages remained key concerns.

Teachers recommended improvements such as increasing class time, introducing the two languages at different stages, and providing training to handle language interference effectively. Overall, the chapter concludes that with appropriate support and planning, young learners can successfully develop skills in both languages, but systemic improvements are needed to make this approach more effective.

## **General conclusion**



This dissertation explored the simultaneous learning of English and French by third-year primary pupils in Algerian public schools, following the recent national reform. It examined how this bilingual approach is being introduced and experienced in the classroom by both learners and teachers. The study relied on a mixed-methods approach, combining classroom observations with semi-structured interviews. These tools allowed for a deeper understanding of instructional practices, challenges, and learner responses within this newly implemented bilingual framework.

The findings suggest that while pupils are generally enthusiastic about learning both languages, especially English, they face difficulties in managing both linguistic systems simultaneously. Teachers often lack training and resources tailored to bilingual instruction, which makes implementation uneven across classrooms. Observations showed varying levels of learner engagement and performance, with signs of cross-linguistic interference and limited practice time for each language. However, some teachers were able to use creative methods and scaffolded techniques to maintain student interest and manage classroom challenges effectively.

### **Limitations of the Study**

Like all research, this study has its limitations:

- At the very beginning, the researcher faced difficulty in collecting background data, especially in accessing updated books and academic references related to simultaneous bilingual learning in Algeria.
- Classroom observation, while valuable, required longer periods to fully capture classroom dynamics and sudden changes that occur naturally during lessons.

- Interviews were conducted via email, which did not allow for spontaneous interaction or probing for deeper responses.

### **Pedagogical Implications and Recommendations**

- Teachers need specialized training on managing simultaneous foreign language instruction effectively.
- Educational authorities should provide adapted bilingual materials and curriculum guidelines for primary education.
- More teaching hours should be allocated to foreign language instruction to balance exposure to both English and French.
- Cooperation between English and French teachers should be encouraged to coordinate efforts and reduce confusion for learners.
- Teaching strategies should be interactive, visual, and communicative to match the cognitive level of young learners.

### **Further research**

- The first group exposed to English in 2023 will enter middle school in 2026; future studies should evaluate whether early bilingual exposure results in stronger language skills or presents new challenges.
- Comparative research in other Algerian regions would help assess how different local contexts influence bilingual implementation.
- More detailed investigations into the emotional and cognitive responses of learners could provide insight into how they manage dual language learning.
- Including perspectives from parents and middle school teachers could broaden understanding of support systems and educational continuity.

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# Appendices



## Classroom Observation Grid :

Category	Indicators	Yes	No
<b>1. Language Use (Speaking)</b>	Speaks in French/English when responding to the teacher		
	Mixes languages (code-switching)		
	Uses memorized phrases instead of forming own sentences		
	Constructs full sentences independently		
	Uses Arabic when struggling to express an idea in French/English		
<b>2. Comprehension (Listening)</b>	Understands the teacher's instructions in French/English		
	Follows along with reading/listening activities		
	Recognizes key words and phrases in oral interactions		
	Asks for clarification when confused		
	Responds correctly to questions about the lesson		
<b>3. Pronunciation &amp; Fluency</b>	Pronounces words correctly in French/English		
	hesitates when forming sentences		
	Struggles with specific sounds (e.g., English "th" or French nasal vowels)		
	Uses appropriate intonation and rhythm for each language		
<b>4. Vocabulary &amp; Grammar</b>	Uses a variety of words in French/English		
	Struggles with verb conjugation and sentence structure		
	Transfers grammatical structures from Arabic		
<b>7. Engagement &amp; Participation</b>	Actively participates in French/English activities		

