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Submitted by:

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Simultaneous Learning of Two Foreign Languages in the

Algerian Primary School

The Case of Primary Schools in Biskra

Dissertation submitted to the Department of Foreign Languages in partial fulfillment of the requirements for the
Degree of **Master in Sciences of the Language**

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Declaration

I declare that the work in this dissertation titled “Simultaneous Learning of Two foreign Languages in the Algerian Primary School / The case study of Primary Schools in Biskra” has been carried out by me in the Department of Foreign Languages under the supervision of Dr. Hanane Saihi. The information derived in the literature review has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diplomat this or any other institution

.

Dedication

First of all, I thank God who always gives me strength, knowledge and wisdom in everything I do

I humbly dedicate this piece of work

To the soul of my father

To my mother to whom I wish long life

To my dear husband who I wouldn't be here without his support

To my brothers and sisters

To my children to whom I wish happiness and success in their lives

To all my friends who encouraged me a lot

To every person who extended helping hand and encouraged me even with a word

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Abstract

Learning to speak two languages is just like any other skill. It has been found that there are various and valuable benefits to being able to speak multiple languages. It is now believed that constant demand to switch between languages leads to several cognitive advantages. In fact, an early stage of life is considered the best period of time to learn a foreign or second language. Children who experience at an early childhood stage normally become native of both. However, this is not the case of the majority of language learners in Algeria which has a recent experience in teaching two foreign languages simultaneously in the primary stage. The present research aims at revealing the challenges of this experience which created a great controversy among different segment of society especially parents and teachers. For the same aim, two questionnaires were distributed one to 6 teachers of both French and English languages from different primary schools and another translated into Arabic to 101 parents of 3PS and 4PS pupils of Biskra primary school to support the study and to determine the pros and cons of this experience.

Keywords: Learning foreign languages, challenges facing primary school language learners, Teaching two foreign languages simultaneously,

List of Abbreviations

FL: foreign languages

EFL: English as a foreign language

UNESCO: United Nations Educational, Scientific and Cultural Organization

L2: second language

L3: third language

FSL: French as a second language

ELL: English learning language

ELA: extended learning activities

ICT: information and communications technology

FET: further education and training

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GENERAL INTRODUCTION

For the most foreign language learners, the mastery of English is essential nowadays. It is spoken and taught in over 118 countries and it is the official language of 53 countries (Crystal, 2003). English has the status of a global language in the sense that it has developed a special role that is recognized in every country either as an official language or as a language which is given to priority in the country's foreign-language teaching. Indeed, there is no country in the world that does not recognize English at least as a foreign language that should be taught and learnt in educational institutions or even in private schools and colleges. The growth of international contact paved the way for the adoption of a common language for communication and English was this language. According to Crystal (2003), most of EFL communications and interactions take place among non-native speakers of English which outnumber its native speakers.

Even the field of education is witnessing successive reforms in separated attempts to refine it. In Algeria, introducing the English language to be taught and learnt simultaneously with French in the primary schools two years before was a challenging and eminent decision taken by the authority. It is worthy the mention that this step was preceded by a similar experience (referred to as the third reform in 1993) but it did not last for long time.

This decision seems to be a response to the growing demand for English for all for the sake of improving their employability and resilience. This tends to mean that many angles and perspectives ought to be considered during the conduction of any research about this subject which is an attempt to predict and measure this possible results of teaching two foreign languages at once in the Algerian primary school.

In order to overtake the obstacles, challenges and needs the government has taken some measures. Our work, then, comes to highlight and investigate whether this reform will

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proceed (succeed) or recede (fail). This investigation will shed light on the future of English Language Teaching (ELT) in Algerian primary school. This research also will shed light on the attitudes of learners, their parents and teachers of both foreign languages English and French in primary schools. To reach our purpose on the prospects and perspectives of teaching two foreign languages simultaneously in the Algerian primary school and whether the process will succeed or recess, we seek to answer set of questions.

Research Questions

Question1: To what extent did this experience (simultaneous teaching of two foreign languages in the Algerian primary school) succeed?

Question2: Does this experience have a positive or negative impact on the children's learning progress?

Question3: What are the obstacles that a young learner of two foreign languages faces?

Question4: How can a learner at an early age avoid confusion when learning two very similar languages simultaneously?

Research Methods

For the methodology, a mixed approach combining qualitative and quantitative approach is chosen. A total of 100 parents of both 3PS and 4PS pupils from different primary schools in Biskra are required for collecting questionnaire data. For another questionnaire data, 6 teachers of both languages English and French in different primary schools in Biskra are required.

Research Structure

The present work is subdivided into two chapters. The first one is devoted to present reviews about the present matter, besides to the foreign languages reality and status in Algeria and Algerian educational policy. The second chapter (Methodology) is concerned with the research design, sample selection, identification of the research instruments and

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then, the analysis of the collected data and the interpretation of the findings as well as providing answers to the questions. Finally, we will provide a general conclusion including a summary of the findings, implication, research limitation and possible suggestions for the future researches.

CHAPTER ONE
LITERATURE REVIEW

Introduction

The world is getting smaller and smaller in an era defined by globalization and unprecedented migration. The Tech industry stands at the forefront of this transformative wave, shaping how we connect, communicate and collaborate. In the past few decades, significant economic and political changes have occurred all across the globe. Consequently, cross-cultural contact is at an all time high in human history, as physical and geographical boundaries are shrinking day-by-day. These changes have also affected language education policies and practices as multilingualism has become a common phenomenon all across the globe.

I-1- Multilingualism

I- 1.1. Definition of Multilingualism

Multilingualism is not a recent phenomenon; multilingual scholars from different parts of Europe were responsible for the translation of Arabic and Greek texts into Latin and the transmission of learning in the Middle Ages. Multilingualism was also present in the first written examples of the Spanish and Basque languages, the *Glosas Emilianenses*. These were notes in Spanish and Basque written in a Latin's book at the end of the 11th century. At the societal level, a well-known example is multilingualism in England after the Norman Conquest in 1066. English was the language of the majority of the population, but Norman French was the language of the ruling class, and Latin was the language of record keeping and the Church. An older example of multilingualism is Sumerian-Akkadian in Southern Mesopotamia in the third millennium BCE.

Nowadays, multilingualism is a very common phenomenon all over the world. This is to be expected, considering that there are almost 7,000 languages in the world and about 200 independent countries (Lewis, 2019). It is not only that there are more languages than countries but also that the number of speakers of the different languages is unevenly distributed, meaning that speakers of smaller languages need to speak other languages in their daily life.

In many countries of the world, education takes place in multilingual contexts. This means that different societies in different countries across the globe would also have different policies and regulations to run their education system, including the policy to determine the kinds of language of instruction used in the system. In practice, there has been a great

diversity of the use of language of instruction in schools in which formal education takes place. A school can have more than one used in its education system. The term multilingual education has been firstly used by UNESCO in 1999 in the General Conference Resolution 12 to refer to the use of at least three languages, the mother tongue, a regional or national language and an international language in education (UNESCO, 2003).

Multilingualism has been an interesting issue in linguistic studies. Goh and Silver (2004) stated that multilingualism is a situation in society in which more than one language is existed. The people in the society are usually bi- or multilingual also this is not the case for everyone. It is also defined as the act of using polyglotism, or using multiple languages, either by and individual speaker or by a community of speakers. A multilingual person, in a broad sense, is then one who can communicate in more than one language, be it actively (through writing, speaking, or singing) or passively through (reading, listening, or perceiving) Kress and Van Leeuwen in Myer 2011 stated that Multilingualism entails communication between interlocutors from different linguistic and cultural back grounds as well as how languages that have a different social and historical status in a community get taken up. Furthermore, it entails the manner, mode or medium of communicating meaning. Multilingualism also entails the spatial presence of two or more languages in the same space at a given point in time (Meyer, 2011).

The definitions above imply the notion that society who is multilingual will have some languages which are used as means of communication. It is always the case that people in the society will then speak some of those languages too with the same level of proficiency as they may have different competence in using the language. There are people who speak the languages fluently but there may also people who can only understand other people's talk but cannot produce related responses.

I- 1.2. Types of Multilingualism

Multilingualism refers to the ability to speak multiple languages. An individual or group is said to be multilingual when they are equally competent in several different styles. Multilingualism can be divided into certain types.

- a. The first classification branches out into receptive multilingualism and productive multilingualism. Receptive multilingualism indicates that the multilingual individual

or community is able to understand many languages but not speak/write them so much. It is a passive form of multilingualism.

- b. Active multilingualism or productive multilingualism is when the multilingual individual/group can actively communicate in the different languages they understand.
- c. Multilingualism can also be additive or subtractive in nature:
 - Addictive multilingualism is when all languages are spoken and equally valued by the multilingual speaker.
 - Subtractive multilingualism refers to the phenomenon where, despite speaking a number of languages, one continues to be more dominant than the others.

Multilingualism is common in border areas. Many multilingual communities arose around the world as a result of colonization by another nation. As an example, in Africa, the French expansion brought in French as the official language for all administrative businesses during their time in the country. Africans received French instructions in schools at the time and gradually assimilated the language into their culture (Types of Multilingualism - Globido Blog. September 28, 2019).

I- 1.3. Factors of Multilingualism

Multilingualism arises when languages get into contact. The reason for language contact is the simple need of communication between human beings with different linguistic backgrounds. One of the occasions that could affect such a situation is population movement, i.e. a group of immigrants gets into contact with the population of the target location. In order to communicate, they have to get some command of each other's language. However, sometimes people do not even have to move to come into contact with another language, which would be the case with territorial expansion. Imperialist or colonial policies and associated military and economic pressures prompted peoples to adopt the language of the expansionist regime. But often the colonial influence ceases to be the main factor for the use of the foreign language, and convenience and cultural prestige become dominant reasons. A prominent example is of course the British Empire. Today, all the former British colonies have regained their independence, but many of them, e.g. the African Union use English as the official language, or one among their official languages.

Further reasons for multilingualism are trade, religion, multilingual federations and political union (Edwards 2007, 449/450). Canada for instance, incorporates an English and

French ‘charter’ group. In addition, multilingualism occurs frequently in border areas, for example, between Quebec and New England. This is most obviously related to matters of trade and everyday communication. In industrialized settings language learning is mainly rendered possible through institutional backing. Here, multilingualism is often unidirectional, i.e. the language of the political and economically superior nation will be dominant. In rural areas and ethnically mixed regions, where languages are learnt through face-to-face interaction, the use of languages is more balanced because people have more interest in acquiring each other’s language. Anyway, there is often cultural and educational motivation that prompts people to consider second-or-third language acquisition (Matras 1009, 48).

I- 1.4. The Age Factor in Multilingual Language Acquisition

Age is one of the most widely investigated factors in the literature of L2 acquisition (Pfenninger & Singleton 2017; Singleton and Pfenninger 2018; Muñoz 2019; Muñoz & Singleton 2019). While much work has been done to determine the effects of both biological (age-at-time-of-testing) and starting age (age of the onset) when it comes to the acquisition of an L2, much less work has been carried out to specifically examine the complex way in which age and additional language acquisition relate to each other. As Muñoz (2019) notices, a very early exposure to an additional language in preprimary school is “expected to open children’s minds to multilingualism”. Moreover, although the starting age for a first and a second foreign language are important, above all insofar as they have a bearing on the particular sequence in which they should be taught at school (Muñoz & Singleton 2019), very little evidence is available on how starting and biological age impacts the concurrent acquisition of two foreign languages. Thus, further evidence is needed of the effects of starting age on L3 acquisition in its definition as any language beyond the L2 or first foreign language. Rather, the evidence available in multilingualism research informed by learners, often immigrants, learning their first foreign languages in a variety of contexts. Consequently, more research is needed in order to identify and single out the particularities of L3 acquisition for learners with prior experience in acquiring one or more non-native languages. Such research may focus on obtaining a deeper understanding of the differences between early and late multilinguals in the level of linguistic entrenchment before they are exposed to subsequent languages, and also on the consequences of this entrenchment for multilingualism, especially in cases involving the acquisition of two or more non-native languages at the same time.

