



## **Declaration**

I, **Samia FEZARI** do hereby declare that this submitted work is my original work, my own effort, free from plagiarism, and has not previously been submitted for any institution or university for a degree. I also declare that the list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed Kheider University of Biskra.

**Certified**

**Ms. Samia FEZARI**

## Dedication

To my beloved parents

To my three beloved stubborn brothers

To my beloved grandmother

To my supportive uncles especially **Youcef** who helped me, and their wives particularly

**Hanane.**

To my beloved uncles

To my lovely best friend, **Marwa**

To my cutest cat **Bassboussa**

For all my big family whom I am so thankful for their existence in my life

Thank you so much

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Thank you Allah for having given me the strength to complete this work.

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I deeply thank the members of the jury: **Mr. Khaled AMRAOUI and Mrs. Samira MESSAIBI BOUSBAN**, who devoted their time to evaluate this dissertation.

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## **Abstract**

The decision to introduce the official teaching of the English language in Algerian primary schools, starting from the third grade, raised numerous questions, particularly regarding the feasibility of pupils simultaneously learning two foreign languages: English and French. Given these concerns, this research aims to explore the challenges that may encounter Djamourah's English and French primary teachers and third-grade pupils in the simultaneous language learning process. To answer these questions, a mixed method was used in this research by combining the exploratory approach with the descriptive approach. A semi-structured questionnaire was administered to sixteen English and French primary school teachers in Djamourah to see their perspectives concerning the simultaneous learning of two languages. Besides, a semi-structured interview was conducted with five randomly chosen third-year pupils to collect their opinions concerning the same matter. A classroom observation followed this in six sessions of English and French to see the different challenges of the simultaneous learning. The results showed that English and French teachers have different views on simultaneous language learning. The English teachers encouraged that decision while the French teachers wished that it was never made. Many challenges were faced by teachers and pupils, such as the lack of enough teaching hours, the poor teaching training of English teachers, the obligation to teach English orally, the long and complex French language program, and the lack of experienced English teachers as challenges for teachers. In addition to code-mixing, unbalanced language learning, and the risk of not learning either language as pupils' challenges. Summing up, the current learning conditions do not help to create a successful simultaneous language learning of English and French.

### **Keywords**

Simultaneous language learning      Foreign language Teachers      Third-grade pupils

## **List of Abbreviations**

**EU:** European Union

**L2:** Second Language

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# **General Introduction**

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## **1. Statement of the Problem**

In today's world, learning English has become indispensable due to the continuous development in all fields. The mother tongue is no longer sufficient, and people find it necessary to learn English. Learning this language at an early age can provide numerous benefits, as it can enhance cognitive abilities, improve communication skills, and promote cross-cultural understanding (Gimatdinova, 2018). Therefore, many countries, including Algeria, have introduced English into the curriculum from the early stages of education.

In 2022, the Algerian Minister of Education decided that the English language would be officially taught at primary schools with the third level, alongside the French language. Learning a language is not an easy task but a long journey with complex steps that require learners to develop cognitive abilities, such as memorizing, retrieving, and understanding, as well as emotional skills like patience and discipline. In addition, the goal of learning a foreign language is to use it effectively and reach an adequate level in the use of its four skills speaking, reading, writing, and listening. However, Algerian primary pupils may encounter many obstacles when they learn two foreign languages at the same time. This notion is confirmed by Huang et al. (2020) who found that learning L2 can be prevented due to the simultaneous learning of two foreign languages. Furthermore, English and French are two languages that share similar letters, words, and rules. Therefore, pupils may find it challenging to learn both languages successfully and achieve good grades. These issues can also create many challenges for primary teachers of English and French.

Based on the aforementioned reasons, this research will investigate the major challenges that can be faced by third-year pupils and English and French teachers of primary schools in Djamourah while learning French and English simultaneously.

## **2. Aim of the Study**

The main aim of this research is to identify the major challenges that primary English, French teachers, and third-year pupils may face while learning English and French simultaneously. It can be reached by investigating the teachers of French and English opinions concerning this topic. Furthermore, it seeks to determine the extent to which these obstacles can affect the learning process of pupils.

## **3. Research Questions**

**RQ1:** What are the English teachers' perspectives about learning English and French languages simultaneously in primary schools?

**RQ2:** What are the French teachers' perspectives about learning French and English simultaneously in primary schools?

**RQ3:** What are the challenges of the simultaneous learning of English and French in primary schools?

**RQ4:** To what extent is learning English and French at once successful for pupils?

## **4. Significance of the Study**

English was introduced only a year ago at primary school (2023); the freshness of this topic was the motive to investigate it and attempt to come up with significant findings. The results may help the regional teachers of foreign languages at primary schools to improve their strategies and teaching methods. As a result, this will also benefit pupils to have a successful and effective education in foreign languages, the English and French languages.

## **5. Research Methodology**

### **5.1. Method**

This study is based on the mixed method. The descriptive and exploratory methodologies are used in this research because the problem is new and has not been investigated before. Therefore, it needs to be explored to gather the necessary information.

### **5.2. Population and Sampling**

The population of the present research are third-year primary school pupils and English and French teachers. Regarding the small population in Djamourah, sixteen teachers were chosen to be a sample for this research because they are the whole population, nine teachers of French and three teachers of English. Moreover, five pupils were chosen randomly to conduct the investigation.

### **5.3. Data Collection Instruments**

Three tools are used to gather the necessary information. A semi-structured interview was used to gather qualitative data from pupils; this tool is suitable for gathering genuine answers, and it suits their young age. In addition, a semi-questionnaire containing both open-ended questions and close-ended questions was administered to teachers to collect their opinions about the simultaneous learning of the French and English languages on the one hand, and to see how effective this language learning is on the other hand. Finally, classroom observation was used as cross-check method, it was conducted during English and French sessions.

### **5.4. Data Analysis Procedures**

This research is based on two analytical methods. The thematic analysis will be used for the semi-structured interview and classroom observation. This method suits these tools and

helps in the analysis of the collected data. Moreover, the semi-structured questionnaire is analyzed statistically using Spss.

## **6. Structure of the Dissertation**

This dissertation is divided into a theoretical phase and a practical one. The theoretical part contains one theoretical chapter. This latter discussed the history of English and French in the Algerian educational system with their teaching hours additionally to reviewing some research that were conducted on simultaneous language learning. The practical phase is also displayed in one chapter where the different tools were described and analyzed.

# **Chapter One**

## **Foreign Languages Instruction in the Algerian Educational System**

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## **Introduction**

Teaching foreign languages is an essential part of any educational system. Most countries in the world introduce at least one foreign language to be taught in their educational programs. In Algeria, the emphasis is put on the French Language and the English language alongside some other foreign languages, such as Italian, Spanish, and Russian. This chapter attempts to introduce the history of the French language and the English language in the Algerian educational system over the post-war years. In addition, it tackles the time allotted to teach the two foreign languages in the educational system (primary school, middle school, and secondary school). It also offers insights into the content of the French textbook and the English textbook of the third year in primary school, and it displays a comparison between the statuses of the two foreign languages in Algeria. Finally, it reviews some literature concerning simultaneous language learning.

### **1. History of the French Language in the Algerian Educational System**

The French language occupies a vital place in the culture, society, and education in Algeria. Currently, it is considered as the first foreign language in Algeria. Before snatching this status, the language had a long history in the educational system. It witnessed several changes and developments depending on the political powers that held the country each period.

During the first years after the independence, the French language was treated as the first language in the country because of the big influence of French colonialization that lasted 132 years. It did not dominate the educational system as a subject only, but also as a language of instruction in all the academic levels. Bilingual education was manifested in Algeria by the use of French and Arabic. However, the political powers of the country tried to change that situation. In October 1962, Ben Bella, the first President of Algeria after the independence,

initiated the implementation of Arabizing the educational system to erase the French language (Nakla, 2021). In 1964, the French language became the second language after the implementation of teaching Classical Arabic in primary schools (Mostari, 2004). The policy of Arabization did not progress well because of the small number of qualified teachers of the Arabic language (Hetman, 2018). As a result, the French language continued its dominance. EL-Ibrami (1972) in Djabri (1981) explained that in 1966, the Arabic language was taught only ten hours a week while the French language was taught twenty hours a week for the final year of primary school. By 1970, the two languages had equal time of teaching.

In 1975, the fundamental school was established in Algeria, and it was a system of education where Arabic was the language of instruction (Djabri, 1981). This school was a replacement for the inherited French educational system (primary, middle, and secondary school). It consisted of two phases; the first is the fundamental school, which involved nine years of education, and secondary school, which has three years. It was established to reduce the dominance of the French language in the educational system and spread the Arabic language. However, in 1977-1978, the fundamental school witnessed a pause. Grandguillaume (1980) explained that when Lacheraf Mostefa was appointed as a Minister of education. His policy was against Arabization; he believed that Algeria did not have the means and the ability to implement these reforms, so he suspended the fundamental school and re-initiated bilingual education. As a result, the French language regained its power. Lacheraf resigned after only one year because of his policy. After that, the Algerian educational Ministry re-initiated the fundamental school again to promote the Arabic language rather than the French language. Thus, by the end of the 1970s, the French language finally witnessed its end as a language of instruction in Algeria; all educational levels were Arabized except the scientific courses (Khelloul; Benmaghrouzi, 2020).



At the beginning of the 2000s and after the election of President Boutaflika, the French language regained more power. Several changes happened to the French language in the educational system. Many decisions were made not for anything but to root the French language in the education of Algeria. The Ministry of National Education (2004) decided to include the French language in the second grade of primary school. This step was justified by stating that pupils need more time to learn this language, which would benefit them in communicating with others. Second-grade pupils were required to study French three hours a week and four hours a week for the third grade, with the possibility of an additional session if the teacher noticed some weaknesses (Ministry of National Education, 2005). It did not stop at this level, but it spread more to middle school. The Ministry of National Education (2005) added that French would be taught five hours a week for the first year, second year, and third year with an additional session if it was needed to strengthen pupils' understanding. In the 2007/ 2006 season of education, French was decided to be taught five hours a week for the fourth grade of primary school and the fourth year of middle school (Ministry of National Education, 2006). During the remaining years of President Boutaflika's period, teaching hours of the French language were reduced or added, especially in middle school, depending on the Minister who made the decisions. For example, in 2013, the French language was taught for four official hours and an additional half an hour in all years of middle school (Eddirasa, 2013). However, in 2017, with Minister Ben Ghabrit, one hour was added for the last year of middle school (Ejazair1, 2017).

## **2. History of the English Language in the Algerian Educational System**

The English language has been holding the place as the driver of worldwide communication for decades. People use it in different fields to fulfill their needs, such as trade and business. However, it was not the same case in Algeria. Historically, the English language was overshadowed by the French language, which stole the spotlight.

After Algeria gained independence, the English language was taught starting from the third year of middle school until the last year of secondary school (Maouf & Moulay, 2017). In the early nineties (1993), the Algerian Ministry of National Education introduced the English language in the fourth grade in primary school (Miliani, 2001). This decision gave pupils the choice of whether to study English or French in primary school. The process failed because pupils who chose to learn English rather than French in the period between 1993 to 1997 were less than 2% while the majority of teachers and parents preferred the French language rather than the English language (Benrabah, 2013 in Rouabah, 2022). In addition, this step was heavily criticized by the French supporters, and it led to the creation of many political issues. As a result, the English language was removed from the primary education after only a few years (Saad Allah, 2023).

In the season 2005/ 2006, the Minister of National Education (2005) decided to introduce the English language starting from the first year of middle school. It stated that English would be taught three hours a week for the first three years of middle school, and each session lasted one hour. One session can be added if the circumstances of the institution are permitted. A year later, it stated that pupils in the fourth year would study the English language three hours a week (Minister of National Education, 2006).