	Volunteers answers in class		
	Shows enthusiasm for language learning		
	Gets distracted or disengaged easily		
	Reacts positively or negatively to different tasks		
<b>8. Peer Interaction</b>	Uses French/English with classmates		
	Helps or supports peers in language tasks		
	Relies on Arabic when talking with friends		
	Engages in group work or discussions in French/English		
	Negotiates meaning with peers when struggling		
<b>9. Cognitive &amp; Emotional Responses</b>	Shows confidence in using French/English		
	Appears anxious or hesitant when speaking		
	Shows frustration when unable to express an idea		
	Demonstrates curiosity by asking questions		
	Uses gestures or facial expressions to aid communication		
<b>10. Progress &amp; Difficulties</b>	Struggles with specific areas (listening, speaking, reading, writing)		
	Needs extra support from teacher or peers		
	Benefits from visual aids, gestures, or repetition		
	Demonstrates independent learning strategies (e.g., self-correction)		

## English Teachers' Interview:

### Introduction

Thank you for participating in this study. The objective is to explore how primary school pupils acquire two foreign languages, French and English, simultaneously. Your insights will help identify challenges and effective teaching strategies to enhance learning.

### Section 1: Teacher's Background & Teaching Context

1. How many years of experience do you have in teaching [French/English]?  
.....
2. Have you ever taught in a setting where students learn both French and English simultaneously?  
.....
3. How would you describe the general level of your students in [French/English] when they first start learning the language?  
.....

### Section 2 : Teaching Methods & Strategies

4. What methodologies do you use when teaching [French/English] to young learners?  
.....  
.....
5. Do you adjust your teaching strategies considering that students are learning another foreign language at the same time? How?  
.....  
.....
6. How do you balance the teaching of different language skills (listening, speaking, reading, and writing)?  
.....  
.....

### Section 3: Challenges in Teaching Two Foreign Languages

7. What are the main difficulties you face when teaching [French/English] in primary education?  
  - .....
  - .....
  - .....

8. Do you notice any interference between French and English in students' learning process? If yes, how does it manifest?

.....

9. How do you help students distinguish between the two languages and avoid confusion?

.....  
 .....

#### **Section 4: Students' Progress & Learning Motivation**

10. How do you assess students' progress in learning [French/English]?

.....

11. In your experience, does learning two foreign languages simultaneously affect students' motivation and confidence? If so, in what ways?

.....  
 .....  
 .....

12. Do parents play a role in supporting their children's language learning? If yes, how?

#### **Section 5: Suggestions for Improving Language Teaching**

13. What improvements would you suggest to enhance the teaching of both languages in primary schools?

.....  
 .....

14. Do you think there should be changes in the way French and English are introduced in Algerian schools to reduce language interference?

.....  
 .....

#### **Conclusion**

Thank you for your time and participation. Your insights will contribute to a better understanding of the simultaneous acquisition of two foreign languages in primary education and help improve teaching methods.

## **French Teachers'Interview :**

### **Introduction**

Merci de participer à cette étude. L'objectif est d'explorer comment les élèves de l'école primaire apprennent deux langues étrangères, le français et l'anglais, de manière simultanée. Vos réponses permettront d'identifier les défis et les stratégies pédagogiques efficaces pour améliorer l'apprentissage.

### **Section 1 : Profil de l'enseignant(e) et contexte d'enseignement**

1. Combien d'années d'expérience avez-vous dans l'enseignement du [français / anglais] ?  
.....
2. Avez-vous déjà enseigné dans un contexte où les élèves apprennent le français et l'anglais en même temps ?  
.....
3. Comment décririez-vous le niveau général de vos élèves en [français / anglais] lorsqu'ils commencent à apprendre la langue ?  
.....

### **Section 2 : Méthodes et stratégies pédagogiques**

4. Quelles méthodologies utilisez-vous pour enseigner le [français / anglais] aux jeunes apprenants ?  
.....  
.....
5. Ajustez-vous vos stratégies pédagogiques en tenant compte du fait que les élèves apprennent une autre langue étrangère en même temps ? Si oui, comment ?  
.....  
.....
6. Comment équilibrez-vous l'enseignement des différentes compétences linguistiques (compréhension orale, expression orale, lecture et écriture) ?  
.....

### **Section 3 : Les défis liés à l'enseignement de deux langues étrangères**

7. Quelles sont les principales difficultés que vous rencontrez dans l'enseignement du [français / anglais] à l'école primaire ?  
• .....  
• .....  
• .....