When discussing age effects on multilingualism, it should be taken into consideration that such effects differ according to the learning environment. A distinction needs to be made between formal or instructed acquisition at school, and acquisition on naturalistic settings (Bardel 2019). While age effects have been investigated in terms of acquisition rate and ultimate attainment (nativelikeness) in both contexts, ultimate attainment could be said to have been more thoroughly investigated in naturalistic settings. The discussion here then is confined to relevant findings in relation rate and success (efficiency) of foreign language learning.

Various previous studies in different multilingual instructional settings come to the same result. First of all, it seems that older learners, who have undergone greater cognitive development and have higher metalinguistic awareness, outperform their younger peers when learning their first foreign language (L3 English). In contrast, younger learners and early starters, who are at different stage of maturity, are less efficient learners and their rate of acquisition of the L3 is slower.

I- 2. Teaching Foreign Languages in Multilingual Societies

In regard to multilingualism and multiculturalism, globalization has become the most significant and widely used term over the past few decades, implying contradictory forces of global homogenization and local hybridity; and global domination and local resistance (AMMON, 2001). In other words, the world has seen many changes in the field of education in the light of information technology and globalization over the past three decades. As a result, the focus of language education has shifted from monolingualism to bilingualism and multilingualism. There are many more bilinguals or multilinguals than monolinguals in the world now (BROEDER; MARTYNIUK, 2008; Darling-Hammond, 2010; Spolsky, 2009; Tucker, 1999; Zakaria, 2011).

Since Multilingualism is one of the characteristics of contemporary societies because of their cultures and means of communication that impose this diversity, current societies are characterized by the use of multiple languages, and their educational institutions are no exception of this rule. The issue of multilingualism has become central of the current interests of researchers and teachers from multiple areas and fields of knowledge, such as linguistic, sociolinguistic, and language education. No one can deny or ignore the importance of language education in this era.

Language education has witnessed widespread development and has been able to form a code of knowledge and methodology related to the specificity of languages and their teaching, as large numbers of individuals in various countries of the world accept learning languages. Survival in the arena of global competition requires the spread of linguistic duality among individuals which has become one of the requirements for global competitiveness, then, linguistic diversity and overlap have a direct relationship to language teaching, and in many places it is considered as the top priority of their interests.

In a dynamic tapestry of our globalized world where language is the key of understanding cultures, embracing linguistic diversity is a powerful strategy for preparing students to thrive in an interconnected and multicultural society.

I- 2.1. Multilingualism in Canada

Since the introduction of the Official Languages Act (1969), Canada has officially been a bilingual country with two nationally recognized languages, French and English. Both languages have differing statuses in different provinces. Three examples that reflect the range of policies are discussed here: In Ontario, English is the majority language, but there are significant numbers of French speakers; in British Columbia, English is the majority language; and in Québec, French is the majority language. While responsibility for education is held at the province level, the federal government makes funding available to support languages education in the provinces.

In the early 2000's, at the national level, Canada had an ambitious plan for languages education, the Action Plan for Official Languages (Office of the Commissioner of Official Languages, 2003). The aim was to increase by 50% the number of high school graduates who were bilingual in French and English. An interim report found, however, that the policy was not meeting its target and in fact numbers of bilingual youth had actually declined (by 2%) (Conrick & Donovan, 2010). Despite attention to immersion programs in Canada, the majority of programs are second language learning-oriented. With daily 'drip feed' lessons of 20-50 minutes (Early, 2008:201). These programs have been criticized for producing poor learning outcomes and alternatives with increased time allocation, such as the Intensive French (IF) program, have since been developed. Starting typically in upper primary, the IF program involves an initial period of intensive exposure (60%-70% of the school day in the target language) for half of the school year (or up to 345 hours). The intensive period is then replaced by a more moderate period of exposure of 80 minutes of French twice a week

(Netten & Germain, 2009). This notion of varied intensity features in the policies of the provinces.

I- 2.1.1. Multilingualism in Ontario

The Ontario province has a dual language policy in that there are both English-only and bilingual (English and French) areas. In language education policy this means that there are both English medium of instruction schools and French medium of instruction schools, with the former being by far the majority.

The most recent policy development in Ontario is a joint provincial-national arrangement known as the *Canada-Ontario Agreement for Minority Language Education and Second Official Language Instruction* 2013-2014 to 2017-2018. This agreement includes two focus areas, minority language and second language, in elementary, secondary and post secondary education. The actions relate to improving aspects such as students participation and performance, program provision, ‘enriched’ school environment, access to post-secondary options and support for staff and research.

Alongside in the inter-provincial agreement is the Ministry of Education’s policy known as *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12* (Ministry of Education, 2013). The framework is a ten-year plan (2013-2023) with six focus areas to guide school boards in improving the provision of language programs. School boards are required to develop and submit plans that indicate how they will make progress in relation to: Heightening awareness FLS programs and benefits; Enhancing leadership and accountability; Strengthening programming to improve achievement in FLS; Supporting all students; Implementing effective practice in planning teaching and assessment; Expanding student learning opportunities and heightening engagement (Ministry of Education, 2013:7).

For the minority English medium of instruction schools, there are three program types with differing degrees of intensity for learning French:

- Core French: French as a second language (FSL) subject, mandates for years 4-8 (offered in 60 English language districts)
- Extended French: French as a subject and French partial- immersion (using French to learn at least one other subject), optional. Expectations are:
 - Elementary level – 25% of all instruction in French.

- Secondary level – minimum 7 credits (1 credit = 110 hours), with 4 credits FSL and 3 credits from other subjects with French as language of instruction.
- French immersion: French as a subject and French as language of instruction (using French to learn at least two other subjects), optional. Expectations are:
 - Elementary level – 50% of all instruction in French.
 - Secondary level – minimum 10 credits (1 credit = 110 hours), with 4 credits FSL and 6 from other subjects with French as language of instruction.

(Published Plans and Annual Reports 2016-2017: Ministry of Education)

At a minimum, students must study French as a second language in years 4-8, and they must earn at least one credit in FSL in order to complete the Ontario Secondary School Diploma. They can count a further two credits needed to obtain the diploma.

The ministry has provided funding over five years to develop professional learning and teaching resources for these programs and to focus on principals' networks to inform resource development and the sharing of strategies. Hence, Ontario is currently quite active in strengthening its language education provision.

I- 2.1.2. Multilingualism in British Columbia

The current language policy in the province of British Columbia (introduced in 1997 by the Ministry of Education and revised in 2004) requires that all Boards of Education offer a second language in years 5-8 to all students (Ministry of Education, British Columbia, 2004). There are two exempt groups, those who have special needs or are in intensive English Language Learner (ELL) programs, and those in year 6 undertaking French immersion. The policy does not state a required time allocation. It focuses on developing students' proficiency in English and giving Francophone children access to French language of instruction programs. English and French are taught as first languages, and 'other' languages are taught as second languages, with French the default second if no other second language is offered. Boards may apply to the ministry to have a locally developed second curriculum approved for teaching.

Furthermore, the policy states that students, especially those with Aboriginal ancestry, should be given opportunities to learn an Aboriginal language. Boards are expected to provide programs that support ELL students and 'value the students' first language and diverse cultural backgrounds'. In order for Francophone students to graduate, they must

complete *Français Langue Première* 10, 11 and 12 and English Language Arts 10, 11 and 12 (i.e. both languages through to senior secondary). Thus, the current situation remains focused on limited exposure in upper primary-junior secondary programs, and access to French for those for whom English is not their first language.

I- 2.1.3. Multilingualism in Québec

According to the Ministry of Education and Higher Education in Québec, French is the first language of more than 80% of the population (Ministère de L'Éducation et de L'Enseignement Supérieur, Gouvernement de Québec, 2017). Interestingly, while Québec is officially bilingual according to its constitution, French is the official language to be used in institutional contexts, including education.

The Charter of the French language, introduced in 1970s, states that French will be the medium of instruction for all students in all schools. It is possible, however, for students to apply to study in English at English public schools or at subsidized private schools (Ministère de L'Éducation et de L'Enseignement Supérieur, Gouvernement de Québec, 2017). Hence, French is the primary medium of instruction for vast majority of children throughout their schooling. In addition, depending on students' first language, they study either French (English speaking students) or English (French speaking students) as part of the curriculum. French as an additional language commences from grade 1 and English (English Language Arts) as an additional language starts in grade 3.

French is compulsory for all until the completion of grade 12. In the upper secondary level, students follow one of two types of programs for learning French (as a second language): basic (language as subject) or enriched (language as medium of instruction or immersion). Furthermore, students can choose to study an additional language, with (introductory) Spanish emerging as a popular 'third language' option in senior secondary.

Although, Canada is a bilingual country; however, it does not have a uniform approach to languages education. Provision differs according to the status granted to each language, and the nature of the community and its linguistic needs. Efforts are being made in some provinces to improve the quality of language learning in schools through combinations of moderate and intensive programs targeted at different levels.

I- 2.2. Multilingualism in China and Hong Kang

I- 2.2.1. Multilingualism in China

In 2001, China introduced compulsory language study in primary schools, commencing in grade 3 with approximately 80 minutes a week. English as a foreign language is also mandatory in secondary schools, with approximately four hours required each week (Liddicoat et al., 2008). Furthermore, English is pre-requisite for university entry.

Despite the dominance of EFL programs there have been some attempts to introduce alternatives, such as bilingual and trilingual programs. In Shanghai, for example, bilingual programs were introduced in 2001 with the aim of teaching 50% of instruction time in English. Within three years, more than 300 primary and secondary schools has joined the project and there were plans to expand the program to 30% of all students (Fernandez & Gearon, 2011). There are major concerns, however, about the quality and genuine outcomes achieved by these bilingual programs. Problems include teachers' lack of qualification and proficiency, poor resourcing, limited student proficiency and lack of quality control.

As well, there have been some attempts to introduce trilingual approaches aimed particularly at ethnic minorities. There are various models offered in primary schools in which the different languages may be used as language of instruction or as a subject. These programs have had mixed results and remain fragile, possibly with the exception of those with economic value such as Korean and Mongolian. These minority languages are in fact under real threat of being lost, as essentially the National Law of China prevents languages other than Chinese being used as the language of education (Kirkpatrick & Liddicoat, 2017:160).

I- 2.2.2. Multilingualism in Hong Kang

The learning of languages in Hong Kang has changed substantially in the past two decades. Under British rule, English was the official language of Hong Kang until Chinese (that is Modern Standard Chinese for writing and Cantonese for speaking) was recognized in 1974 (Lee & Leung, 2012). After the handover in 1997, the new Government of Hong Kang Special Administrative Region introduced the bi-literacy and tri-lingualism policy in which Modern Standard Chinese and English were used for writing, and English, Putonghua and Cantonese were used for speaking. Putonghua was a core subject for primary and secondary

schools. Students in primary school were taught in Mandarin and Putonghua, with English as a foreign language commencing in primary 1 (Lam, 2008).

At the same time, in line with the policy *Medium of Instruction: Guidance of Secondary schools (Education Bureau, 1997)*, secondary schools were required to adopt the students' mother tongue as the medium of instruction (MOI). This effectively meant a division into English MOI and Chinese MOI schools, with the clear majority (80%) of schools being the latter (Garcia, 2009). This clear delineation attracted criticism that the system did not adequately cater for the needs of students and in particular, that English MOI schools were not adequately preparing students for higher level subjects. In response, the government introduced a series of 'refinements' from 2010-11 to enable schools to be more responsive to the needs of their students. Based on a set of criteria, including teachers' capabilities and readiness, and 85% of students in the highest 40% achievement for their age group, school could apply to become English MOI schools. The separation of schools by MOI is therefore no longer clear-cut and schools may choose to teach some non-language subjects in Chinese. Despite this flexibility, as reported in the *South China Morning Post*, some schools are persisting with English as the MOI even where the threshold has not been met, due to the community's preference for English-Medium schools (Hong Kong's policy on language on instruction, 2015).