The problem of introducing the English language in primary school remained on the table unsolved all those previous years. The demand for this language to be taught at an early age was not only on the level of the educationalists but also the social environment in Algeria because the language is considered a global and science language. In 2022, President Tebboun decided to make the awaited step and announced that the English language would be officially taught in primary school starting from the third grade.

### **3. History of Other Foreign Languages in the Algerian Educational System**

Several foreign languages were taught in Algeria besides the French and English languages after the independence. However, they were never implemented in primary education. Benrabah (2005) indicated that different languages such as German, Spanish, Italian, and Russian were taught starting from middle school, but they were removed from middle school in 1986. Nowadays, they are taught in the foreign languages branch in secondary school.

### **4. Time Allotted to Teach the French Language and the English Language in the Educational System of Algeria**

In Algeria, the educational system comprises three stages, and each one plays a crucial role in building students' personalities and enhancing their academic, social, and emotional thinking. The first stage is primary school, where children learn the basics. Middle school comes as the second stage; pupils witness a change, start to leave their childhood era, and begin the adult era. Finally, secondary school is the last stage where students choose their branches and prepare themselves for university. These distinct stages have different curricula that vary in timetables and modules depending on the necessity of them at each stage of education. A notable aspect of Algerian education is that foreign language teaching is mainly based on French and English. The two foreign languages are integrated with every stage of the educational system with different teaching hours.

#### **4.1. The French Language and the English Language in Primary School**

The French language has been in primary education since the independence. Most primary schools have qualified teachers with many years of experience in teaching. Pupils

study the French language starting from the third grade until the fifth grade. The session of French lasts one hour for all grades (third, fourth, and fifth grade). The third-grade and fourth grade learn this foreign language three hours a week, while fifth-grade pupils have to study French three hours and half a week (Zaid, 2023). In contrast, the English language was introduced only in 2023 in primary school. The teachers of English were selected according to their graduation year. Most of them are old with almost no teaching experience or only a little bit of experience. The Minister of Education provided them a pre-service training for two weeks only. Currently, the English language is only introduced in the third grade and the fourth grade. Pupils study English in two separate sessions each week each session lasts forty-five minutes (Zaid, 2023).

#### **4.2.The French Language and the English Language in Middle School**

Since independence, the French language and the English language have been taught compulsory in middle school. Their teaching hours differ from one level to another.

**Table 1.1**

*Teaching Hours of French and English in Middle School*

Subjects	The first year and second year of middle school	The third year of middle school	The fourth year of middle school
The French language	4 hours and 30 minutes	4 hours and 30 minutes	4 hours and 30 minutes
The English language	2 hours and 30 minutes	3 hours and 30 minutes	3 hours and 30 minutes

*Note.* The table is adapted from Tachri3 (2022)

Table 1.1 displays how the French language dominates middle school programs of all levels. Each level has four sessions a week of one hour each with half an hour as an additional session. On the other hand, the English language has fewer teaching hours than the

French language. According to Table 1.1, pupils in middle school are studying the English language starting from the first year until the fourth year. The first-year and second-year pupils are required to study English two sessions a week, one hour for each session. While third year and fourth-year pupils study three sessions a week. An additional session can be added in half an hour.

### 4.3.The French Language and the English Language in Secondary

#### School

The French language and the English language are taught at all the secondary school levels for all branches. However, the teaching hours differ from one branch to another depending on the necessity of these languages for the specialty of students.

**Table 1.2**

*Teaching Hours for French and English in Secondary School*

		French	English
Letters	The first year	5	4
Technology		3	3
Letters & Philosophy	The second year	4	4
	The third year	4	4
Languages	The second year	5	5
	The third year	4	4
Maths, experimental science, management & economic and technical maths	The second year	3	3
	The third year	3	3
Arts	The second year	2	2
	The third year	2	2

*Note.* Table 1.2 is adapted from Tachri3 (2022)

From Table 1.2, it is noticeable that the two languages have mostly similar teaching hours for each branch. The scientific branches, such as technology for the first year and maths, management and economics, experimental science, and technical maths for the remaining years, have three teaching hours a week. Moreover, the literary branches like arts branch has two hours a week, and languages branch has five sessions a week for the second year and four sessions for the third year. In addition, the letters and philosophy branch has four hours a week for each language in the second and third years. The slight difference between the teaching hours of French and English is for the first-year letters branch; French has five hours a week while English has four hours.

## **5. The French and the English Language Textbooks of Primary School**

### **Third-Grade**

Teaching and learning require several means to help and facilitate the job for teachers and learning for pupils. Textbooks are one of the fundamental materials that have been used in classrooms despite the development of technology due to their unlimited benefits. O'Neill (1982) indicated that textbook helps learners to have an idea about their lessons before the teacher presents them. Additionally, it provides students who were absent with the necessary information that they have missed. Furthermore, textbooks do not only guide teachers but also present them with well-formed lessons with different activities to facilitate the teaching process. In this regard, third-year pupils of primary school have textbooks for the English language and the French language that contain several lessons with different activities and tasks.

#### **5.1. The French Language Textbook of Primary School Third-Grade**

The French textbook “*Français 3 Primair*” (French 3 Primary) was designed for the second generation by Leila MEDJAHED, Mouloud FERHAT, Mohamed GHERBAOUI, and

Mohamed KOUADRI in 2017. It consists of 112 pages. The cover page contains many colours, such as blue, yellow, and red with three children smiling at the camera. It contains different units with a variety of cultural manifestations and activities.

The textbook contains six units; each unit has three sequences that cover different types of lessons concerning phonetics, vocabulary, and grammar. The first unit is titled “*Vive l’école*” (long live school), it aims to teach pupils how to introduce themselves and learn some basics of the French language. It contains three sequences that are titled the following: sequence 1: *Bonjour! Au revoir!* (Good morning! goodbye), sequence 2: *Je m’appelle Nadir* (My name is Nadir), and sequence 3: *J’aime l’école* (I like school). Pupils are required to learn twelve letters; a, i, m, and n in the first sequence. In addition to e, é, t, and d in the second sequence and o, u, l, and r in the last sequence. Moreover, it teaches third-year pupils a variety of vocabulary that can help them while introducing themselves. It also includes a variety of grammar lessons that concern the pronouns *je* (I), *tu* (you), *elle* (she), and *il* (he). Additionally to the following oral verbs: are *aller* (to go), *s’appeler* (to name), *aimer* (to like), *adorer* (to love), and some types of sentences, affirmative, interrogative, and explanative sentences.

The second unit is titled “*En famille*” (in family), it consists of sequence 1: *Nous sommes une famille* (we are family), sequence 2: *Que ’est-ce que tu veux manger?* (what do you like to eat), and sequence 3: *Tu as quel age?* (how old are you). The unit helps pupils to know different vocabulary about family members, house rooms, food, and numbers. It also provides many grammar lessons, such as pronoun nous, verbs *être* (to be), *vouloir* (to want), and *avoir* (to have), subject, verb, and qualified adjective, the negative form, the definite articles *le* (the), *la* (the), and *les* (the). This unit also includes the letters p, b, f, v, c, k, and g as well as some sounds, such as ou, oi, oin, an.

The third unit “*Tue connais les animaux*” (you know the animals) contains three sequences that are titled the following: sequence1; *A la farm* (in the farm), sequence2; *Ou est mon chein* (where is my dog), and the sequence3; *que’est-ce que tu fais?* (what are you doing) This unit aims to teach pupils how to name animals’ farm, months, and seasons of the year. It focuses on a variety of grammar lessons, for example; the use of verbs *devoir* (must), *pouvoir* (can), *venir* (to come), and *fair* (to do), the article *des*, the feminine form of nouns, and the pronoun *ills*. It provides different letters for pupils to learn which are s, z, h, j, and g.

The last unit is titled “*A la campagne*” (in the countryside). Three sequences are provided to fulfil pupils needs; sequence 1: *Je vais à la campagne* (I am going to the countryside), sequence 2: *Nous planterons un arbre* (we will plant a tree) and sequence 3: *Quelle belle journée à la campagne* (what a beautiful day in the countryside). Pupils have several lessons that concern vocabulary, such as learning how to say the time, the date, and the fruits. Additionally, there are grammar lessons like the future use of the verbs *aimer* and *planter* besides *etre* (to be) and *avoir* (to have) in the composed past, and the pronouns *elles* and *ills* (they). Different letters are required to be taught, for example, w, x, and y.

Learning a language does not depend only on knowing the grammatical rules and memorizing many vocabularies, culture is one of the fundamental aspects that have to be included in learning a language. It assembles the social norms, traditions, and costumes where language is used. It helps learners to know how to use the language and communicate effectively outside classrooms. In that respect, it is noticeable that the French textbook contains some indicators of the Algerian culture besides the French culture. Both cultures were manifested in the mention of proper names, such as Amina and Tania, in addition to the style of clothes and some historical events such as the Algerian independence.



**Figure 1.1**

*Typical Working Clothes of a French Teacher*



*Note, from Français 3 Primaire textbook by Medjahed et al (2017), p 15*

**Figure 1.2**

*Postage Stamp of the 50<sup>th</sup> Anniversary of Annasr Day*

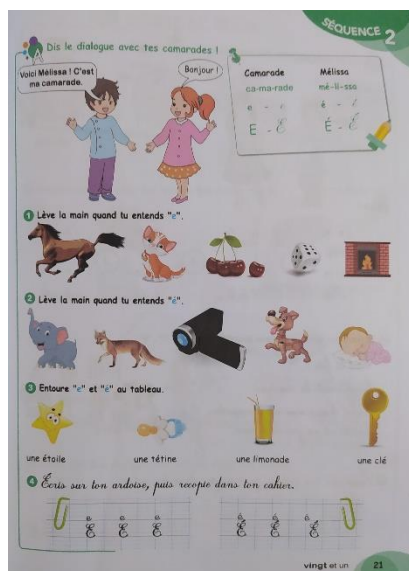


*Note, from Français 3 Primaire textbook by Medjahed et al (2017), p 92*

The existence of activities in the language textbook is required. They allow learners to practice the target language and reveal their weaknesses and strengths. The textbook of the French language has a variety of activities that serve different objectives. It demonstrates activities that enhance pupils' learning skills, especially listening skills. In addition, as a book for young children, it displays a variety of activities with colourful designs.

### **Figure 1.3**

*Variety of Activities in the Third-Year French Textbook*



*Note*, from Français 3 Primaire textbook by Medjahed et al (2017), p 21

## 5.2.The English Textbook of Primary School Third-Grade

The English textbook for third-grade pupils is titled “My Book of English”, written by TAMRABET Lounis and CHENNI Abdelfetah. It was published for the first time in 2022 after the Minister of National Education’s decision concerning the implementation of teaching the English language in primary schools in Algeria. It is a small and simplified book that contains only 64 pages. Its pages are not crowded with many texts and exercises. Moreover, it contains numerous colourful and vivid pictures with some funny cartoon characteristics.

The textbook is composed of six units, and each unit includes the basics of the English language that help students in the learning process. The first unit is titled Me, My Family, and My Friends, it presents different greeting types, and it enables learners to introduce themselves to other people by stating their name, age, and the living place. Additionally, it helps them to name different family members, for instance, my father, my mother, my sister, and so on. Five letters are required for pupils to learn in this unit that are i, j, l, t, and u. The

second unit “My school” introduces pupils to colours and different items that can be found in their primary schools. Furthermore, it is concerned with teaching weekdays and some letters, such as b, h, k, and m. The third unit “My home” enables pupils to name and describe the house and its different rooms. It also teaches some letters like n, p, and r. The fourth unit is titled My playtime, this unit suits the interests of pupils at this age. It enables them to learn how to name different playing toys, such as dolls, and care. In addition, it introduces some other letters, for example, c, a, d, e, and g. Unit five “My pets” aims to teach learners how to call domestic animals that they may have at home using the English language. Like other units, it also presents some letters: o q, f, and s. The last unit is titled “My fancy birthday”, it provides a variety of items that are used for parties, such as candles, and sweets. It also helps pupils to learn their five senses and some letters, v, w, x, y, and z.