8. Remarquez-vous une interférence entre le français et l'anglais dans le processus d'apprentissage des élèves ? Si oui, comment cela se manifeste-t-il ?  
.....
9. Comment aidez-vous les élèves à distinguer les deux langues et à éviter les confusions ?  
.....  
.....

#### **Section 4 : Progrès et motivation des élèves**

10. Comment évaluez-vous les progrès des élèves dans l'apprentissage du [français / anglais] ?  
.....  
.....
11. D'après votre expérience, le fait d'apprendre deux langues étrangères en même temps influence-t-il la motivation et la confiance des élèves ? Si oui, de quelles manières ?  
.....  
.....
12. Les parents jouent-ils un rôle dans l'accompagnement de l'apprentissage linguistique de leurs enfants ? Si oui, comment ?  
.....  
.....

#### **Section 5 : Suggestions pour améliorer l'enseignement des langues**

13. Quelles améliorations proposeriez-vous pour renforcer l'enseignement des deux langues à l'école primaire ?  
.....
14. Pensez-vous qu'il faudrait modifier la manière dont le français et l'anglais sont introduits dans les écoles algériennes afin de réduire l'interférence linguistique ?  
.....

#### **Conclusion**

Merci pour votre temps et votre participation. Vos réponses contribueront à une meilleure compréhension de l'apprentissage simultané de deux langues étrangères dans l'enseignement primaire et à l'amélioration des pratiques pédagogiques.

## Résumé

Cette dissertation s'intéresse à l'apprentissage simultané de deux langues étrangères – le français et l'anglais – chez les élèves de troisième année primaire en Algérie. Elle s'inscrit dans un contexte éducatif marqué par l'introduction récente de l'anglais aux côtés du français dès les premières années de scolarité. Le travail est structuré en trois chapitres : le premier examine les principales théories de l'apprentissage des langues et les facteurs cognitifs et affectifs qui influencent les jeunes apprenants. Le deuxième chapitre retrace l'évolution historique de l'enseignement des langues en Algérie, avec une analyse comparative entre l'anglais et le français dans le système éducatif actuel. Le troisième chapitre présente l'étude de terrain, fondée sur des observations en classe et des entretiens avec des enseignants. Les résultats révèlent que malgré certaines difficultés, l'exposition simultanée aux deux langues peut favoriser le développement de compétences linguistiques variées, à condition que les approches pédagogiques soient adaptées. L'étude conclut en soulignant le rôle essentiel de la formation des enseignants et de la coordination entre les matières pour garantir un apprentissage efficace et équilibré des deux langues.

### ملخص

تتناول هذه الأطروحة موضوع تعلّم لغتين أجنبيّتين في آنٍ واحد – الفرنسية والإنجليزية – لدى تلاميذ السنة الثالثة ابتدائي في الجزائر، وذلك في ظل الإصلاحات الأخيرة التي أدخلت اللغة الإنجليزية في السنوات الأولى من التعليم. تتكوّن الدراسة من ثلاثة فصول أساسية: يعرض الفصل الأول نظريات تعلّم اللغات، مع التركيز على الجوانب المعرفية والعاطفية التي تؤثر في تعلم الأطفال للغات. أما الفصل الثاني، فيتناول الخلفية التاريخية لتعليم اللغات في الجزائر، مع مقارنة بين الفرنسية والإنجليزية من حيث السياسات التعليمية والمناهج. في الفصل الثالث، تم تقديم الدراسة الميدانية التي شملت ملاحظات صفية ومقابلات مع أساتذة اللغتين. وقد بينت النتائج أن التعلّم المتزامن للغتين يمكن أن يكون مثمراً إذا تم اعتماده ضمن إطار بيداغوجي مدروس، مع توفير التكوين اللازم للأساتذة وتكييف الطرائق مع خصوصيات كل لغة. وتخلص الدراسة إلى أن التنسيق البيداغوجي والتكوين المستمر يعدّان عنصرين حاسمين في إنجاح هذه التجربة التعليمية.