In addition, the time allocated at primary school for 'Extended Learning Activities' (ELA) in English has been increased to 25% of the total lesson time for each level as a means of 'enhancing motivation' and 'facilitating transition to secondary school', where English may be the MOI. In preparing students for secondary school, schools may also now teach up to two subjects in primary school (in the ELA time) in English as the MOI. The government of Hong Kong is performing a balancing act, in effect (for the majority of students), enabling Chinese (Putonghua) to be the primary MOI, while also signaling the importance of English by increasing time for learning English (25% in primary schools) and encouraging more English learning in junior secondary schools (where it may become a MOI) as committed \$ 1,100 million to a language fund (Education Bureau, 2009).

I- 2.3. Multilingualism in Singapore

Singapore has officially been a bilingual country since its independence in 1965. According to the Ministry of Education, 'bilingualism [is] a cornerstone of our education system, [it] has been a valuable asset to our students, enabling them to tap the opportunities

that can be found in the global environment' (Ministry of Education, 2017). There are four official languages (English, Malay, Mandarin and Tamil) enshrined in the Singaporean Constitution. The learning of English as the MOI has been a minimum requirement of all students at primary and secondary school level. Students must sit national examinations at primary and secondary level in English and at least one other language.

The curriculum is divided into three categories: languages, humanities and the arts; mathematics and sciences. Within languages, students in primary school must study English as a first language and their mother tongue (Chinese, Malay or Tamil) as a second language. This expectation continues into the secondary school curriculum but is extended with a range of further differentiated course options. These include higher level courses (in Chinese and Malay) and the four-year (out-of-hours) foreign language programme (French, German, Japanese) that leads to an O-level examination. Both of these 'effectives' have competitive entry conditions, requiring students' examination results to be ranked in the top 10% to be accepted. More recently, Singapore has extended its opportunities for learning languages with the Third Language course, available in eight languages: Malay, Chinese, Indonesian, Arabic, French, Japanese and Spanish.

Although the bilingual policy is well resourced and supported, it is not without its difficulties. In 2015, English was the most common language spoken in Singaporean homes and is increasingly a first language (particularly amongst the ethnic Chinese community) (Lee, 2016). This trend has amplified concerns about the potential disadvantages in examination caused to students who may be ethnically aligned to a language but not first language users of it. It is increasingly the case that students are learning English both at home and school, and therefore do not have a strong background in the language associated with their ethnic origin. These concerns have already resulted in curriculum reform in 2000s, where in order to cater for students' needs it was necessary to introduce differentiation of courses at secondary level (i.e. Language B and Higher Level) and new modules for Mandarin in primary school. The Third Language project was also introduced to cater for students gifted in languages. The courses have gone some way to allay concerns, however, the changing dynamic of languages in Singaporean community may exert pressure on the mother tongue model and further reform might be expected in future.

I- 2.4. Multilingualism in South Africa

In line with the constitution of South Africa, the LieP (1997):

[...] recognizes that our cultural diversity is a valuable asset and hence is tasked, amongst other things, to promote multilingualism, the development of official languages, and respect for all languages used in the country, including South African Sign Language and the languages referred to in the South African Constitution.

Following the catastrophic consequences of Bantu education, the policy is based on the recognition that South Africa is multilingual and that the mother tongue (or home language) is the most appropriate language for learning. The addition of a second and third language as a part of additive bi/multi-lingualism makes provision for a strong proficiency in another language, very often English by default, which is seen to guarantee linguistic and academic success (Heugh 2002). According to 1997 LieP, obligatory official languages that are offered include the Home Language (HL) and one First Additional Language (FAL) subject. Foreign languages can be offered at SAL level and do not include official languages.

Unfortunately the narrow implementation of the policy has undermined multilingual education for several reasons, first and foremost because of the early transition to English medium instruction for majority of African language-speaking students, resulting in poor learning outcomes. Very often, access to languages beyond English and Afrikaans is not guaranteed, meaning that historically inherited horizontal bilingualism has, to a large degree, been maintained. In short, little has challenged in proving upliftment and equity to indigenous African languages at school level.

As a result of this situation, the Department of Education introduced a new policy called “The Incremental Introduction of African Languages (IIAL) in South African Schools”, the explicit aims of which are to improve proficiency in African languages increase access to all learners beyond English and Afrikaans and promote social cohesion, economic empowerment and the preservation of heritage and cultures (Department of Education 2013). In terms of the new policy framework, to be implemented from 2017, learners will have three official languages from the first year of school one at HL level and two at FAL level. By adding one obligatory African language to the curriculum, the policy constrains learners of all

backgrounds to offer at least one African language (other than Afrikaans) at all phases of learning: Foundation, Intermediate, Senior and Further Education and Training (FET) phases (Grades 1-3, Grades 4-6, Grades 7-9, Grades 10-12, respectively). This means that offering a SAL, typically at FET phase, would constitute a fourth subject of learning (out of a total of eight subjects). As noted by the Independent Board of Examiners (IEB) (responsible for the assessment of non-official languages) in a submission to the Department of Education, the effects of this policy are potentially detrimental to the teaching of foreign languages at School level, in that the curriculum is overburdened.

Both of IIAL policy rolled out by the Department of Education to promote the acquisition of African languages as well as the IEB submission to defend the value of teaching non-official languages are based *a priori* on similar rationales – first and foremost, the promotion of multilingualism, and with it, social cohesion, cultural and linguistic awareness, and tolerance. In the case of the IIAL policy, this is articulated within the local project of nation-building (DoE 2013):

Community life takes place mainly in African languages. Learners proficient in African languages are thus able to participate and take leading roles in local institutions and organizations. However the linguistic skills and knowledge acquired in this formal education system are often not compatible with the linguistic skills and competencies needed in other, less formal contexts especially in the informal sector.

Arguments advanced in favour of the teaching and learning of non-official languages reflect an outward looking position,; cogent of South Africa's aspirations to be a role player on the continent and in the world at large. In this regard, the international status of foreign languages is highlighted in the submission, as well as the "competitive edge" they afford learners on the job market (IEB 2015). The IEB document further refers to the importance of learning foreign languages in the context of local immigration, outlining the importance of (Portuguese, Greek, Jewish, etc.) and through "combating xenophobia" (*idem*). Here the figure of Francophone or Lusophone African migrant in South Africa implicitly shifts the

argument from high status languages (and their respective privilege social enclaves) to a more inclusive Africanist agenda.

I- 3. The Status of Foreign languages in Algeria

Bilingualism and diglossia have for along span of time characterized the Algeria sociolinguistic landscape. The geographical location of Algeria at the crossroad of Africa, Europe and the Arab World has for centuries exposed Algeria to an array of cultural and linguistic influences, which, for the most part have had a considerable bearing on the current linguistic reality of Algerians. Three Languages in varying degrees of importance, occupy the linguistic scene: Arabic (in its standards and dialectal form), French and Berber (Habib Bouagada, 2016).

Algeria Arabic is the main vehicular language of Algeria, mother tongue of 75 to 80% of the population and mastered by 95% to 100% of the Algerian population. In Algeria, as elsewhere, spoken Arabic differs very substantially from written Arabic. Its speakers call it Dardja or Darja “dialect” or Darija as opposed to literacy Arabic called Fuṣṣḥa. The 1963 constitution of Algeria made Arabic the official language, and this was retained in the 1976 constitution. The 1976 constitution states in Article 3 “Arabic is the national and official language”. Arabic remained Algeria’s only official language until 2002, when Amazigh was recognized as a second national language.

On the other hand, the Amazigh Languages are considered the native language of Algeria since antiquity. They are spoken in five major dialects in many parts of the territory, but mainly in Kabylia, in the Awras, and in the Algerian Sahara desert (by Algerian Tuaregs).

Before, during and after Phoenician settlers’ arrival, Berber remained spoken throughout ancient Algeria (Numidia), as later attested by Tifinagh (or Lybico Berber) inscriptions, and as understood from Latin and Greek historical sources. Despite the presence or growth of Latin, and later Arabic, in some urban areas, Berber remained the majority language of Algeria since ancient times until well after the French invasion in 1830. Although Berber languages had a significant role in Algeria’s past and contemporary history, the language was not recognized in the country’s 1963 or 1976 constitution. In 2002, the language was formally recognized as a national language and in 2016 was made an official second language of the country.

I- 3.1. French Language in Algeria

The French language is one of the most important languages in the world and is widespread, especially in North African countries. It also has great consideration in many major universities around the world and is an important language in European Union, United Nations organizations and international organizations, and in Algeria the French language is classified the first foreign language to connect to connect to the history of the French colonialism in Algeria, and French is still monopolizing the rank of the foreign language, more widely spoken in the country after the Arabic language, which many see as a remnant of colonialism and it is time to dispense with it.

I- 3.1.1. The Historical Background

During the colonial period, France sought to make the Algerians assimilate the French culture and to eradicate their society from its foundations. The young Algerians were targeted at first through their education in French schools that teach the languages and all cultural aspects of the French Civilization. The purpose was that they would become useful and mediating elements between the colonizer and the rest of the indigenous population (Turin, 1971). Indeed, the comprehensive Francization policy that the occupation has followed in education for the Algerians is not limited to the field of education in its various stages, including curricula, systems, books, language of teaching, educational administration and general guidance only. But also it covered all areas of social, cultural and administrative life in the country (Turki, 1981). A French official report stated in 1849 that:

We do not forget that our language is ruling the language, because our civil, penal and punitive judiciary issues rulings on Arabs who stand in its yard with this language. In this language, all official communications must be issued as quickly as possible in French, all contracts must be written, we do not have to waive the rights of our language. The most important thing that must be taken care of above all is to strive to make the French language common and general among Algerians *Al-Basayer Newspaper Editor*(1954. P 1)).

After the independence, Algeria needed to rebuild up as an Arab Muslim nation. This presented a huge number of difficulties. In the first place, while Arabization of the French education system was generally accepted as being necessary, there was also a clear need to retain French, at least for sometime as the medium of instruction in a certain fields of

education and as a means of access to modern scientific progress. As a result, the use of Arabic and French languages (bilingualism) in education and any social or pedagogical problems. However, such an option would not overcome the language problem unless a clear policy was adopted regarding the role of the Arabic language in independent Algeria (Djabri, 1981).

I- 3.1.2. The Reality and Status of French in the Algerian Education

After independence, Algeria witnessed an important movement of reformation and especially the policy adopted in the educational system (2003/2004) where the decision came to teach French language in primary school starting from the third year at the age of 8, as it was considered as the second language after the Arabic language and before adopting the Amazigh language as a second official language in country.

I- 3.1.3. The French Language in Algeria Primary School

French in Algeria is taught in primary school at the age of 8 and continues for the next three years. The French language continues to be taught for the rest of the phases, leading to the higher education (university). The objective of learning French in primary school is to achieve the highest level of proficiency for the novice user in communication. Teaching the French language in primary school concentrates well in terms of on pronunciation and storing words, numbers and letters.

And with the new system in Algeria education it has become more complex as they learn French from the third year in depth. Where the pupil learns not only numbers and colors, he also learns how to write and even grammar.

I- 3.2. English Language in Algeria

Education is a manifestation of modern life and evidence of the culture of individual and the breadth of thought. Education indicates the prosperity of society and the school is the basis of everything. Therefore, the state must carefully choose the subject taught, especially in the first stage of education, in order to build a prosperous and conscious society, especially alongside Foreign languages and with the diversity and multiplicity of languages in sciences such as French, Albanian, Greek, Spanish and Persian, we find the English language at the top of the world's languages and its spread and its deep origin in the world and its beginning and causes which led to its spread in the world. English is the mother tongue in many

countries, the most important of which are America and Britain, and the second foreign language in other countries such as Egypt, Saudi Arabia and Jordan. Algeria has witnessed since independence that French language is the second and official foreign language in the country and an integral part of the Algerian dialect, as some believe that it is a waste of colonialism, but the rising generation saturated with development sees this. It is time for change by removing the French language from Algerian education and their daily lives.

I- 3.2.1. The Reality and Status of English Language in Algeria

In Algeria, English is recognized as an important language to learn. Its growing spread in the country has been quite noticeable throughout recent years, especially among young people who learn English in order to be able to study in other countries than France.