It is important to mention the culture in any teaching material because it helps in the learning process. The textbook of English contains several cultural aspects that present the Algerian culture and the target culture. The Algerian culture was displayed in many manifestations; in celebration, such as Karakou, in religion by showing the Greatest Mosque in Algiers, in daily life clothes of Algerians, in the Algerian names like Amina. The target culture is also mentioned; for example, the flag of Britain, English names like Peter, and London.

#### **Figure 1.4**

*An Algerian Mother Wearing Traditional Clothes*



*Note.* From My Book of English by Tamrabet & Chennai (2022), p 52

### Figure 1.5

*The Representation of the Target Culture in the English Textbook*



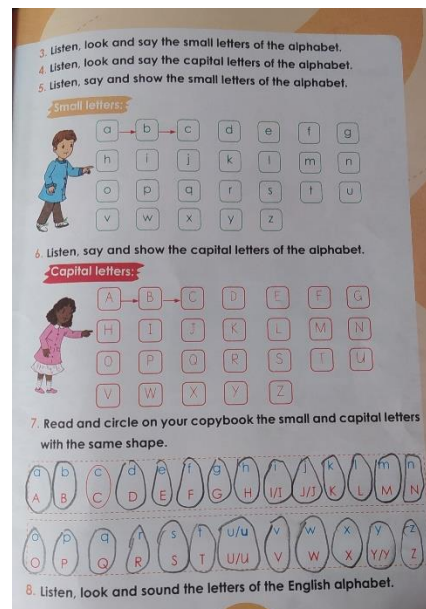
*Note.* From My Book of English by Tamrabet & Chennai (2022), p 34

As with language learning, the focus always be on the four skills reading, listening, speaking, and reading. Since pupils are young, and they are in the first learning stages, the priority is on the listening skill. The majority of the activities in the English textbook are

listening activities because it is the basic skill to learn a language. Listening is the first receptive ability that develops with the learner; it helps in the process of acquiring a new language (Renukadevi, 2014). In addition, the textbook contains activities for reading and writing skills that suit the young age of pupils.

### Figure 1.6

#### *Different Activities in the Third-Year English Textbook*



*Note.* From My Book of English by Tamrabet & Chennai (2022), p 7

## 6. Comparison of the Status of English and the Status of French in Algeria

The favouritism in treating foreign languages in the Algerian educational system is undeniable. While the English language has been witnessing a global dominance in science, technology, and economic, it is struggling to get the place it deserves in Algeria. In an ironic contrast, the French language is less important globally than the English language, but it has

been getting recognition since independence even with its limited benefits on students' education currently.

Historically, French has been taught in all the Algerian educational levels with many teaching sessions since the first years of independence. In the last two decades, the French language teaching hours were nearly the same as the Arabic language that is the mother tongue of the country. For example, in President Boutaflika's period, French had five hours of teaching just like the Arabic language in middle school (the Ministry of National Education, 2005). On the other hand, the English language was introduced after the independence only in middle and secondary schools with limited teaching hours. The English language was neglected from primary school, it was included in the fourth grade in 1993, but then it was removed a few years later. One of the reasons that has been trying to justify this difference in treatment is that the French language is the trophy of colonization.

Currently, the French language is still the first foreign language in Algeria; it has strong resistance even with the new reforms that have been made during these previous years. For instance, in middle school, the French language still has the same teaching hours as the Arabic language which is the first language in the country (Tachri3, 2022). The two of them have four hours a week in the last two years of middle school. With the new decisions, the English language has been getting some recognition lately. It is taught in primary school for the first time since 1997.

In higher education, the French language has been dominating the system as the language of instruction for years, especially in the scientific specialties. On the other hand, the English language has been getting more acknowledgment each year. In 2019, the Ministry of Higher Education posted a poll on their official Google website for people to vote for using the English language in Education or not using it. The results showed that 94.3% of voters were

with that decision while only 5.6% were against it (Fox & Mazzouzi, 2019). This voting poll showed the awareness of the higher educational environment in Algeria concerning the English language. In the beginning of the 2023 academic year, the Minister of Higher Education decided to depend on the English language in universities rather than the French language (Asharq Al-Awsat, 2023).

Socially, it is noticeable that the recent generations are paying much attention to the use of the English language. The Algerian society seems to welcome this language and knows its value and importance nowadays. The English language is manifested in different aspects of the Algerian society. For example, people are using the English language to name their grocery stores, shops, and restaurants (Benyaboub & Sebti, 2020).

## **7. Literature Review about the Simultaneous Learning of Foreign**

### **Languages**

#### **7.1.In the International Context**

The simultaneous learning of two foreign languages is a less explored era in language education. This is primarily because many countries depend on teaching only one foreign language at primary school. The statistics provided by the official website of the European Union (2015) revealed that 79% of pupils learn only one foreign language at primary schools; the English language dominates the education system in the EU by 83.5%. Considering these countries as developed ones, the concentration of teaching only one foreign language at primary school is not arbitrary. In this respect, Hung et al. (2020) stated that learning two foreign languages at once can create competition among external resources, such as time management, and internal resources, such as memory, attention, and motivation.

#### **7.2.In the Algerian Context**



In the Algerian context, research on the English language at primary school is limited, particularly due to the very recent introduction of the English language in the curriculum of primary level only a year ago (2023). Therefore, the focus is initially on the research that has been conducted before introducing the English language at primary school. Subsequently, the focus shifts to the studies that are relevant to English after the actual implementation of it in primary school.

Abassi and Hakime (2020) explored the challenges that may arise if the English language was introduced in primary schools in Algeria and conducted research. The researchers used a questionnaire to gather the different opinions of the English language teachers at the University of Guelma concerning this topic. Surprisingly, all the questions of the questionnaire were about the teachers' challenges only even though the process of introducing this language concerns both teachers and pupils.

An investigation Benzoubir and Bourouina (2020) about the Implementation of English as a second foreign language in Algerian primary schools. The online questionnaire showed that most parents agreed with English being the only foreign language taught at primary schools. Moreover, English teachers of middle schools showed nearly balanced answers about the probability of causing mental pressure to pupils due to the simultaneous learning of two foreign languages. 46.67% of teachers disagreed with this expectation, and 40% of them thought the opposite, and the rest were neutral.

Another study was conducted by Maliki (2021) concerning the re-implementation of teaching English at primary school. The questionnaire revealed that the majority of parents agreed with teaching English and French at primary school, but not at the same level. The results showed that 38% of parents are with teaching the two languages either in the third or fourth grade. 26% of the parents preferred English to be taught in the fourth grade. These

results showed the awareness of the social environment in Algeria about the difficulties that can face pupils while learning two foreign languages simultaneously. Surprisingly and in contrast to parents' responses, teachers of different educational levels had no problem with English and French languages being taught at the same time, justifying their answers that children's minds are capable of learning more than one language easily.

Comparing all the previous research, they share some similarities. Most parents seem aware of the potential obstacles may encounter their children while learning two foreign languages simultaneously, especially that English and French languages share many similarities. This is ascertained by Moriyama (2005) that the more foreign languages are similar, the more it is difficult to learn them simultaneously. In addition, all those findings were based on and constructed from expectations about the future of the English language at primary schools in Algeria without concrete evidence proving their points of view. Since it has been only one year since the official introduction of the English language in primary school, the limited number of research on the simultaneous learning of French and English is still remarkable.

Baghdouche and Boussaha (2023) conducted a recent investigation about the simultaneous learning of French and English at primary schools in Algeria. The online questionnaire revealed that according to the majority of teachers, pupils are confused between the two languages. 53% of the English teachers expressed that pupils used them interchangeably in the classroom only in the first period. However, 56% of French teachers admitted that pupils still suffer from that issue. Most teachers thought that the learning process of French and English languages together was successful without giving convincing answers about in what way it was successful. On the other hand, parents' responses gave a positive impression about the simultaneous learning of the English and French languages. They expressed their satisfaction with their children's results. Overall, the research focused

mainly on teachers' and parents' perspectives and missed one of the most important aspects of the teaching-learning process which is the pupils' perspectives.

In the same respect, Benmorsli and Benguesmia (2023) conducted research on the possibility of the simultaneous learning of the French language and the English language for third-year pupils to succeed. The results of the online questionnaire showed positive responses from the English and French teachers concerning the formal acquisition of English and French at the same time. However, the answers collected from the interview revealed that most educational experts do not have faith in this process. Most of them agreed that pupils are not ready to receive two foreign languages simultaneously, and they ensure that learning two grammar systems can negatively affect pupils' performance. The research emphasized adults' perspectives and neglected pupils' perspectives.

A notable remark is that all research above overlooked pupils' perspectives, despite the undeniable fact that the learning process depends on both teachers and students. According to Neill (2005), children were used in research rather than being involved in the process following the traditional way of research. The main reason for this problem can be drawn from the common perception that children are too young to provide reliable and valid data. Recently, this view changed, and children's opinions have been recognized and respected in research depending on their age (Dockett & Perry, 2011). Moreover, at the age of eight, children are capable to express their feelings, ideas, and problems spontaneously without the need to fabricate the truth.

## **8. Challenges of the Simultaneous Learning of Languages**

Learning more than one language is demanded with the increase of globalization. People tend to learn multiple languages to achieve their goals. This led to the creation of the simultaneous language learning where learners try to balance their learning of two or more

languages at the same time. Despite that the idea of being proficient in two languages at once is attractive. However, the way to this result does not seem easy. Learning one language is in itself a long journey with many difficulties, and learning two languages simultaneously may be more complicated with doubtful results. Linguistic, cognitive, and psychological challenges can interfere with the process of learning.

Code mixing and difficulty in differentiating between the two targeted languages are some of the major linguistic challenges that may encounter simultaneous language learners. At the first stage of learning, learners will receive a large amount of information concerning both languages at the same time, which certainly can lead to an intermixing phenomenon. For example, with the situation of learning French and English simultaneously in the Algerian primary schools, many teachers confessed that pupils mix the two languages unconsciously through the process of learning (Khelifa Baghdouche & Boussaha, 2023).

Simultaneous language learners may encounter several cognitive challenges. One of the most important aspects of learning a language is the complete focus on it to have good results. However, with learning two languages at the same time, the focus will be split, and no language will get the justice that it deserves. Moreover, what is harder is to maintain this focus on both of them during the whole process of learning (Richards, 2019). Arguelles (2022) indicated that even though the success of the simultaneous language learning depends on many aspects; however, it is better to keep the emphasis on learning only one language.

Furthermore, learners have a high chance of facing psychological challenges. Emotions and feelings can interfere negatively or positively with the learning process of learning two languages. Learning one language needs deduction, passion, discipline, confidence, and motivation. In this respect, Mirbabayeva (2022) ensured how learners' needs and motivation are essential to require any knowledge. Therefore, learning two languages simultaneously

would consume double these emotions. The process may take a lot of time, and sometimes learners do not feel the development of their learning, which makes them more frustrated and impatient.

One of the reasons that discourages learning two languages at the same time is the split of energy and time (Arguelles, 2022). Instead of learning one language and reaching an adequate level of it in a period, learners can spend much time learning two languages together and at the end, it may not reach the level that satisfies them.

In conclusion, learning two languages simultaneously offers the promise of cultural enrichment and expanded communication abilities, the journey is rife with challenges. It requires a significant investment of time, energy, and emotional resources, with no guarantee of satisfactory outcomes. Perhaps, for many learners, focusing on mastering one language at a time remains the more prudent approach.

## **Conclusion**

This chapter was an attempt to explore the difference between the English and French languages' situations in the Algerian contexts across various dimensions, including history, instructional hours, textbooks content on one hand, and reviewed different literature concerning the simultaneous learning of two new languages on the other hand. It introduced the historical events that the French and English languages have passed to reach their current situations in Algeria. Furthermore, it gave insights into the distinct distribution of teaching hours for each language within the Algerian educational framework. Moreover, it displayed the content of the English and French textbooks designed for third-year pupils of primary school. The chapter also offered a comparative analysis of the statuses of the English and French languages in Algeria. For the last part of this chapter, international and local research

were reviewed and evaluated, additionally to an essay that showed the most occurred challenges that may face learners while studying two languages at the same time.

# **Chapter Two**

## **Data Analysis and Interpretation of Results**

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## **Introduction**

Every research has a dual framework. A theoretical part where previous studies are presented, described, evaluated, and criticized. In addition to a practical component where the researcher tries to do the practice to solve a problem or investigate a phenomenon. Therefore, this chapter presents the practical dimension of this academic work; it attempts to introduce the methodological plan for this research including the sampling technique, the tools that have been used, and the analysis of the gathered data. A mixed-method approach was adopted to explore the challenges that may encounter primary foreign languages teachers and third-grade pupils in Djamourah's primary schools during the current situation of the simultaneous learning of French and English languages.

### **1. Research Methodology**

This study adopted the mixed method combining the descriptive and exploratory methodologies because the phenomenon is new and has not been investigated before. The population involved in the present research was third-year primary school pupils and English and French teachers. Regarding the small population in Djamourah, sixteen teachers were used; thirteen teachers of French and three teachers of English. Furthermore, five pupils were chosen randomly for this investigation.

Three tools were used to collect the necessary information, a semi-structured interview to gather qualitative data from pupils; this tool is suitable for gathering genuine answers, and it suits their young age. In addition, a semi-questionnaire containing both close-ended questions and open questions was administered to English and French teachers to collect their opinions about the simultaneous learning of the French and English languages and how effective it is. Classroom observation was another tool used to show the researcher's perspective on simultaneous language learning.

## 2. Description of Teachers' Questionnaire

A semi-structured questionnaire was administered to sixteen French and English teachers of Djamourah's primary schools after being validated by the supervisor. It is composed of seventeen questions. Fourteen close-ended questions and three open-ended questions. This structure was designed to facilitate the statistical analysis and to receive as many responses as possible.

The questionnaire is divided into three: the first section is entitled 'Teacher's Profile', it contains three questions intended to collect personal information about teachers' careers and to make them feel at ease before answering the main questions. The second section titled 'Teachers' Perspectives about the Simultaneous Learning of the English and French Languages', it includes ten questions that aimed to explore the different teachers' points of view concerning simultaneous language learning, and the challenges faced them as well as pupils. The final section devoted to 'The Effectiveness of the Simultaneously Learning of English and French', it consists of four questions. The latter tried to discover whether this process of languages learning was successful or the opposite.

## 3. Piloting the Teachers' Questionnaire

The piloting study is one of the strategies that help to check the questionnaire's questions. This technique was used on three teachers of the French language and three teachers of the English language from two Facebook groups, English in primary school (الانجليزية في الابتدائي) and French teachers of primary education (اساتذة اللغة الفرنسية للتعليم الابتدائي) to see if the questions of the questionnaire were answerable. Some questions were modified depending on those teachers' answers, such as questions eleven and fifteen.

#### 4. English and French Teachers' Questionnaire Analysis

After the data were collected, the semi-questionnaire responses were analyzed using IBM Spss Statistics version 22.

##### Section One: Teacher's Profile

**Question 01:** Which language do you teach?

**Table 2.1**

*Percentages of English Teachers and French Teachers*

Percentages	
French teachers	81.25%
English Teachers	18.75%
Total	100%

*Note.* The table is adopted from IBM Spss Statistics 22

Table 2.1 shows that this research contains sixteen participants; the French teachers dominate the sample by 81.25%, which is thirteen teachers of French while English teachers have 18.75%, which is only three teachers.

**Question 02:** How long have you been teaching in primary school?

**Figure 2.1**

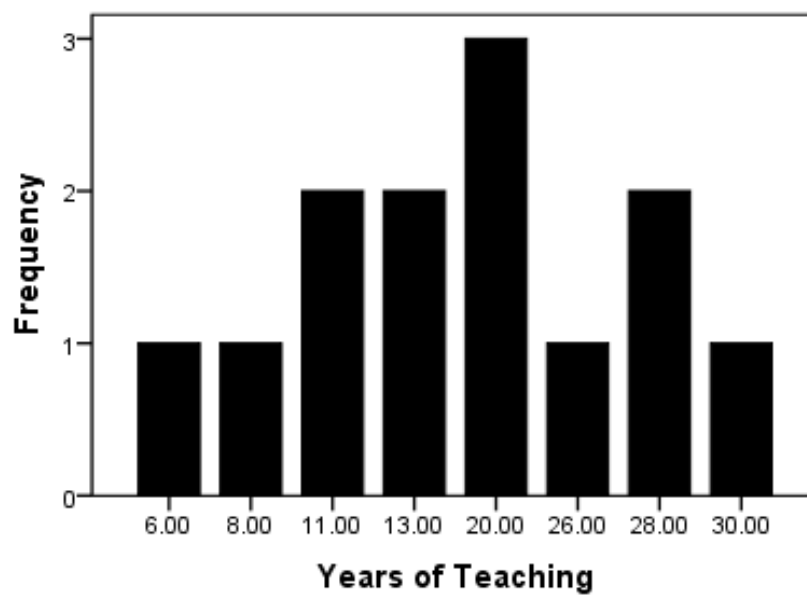
*The English Teachers' Years of Teaching Experience*



*Note.* From IBM Spss Statistics 22

**Figure 2.2**

*The French Teachers' Years of Teaching Experience*



*Note.* From IBM Spss Statistics 22

The results showed that the French teachers have more experience than the English teachers do. English teachers had from six months to two years of experience. The French teachers had longer experience, such as 28 years, 26 years, 20 years, 20 years, 30 years, 6 years, 13 years, 20 years, 11 years, 11 years, 8 years, 20 years, 13 years, and 28 years of experience.

**Question 03:** How many classes do you teach?

Due to the fact that each primary school in Djamourah has at least two teachers of French, that gave them the privilege of having fewer classes to teach. The majority of them have only three classes. In contrast, the English teachers have more classes in different schools; each teacher has eight or more classes in at least three different primary schools.

## **Section Two: Teachers' Perspectives on the Simultaneous Learning of English and French Languages**

**Question 04:** Choose the most preferable statement.

**Table 2.2**

*Teachers' Opinions Concerning the Best Level/s to Teach English and French*

	Teachers Percentages	
	English Teachers	French Teachers
French and English should be taught at the same grade in primary school	66.7%	0%
French and English should be taught in different grades in primary school	33.3%	76.9%
English should be taught starting from middle school	0%	7.7%
French should be taught starting from middle school	0%	15.4%

Total	100%	100%
-------	------	------

*Note.* The table is adopted from IBM Spss Statistics 22

This question was asked for the sake of uncovering teachers' perspectives concerning simultaneous language learning. The results in Table 2.2 showed that the English teachers and French teachers did not have the same views about this concept. Most of the English teachers agreed with the simultaneous language learning of French and English in primary education. 66.7% of them expressed their agreement with French and English being taught at the same grade in primary school while the majority of the French teachers saw the opposite. 76.9% of them agreed with English and French being taught in different grades in primary education. Only 33.3% of the English teachers preferred these two languages to be taught at different grades in primary school. In addition, 15.4% of the French teachers suggested that it is better if French is taught starting from middle school, and 7.7% of them preferred the old system with English being taught starting from middle school. It is noticeable that no French teacher agreed with simultaneous language learning in primary school.

**Question 05:** Do you feel that pupils are facing some problems while learning two foreign languages simultaneously?

**Table 2.3**

*Teachers' Opinion Concerning Pupils' Problems with the Simultaneous Language Learning*

Percentages		
	English Teachers	French Teachers
Yes	66.7%	92.3%
No	33.3%	7.7%
Total	100%	100%

*Note.* The table is adopted from IBM Spss Statistics 22

This question aimed to see if the English and French teachers noticed that their pupils were facing some difficulties while learning two foreign languages at once or if they did not. According to Table 2.3, there was an agreement between the majority of both of them that pupils are having problems while only 33.3% of the English teachers and 7.7% of the French teachers saw the opposite.

**Question 06:** What are the different problems faced by pupils while learning English and French at the same time?

**Table 2.4**

*Pupils' Problems while Learning Two Languages Simultaneously*

Percentages		
	English Teachers	French Teachers
Pupils cannot differentiate between English and French	0%	15.4%
Pupils mix French and English	100%	46.2%
Pupils are confused between the two foreign languages	0%	23.1%
Others	0%	15.4%
Total	100%	100%

*Note.* The table is adopted from IBM Spss Statistics 22

According to Table 2.4, the English teachers confessed that their pupils mix the two languages. In contrast, the French teachers had distinct opinions. 46.2% of them had the same opinion as the English teachers while 23.1% of them confirmed that pupils were confused between the two languages. Furthermore, 15.4% of the French teachers agreed that third-grade pupils could not differentiate between English and French. 15.4% of the French teachers chose 'Others' and wrote the following challenges:



- The program content is too much for pupils' capacity.
- Pupils mix up a lot between the pronunciations of sounds.

**Question 07:** Do pupils use the other foreign language during your session?

**Table 2.5**

*Teachers' Opinions Concerning Pupils Use of the Other Foreign Language*

Percentages		
	English Teachers	French Teachers
Yes	100%	100%
No	0%	0%
Total	100%	100%

*Note.* The table is adopted from IBM Spss Statistics 22

This question aimed to discover if third-grade pupils were shifting to French or English in English or French sessions respectively. The results in Table 2.5 showed the English and French teachers faced times when pupils used the other foreign language in the classroom.

**Question 08:** How often do they use the other foreign language during your session?

**Table 2.6**

*The Frequency of Pupils Shifting to the Other Foreign Language*

Percentages		
	English Teachers	French Teachers
Never	0%	0%
Once a session	33.3%	23.1%
A few times a session	66.7%	76.9%
Many times a session	0%	0%
Total	100%	100%

*Note.* The table is adopted from IBM Spss Statistics 22

This question aimed to know how often pupils use the other foreign language during the English or French sessions. Table 2.6 shows that the majority of foreign language teachers faced this problem a few times a session while a few of them (23.1%) admitted that pupils shift to the other foreign language only once a session.

**Question 09:** In which period of the school year have the pupils been using the Other Foreign Language in your sessions?

**Table 2.7**

*Teachers' Opinions Concerning the School Year Periods when Pupils shift to the Other Foreign Language*

Percentages		
	English Teachers	French Teachers
Never	0%	0%
Only during the first weeks	0%	0%
Only during the first semester	0%	30.8%
During the first and second semesters	100%	15.4%
The entire educational year	0%	53.8%
Total	100%	100%

*Note.* The table is adopted from IBM Spss Statistics 22

This question aimed to discover when pupils have been using the other foreign language in French or English sessions. Table 2.7 shows that 30.8% of the French teachers said that pupils used to shift to English only during the first semester. 15.4% of the French teachers agreed with the English teachers that pupils suffered from this problem only during the first

and second semesters. Conversely, 53.8% of the French teachers confessed that pupils did not overcome this problem, and they suffered from it the entire educational year.

**Question 10:** There are some similar lessons in both French and English textbooks, such as the alphabet, numbers, family members, and house components. Are pupils confused between them?