What also helped to increase the youngster's interest in the English language are the spread of English songs and movies and the broadcasting of TV programs in English, in the many, now available, international channels that are aired beside the Algerian ones.

Previously, the Algerian had no choice but to watch national channels on Algerian television, where programs were exclusively broadcasted in French or Arabic. For the first time in Algeria, the news bulletin was broadcast in English instead of French on a channel that only spoke French 31-10-2021.

On other hand, several universities have begun to study English, especially in the scientific engineering and electricity centers. Like ESGEE national school of Engineering and Electricity which taught the technical terms in English instead of French since its inspection in 2016, as many students described that the English language was very easy in terms of engineering and electricity. In addition, due to the wide spread of private schools to teach English in Algeria across the country, many people have come forward to learn this language for various reasons.

Recently, lots of parents have been demanding English to be taught in primary school instead of French, not only to erase the language of colonialism, also to keep pace with modernity, since many countries in the world speak English which is the common language among foreigners. Moreover, the variety of TV channels and their which increase continuously helped English language to entre Algerian home and be a part of people's daily life, especially children who watch cartoons through which they learn numbers, colors and

some English vocabulary. They even used to express their feelings or astonishment in English expressions such as “Wow, Amazing!, No way!, What happens?, Why not, ...etc

I- 3.2.2. The English Language in Algerian Education

Till two years before, English was taught in Algerian from the age of 11 age in middle school to university. It was considered as the second foreign language in the country, but it was not as important as the French language, and it didn't have such an active role in the daily life and in the practical life in the country as the French language. Also, the English language is not e was limited only to reading, writing, listening and speaking in thesection. As it was not taught from a young age in primary school, It was noticed the absence of in people's daily life.

In Algeria, pupils learned the English language for four years in middle school, then for three years in secondary school and continue their academic life at the university until graduation. Middle school pupils were supposed to attend about 250 hours of English teaching classes. They were supposed to have acquired Basic English (structure and vocabulary) necessary to express the four main functions of the language: description, instruction narration and socializing in the four linguistic skills (listening, speaking, reading and writing). As a result, they were expected to master the basic characteristics of (English) language which are: (according to the Algerian directives of June 1999).

- Listening to and understanding oral messages; guided production of simple oral messages.
- Reading simple passages and interpreting their understanding through performing various activities of linguistic checking.
- Writing simple personal letters.
- Filling simple forms and writing elementary application letters.

The Algerian Government posted 'directives' and official texts (June 1999) declare that the syllabuses of the English language aim at providing the Algerian with the language necessary to communicate efficiently in a normal social and/or working situation both in speaking and in writing but a result always appear in the exam paper. Seriously, many teachers have disastrous results, and many express that students face difficulty in learning a new language in the first stage in middle school. Therefore, many demanded that English should be taught instead of French in primary school, as children were becoming more

attached to it, since cartoons were shown in English, and even social media and electronic games. They argued that if their children learned English at an early age, it would be useful for them as it was a more widely spoken language in the world than French.

I- 3.2.3. The English Language in Algeria Primary School

The English language was introduced in the Algerian educational system for the first time as a second FL in 1972 for the eighth grade middle school pupils. The Algerian government hired teachers from all over the world to teach EFL to compensate the lack of teachers (Bouhadiba, 2006). Moreover, the educational reform of 1993 introduced English in primary schools alongside with French; however, it failed since it was not chosen by parents as a mandatory subject for their children; they selected French instead. Benrabah (2014) stated that “ the competition between ^h two European languages turned into favor of French (Journal of World Languages, p.51). Furthermore, the national reconciliation in 2001, announced that English was to be eliminated in the primary school and taught in middle school starting from the first grade awards. In 2022, the minister of National education declared that the reintroduction of the English language simultaneously with French for third year primary school pupils.

The majority of Algerians welcomed this decision, according to most of them, the country is trying to improve learning and academic and professional opportunities.

Algerian primary school have scrambled to introduce English lessons under the instruction of President Abdelmadjid tebboune, who announced, in the midst of summer holidays 2022, that the authorities would add English to the primary school syllabus at the start of the 2022/2023 new school year. In addition to this, President Tebboune also directed the creation of a new specialty sector that will focus on training English language teachers for primary schools. This new program is set to commence as of the 2023/2024 school year and is expected to provide a much needed boost to the quality of English language introduction in primary schools.

I- 3.3. Similarities and Differences Between English and French

French and English belong to two different sub-groups of Indo European languages. To be noted, Lawless (2006) affirmed that English is a Germanic language influenced by Latin and French whereas French is a Latin language with German and English influences; it belongs to the Romance languages. Although French and English are classified under two

different linguistic families, they do show some similarities due to many reasons. For instance, the English vocabulary has been affected by the French Language due to French invasions; this latter was carried out by William the conqueror in the eleventh century, and he took control over the language of the Royal court and the ruling class (Rodrigues, 2014). In fact, the French language contributed in forming the English language vocabulary since the Normans invasion. However, 75% of the English vocabulary items have survived and are still being used in present-day English (Baugh and Cable, 2002).

I- 3.3.1. Similarities between English and French

English and French, both of these languages are widely spoken and have achieved global acceptance across the globe, with more than billion speakers combined. But there are many similarities between these two languages which is evident by some recent researches where linguists have found that English and French share up to 26% of their words and have noticeable similarities.

I- 3.3.1.1. Reasons why English and French are similar

Here are some key points why English and French both have some similarities even after being two different languages:

- **Share Latin Roots-** these two languages have a significant number of words that originate from Latin, which is the root of many modern European languages.
- **Pronunciation Similarities-** Although there are differences in pronunciation, there are also many similarities between English and French sounds, such as the "r" sound and the "th" sound .
- **Similar Grammar-** Both English and French have similar sentence structures and use similar parts of speech , such as nouns , verbs, adjectives, and adverbs
- **Shared History-**English and French had a past historic event where French became the official language of England for many centuries during the invasion of a Norman king , we will discuss it in detail as it was the main reason for the cultural exchange between the two languages .
- **Linguistic Similarities-** the most obvious similarity between English and French is their vocabulary. According to some research, up to 45% of words in English have a French origin, although not all of them are easily recognizable.

- **Same Alphabets**-if you planning to learn a new language then learning French for an English Speakers can be fairly easy as it primarily uses 26% Latin Alphabets which is used in English.

I- 3.3.1.2. The Historical Connection between English and French

One of the primary reasons why behind the similarities between English and French is their historical connection as both of these languages have grassroots to the Indo-European Language family. Even after the different branches of development, the most significant event that brought the English and French closer together was the Norman Conquest of 1066. William the conqueror, a Norman king from French, invaded England and became its ruler. He brought with him his Norman French language, which became the official language of the upper class and the government for more than 300 years. During this time, many French words entered the English vocabulary, especially in domains such as law, politics, religion, art ,etc. Even after the end of this ruler, during the Renaissance period, many English writers borrowed words and expressions from French literature, and in the 18th and 19th centuries, many French words related to fashion, adopted by English speakers.

I- 3.3.1.4. Words That Sound Similar in Both English and French Language

Here are some words that sound similar in both languages and also share the same meaning, we have listed them below so kindly have a look:

Table 1: Words That Sound Similar in Both English and French Language

English	French
Animal	Animal
Music	Musique
Table	Table
Color	Couleur
Idea	Idée
Problem	problème
Solution	Solution
Family	Famille
Guitar	Guitare
Piano	Piano

Television	Télévision
Program	Programme
Bus	Bus
Journalist	Journalist
Train	Train
Engineer	Ingénieur
Doctor	Docteur
Supermarket	Supermarché
Dragon	Dragon
Fruit	Fruit
Intelligence	Intelligence
Opinion	Opinion
Lion	Lion
Radio	Radio
Version	Version
Nature	Nature
Situation	Situation
Dangerous	Dangereux
Imporant	Important
Culture	Culture
Different	Différent
Excellent	Excellent
Secret	Secret
Paper	Papier
Football	Football
Dance	Danse
Rose	Rose
Humble	Humble
Decision	Decision
Machine	Machine
Occasion	Occasion
Information	Information

Capable	Capable
Brilliant	Brillant
Accident	Accident
Association	Association
Admirable	Admirable
Guide	Guide
Fragile	Fragile
Orange	Orange
Result	Résultat
Ocean	Océan
Effective	Efective
Rich	Riche
Solid	Solide
Telephone	Téléphone
Elephant	Elephant
Planet	Planète
Perfect	Parfait
Vote	Voter
Justify	Justifier
Criminal	Criminel
Biography	Biographie
Correction	Correction
Imagine	Imaginer
Group	Groupe
Cinema	Cinéma
Parking	Parking

I- 3.3.1.5. Words that Sound Similar but Have Different Meanings:

Here are words that may sound similar but have different meanings in both English and French and this may cause a moment of embarrassment for you if you are planning to study in France:

- “Envy” means a feeling of jealousy in English whereas “Envie” in French means wish or desire.
- In French, “actuel” means current or present, while in English “actual” means real or existing in fact.
- “Library” means a place where you can borrow books but “Librairie” means where you can buy books in French.
- In French, “issue” means an exit or a way out, whereas in English “issue” means a topic or problem that is being discussed or debated.
- “Blessed” means to wound or injure someone in French, while in English “bless” means to confer or invoke divine favor upon someone.

I- 3.3.2. Differences Between English and French

The French and English are related languages in a sense, because French is a Romance language descended from Latin with German and English influences, while English is a Germanic Language with Latin and French influences. Thus, they share some similarities, most notably the same alphabet and a number of true cognates.

Perhaps more important, though, are the many differences, both major and minor, between the two languages, such as a long list of false cognates- words that look similar but have vastly different meanings. French and English have hundreds of cognates (words that look and/or are pronounced alike in the two languages), including true cognates with similar meanings, false cognates with different meanings, and semi-false cognates some similar and some with different meanings. But it seems that false cognates confound us most for instance, *assister* in French nearly always means “to attend” something, while “*assist*” in English means “to help”. And *Formidable* in French means “great” or “terrific”, nearly the polar opposite of the English meaning, which is “dreadful” or “fearsome”.

Conclusion

Algeria has always been a multilingual country, due to the rich history of being colonized for centuries by different colonizers from the Romans to the Phoenicians to the French and many others. However, the French were the predominant colonizer in Algeria, since they adopted a nationalizing process to impose their language on the people. That has greatly influenced the spoken language in the country, and French was established for a long time as an official language in Algeria. The linguistic situation in Algeria has become quite

complex, due to the mentioned reasons. As a result, many languages are spoken and coexist in the country. French, which coexist with all the spoken Algerian dialects, is heavily present in the Algerian territory and plays a significant in the political, social and educational sectors. The global spread of English around the world also reached Algeria. The government started considering the possibility to include it in the educational in compulsory schools, giving as an argument the fact that English has become an international language; it also the language of science and technology. In September 2022 English was introduced for the first time in the Algeria primary school to be taught to pupils of year 3 simultaneously with the French language. Since then, a fierce debate has arisen among different segment of society and differences and opinions and viewpoints about the possibility of the success of this experience due to the similarity of the two languages English and French to a large extent and the hypothesis that pupils will fall into confusion between them and face difficulty in mastering both languages at the same time.

CHAPTER TWO

RESEARCH RESULTS AND

DISCUSSIONS

CHAPTER TWO RESEARCH RESULTS AND DISCUSSIONS

Introduction

Throughout the literature reviewed in the previous chapter, there exists a little empirical research about the perception and practices of teaching and learning two foreign languages in the Algerian primary school as a new experience. This study seeks to explore the Algerian experience in teaching two foreign languages simultaneously in primary school. We take Biskra primary schools as case study. This chapter includes the research methodology and explains the various steps conducted in the collection of the data. Initially, it covers the research questions and the research design, then, it reveals the settings and the sample chosen in collecting the research's data. The chapter also provides an account for the choices and design of the research instruments. It also displays the data analysis of the procedures, and examines the trustworthiness of the research.

II-1. Research Design

The study was designed by qualitative research approach. In qualitative studies, it is enabled to dig deep down the situations that we cannot reach by numbers (Creswell, 2009); Shan (2008) defines qualitative research as “a form of systematic empirical inquiry into meaning” (p.5). By systematic he means “planned, ordered and public”, following rules agreed upon by members of the qualitative research community. By empirical he means that this type of inquiry is grounded in the world of experience. Inquiry into meaning and to try to understand how others make sense of their experience. Denzin and Lincoln (2000) claim that qualitative research involves an interpretive and naturalistic approach, “this means that qualitative researchers study thing in their natural settings, attempting to make sense of, or to interpret, phenomena in term of the meanings people bring to them.

This research investigates the perceptions of teachers and parents towards implementation of two foreign languages simultaneously in primary schools through a qualitative approach. Since the aim is to explore teachers and parents perceptions and practice towards the implementation of English and French languages simultaneously at elementary level, this study is qualitative in nature with an exploratory purpose. Exploratory purpose uses qualitative research as the optimal choice for the design. The researcher chose that research design because the data was mostly from questionnaires answers which mean that the form of data that researcher got was in form of arguments not numeric. Therefore the

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research design that was used is suitable because it has flexibility in interpreting the data and drawing the conclusion as it “gives voices to participants, and it probes issues that lie beneath the surface of presenting behaviors and actions” (Cohen et al., 2008, p.288). The purpose of this study is to describe and explore the perceptions and attitudes of both teachers and parents towards teaching/learning of two foreign languages in Biskra primary school, and descriptive qualitative is considered as the research design.

II-2.Sample

To get informant (sources of information) in this research, the researcher used purposive sampling. It means that the participants have not been picked randomly because the researcher had to consider the approval of the participants so that they can get deep information for the data. In addition, the sample was selected due to the criteria that they were primary school teacher and parents who were able to reflect their views, and were willing to participate. The research study covered six participants who are primary school teachers, and one hundred and one parents of elementary level pupils. The target population of the questionnaires are 6 teachers and 101 parents of pupils from different Biskra primary schools of the academic year 2023/2024. The reason behind choosing this sample that there was limited studies about this subject, and because teachers are knowledgeable people regarding the language. Also, it is important to know teachers' and parents' perception towards teaching two foreign languages simultaneously in primary school and to give voice to the voiceless which will help decision makers to take the right steps about teaching foreign languages in primary schools. The primary schools' choice stemmed from conditions suitable to conduct the research. The closest schools were chosen to make it suitable and to easily conduct the questionnaires quickly in order to gain time and effort. Despite the unhelpful timing program and the need to navigate between five different primary schools; one English language teacher must teach in three or more different primary schools, teachers who were participants all cooperated and helped in conducting this research without any problems.

II-3.Administration of the Questionnaires

Dornyei (quoting Brown, 2001) defines questionnaires as any written tools that ask a number of questions with preexisting answers or ask informants to write their own. In this respect, the questionnaire is another way of collecting data. It is composed of a set of

Questionnaires are effective way of gathering information about the effective aspects, such as beliefs, attitudes, motivation and preferences (Onel, Z.1997, p.57)

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questions concerned with the problematic issue. There were two questionnaires in this study. The first one was distributed to 6 teachers, 4 of them were English language teachers, while 2 were French language teachers who works in 5 different primary schools in Biskra. The second questionnaire was distributed to 101 parents of both 3PS and 4PS pupils who study in different primary schools in Biskra.

II- 3.1. Teachers' questionnaire

II- 3.1.1. Results of Teachers' Questionnaire

The questionnaire contains 19 questions. The data gathered and analyzed qualitatively and quantitatively as follows:

Question1: Which language do you teach?

To determine which foreign language do the teachers teach.

Figure 1

Language taught by the sample



4 of the teachers teach English Language (60%), while 2 teachers were French language teachers (40%).

CHAPTER TWO RESEARCH RESULTS AND DISCUSSIONS

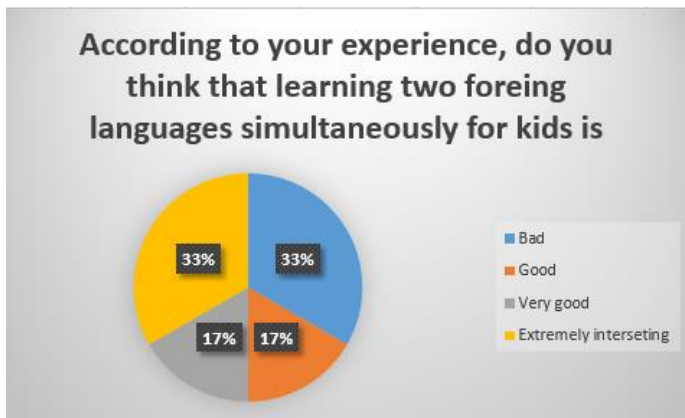
From the answers of this questions, we conclude that two-thirds of the sample were teachers of English Language.

Question2: According to your experiences, what do you think about learning two foreign languages simultaneously for kids?

Objective: To elicit the worthiness of this recent experience in Algeria primary school.

Figure 2

Teachers' opinion about learning two foreign languages simultaneously for kids



The answers of this question indicate that there is a variation in teachers' points of view about this experience. Although the majority of answers ranged between good, very good and extremely interesting, 33% of the teachers see that it is a bad experience.

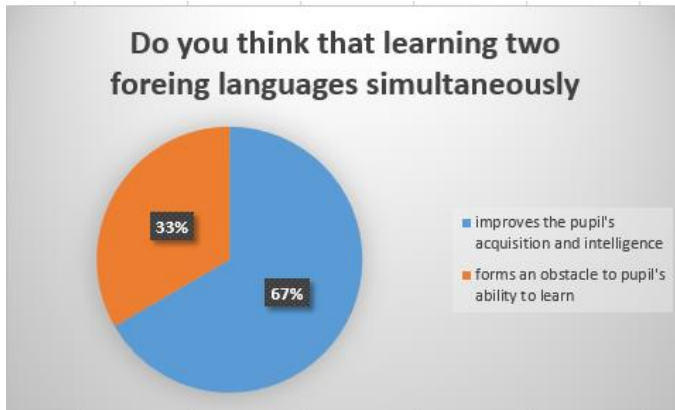
Question3: What do you think about the effects of teaching two foreign languages teaching on pupils' intelligence and ability to learn?

Objective: To elicit the positive / negative aspects of this experience on learners' acquisition.

CHAPTER TWO RESEARCH RESULTS AND DISCUSSIONS

Figure 3

The effects of simultaneous teaching of two foreign languages on pupils' intelligence and ability to learn.



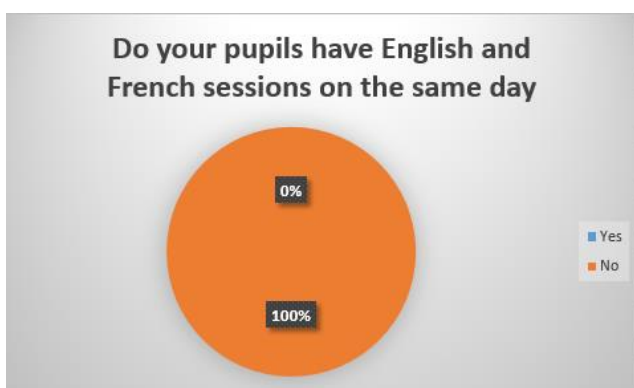
The answers of the third questions show that two-thirds of the teachers agree that simultaneous teaching of two foreign languages improve pupils' acquisition and intelligence.

Question4: Do your pupils have French and English sessions on the same day?

Objective: To determine the accuracy and awareness of responsible in distributing times for both languages English and French.

Figure 4

Timing of French and English language sessions for primary school pupils



CHAPTER TWO RESEARCH RESULTS AND DISCUSSIONS

According to the answers, it seems that all primary school pupils do not have sessions of both languages on the same day. Rather, they study the separately.

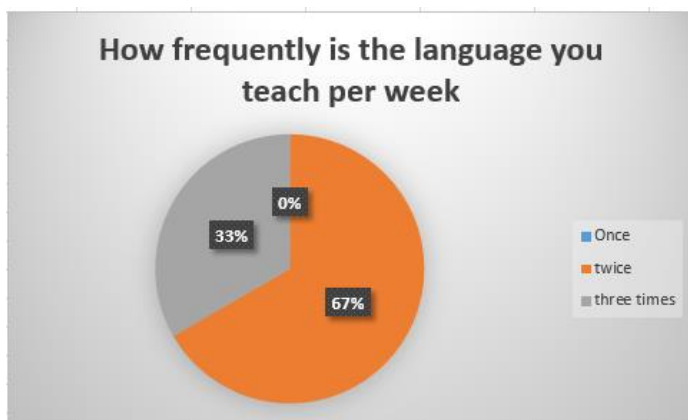
Question5: How frequently is the language you teach per week?

Objective: To elicit the time devoted to each language teaching

The answers were that pupils have French three times a week while they have English twice a week with 45 minutes devoted to each session of English, whereas the time devoted to each session of French is 60 minutes.

Figure 5

The frequency of teaching French and English session per week



All the inquired teachers affirm that their pupils have French language three times a week, whereas, they have English Language twice a week; and this explains why English language teachers' complaint about the insufficient time devoted to the language to complete the program.

Question6: Is the amount of time devoted to the language you teach enough?

Objective: To determine the sufficiency of time devoted to foreign language learning.

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Figure 6

The sufficiency of time devoted to each language



All the inquired French Language teachers answered by yes, while, all the inquired English teachers said yes. The previous observation asserts their answers.

Qyuestion7:Do you face difficulties when you kids foreign languages?

Objective: To determines whether the pupils find difficulties when learning foreign languages.

Figure 7

Difficulties facing foreign languages teachers



It seems that the majority of inquired teeachers try to do their best inorder to facilitate the pupils' understading. However, a considerable numeber of teaches still find difficulties in reaching their aims.

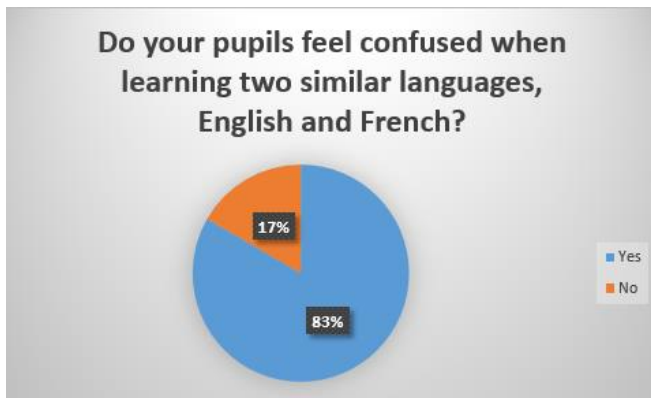
Question8:Do your pupils feel confused when learning two similar languages (English and French)?

CHAPTER TWO RESEARCH RESULTS AND DISCUSSIONS

Objective: To elicit whether pupils feel confused when learning two foreign languages simultaneously.

Figure 8

Pupils' confusion between both languages English and French



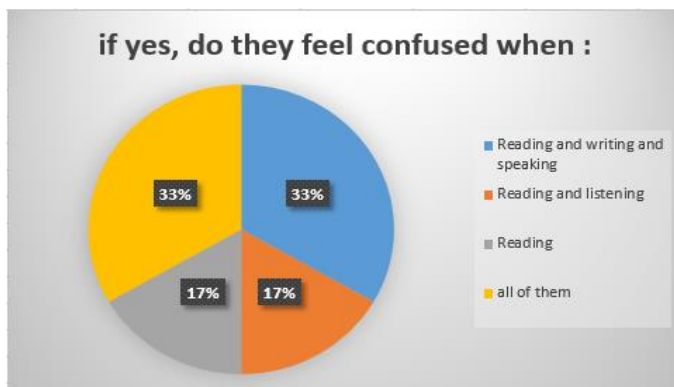
It appears that the majority of the inquired FL teachers suffer the confusion of their pupils between both languages

Question9: Which of the four skills do your pupils feel confused in?

Objective: To determines which skills exactly do pupils feel confused in.

Figure 9

The learning skill that pupils feel confused in the most.