**Table 2.8**

*Teachers' Opinions Concerning Pupils Confusing between French and English Lessons*

Percentages		
	English Teachers	French Teachers
Pupils are confused between them	0%	7.7%
Pupils were confused at first but they managed to learn them correctly	66.7%	84.6%
Pupils do not have problems with these aspects	33.3%	7.7%
Total	100%	100%

*Note.* The table is adopted from IBM Spss Statistics 22

This question seeks to discover if the similarity between the French and English lessons in third-year textbooks contributed to pupils' confusion between the two foreign languages. The majority of the French and English teachers expressed that pupils were confused at first but they managed to learn the two languages correctly (see Table 2.8). While few of them denied that pupils have a problem with these similarities, 7.7% of the French teachers were distinct with their opinions saying that pupils are still confused between French and English lessons.

**Question 11:** In what aspect are pupils confused between English and French?

**Table 2.9***The Aspect that Pupils Confuse in English and French*

Percentages		
	English Teachers	French Teachers
Pronunciation	66.7%	53.8%
Vocabulary	33.3%	46.2%
Total	100%0	100%

*Note.* The table is adopted from IBM Spss Statistics 22

Table 2.9 shows that 66.7% of the English teachers and 53.8% of the French teachers agreed that pupils usually made mistakes in pronunciation. 33.3% of the English teachers and 46.2% of the French teachers saw that pupils confuse between English and French vocabulary the most.

**Question 12:** How do you react when a pupil shifts to the other foreign language during your session?

**Table 2.10***Teachers' Reaction to Pupils Shift to the Other Foreign Language in Classroom*

Percentages		
	English Teachers	French Teachers
Correct him immediately	100%	92.3%
Correct him at the end of the session	0%	0%
Ignore it	0%	0%

Prepare remedial exercise	0%	7.7%
Total	100%	100%

*Note.* The table is adopted from IBM Spss Statistics 22

The purpose of this question is to know how teachers deal with pupils when they mix French and English. Table 2.10 shows that all the English teachers and 92.3% of the French teachers agreed that they correct their pupils immediately without any delay. Only 7.7% of the French teachers said that they prefer to prepare remedial exercises in this case.

**Question 13:** Do pupils correct themselves when they shift to the other foreign language?

**Table 2.11**

*Teachers' Opinions about Pupils Self-Correction*

Percentages		
	English Teachers	French Teachers
Yes, they correct themselves	66.7%	53.8%
No, they need the teacher to correct them	33.3%	46.2%
Total	100%	100%

*Note.* The table is adopted from IBM Spss Statistics 22

This question aims to see if pupils are conscious when they make mistakes and if they are capable of correcting themselves or the opposite. The table above shows that 66.7% of the English teachers and 53.8% expressed that their pupils correct themselves when they shift to the other language while 33.3% of the English teachers and 46.2% of the French teachers admitted that they need to correct pupils by themselves.

### **Section Three: The Effectiveness of Simultaneously Learning of English and French**

**Question 14:** Please indicate your level of agreement concerning the effectiveness of the simultaneous learning of French and English for third-year pupils.

**Table 2.12**

*The Level of Agreement of the English Teachers Concerning Simultaneous Language Learning*

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The simultaneous learning of French and English was not successful	0%	0%	0%	66.7%	33.3%
The simultaneous learning of French and English has the potential to succeed	33.3%	33.3%	33.3%	0%	0%
The simultaneous learning of French and English is successful	0%	66.7%	33.3%	0%	0%
The lack of time and experienced teachers affected the process	0%	66.7%	0%	0%	33.3%
It is early to judge the results of the simultaneous learning	33.3%	66.7%	0%	0%	0%
Total	100%	100%	100%	100%	100%

*Note.* The table is adopted from IBM Spss Statistics 22

The English teachers were given five statements to discover their opinions on the success of the simultaneous language learning in primary education (see Table 2.12).

**First statement:** The simultaneous learning of French and English was not successful.

66.7% of English teachers said they disagreed with it and 33.3% strongly disagreed.

**Second statement:** The simultaneous learning of French and English has the potential to succeed.

Most of them see that the simultaneous language learning has potential in primary education. Additionally, 33.3% were neutral concerning this idea.

**Third statement:** The simultaneous learning of French and English is successful.

66.7% of English teachers agreed that simultaneous language learning is successful while 33.3% of them were neutral.

**Fourth statement:** The lack of time and experienced teachers affected the process.

The majority of teachers agree with this statement. However, 33.3% of them disagree that the lack of time and experienced teachers impacted simultaneous language learning.

**Fifth statement:** It is early to judge the results of simultaneous learning.

All English teachers thought that the results of simultaneous language learning cannot be judged currently, and need time.

**Table 2.13**

*The French Teachers' Level of Agreement Concerning Simultaneous Language Learning*

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The simultaneous learning of French and English was not successful	15.4%	30.8%	30.8%	15.4%	7.7%
The simultaneous learning of French and English has the potential to succeed	7.7%	38.5%	46.2%	7.7%	0%
The simultaneous learning of French and English is successful	7.7%	15.4%	38.5%	30.8%	7.7%
The lack of time and	30.8%	46.2%	7.7%	15.4%	0%

experienced teachers affected the process					
It is early to judge the results of the simultaneous learning	38.5%	38.5%	7.7%	7.7%	7.7%
Total	100%	100%	100%	100%	100%

*Note.* The table is adopted from IBM Spss Statistics 22

The French teachers were given five statements to see their perspectives concerning the success of simultaneous language learning (see Table 2.13)

**First statement:** The simultaneous learning of French and English was not successful.

15.4% and 30.8% of the French teachers agreed with this statement. Additionally, 30.8% of them preferred to be neutral while the rest were against it.

**Second statement:** The simultaneous learning of French and English has the potential to succeed.

Only 7.7% were against this statement while the majority of them split into half. Some were with it and others were neutral.

**Third statement:** The simultaneous learning of French and English is successful.

There were nearly balanced results between neutral teachers and others who were against this statement. While 7.7% and 15.4% chose strongly agree and agree respectively.

**Fourth statement:** The lack of time and experienced teachers affected the process

The majority of them agree with this statement.

**Fifth statement:** It is early to judge the results of simultaneous learning.

Great percentages agreed with this statement.

**Question 15:** If it is successful, is it reflected in?



**Table 2.14***The Reflection of the Simultaneous Language Learning Success*

Percentages		
	English Teachers	French Teachers
Pupils' marks	0%	0%
Pupils' performances	33.3%	30.8%
Pupils' marks and performances	66.7%	61.5%
No answer	0%	7.7%
Total	100%	92.3%

*Note.* The table is adopted from IBM Spss Statistics 22

Table 2.14 shows that 66.7% of the English teachers and 61.5% of the French teachers expressed that the success is reflected in pupils' marks and performance while 33.3% of English teachers and 30.8% of the French teachers see that it is reflected in pupils' marks only. In contrast, 7.7% of the French teachers refused to choose any choice because they did not think that simultaneous language learning was successful.

**Question 16:** Can you provide the results of your classes, please?

**Table 2.15***The Results of English and French Classes*

Percentages		
	English Teachers	French Teachers
> 9	0%	0%
9-8	66.7%	53.8%
8-7	33.3%	23.1%
7-6	0%	23.1%
< 6	0%	0%
Total	100%	100%

*Note.* The table is adopted from IBM Spss Statistics 22

This question aims to know pupils' marks while learning English and French simultaneously. The table above shows that English and French teachers' classes averages were different. The English teachers had good averages. 66.7% of them indicated that their classes had an average between eight and nine; additionally, 33.3% of them stated that the average was between seven and eight. In contrast, French averages varied from good to acceptable. 53.8% of the French teachers had averages above eight and less than nine, 23.1% of them had more than seven while 23.1% of the French teachers indicated that their classes averages were less than seven.

**Question 17:** What do you suggest to make learning French and English simultaneously more effective in primary schools?

English teachers' responses were the following:

- French and English languages should be taught in different grades with English being the priority.
- It is better to make the same lessons in English and French lessons
- Realistic and tangible goals should be set to follow it strictly.

French teachers' responses were the following:

- English should be taught starting from primary school while French should be taught starting from middle school

- The acceptable marks of pupils are not a real reflection of the success of simultaneous language learning. To make it better, the government should give parents the choice to select which language they want their children to learn in primary school.
- I suggest to start teaching French and then English.
- The two languages should be taught separately
- The teaching hours are not enough and the programs should be reduced. Teach French in third grade while English in fourth grade.
- Simplify the program content
- There must be longer teaching hours
- It needs longer teaching hours and pedagogical means
- There should be an organized training for English teachers
- I think there must be an equivalent in teaching hours of both languages with simple and effective programs.
- English and French should be taught in different grades in primary school.
- Both languages should be taught in different grades with experienced teachers
- English and French should be taught in primary education

## **5. English and French Teachers' Questionnaire Interpretation**

The results obtained from this questionnaire, which was administered to teachers of the English language and French language in the primary schools in Djamourah, showed different perspectives of French teachers and English teachers for the simultaneous language learning

when teachers were asked to select the idea that they deemed as the most appropriate for foreign language education, it was noticeable that the French teachers were against simultaneous language learning of French and English. This may prove that they are

suffering from this issue more than the English teachers who most of them did not mind the simultaneous language learning.

All teachers agreed that pupils are facing some problems while learning English and French at the same time. These responses may ensure that pupils are encountering many challenges while learning two foreign languages at the same time. Teachers were asked about the problems that their pupils were facing. It was remarkable that all the English teachers were only facing one problem, which was mixing English and French while the French teachers have been facing several problems, such as mixing the two languages, confusion, and inability to differentiate between French and English. This may ensure that the simultaneous learning of English and French is a disadvantage for French teachers.

The frequency with which pupils utilized the other foreign language during the English and French sessions was not the same for foreign languages teachers. While most teachers acknowledged occasional usage by students, the English teachers experienced this phenomenon only in the initial semesters. In contrast, the French teachers contended with it throughout the entire academic year. This indicates that pupils mix English with French more than they mix French with English.

Furthermore, when teachers were asked if pupils were encountering difficulties with the similar lessons found in both French and English textbooks. Most of them agreed that learners initially struggled, but they eventually grasped the content. These responses may seem questionable, especially for the French teachers because in all previous questions, most of them were discontent regarding the simultaneous language learning, but they ended up answering this question positively with a great percentage. The English and French teachers agreed that pupils encountered some challenges with pronunciation and vocabulary. This may affirm that the simultaneous language learning is challenging for pupils.

Moreover, foreign language teachers were questioned about their approach when students mix English and French. The majority indicated that they promptly corrected their pupils. It was striking that only 7.7% of the French teachers opted to do remedial exercises. These responses may raise many questions regarding teachers' potential inadvertent reinforcement of errors among their students. Given their extensive experience, such corrective measures might have been anticipated to be more prevalent.

Subsequently, concerning students self-correct when they intermix languages, the majority of the English teachers attested that pupils correct themselves without requiring the teacher's help, while the French teachers had nearly balanced answers. 53.8% of them agreed that pupils are conscious of their mistakes and can correct them. However, 46.2% expressed that pupils need their teacher. These responses can indicate that pupils are more conscious of their mixing in the English session more than French session. In addition, it seems that the simultaneous language learning is not a disadvantage for French teachers only but also pupils when they learn French.

When teachers were questioned about their level of agreement concerning simultaneous language learning, 30.8% of the French the teachers agreed that it was not successful and 30.8% of them said they were neutral concerning this statement. While the English teachers disagreed with the statement. The responses to the success of the process of learning English and French at the same time were different. While the the English teachers agreed with it, most of the French teachers did not with the idea. The responses of teachers can reflect that the English teachers could cope with the current situation while the French teachers could not do the same for several reasons, such as the large number of lessons and the complexity of the program.