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Since this question is related to the previous one, it seems that most of the pupils feel confused either in all of the learning skills or at least two of them which are Reading and Writing.

Question10: What do the teachers do to help their pupils avoid confusion?

Objective: To elicit the extent of teachers' awareness about the problem and their diligence to solve it.

In order to solve this problem, most of the teachers emphasized the necessity of using audio and visual aids. In addition, two of them focused on repetition and concentration in the pronunciation. The teachers' answers illustrate their effort to overcome such obstacles.

Question11: Which language that you pupils find more difficult?

Objective: To determine which of the foreign languages do pupils find more difficult.

Figure 11

The most difficult language for pupils



Although, French is the dominating language in the Algerian society as well as the Algerian school for decades, pupils are still facing difficulties in learning and achieving satisfactory result in it.

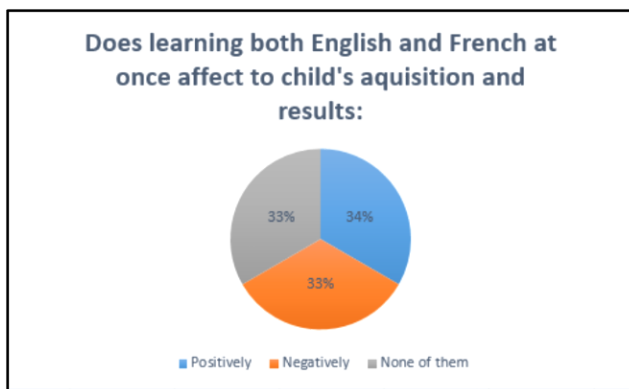
CHAPTER TWO RESEARCH RESULTS AND DISCUSSIONS

Question12:How does learning both English and French Languages simultaneously affect the pupils' acquisition and results?

Objective: To determine how does learning two foreign languages affect pupils' acquisition.

Figure 12

The possibility of the impact of both languages simultaneous learning on pupils' acquisition and results



The answers of the inquired teachers light three different viewpoints. While two-thirds of the answers divided into positive and negative effect of the experience, 33% of the sample said that this does not affect their pupils' acquisition and results. Thus, we can relate these differences of viewpoints to several factors, including the teaching/learning conditions of each school.

Question13:Do English and French teaching programs have similar topics at primary school?

Objective: To determine whether the topics taught in both languages English and French are similar or different.

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Figure 13

The extent of similarity in both languages taught lessons



The majority of teachers affirm that the topics of lessons taught in both languages are different. This reflects the lack of coordination between those responsible for developing curricula of both languages.

Question14: What techniques and materials do you use to develop your pupils' acquisition?

Objective: To determine the techniques and materials used by teachers of both languages English and French in order to improve their pupils learning and performance.

The answers were as following:

- Three teachers use audio visual aids.
- Three teachers adopt teaching through playing method
- Some teacher added using group work as an effective method to learn languages.

The answers indicate that each of the inquired teachers does his/her best to facilitate his pupils' acquisition according to means available.

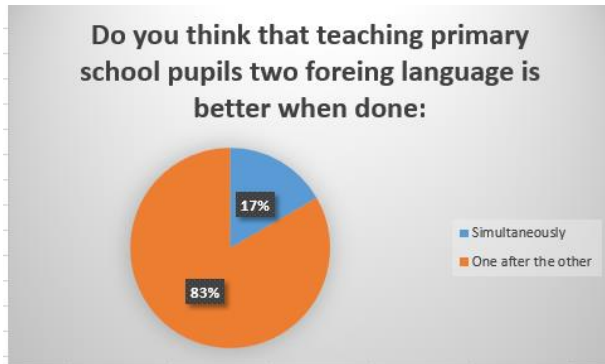
Question15:In your opinion, is simultaneous or successive learning of foreign languages better for children?

CHAPTER TWO RESEARCH RESULTS AND DISCUSSIONS

Objective: To determine whether the teachers of English and French languages prefer to teach both languages simultaneously or successively.

Figure 15

The best way to teach two foreign languages for primary school pupils



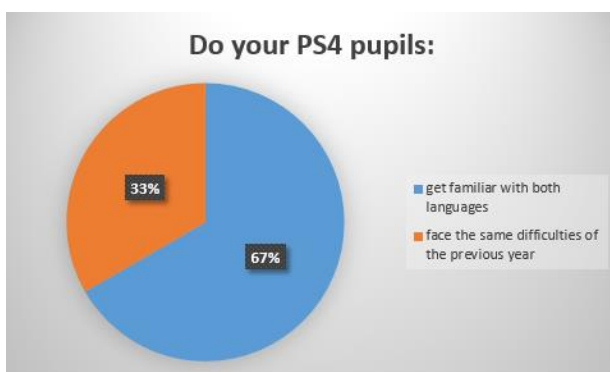
The majority of inquired teachers agree that teaching two foreign languages for primary school pupils is better when it done successively. From this part of answers, we can notice the extent of teachers' suffering from this experience.

Question 16: Do 4PS pupils get familiar with both languages or they are still facing learning difficulties?

Objective: To determine whether the 4PS pupils get familiar with both languages of still face difficulties

Figure 16

4PS pupils' adaptation with the simultaneous learning of English and French



CHAPTER TWO RESEARCH RESULTS AND DISCUSSIONS

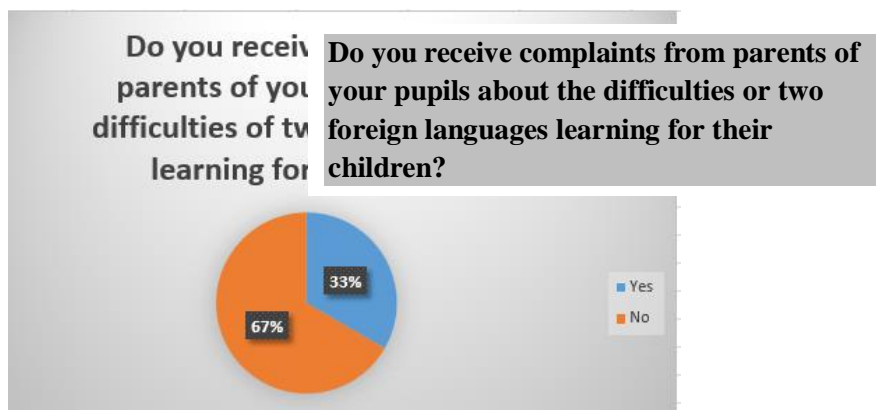
The results of this question indicate that a considerable number of teachers could overcome the problems and make their pupils adapt with situation.

Question 17: Do you receive complaints from 3PS and 4PS pupils' parents about the difficulties of learning two foreign languages simultaneously?

Objective: To know whether teachers of French and English languages receive any complaints from their pupils' parents about this experience

Figure 17

The possibility of receiving complaints from the parents of primary school pupils about French and English simultaneous teaching for their children



Although, the majority of the inquired teachers denied the receiving of any complaints from the parents about this experience, 33% of them confirm the opposite; and this ensures the existence of some problems that cannot be ignored

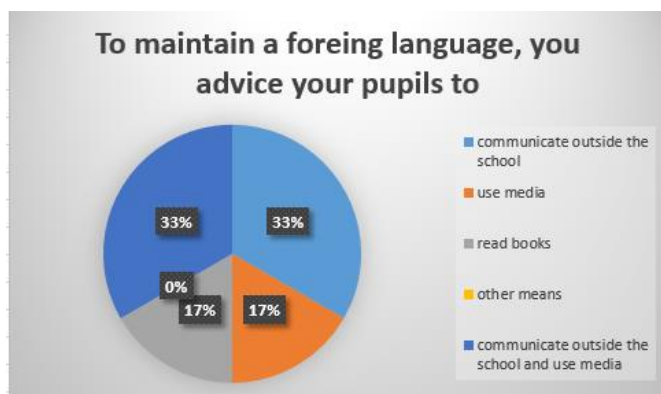
Question18:What is the best teachers' advice to their pupils to maintain FL?

Objective: To elicit the best advice that teachers of foreign languages give to their pupils in order to maintain foreign languages.

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Figure 18

Teachers' advice in order to maintain FL



Throughout the teachers' answers, we conclude that the majority of them encourage their pupils to use the language outside school either in their daily communication or through the use of media or both of them. However, 17% of the teachers prefer reading books. And this ensures the importance of language use and practice in its acquisition.

Question19: How can you describe your experience with teaching two foreign languages simultaneously, and what challenges you and your pupils face and what your recommendations for appropriate changes.

Objective: To clarify the difficulties that the foreign languages teachers and pupils face in primary schools, and proposing effective solutions to improve the teaching learning circumstances.

One teacher out of six didn't answer this question while five teachers answered it four of them were teachers of English language. Their answers were as following:

- Two teachers were against the conception of teaching two foreign languages simultaneously.
- Most English language teachers complained about the insufficiency of time devoted to English language classes.

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- Two teachers complained about the dominance of French language in term of time devoted for teaching it at the expense of English and demanded that more importance should be given to the English language due its widespread and its use in various fields.
- One of the English language teachers wrote that the school book and program should be reviewed.

Thus, we conclude that the majority of teachers assert the existence of certain problems from the points of view of each one and according to his/ her experience.

II- 3.1.2. Summary of the Results

The current study shows that the majority of teachers do not agree with the concept of teaching two foreign languages simultaneously that is because their pupils get confused when reading and speaking both languages especially 3PS pupils who face both languages for the first time what affects negatively their acquisition and performance.

Teachers also find difficulties with their pupils due to the limited time devoted to foreign languages and especially English in comparison with the long program which causes a huge pressure on teachers. In crowded classrooms with overloaded syllabus and short timing, the teacher cannot monitor everyone and meet their needs nor deliver the lesson appropriately.

The results show a remarkable shortage in teaching materials. The teachers make personal efforts to perform the lessons using the minimum of materials they can afford. In the same line of thought, the use of textbooks is helpful for some teachers but not for all of them.

II- 3.2. Parents' Questionnaire

II- 3.2.1. Results of parents' questionnaire

The questionnaire contains 14 questions and directed to 3PS and 4PS pupils' parents. The data gathered and analyzed qualitatively and quantitatively as follows:

Question1: How frequent does your child learn English and French?

CHAPTER TWO RESEARCH RESULTS AND DISCUSSIONS

Objective: To elicit the awareness of parent about their children learning program of foreign languages.

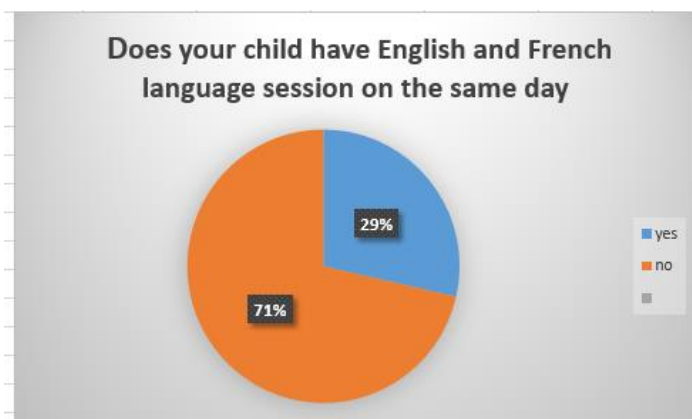
All parents answered that children have English sessions twice a week while they have French sessions three times a week; and indicate their awareness and concentration about their children's learning details such as the weekly distribution of their school subjects.

Question 2: Does your child have English and French session on the same day?

Objective: To show whether pupils have both languages on the same day or not.

Figure 20

Timing of both FL sessions



The answers indicate that the majority of the inquired parents' children have English and French Language sessions separately, while 29% affirm that they study them on the same day. This reflects the failure to take into account the interest of pupils when setting the timing for both languages in some schools.

Question3: What do you think about teaching two foreign languages for your children?

Objective: To elicit parents' attitude towards teaching their two foreign languages simultaneously

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Figure 21

Parents' opinions about teaching two foreign languages for their children



Although, the majority of descriptions of this experience ranged between: quite good, good, very good and great, a considerable number of the parents see that it is a bad idea. From this observation, we conclude that there exist certain problems which explain the parents attitude and that we have to spot light on it.

Question4: Does your child feel confused between both languages and French?

Ojective: To determine whether pupils feel confused when learning English and French.

Figure 22

Children's confusion between both languages English and French from the parents' viewpoint



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The parents' answers divided into "yes" and "no"; what makes it difficult to confirm the success of this experience. Rather, the results indicate that there are certain problems that cause the pupils' suffering and which could not be ignored.

Question5: Which language does your child find more difficult?

Objective: To determine which foreign language does the child find more difficult.

Figure 23

The most difficult language for pupils



We notice that most of the inquired parents agree with teachers that their children find French language more difficult to learn than English. The observation that must be considered by the authority in order to find a solution to this problem.

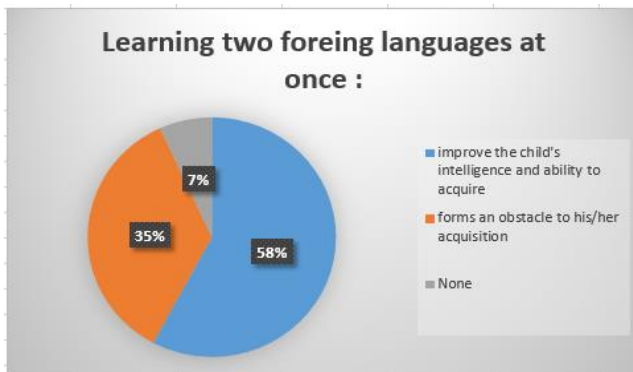
Question6 : How does this experience affect your child's intelligence and ability to learn?

Objective: To determine the positives and negatives of learning two foreign languages simultaneously.

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Figure 24

The impact of two foreign languages learning on child's intelligence and ability to learn



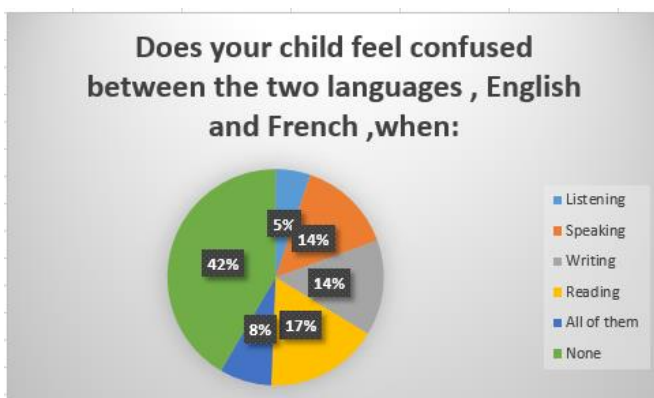
Though, the majority of inquired parents see that teaching kids two foreign languages at once improves their intelligence and ability to acquire, there still exist a considerable number of parent who affirm that it forms an obstacle to their acquisition; the fact that calls for reconsideration of foreign languages teaching at primary schools.

Question7: Which of the four learning skills does your child feel confused in?

Objective: To clarify which of the four skills the learner does feels confused in.

Figure 25

The learning skill that the learners feel confused in the most.



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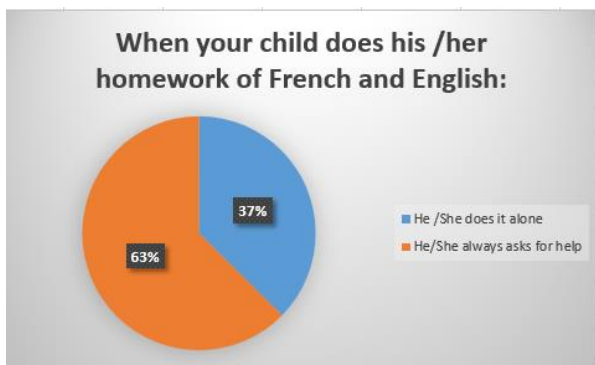
The variation of answers can be linked to the great similarity between both languages and the effect of one language on the other. In addition to the inability of parent to accurately identify their children's learning problems.

Question8: Does your child do his/her homework alone or he/she asks for help?

Objective: To show whether the pupils needs help when doing his/her homework

Figure 26

Children's ability to do their homework



The results indicate that the majority of pupils find difficulties in doing their homework without their parents' help; and this explains why most parents resort to enrolling their children in support classes.

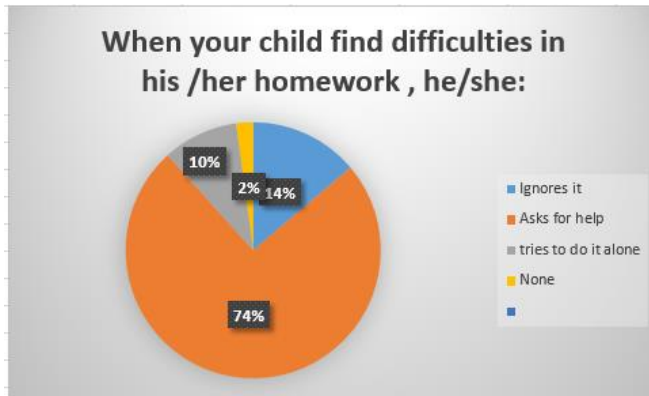
Question9:What does your child do when he/she finds difficulties in doing his/her homework?

Objective: To determine the learners' reactions when they find difficulties in doing their homework.

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Figure 27

Children's reaction towards their homework difficulties



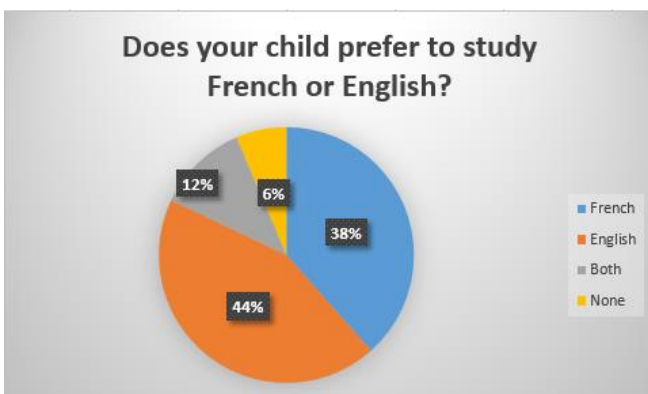
The results of the this question illustrate the role that the parent play in their children's learning process and indicate either the education they receive in school is insufficient or not compatible with their abilities.

Question10: Does your child prefer to study English or French?

Objective: To determine which language does the learner prefer to learn and why.

Figure 28

The favorite language for children



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The results of this question show that the majority of children prefer to study English language and this is due to two main reasons, the first one is their curiosity to learn English as it is new to them; and its ease compared to French.

Question 11: Which means does your child use to maintain FL?

Objective: To show the efforts made by the child in order to maintain FL outside the classroom.

Figure 29

The means that the children use to maintain FL



The results of this question emphasize the importance of both reading books and media use in their learning process and language practice.

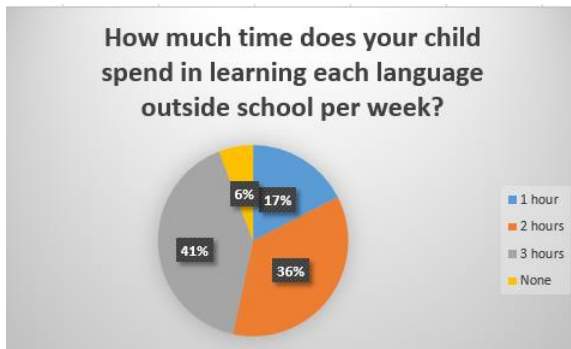
Question12: How much time does your child spend in learning Fl languages outside school per week?

Objective: To determine the amount of time devoted to learn foreign languages outside the school.

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Figure 30

The amount of time spent by children in FL leaning outside the school



The majority of parents' answers ranged between 2 and 3 hour per week. This reflects both the difficulties that their children face in learning at school and the parents interest and efforts to overcome these difficulties

Question13: Which of the two languages that the child uses most outside the school?

Objective: To determine which language does the child uses other than his mother tongue.

Figure 31

The most used FL by pupils outside the school



The majority of answers divided between English and French languages, and this reflects the fact that either they tend to learn only their favorite language, or they find difficulties in acquiring both languages at once.

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Question14: How can you describe your child's experience with learning two foreign languages simultaneously?

Objective: To clarify parents' attitude towards learning two foreign languages simultaneously and how does this experience affect their children learning and performance.

Parents' answers to this question were very close, since 46% of them see that learning two foreign languages is very useful and have positive effect on their children's acquisition and improve their performance, and 40% see that it forms an obstacle to the language learning because of the similarity between both languages English and French in writing and pronunciation. In some cases pupils tend to prefer one language and ignore learning the other. While, 15% of the parents abstained from answering. Thus we conclude that there is an obvious difference in parents' viewpoints and this can be attributed to each learner's psychological preparation, the parents' financial capabilities, and the learning conditions within the school.

II- 3.2.2.Summary of the Results

The study shows that the attitudes of parents through their answers to the questionnaire were very close, as the difference between the percentages of supporters and opponents of the concept of teaching two foreign languages in primary schools was very small, as the majority find that learning two languages in the primary stage is very beneficial for developing the child's abilities and skills and improving his results. But a part of these supporters prefer teaching the English and French languages successively rather than simultaneously, which allows the learners to focus on studying one language and postpone the other to the following year. Some parents find that their children's performance was very modest at first and then improved over time until they found ease in learning and adapting to the situation. While another group of parents of a little number less than the first in teaching their children two very similar languages graphically and auditory causing confusion for their children, which forms an obstacle to their learning and then their refusal to study. Others see that their children have begun to prefer studying one language and making their efforts to learn it, while avoiding studying the second due to its difficulty or for other reasons.

Accordingly, a significant number of the parents suggested that postponing the teaching of one of the two languages until the year four primary school, so that the learner has the

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opportunity to focus on one language and study it without confusion, and that makes him/her motivated to learn and able to acquire the language in comfort.

II-4. Discussion of the main results

The current study is concerned with different challenges faced by foreign language learners and teachers in primary schools. For this purpose, two questionnaires were distributed to both teachers of foreign languages and parents of the learners concerned. Data analysis revealed interesting results that would help to provide some suggestions in context of teaching two foreign languages in the primary stage.

Similar experiences proved their success in other societies without facing such problem. That is due to the good planning, technology control and the provision of modern educational materials in addition to the small learning groups which allow the teachers to monitor their classes and deliver their lessons in better conditions and help the learners to acquire the language and take part in the learning process.

In order to overcome the difficulty of one language in comparison to the other, and learning one on the expense of the other, well trained teachers, through well prepared lessons, by including all the possible means of motivation that can help the learners to challenge their difficulties.

The dominance of French languages in all fields of life due to its existence in the country for about two centuries affect, with no doubt, the learners and their parents' daily life in addition to the ignorance of most of parents of the English language. The factors that make them tend to French language when they help their children to revise their lessons or to do their homework. But recently, parents began to recognize English importance and situation in the world. As a result, they started focus on English as well as French and encourage their children to attend extra lessons of English in order to improve their learning and results.

II- 5. Suggestions and Recommendations

At the end of this study, the researcher provided suggestions and recommendations for further research in the field of teaching languages in the primary school.

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Teaching foreign languages at an early age requires more efforts and focus from the learner, teacher and parent than it does from the adult learner this is what we conducted by surveying the viewpoints of parents and teachers in this research. If the goal of language educating is to create a multilingual generation capable of communicating with others without obstacles, this requires reconsidering many matters related to learning foreign languages in the primary level, including abolishing the simultaneous teaching of English and French, which, no matter how positive it is, is the difference over the extent of its success continues. This is done by postponing one of the two languages to the fourth or the fifth year of the primary school, while the other remains taught in the third year, depending on the learners' need, the importance of the language and its impact on the areas of life.

The success of this experience in other societies does not necessarily guarantee its success in Algeria due to the school conditions, which are no secret, including overcrowded classrooms, lack of modern teaching materials, and an overloaded program which increases the pressure on learner and the teacher as well. Learning two foreign languages in the primary stage is inevitably fruitful, but this must be done by developing carefully considered, not arbitrary, plans that take into account all the circumstances surrounding the learner and the teacher to ensure its success.