The majority of the English teachers agreed that simultaneous language learning has the potential to succeed while most French teachers were neutral. These responses were anticipated from their previous impressions concerning the success of simultaneous language learning. Furthermore, There was an agreement between English and French teachers that the lack of experienced teachers and enough teaching hours affected the process of learning. The English language has limited time and needs more. It only has two sessions a week; each session has forty-five minutes. All teachers agreed that it is too early to judge the results because the programs of both languages are not well-formed neither are their teaching hours. On the one hand, the French language has enough teaching hours, but its lessons are complex and too much for pupils at that young age. On the other hand, despite the simplicity of the English language lessons, they are required to be taught orally without writing down anything, in addition to the limited teaching hours.

Concerning the reflection of the simultaneous language learning success, most of the English and French teachers agreed that the success was reflected in pupil marks and performances. It was strange that most of the French teachers selected this choice because it did not match their responses where they found the simultaneous language learning unsuccessful.

Most teachers suggested separating the two languages instead of teaching them at the same time as a solution to make simultaneous language learning more effective. The reason behind these responses is that they do not see any hope in the current situation of learning English and French at the same time. Few of them assumed that the need for more teaching hours was the solution, which is logical, especially for the English language which has only an hour and a half a week. Some others saw that it would be effective if English and French lessons were the same. However, introducing the same lessons will probably worsen the situation, and pupils will mix the two languages continually.

## **6. Third-Year Primary School Pupils' Interview Description and Analysis**

A semi-structured interview was conducted on five randomly chosen third-year pupils. This tool was chosen because it suits children young age, and it enables to collect their answers. Ten questions in a form of a group of amusing games were crafted to make pupils talk and share their opinions freely. The first three questions were made to break the ice and make pupils feel at ease. The interview included some games that encompassed a range of activities, including playful exercises involving listening to videos, reading letters, and guessing words with the use of colourful images. Pupils also were encouraged by giving sweets for every answer.

### **6.1. Pupils' Favourite Module in Primary School**

The initial three questions were strategically made to create a comfortable climate for third-grade pupils during the interview. Tasnim, Mohamed, Maria, Yahiya, and Serine after introducing themselves and expressing their well-being, admitted how much they love studying in primary school. Children's responses varied concerning their favourite module. The boys agreed that they love the Arabic language the most while Maria and Serine declared their love for the Islamic module. Tasnim, in her distinct voice, articulated her profound admiration for the English language module.

### **6.2. Pupils' Level of Agreement Concerning Learning English and French at the Same Time**

For this question, pupils were given a satisfied emoji with a happy expression and an unsatisfied emoji with an angry expression, and they were asked to raise each one depending on their opinions concerning four statements about simultaneous language learning. This

approach aimed to engage pupils in expressing their perspectives in a more enjoyable manner using emojis.

The first and second statements were whether they favour French more than English or they favour English more than French. Tasnim, Maria, and Mohamed raised the angry emoji for the first statement and the happy one for the second statement. They articulated a preference for English over French, citing its perceived ease and the enjoyment they derive from the learning process during English sessions. Conversely, Yahiya and Serine raised the happy emoji for the first statement and the angry one for the second statement. They demonstrated their biased opinions toward the French language; they saw the English language as a new and challenging language.

The third and fourth statements were about whether pupils see learning English and French simultaneously as hard or the opposite. Tasnim, Yahiya, and Maria confessed their struggle with learning two foreign languages at the same time. The three pupils expressed a desire to learn them in separate years for better comprehension. In contrast, Mohamed and Serine did not mind learning them at the same time and found the current learning situation manageable.

### **6.3. The Most Difficult Language for Third-Year Pupils**

There was a secretive agreement among pupils that they found the French language complicated, and they faced many difficulties learning it compared to the English language. Out of five pupils, Tasnim, Mohamed, Maria, and Yahiya collectively articulated their struggle with French and expressed that because the English language is an easier language to learn, they see the French language as a difficult language. Serine was individualized with her distinct opinion, and in contrast to others, she found the English language a challenging one to learn.



#### **6.4. Pupils' ability to differentiate between English and French and Avoid Mixing them**

Pupils were asked if they could differentiate between the two languages, and all of them agreed that they could distinguish English from French. However, they admitted that they usually mix the two languages unconsciously.

#### **6.5. Listening to French and English Audio**

To explore pupils' ability to differentiate between English and French, a fun listening activity was conducted. They were asked to listen to two videos that had been vocalized by the same person, one had numbers in French and the other had it in English, and they were required to recognize which one was English and which one was French. Most pupils reacted positively, and they could differentiate between the two foreign languages. The exception was Mariah who made one mistake with the number seven and said it was a number in French language.

#### **6.6. Reading Letters Game**

The pupils were tasked with reading a set of letters in both French and English to assess their proficiency in both languages. The task included six letters with different pronunciations in each language and seven with the same pronunciation (C A M I S H N E B Q P R F). This was designed to see their abilities to differentiate between English and French letters and assess their overall proficiency in both foreign languages.

Tasmine could pronounce many letters in French except the letters E and Q. Additionally, she struggled with I, E, and f. in English, but she could articulate the other letters correctly.

Mariah successfully recognized the French letters A, M, S, H, N, P, and R, and mispronounced the letters C, I, E, B, Q, and F. In English, she accurately pronounced M, S, N, and P but struggled with A, H, and R, and couldn't recognize the other letters.

Yahya pronounced the French letters A, M, S, H, N, E, Q, R, P, and F correctly but made mistakes with I, B, P, and Y. In English, he performed better with C, A, H, N, B, P, and F but struggled with R, and mispronounced I, S, E, and Q.

Mohamed correctly articulated the French letters A, M, S, H, N, E, P, and F, but mispronounced C, I, B, Y, and pronounced Q as in English. In English, he recognized A, M, S, N, H, E, P, R, and F, but mispronounced E and H as in French, and struggled with the rest of the letters.

Sirene correctly articulated C, A, M, S, N, B, and R in French but struggled with the other letters. Her English performance was poor, as she only recognized C and M.

## **6.7. Translating Words to English and then to French**

In this game, pupils were tasked to translate four words from Arabic to French and then to English. To make this task enjoyable for these young pupils, all four words, that are *امي* (my mother), *ابي* (my father), *منزل* (house), and *قط* (cat), were made on separate papers with colourful images that represent each word. These words were chosen from the shared lessons between French and English.

Tasnim did well with the task and could translate *ابي* (my father), *امي* (my mother), and *قط* (cat) in both languages. However, she could not do the same with the word *منزل* (house) in English. Additionally, Mohamed successfully translated *امي* (my mother), *ابي* (my father), and *(منزل)* house into both foreign languages. However, he mixed the translation of " *قط* " cat in French, made it English, and could not find it in French. Moreover, Mariah translated *ابي*

(my father) in both languages and *امي* (my mother) in English only. However, she failed with the other words in French and English.

Yahiya could correctly translate only *منزل* (house) and *ابي* (my father) in both languages. He made it with *قط* (cat) in the French language, but could not do the same in the English language. With the word *امي* (my mother), he pronounced the word *Ma mon* (my mother) as an English word instead of French. Finally, Sirene unfortunately could translate only *امي* (my mother) in English while she failed with the rest of the words.

### **6.8. Pupils' Results in French and English**

Pupils gained better marks in the English language than in the French language. Most of them had full marks in the English module, such as Tasnime, Mohamed, Maria, and Yahiya while Sirene had nine. In contrast, their grades in French were different. Tasnime, Yahiya had eight out of ten while Maria and Sirene had seven. Mohamed had the full mark.

## **7. Piloting Pupils' Interview**

A semi-structured interview was chosen to collect information from third-year pupils. This tool was piloted to assess the clarity and accessibility of the questions for the pupils. During this pilot phase, three randomly selected pupils participated. However, many of them appeared shy to speak and did not give helpful results. Consequently, it became evident that the original interview questions were not conducive to collect responses from the pupils.

In response to this challenge, modifications were made to the interview format. The questions were adapted into interactive games and activities designed to encourage pupils to open up and express themselves more comfortably. By incorporating these engaging elements, the aim was to create a more inviting and inclusive environment that would facilitate meaningful communication with the pupils.

## **8. Interview's Interpretation**

Simultaneous language learning is the process where learners are taught two languages at the same time. The outcomes of interviews conducted with third-year pupils revealed several challenges that may encounter them while learning English and French simultaneously. Among these challenges are code-mixing, the tendency to prioritize one language over the other, and the risk of experiencing difficulties in acquiring proficiency in both languages.

One of the most occurred challenges that encounter learners in simultaneous language learning is code-mixing. This problem was observed in the five third-year pupils who mixed both languages in many situations. For instance, they were pronouncing the French letter Q as it is in English, using “ma mon” as an English word, or pronouncing letters in English while intending to pronounce it in French. Moreover, it was remarkable that pupils mixed French with English in letters while they mixed English vocabulary with French. Pupils grasped French letters better because in the program each letter has its own time to be learned. However, pupils were required to learn four English letters in a short period.

During the interview, a common phenomenon was highlighted in the simultaneous language learning, where learners prioritize or favour one language over the other. While the simultaneous language learning aims to achieve an adequate level of both languages, it was not the same case for third-year pupils. Notably, the majority of them could not maintain the balance of learning French and English at the same time, so they ended up picking one language they favour as the language they would focus on more. This justifies some pupils' better marks in English and some others' better performance in French.

The concurrent learning of two languages may exert significant pressure on learners, potentially hindering their effectiveness in acquiring both languages. Activities eight and nine provided compelling evidence supporting this notion. In activity eight, a notable majority of

learners struggled to identify and correctly pronounce letters in both languages. For instance, Mariah and Yahiya pronounced the letter "C" as "K," and Yahiya also mispronounced the letter "Q" as "O." Despite instructions emphasizing capitalization, all learners consistently mispronounced the letter "I" as "L." Furthermore, Serine and Mariah erroneously pronounced the letter "B" as "P," and "F" as "V" while Mohamed and Tasnime encountered difficulty recognizing the letters "F". These challenges underscore the potential detriment of simultaneous language learning on learners' proficiency.

In activity nine, learners were tasked with translating four Arabic words into English and then French, revealing further struggles. The majority of learners encountered difficulty translating some words in both French and English. This indicates a broader challenge in comprehending and associating vocabulary across both languages. Such findings underscore concerns regarding the efficacy of simultaneous language learning.

The efficacy of simultaneous language learning can be measured by assessing pupils' performances and academic achievements. Since languages are tools for communication, pupils' ability to effectively utilize both languages is an indicative of successful simultaneous language learning. Consequently, proficient performances in both languages should positively influence pupils' grades.

During the interview, pupils admitted of receiving lower marks in French compared to their good marks in English. These revelations were unsurprising given their previous performances in the interview's activities. Notably, pupils demonstrated a better grasp of English words than they did in French because the content received from the English language is less than the French language. The disparity in pupils' performances and marks across both languages underscores the challenges inherent in simultaneous language

acquisition. Without balanced proficiency in both languages, the effectiveness of simultaneous language learning is called into question.

## **9. Classroom Observation's Description and Analysis**

After collecting English and French teachers' perspectives through the semi-structured questionnaire and pupils' opinions from the semi-structured interview, a structured classroom observation was made to see this phenomenon through the researcher's perspective and to find out the obstacles that can face pupils and French and English teachers during the simultaneous learning process. The observation was conducted in Esiid Feras Primary School in six sessions of English and French. It is made up of two sections. The first section concerns pupils' behaviour and the challenges they face while learning French and English at the same time. The second section concerns teachers' behaviour with pupils during the teaching-learning process.

### **9.1. Pupils' Performances**

It was remarkable that pupils were motivated to learn both languages. Their excitement was not hidden while learning. Moreover, pupils were incredibly engaged in both language sessions but in different ways. In the French session, pupils were engaging and participating in an organized manner because the French teacher was a little bit strict. In contrast, pupils were engaged so much in the lessons but in a messy way in the English session. The reason behind this was that the teacher believed that it was wise to let them do whatever they wanted because they are young.