Conclusion

The present chapter is devoted to the quantitative and qualitative analysis of data, which were gathered through both of the questionnaires addressed to primary school foreign languages teachers and parents of 3PS and 4PS pupils in Biskra. The most significant findings to emerge in this study is that on one hand a considerable number of pupils are facing difficulties in learning two languages that share very similar graphical and auditory close to form which make them feel confused most of time, and on the other hand the FL teachers and especially English language teachers who struggle to do their best in tiring working conditions including insufficient time devoted to the language, lack of materials, overcrowded classrooms, overloaded syllabus, and floating between different schools. The research has also shown that both teachers and parents agree that teaching foreign languages in primary schools could be more fruitful if appropriate solutions undertaken. The results presented in this chapter represent broader areas to better understand young learners and their educational circumstances in Algerian primary school. These findings suggest several courses

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to be made; such as: reviewing simultaneous teaching of English and French in the primary schools, ensuring appropriate classrooms and adequate materials in which one of the main advantages offered by the wide range of applications and tools under the heading of classroom technology in the chance for improving interaction in a constructivist atmosphere where learning in an ongoing process of creating information, in addition to the guarantee professional teacher training and pupils' motivation. These solutions should be a priority for authorities to improve the implementation of two foreign languages in Algerian primary schools.

GENERAL CONCLUSION

As globalization gains popularity, one of its key effects has been multilingualism and the growing importance of learning languages that has a global widespread. The capacity to speak and understand different languages has grown in importance since a great number of individuals connect across regional and languages barriers. Considering that English continues to be the most widely spoken language in the world, teaching English has likewise become an important part of preparing students for success in the international community.

In response to this trend, Algerian educational system was reformed on the basis of English language implementation coexisting with French in all primary schools in 2022. The policy is a part of great efforts to enhance the quality of education in Algeria and to prepare active, effective and productive citizens to cope with the demands and changes all over the globalized world. However, this significant step has faced a number of challenges, including the programming that is not carefully thought out being taught with French language simultaneously for the first time for 3PS pupils which make them face several challenges, lack of appropriate teaching materials and limited time devoted to the language teaching due to overloaded syllabus.

Therefore, this work was divided into two chapters. The first one dealt with theoretical considerations on multilingualism and teaching foreign languages to young people. This study provided a review of previous literature concerning teaching foreign languages in multilingual societies and the status of foreign languages in Algeria, and the implementation of English in primary school education as a recent reform of the educational system in Algeria. In the second chapter, collected data were analyzed quantitatively and qualitatively, then, based on the results some suggestions and solutions were provided to overcome the main issues reveal in this research.

Through designed and conducted an exploratory case study, and after analysis and discussion of date gathered from the questionnaire answered by both teachers and parents of elementary school pupils, the hypothesis put forward were confirmed. The findings indicated that a large number of 3PS pupils finds difficulties in learning simultaneously English and French languages for the first time and feel confused due to the similarity between both languages. The findings also revealed the extent of suffering of FL teachers, especially EL teachers, from exhausting conditions of works.

GENERAL CONCLUSION

As far as suggestion to improve FL teaching in primary school are concerned, both teachers and parents of the concerned pupils expressed their requests for reviewing the language teaching programming, the long syllabus, and ICT equipped classrooms; in addition to reducing the number of pupils in classroom groups and reducing the groups that belong to the same teacher.

This study appears to have revealed that there are numerous obstacles in teaching foreign languages in Algeria primary school. In addition to the initial challenges that the researcher anticipated, a number of additional issues that obstruct effective FL teaching for primary school pupils have been identified. On the basis of previous studies as well as the findings of the current investigation, this study also sought to identify suitable solutions for these challenges. In fact, our argument is related to limiting the problems facing the teachers, the teaching aids, and reviewing the primary school teaching programs.

This research which was an initial attempt to add to the ongoing debate about the extent of success of two foreign languages teaching simultaneously is still insufficient and nascent because the researcher only gave the topic under investigation a cursory glance. Considerably, more work need to be done to examine how well the teaching of foreign languages in Algeria primary school is going.

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Appendices

Appendice A

School year: 2023/2024

Primary school:

Questionnaire for foreign languages teachers of Biskra primary school

This survey is conducted to reveal the extent of success of teaching / learning two foreign languages, English and French, simultaneously in Biskra Primary schools.

Teachers' opinions are a very important part of this research.

1- Which language do you teach?

English French

2- According to your experience, do you think that learning two foreign languages simultaneously for kids is:

- Bad
- Good
- Very good
- Extremely interesting

3- Do you think that learning two foreign languages simultaneously:

- improves the pupil's acquisition and intelligence
- forms an obstacle to pupil's ability to learn

4- Do your pupils have English and French sessions on the same day?

Yes No

5- How frequently is the language you teach per week?

Once twice three times

6- Is the amount of time devoted to the language you teach enough:

Yes No

7- Do you face difficulties when you teach kids a foreign language?

Yes No

If yes, explain.....
.....
.....

8- Do your pupils feel confused when learning two similar languages, English and French?

Yes No

9- If yes, do they feel confused when :

- reading
- writing
- speaking
- listening
- all of them

10- How can you help your pupils avoid confusion between English and French?

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11- Which language do your pupils find more difficult?

English

French

12- Does learning both English and French at once affect to child's acquisition and results:

- Positively
- Negatively
- None of them

13- Do English and French teaching programs have similar topics at primary schools?

Yes

No

14- Which techniques and material do you use to develop your pupils acquisition and performance?

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15- Do you think that teaching primary school pupils two foreign languages is better when done:

- Simultaneously
- One after the other

16- Do your PS4 pupils :

- get familiar with both languages
- face the same difficulties of the previous year

Do you receive complaints from the parents of your pupils about the difficulties of two foreign languages learning for their children?

Yes

No

18- To maintain a foreign language, you advice your pupils to:

- Communicate outside the school
- use media
- Read books
- Other means:

19- Would you, please, illustrate your opinion about this methodology, learning English and French simultaneously in primary schools? What challenges you face? What should be changed?

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Thank you very much for your help

Appendice B

School year: 2023/2024

Questionnaire for parents of primary school pupils

استبيان لأراء أولياء تلاميذ الطور الابتدائي

This survey is conducted to reveal the extent of success of simultaneous learning of two foreign languages, English and French, in Primary schools.

Parents' opinions are a very important part of this research.

تهدف هذه الدراسة للكشف عن مدى نجاح التعلم المتزامن للغتين أجنبيتين في المدرسة الابتدائية .

أراء الأولياء تعتبر جزءا مهما جدا من هذا البحث

Pupil's age:

سن التلميذ

Grade:

المستوى الدراسي

1- How frequently does your child have English and French sessions per week?

كم عدد حصص اللغتين الانجليزية و الفرنسية التي يدرسها طفلك في الاسبوع؟

a- French: once twice three times
مرة فرنسية مرتين 3 مرات

b- English: once twice three times
مرة انجليزية مرتين 3 مرات

2- Does your child have English and French language session on the same day?

هل يدرس طفلك اللغتين الفرنسية و الانجليزية في نفس اليوم؟

Yes نعم

No لا

3- Do you think that learning two foreign languages for kids is:

هل تعتقد أن تعلم لغتين أجنبيتين بالنسبة للأطفال:

- a bad idea فكرة سيئة
- a quite good idea فكرة جيدة إلى حد ما
- a good idea فكرة جيدة
- a very good idea فكرة جيدة جدا
- a great idea فكرة ممتازة

4- Does your child feel confused between the two languages, English and French?

هل يشعر طفلك بالخلط بين اللغتين الانجليزية و الفرنسية

Yes نعم

No لا

5- Which language does your child find more difficult?

ما هي اللغة الأكثر صعوبة بالنسبة لطفلك؟

English الانجليزية

French الفرنسية

both كلاهما

6- Learning two foreign languages at once:

تعلم لغتين أجنبيتين في نفس الوقت:

- improves the child's intelligence and ability to acquire.
يطور ذكاء الطفل و قدرته على التعلم
- forms an obstacle to his / her acquisition.
يشكل عائقا أمام اكتسابه

7- Does your child feel confused between the two languages , English and French, when:

هل يشعر طفلك بالخلط بين اللغتين الانجليزية و الفرنسية أثناء:

- Listening الاستماع
- Speaking التحدث
- Writing الكتابة
- Reading القراءة
- All of them كل ما سبق
- None لا شيء مما سبق

8- When your child does his / her homework of French and English:

عندما ينجز طفلك الواجبات المنزلية للعتين الفرنسية و الانجليزية

- He/she does it alone. ينجزها بمفرده
- He/she always asks for help. يطلب المساعدة باستمرار

9- When your child find difficulties in his/ her homework, he/ she:

عندما يجد طفلك صعوبة في حل واجباته:

- ignores it يتجاهل ذلك
- asks for help يطلب المساعدة
- tries to do it alone يحاول حله بنفسه

10- Does your child prefer to study French or English? Why?

هل يفضل طفلك دراسة اللغة الفرنسية أم الانجليزية؟ لماذا؟

- French الفرنسية
- English الانجليزية

Why? لماذا

.....
.....

11- What does your child use to maintain foreign languages?

يحافظ طفلك على لغته الأجنبية عن طريق:

- Books الكتب
- Media وسائل التواصل
- Both كلاهما
- None لا شيء مما سبق

Other means وسائل أخرى :

12- How much time does your child spend in learning each language outside school per week?

كم من الوقت يستغرق طفلك في تعلم اللغة الأجنبية أسبوعيا؟

1 hour

2 hours

3 hours

ساعة واحدة

ساعتين

3 ساعات

Other answer إجابات أخرى:

13- Which language does your child use when communicating other than his / her native language?

أي من اللغتين يستعمل طفلك في التواصل بخلاف لغته الأم؟

English الإنجليزية

French الفرنسية

14- Would you explain your experience with learning two foreign languages and how did it affect your child's learning ability and school results positively or negatively?

هل يمكنك أن توضح تجربتك مع تعلم لغتين أجنبيتين و كيف أثرت على قدرة طفلك على التعلم و على نتائجه المدرسية إيجابا أو سلبا؟

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Thank you for your help

شكرا جزيلاً على المساعدة

المخلص:

بلغتين التحدث يعد مهارة كأى مهارة مكتسبة أخرى، و قد ثبت وجود فوائد مختلفة للقدرة على التحدث بعدة لغات. ويعتقد الآن أن الطلب المستمر على التبدل بين اللغات يؤدي إلى اكتساب العديد من المزايا المعرفية. كما تعتبر المرحلة المبكرة من الحياة أفضل فترة زمنية لتعلم لغة أجنبية أو أكثر. الأطفال الذين يمرون بهذه التجارب في مرحلة الطفولة المبكرة عادة ما يتقنونها كلها كمتحدثين أصليين لها. لكن هذا ليس هو الحال بالنسبة لغالبية متعلمي اللغة في الجزائر التي تخوض تجربة حديثة في تدريس لغتين أجنبيتين في وقت واحد في المرحلة الابتدائية من التعليم. يهدف البحث الحالي إلى الكشف عن تحديات هذه التجربة التي خلقت جدلا كبيرا بين مختلف فئات المجتمع و خاصة أولياء الأمور و المعلمين. لنفس الهدف تم توزيع استبيانين الأول على 6 أساتذة للغتين الانجليزية و الفرنسية من مدارس ابتدائية مختلفة، و استبيان آخر مترجم إلى اللغة العربية وزع على 101 من أولياء أمور تلاميذ الصفين الثالث و الرابع ابتدائي في بسكرة لدعم الدراسة و تحديد إيجابيات و سلبيات هذه التجربة.

الكلمات الدالة: تعلم اللغات الأجنبية، التحديات التي تواجه متعلمي اللغات في المدارس الابتدائية، تعليم لغتين أجنبيتين في نفس الوقت، إدراج تدريس اللغتين الفرنسية و الإنجليزية جنبا إلى جنب.