### **9.2. Pupils Mixing Both Languages**

This phenomenon was more occurred in the French session than in the English session. Pupils were sometimes mixing vocabulary or pronunciation of sounds, such as saying sister in French instead of *soeur*, or pronouncing the French negative form *NE* as No in English.

Most of the time pupils needed the teacher to correct them by himself because they were intermixing both languages unconsciously.

### **9.3. Teachers' Performance**

Both sessions began with a repetition of the basic aspects of French and English languages, such as alphabet, days of the week, months, and seasons. The French teacher focused mostly on all four language skills, writing, speaking, listening, and a little bit of reading. In the English session, even though it was officially required to teach English orally only, the teacher did the best efforts to make pupils learn how to write letters and words despite the limited time compared to the French language.

The French teacher was more grammatically and linguistically competent than the English teacher was. While the French teacher had a fluent use of the language with correct pronunciation and grammar, the English teacher was weaker and kept making mistakes throughout the whole sessions, such as saying "there is the names of pets", "it is goldfish", "it is a pets", "verb to be we write before", and "who write the day of today". These mistakes were committed due to the long non-use of the English language and the rushed and poor teachers' training from the Education Ministry.

### **9.4. Teachers' Strategies**

The English and French teachers were using various strategies to make pupils learn easily without the need to use the Arabic language. Gestures, flashcards, colourful drawings, and games were used to make pupils engaged through the lessons.

The French teacher used a variety of strategies to make pupils engaged with the lesson and to develop their four language skills. For the listening skill, when pupils learned a new letter, the French teacher asked them to raise their fingers whenever they heard the letter they had learned from a group of words he was pronouncing. For the speaking skill, he made pupils

sing with him songs and repeat dialogues. For the reading skill, the teacher wrote a long sentence on the board, and each time he selected one pupil to go there and read it loudly. For the writing skill, the teacher made pupils write several letters on their small boards. He rewarded pupils by making the whole class clapping for the one who got the right answer. In contrast, he punished the naughty ones by shouting at them or hitting them on their hands if they did not listen.

Despite the official orders to focus on teaching English orally, the English teacher did various activities for pupils to learn. The focus was more on creating an enjoyable climate while learning which justifies the use of games too much. To make pupils memorize words, the English teacher stuck several flashcards with animal drawings and their names on the board and asked pupils to repeat after her each animal name they heard, after that the teacher ordered them to close their eyes and then she removed an animal flashcard and asked pupils to guess the missing animal. To develop their writing skill, the English teacher requested pupils to bring notebooks where they write different words. The teacher rewarded pupils with additional points which were not real, but it was impactful on pupils' performance. In contrast, she punished them with reducing their points or hitting their hands, which did not happen a lot.

### **9.5. Teachers Strategies to Correct Pupils**

The shift to the other language did not happen in the English sessions in all the attended sessions in the third semester. However, it did in the French sessions a few times. The French teachers corrected pupils immediately and made them aware that what they pronounced was English not French.

## **10. Classroom Observation's Interpretation**



Pupils' performance was good in both languages. It was observed that the experience played a crucial role in the betterment of teachers' performances and teaching skills. The French teacher was superior in his language and teaching skills because he had nearly thirty years of experience. The English teacher was doing her best to give pupils everything. However, the lack of accurate, correct language and control over pupils was noticeable; this was a result of hiring people who had graduated decades ago additionally to the poor teaching training that the government provided for the English teachers in fifteen days only. Mixing the two languages only happened in the French language sessions, this may prove that pupils overcame this challenge in the English session.

## **Conclusion**

This chapter attempted to display the researcher's practical work for the research. It introduced the methodology, the sample, and the tools used in this academic work. Moreover, it showed the description, the analysis, and the interpretation of each tool used, such as the semi-structured questionnaire that was handed to English and French teachers of primary schools in Djamourah, the semi-structured interview that was conducted on randomly chosen third-year pupils, and the classroom observation that was conducted in English and French sessions of two different third-year classes.

# General Conclusion and Recommendations

After the big demand on it, the English language was introduced in 2022 in the Algerian primary education. It started to be taught in the third grade. English was not the only foreign language that pupils had to learn but also the French language. This raised many doubts about the ability of this learning process to succeed. Upon this expectation, this academic work was designed.

After doing some reviews on the previous research that have been conducted in the same matter, it was found a neglect on pupils' perspectives because their views were underestimated judging them by their young age. However, this research attempted to give pupils space to have their own opinions concerning the simultaneous learning of French and English.

This research aimed to explore the different challenges that can encounter primary school English and French teachers and third-year pupils and the extent of simultaneous language learning success in Djamourah. In this respect, four questions were raised in this research to be investigated. The first and second questions focused on English and French teachers' perspectives concerning simultaneous language learning, additionally, the third question sought to know the challenges of this learning process, and the last question attempted to see to what extent this process was successful.

The first chapter was purely theoretical. It focused on making a comparison between the situation of the English language and the French language in the Algerian educational system. Moreover, it provided reviews on some of the literature that concerned simultaneous language learning with a focus on local research.

In order to collect data, three tools were used in this academic work. A semi-structured questionnaire was administered to sixteen English and French teachers of primary schools in Djamourah, a semi-structured interview was conducted on five randomly chosen third-year pupils, and a classroom observation was based on eight attended sessions of English and French.

Based on data obtained from teachers' questionnaire, it was found that the English and French teachers had two different opinions concerning learning two languages at the same time. English teachers could cope with the current situation ,and they were with the

simultaneous language learning while French teachers refused it because they were suffering from many problems.

In addition, the results of the teachers' questionnaire, pupil's interviews, and classroom observation revealed that many challenges were encountered by the English and French teachers and third-year pupils in primary schools in Djamourah. For example, teachers complained about the lack of enough teaching hours, poor teaching training of English teachers, the obligation of teaching English orally, the numerous and complex French language program, the lack of experienced English teachers, lack of teaching materials. Pupils' challenges were code-mixing, prioritizing learning one language, and the risk of learning neither language.

Finally, assessing the success of simultaneous language learning proved inconclusive due to prevailing challenges. It is evident that under current conditions, success is elusive. Addressing these challenges is imperative to enhance the effectiveness of simultaneous language learning in Algerian primary schools.

### **Limitations of the Study and Suggestions for Future Research**

Classroom observation would be more beneficial than any tool if it was conducted starting from the first sessions of the first semester and some other sessions in the other semesters for two main aims. The first aim is to observe the different challenges that encounter third-year pupils and English and French teachers from the beginning of the simultaneous language learning process. The second aim is to see if these challenges are overcome by time or it is developing into more serious problems.

### **Recommendations**

To facilitate the simultaneous learning of French and English in Algeria and specifically in Djamourah, several recommendations can be made for teachers, the Minister of Education,

and school authorities. Firstly, an effective training program should be implemented for English teachers to address their language proficiency gaps and equip them with strategies for effectively teaching young pupils. Additionally, English and French teachers should collaborate to identify and address the challenges pupils can face while learning two languages concurrently and develop effective teaching strategies. Furthermore, the French language curriculum should be reduced and simplified to suit young learners. It is also essential for the Minister of Education to reconsider the policy of teaching English solely through oral instruction in the third grade. A balanced approach that includes all four language skills (writing, speaking, listening, and reading) will provide a more comprehensive language learning. Finally, school authorities should ensure that teachers have access to the necessary resources and materials to teach both English and French effectively. By addressing these key areas, the learning process for pupils can be significantly improved, fostering better outcomes in simultaneous language acquisition.

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# Appendix



## **French Teachers' Questionnaire**

### **Questionnaire des enseignants d'anglais/français sur les défis de l'apprentissage simultané du français et de l'anglais comme langues étrangères**

Cher professeur d'anglais/français,

Ce questionnaire vise à recueillir les différents points de vue des enseignants d'anglais et de français des écoles primaires de Djamourah sur la situation actuelle de l'apprentissage simultané des langues anglaise et française pour les élèves de troisième année primaire. Votre

véritable contribution est précieuse et elle sera extrêmement utile pour ce travail académique.

Veillez noter que vos réponses sont traitées de manière confidentielle et utilisées

uniquement à des fins de recherche. Il vous est demandé de cocher la réponse choisie ou la

réponse en écrivant quelques phrases.

Samia Fezari

### **Première Section : Profil de L'enseignant**

1- Qu'enseignez-vous ?

La langue anglaise

La langue française

2- Combien de temps avez-vous enseigné à l'école primaire?

.....

3- Combien de classes enseignez-vous?

.....

### **Section Deux: Perspectives des enseignants sur l'apprentissage simultané des langues anglaise et française**

4- choisissez une idée

a- Le français et l'anglais devraient être enseignés au même niveau à l'école primaire

b- Le français et l'anglais devraient être enseignés à des niveaux différents à l'école primaire

c- L'anglais devrait être enseigné à partir du collège

d- Le français devrait être enseigné à partir du collège

5- Pensez-vous que les élèves rencontrent des problèmes lorsqu'ils apprennent deux langues étrangères simultanément?

Oui

Non

6- Quels sont les différents problèmes que les élèves rencontrent lorsqu'ils apprennent l'anglais et le français en même temps?

a- Les élèves ne peuvent pas différencier l'anglais et le français

b- Les élèves mélangent le français et l'anglais

c- Les élèves sont confus entre les deux langues étrangères

d- Autres

Si vous avez choisi d'autres, veuillez mentionner les problèmes qui ne sont pas inclus dans la liste

.....  
.....

7- Les élèves utilisent-ils l'anglais pendant votre séance?

Oui

Non

8- À quelle fréquence utilisent-ils l'anglais pendant votre séance?

Jamais	Une fois par séance	Quelques fois par séance	Plusieurs fois par séance
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9- Depuis combien de temps les élèves utilisent-ils l'anglais dans vos séances?

Jamais

Seulement pendant les premières semaines

Pendant le premier et le deuxième trimestre

Pendant toute l'année scolaire

10- Y a-t-il des leçons similaires dans les manuels de français et d'anglais, telles que

l'alphabet, les chiffres, les membres de la famille et les composants de la maison? Les

élèves sont-ils confus entre eux?

a. Les élèves sont confus entre eux

b. Les élèves étaient confus au début mais ils ont réussi à les apprendre correctement

c. Les élèves n'ont pas de problèmes avec ces aspects

11- Dans quel aspect les élèves sont-ils confus entre l'anglais et le français?

a- Prononciation

b- Vocabulaire

12- Comment réagissez-vous lorsqu'un élève passe à l'anglais pendant votre séance?

- a- Le corriger immédiatement
- 
- b- Le corriger à la fin de la séance
- 
- c- Ignorer cela
- d- Préparer un exercice de remédiation

13- Les élèves se corrigent-ils lorsqu'ils passent à l'anglais?

- Oui, ils se corrigent
- Non, ils ont besoin que l'enseignant les corrige

### Section Trois: L'efficacité de l'apprentissage simultané de l'anglais et du français

14- Veuillez indiquer votre niveau d'accord concernant l'efficacité de l'apprentissage simultané du français et de l'anglais pour les élèves de troisième année primaire.

Fortement D'accord Neutre Désaccord Fortement  
d'accord en désaccord

L'apprentissage simultané du français  
et de l'anglais n'a pas été réussi

L'apprentissage simultané du français  
et de l'anglais a du le potentiel de  
réussir

L'apprentissage simultané du français



et de l'anglais est réussi

Le manque de temps et d'enseignants expérimentés ont affecté le processus

Il est trop tôt pour juger des résultats de l'apprentissage simultané

15- Si c'est réussi, cela se reflète-t-il dans :

- a. Les notes des élèves
- b. Les performances des élèves
- c. Les notes et les performances des élèves
- d. Pas réponse

16- Pouvez-vous fournir les résultats de vos classes, s'il vous plaît ?

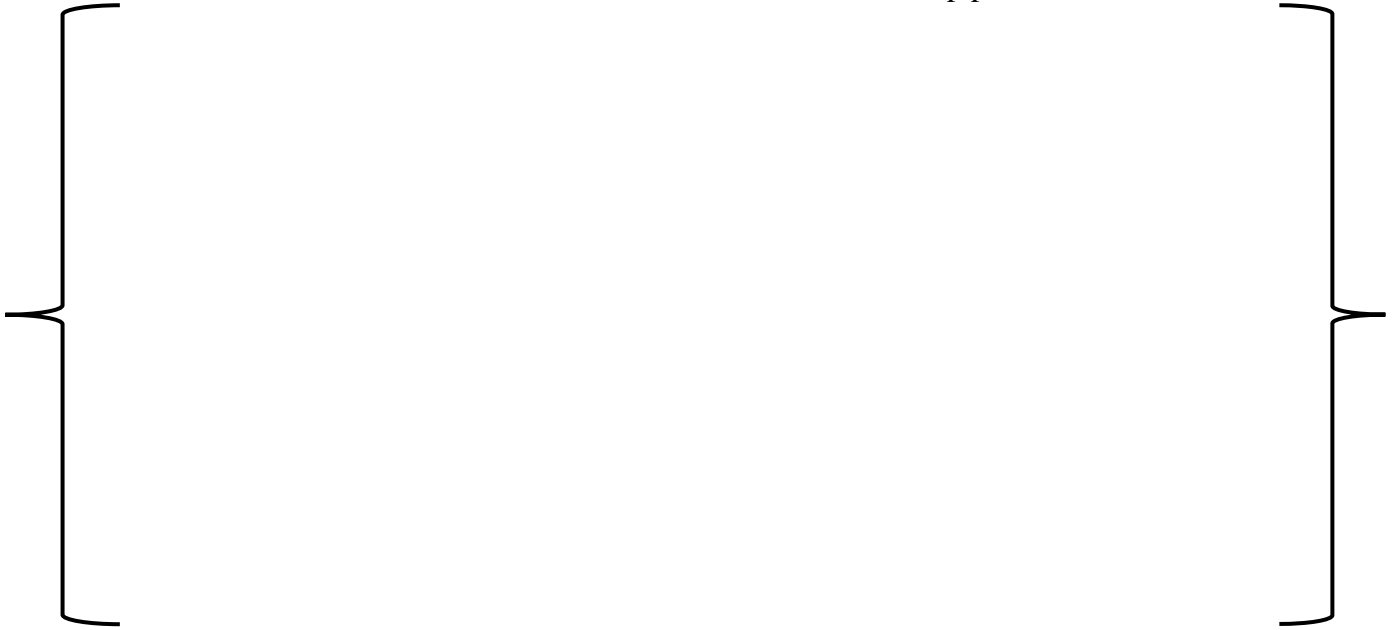
> 9	9-8	8-7	7-6	< 6

17- Que suggérez-vous pour rendre l'apprentissage simultané du français et de l'anglais plus efficace dans les écoles primaires?

.....

.....

Merci beaucoup pour votre collaboration



## **English Teachers' Questionnaire**

**English / French Teachers' Questionnaire about Challenges of Learning French and  
English as Foreign Languages Simultaneously**

Dear English/ French teacher,

This questionnaire intends to collect the different perspectives of English and French teachers of primary schools in Djamourah about simultaneous learning of English and French languages for third-grade primary pupils. Your genuine contribution is valuable and will be extremely helpful for this academic work. Please note that your responses will be dealt with confidentially and used only for research purposes. You are requested to tick for the chosen answer or respond by writing a few sentences.

Samia Fezari

### Section One: Teacher's Profile

1- Which language do you teach?

The English language

The French language

2- How long have you been teaching in primary school?

.....

3- How many classes do you teach?

.....

### Section Two: Teachers' Perspectives about the Simultaneous Learning of English and French Languages

4- Choose one statement

a- French and English should be taught at the same grade in primary school

b- French and English should be taught in different grades in primary school

- c- English should be taught starting from middle school
- d- French should be taught starting from middle school

5- Do you feel that pupils are facing some problems while learning two foreign languages simultaneously?

- Yes
- No

6- What are the different problems that pupils have been facing while learning English and French at the same time?

- a- Pupils cannot differentiate between English and French
- b- Pupils mix French and English
- c- Pupils are confused between the two foreign languages
- d- Others

If you chose others, please mention the problems that are not included in the list

.....

.....

7- Do pupils use French during your session?

- Yes
- No

8- How often do they use French during your session?

Never	Once a session	A few times in a session	Many times in a session
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9- How long have pupils been using French in your sessions?

- Never
- Only during the first weeks
- Only during the first semester
- During the first and second semesters
- The entire educational year

10- There are some similar lessons in both French and English textbooks, such as the alphabet, numbers, family members, and house components. Are pupils confused between them?

- a. Pupils are confused between them
- b. Pupils were confused at first but they managed to learn them correctly
- c. Pupils do not have problems with these aspects

11- In what aspect are pupils confused between English and French?

- a- Pronunciation
- b- Vocabulary

12- How do you react when a pupil shifts to French during your session?

- a- Correct him immediately

- b- Correct him at the end of the session
- c- Ignore it
- d- Prepare a remedial exercise

13- Do pupils correct themselves when they shift to the French language?

- Yes, they correct themselves
- No, they need the teacher to correct them

### Section Three: The Effectiveness of the Simultaneously Learning of English and French

14- Please indicate your level of agreement concerning the effectiveness of the simultaneous learning of French and English for third-year pupils

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The simultaneous learning of French and English was not successful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The simultaneous learning of French and English has the potential to succeed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The simultaneous learning of French and English is successful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The lack of time and experienced teachers affected the process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is early to judge the results					

of the simultaneous learning

○ ○ ○ ○ ○

15- If it is successful, is it reflected in the:

- a. Pupils' marks
- b. Pupils' performances
- c. Pupils' marks and performances
- d. No answer

16- Can you provide the results of your classes, please?

> 9	9-8	8-7	7-6	< 6

17- What do you suggest to make learning French and English simultaneously more effective in primary schools?

.....

.....

Thank you for your cooperation

**Third-Year Pupils' Interview**

س1: مرحبا اسمي سامية، ما اسمك انت؟ كيف حالك هل انت بخير؟

س2: هل تحب الدراسة؟

س3: هناك العديد من المواد التعليمية اي مادة تفضل دراستها؟

س4: ساعطيك وجهين تعبيريين، احدهما سعيد و راضي و الثاني غاضب و غير راضي و ساقول مجموعة من الجمل و

مع كل جملة انت ترفع احد الوجهين التعبيريين على حسب مشاعرك

انا احب الفرنسية اكثر من الانجليزية

انا احب الانجليزية اكثر من الفرنسية

ان تعلم الانجليزية و الفرنسية معا عمل صعب

ان تعلم الانجليزية و الفرنسية معا ليس عملا صعبا

س5: اي مادة تواجه فيها صعوبات اكثر، الإنجليزية او الفرنسية؟

س6: هل تستطيع التفرقة بين اللغتين؟ ام أنه يحدث لك خلط؟

س7: اصغ جيدا لهذا الاوديو. ستسمع مجموعة من الارقام من 1 الى 10. و عليك ان تحزر اي لغة مستعملة (الانجليزية

او الفرنسية) لنطق كل رقم.

س8: اترى هذه الحروف؟ حاول قراءتها بالانجليزية ثم الفرنسية.

C A M I S H N E B Q P R F

س9: في هذه اللعبة، ساريك مجموعة من الصور التي تحتوي على كلمات (امي، ابي، منزل، و قط) مع رسومات او صور

تعبر عنها. كل ما عليك فعله هو ترجمة هذه الكلمات الى اللغة الفرنسية ثم الى اللغة الانجليزية.

س10: ماهي المادة التي كانت فيها نتائجك اكبر، الإنجليزية ام الفرنسية؟ كم تحصلت فيهما؟

## Classroom Observation



	Observed		Not observed	
	French session	English session	French session	English session
<p>Pupils' Section:</p> <ul style="list-style-type: none"> <li>- Good Performance</li> <li>- Pupils are engaged during the lesson</li> <li>- Pupils mix English and French</li> <li>- Pupils mix English and French vocabulary</li> <li>- Pupils mix English and French pronunciation</li> <li>- Pupils shifting to the other foreign language is repetitive</li> <li>- Pupils correct themselves when they shift to the other foreign language</li> </ul>				
<ul style="list-style-type: none"> <li>- Well performance</li> <li>- variety of teaching strategies</li> </ul> <p>Teachers' Section:</p>				

<p>-Teacher's reaction to pupils mixing English and French</p> <ol style="list-style-type: none"><li>1- correct it</li><li>2- ignore it</li></ol> <p>-Teacher corrects pupils when they mix French and English:</p> <ol style="list-style-type: none"><li>1- By himself</li><li>2- Using remedial activities</li></ol>				
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أثار قرار التدريس الرسمي للغة الإنجليزية في المدارس الابتدائية الجزائرية، ابتداء من الصف الثالث، جدلاً كبيراً و طرح العديد من التساؤلات، خاصة فيما يتعلق بإمكانية تعلم التلاميذ لغتين أجنبيتين في وقت واحد: الإنجليزية والفرنسية. بالنظر إلى هذه المخاوف، يهدف هذا البحث إلى استكشاف التحديات التي قد تواجه معلمي اللغة الإنجليزية والفرنسية في المرحلة الابتدائية وتلاميذ الصف الثالث في جمورة أثناء عملية تعلم اللغة المتزامن. للإجابة على هذه الأسئلة، تم استخدام المنهج المختلط في هذا البحث من خلال الجمع بين المنهج الاستكشافي والمنهج الوصفي. تم توزيع استبيان شبه منظم على ستة عشر مدرساً للغة الإنجليزية والفرنسية في المدارس الابتدائية في جمورة لمعرفة وجهات نظرهم فيما يتعلق بالتعلم المتزامن للغتين. بالإضافة إلى ذلك، تم إجراء مقابلات شبه منظمة مع خمسة تلاميذ تم اختيارهم عشوائياً من طلاب السنة الثالثة لجمع آرائهم حول نفس الموضوع. أعقب ذلك حضور ست جلسات للفصل الدراسي الأخير لحصتي اللغتين الإنجليزية والفرنسية لمعرفة التحديات المختلفة التي تواجه التلاميذ ومدرسي اللغات الأجنبية. أظهرت النتائج أن معلمي اللغة الإنجليزية والفرنسية لديهم وجهات نظر مختلفة حول التعلم المتزامن للغة. شجع مدرسو اللغة الإنجليزية قرار تعلم لغتين أجنبيتين في آن واحد بينما تمنى مدرسو اللغة الفرنسية لو أنهم لم يتم اتخاذ هذا القرار أبداً. واجه المعلمون والتلاميذ العديد من المشكلات، مثل عدم توفر ساعات تدريس كافية، ضعف التدريب التدريسي لمعلمي اللغة الإنجليزية، إلزام تدريس اللغة الإنجليزية شفويًا، طول و تعقيد برنامج اللغة الفرنسية، ونقص معلمي اللغة الإنجليزية ذوي الخبرة، ونقص المواد التعليمية، خلط اللغتين، التعلم الغير متوازن للغتين، وخطر عدم تعلم أي من اللغتين. خلاصة القول، ظروف التعلم الحالية ليست مفيدة لإنشاء تعلم متزامن ناجح للغتين الإنجليزية والفرنسية.

الكلمات المفتاحية

تلاميذ السنة الثالثة

معلمو اللغة الأجنبية

التعلم المتزامن للغة

