Interactive and Pedagogical Challenges Faced by Primary School Teachers Instructing Simultaneously English and French: A Case Study of Third-Year Pupils.

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In the memory of our grandparents

To all those who believed in the accomplishment of this work, and have been our
sources of strength and encouragement;

To the most precious people to our hearts, our parents;

To our brothers and sisters and their family members;

To all our friends

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ABSTRACT

This case study explores the challenges encountered by both English and French primary school teachers encountering pupils learning simultaneously the two languages. Drawing on cognitive and pedagogical theories, it investigates the obstacles that teachers confront in balancing instructional approaches and addressing the diverse learning needs of young language learners. Through qualitative analysis of classroom observations, interviews with educators, and assessments of student performance through classroom observation, the research identifies key cognitive and pedagogical challenges, including limited instructional time, differences in language acquisition rates, and the integration of language skills within a cohesive curriculum. The findings demonstrate the significance of targeted professional development and instructional strategies designed for the specific context of primary language education. The studyalso discusses the implications for improving language instruction effectiveness and supporting educators in promoting multilingual proficiency among young learners.

Keywords: Cognitive and pedagogical theories, Curriculum integration, Foreign language teaching, Pedagogical challenges, primary School learners.

GENERAL INTRODUCTION

The present research, which is in the field of didactics, focuses on the cognitive obstacles experienced by primary school teachers as they navigate the complexities of teaching primary school pupils learning two foreign languages concurrently. This involves understanding the cognitive load, linguistic transfer, and potential cognitive conflicts that may arise in the minds of young learners. In addition, the research seeks to identify effective pedagogical approaches to address these challenges, emphasizing the importance of creating a supportive learning environment. By examining the correlations between teaching methodologies and language acquisition outcomes, the study aims to provide valuable insights for educators, curriculum developers, and policymakers. Furthermore, it examines the role of cultural factors in language learning, exploring how cultural differences may influence the effectiveness of dual language instruction. Through a comprehensive analysis of teacher perceptions and pupils' experiences, the research aims to contribute to the broader discourse on multilingual education, offering practical recommendations for enhancing the quality of language instruction in primary schools. Ultimately, this investigation strives to foster a deeper understanding of the complicated interplay between cognitive processes, pedagogical strategies, and language proficiency, paving the way for more informed educational practices in diverse linguistic settings.Furthermore, the study aims to determine efficacious pedagogical strategies to tackle these obstacles, stressing the significance of establishing a nurturing educational atmosphere. By identifying these obstacles, the research hopes to improve the quality of language learning by providing customized teaching tactics. Assessing third-year students' language skills can shed light on how well the existing dual-language curriculum is working and could lead to changes for improved language instruction. Recognizing the difficulties faced by teachers makes it easier to design conditions that are favorable to language learning—including supplies, classroom organization, and technology integration. By pointing out potential obstacles and providing guidance for the creation of instructional strategies that take into account a variety of learning styles, the study advances inclusive education.

It is critical to look at teachers' experiences in controlling classroom dynamics, resolving language interference, and creating a supportive learning environment during simultaneous language education. It is crucial to investigate how professional development programmers prepare teachers to teach in two languages. Teachers are empowered when

training shortages are identified and tailored support is provided, which improves the quality of education as a whole.

The incentive behind this research work stems fromour strong desire to examine one of the challenges and complexities primary teachers face when teaching young pupils learning two foreign languages simultaneously. Furthermore, we seek to assess the efficacy of the existing teaching methodology, elucidating its influence on the language acquisition results of younger learners. By taking on this research project, we hope to learn more about the opportunities and difficulties that come with teaching bilingualism at the primary school level.

To examine the challenges primary teachers confront in their teaching the following research problem is asked:

Main Question: How do primary school teachers manage cognitive and pedagogical hurdles while concurrently teaching third-year pupils learning English and French simultaneously?

Sub-questions:

1_What distinct cognitive obstacles do primary school teachers face when instructing third-year pupils learning English and French?

2_ How do these challenges impact students' language learning experiences?

The following hypotheses are tentative answers to the research questions:

Main hypothesis: Primary school teachers effectively navigate and address cognitive and pedagogical obstacles when instructing third-year pupils learning simultaneously English and French.

Sub-hypotheses:

1-Primary school teachers face specific cognitive challenges, such as managing cognitive load and linguistic transfer.

2- The cognitive challenges encountered by teachers have a measurable impact on students' language learning experiences, influencing factors such as engagement, comprehension, and overall language proficiency.

The topic's literature review for this research includes an in-depth investigation of current theories, research, and practices in several important domains, including bilingual and multilingual education, looking at research on the cognitive difficulties faced by students learning multiple languages at the same time.Research on cognitive load, interference, and transfer in bilingual and multilingual environments may fall under this category.

The literature review will delve into the socio-cultural aspects of bilingual and multilingual education. It will focus on how culture influences language learning and the effectiveness of various teaching methods. The review will assess the benefits and drawbacks of these approaches, considering academic success, cultural preservation, and cognitive development. Additionally, it will discuss the role of technology in language education, exploring digital tools and online resources. The review will also investigate the impact of bilingual and multilingual education on long-term language proficiency and employment opportunities, addressing a gap in the literature. Furthermore, it will evaluate current frameworks and governmental policies on bilingual and multilingual education, examining their effectiveness in promoting linguistic diversity and inclusivity. Lastly, it will include an analysis of recent advancements and emerging trends in the field.

A multi-method study strategy isused to examine the educational and cognitive challenges that primary school teachers of foreign languages encounter. This entails reviewing the literature to assess what is known about the difficulties associated with multilingual education, especially in primary settings. To acquire quantifiable information from teachers on their experiences, difficulties, and methods of teaching both English and French, surveys and questionnaires are sent out. In addition, a semi-structured interview with teachers is conducted to offer comprehensive qualitative insights into their teaching methods and students' cognitive growth. The third method of investigation including classroom observation is made to provide real-time insights into instructional dynamics and student engagement.Ultimately, patterns and connections can be found through data analysis using statistical techniques for quantitative data and thematic analysis for qualitative data. This provides a thorough grasp of the pedagogical and cognitive obstacles in basic foreign language instruction.

This research work encompasses a General Introductionprovides background information for the study by introducing both the general topic and the particular area of focus. It explains the significance of the research, including its possible contributions to current knowledge, useful applications, and relevance to the area and it precisely specifies the particular problem the study seeks to answer. It highlights the study objectives, provides a brief overview of the methodology and research techniques to be used, and describes how the research will be structured by summarizing the contents of the three chapters.

Chapter 1is about thebackground and Context. It provides an overview of the historical context of bilingual education in primary schools, examines the current landscape of language instruction in primary education, and identify key issues and gaps in understanding cognitive and pedagogical aspects of teaching two foreign languages.

Chapter 2is the literature review. It summarizes existing research on cognitive and pedagogical challenges in bilingual education, analyzes relevant studies on language proficiency development in primary school pupils, and highlights theoretical frameworks that inform the study and address gaps in the literature.

Chapter 3is the field work. It describes the research design, emphasizing the case study approach, outlines the criteria for selecting third-year pupils and the rationale for focusing on English and French proficiency, and provides details on the data collection methods, including observations, interviews, and proficiency assessments. It also provides a clear plan for data and data analyses to extract insights into cognitive and pedagogical obstacles.

The General Conclusion summarizes the key points discussed in the research plan, discussing the research findings, states the importance of investigating cognitive and pedagogical challenges in bilingual education for primary school educators, and emphasizes the anticipated contribution of the study to both academic research and practical implications for educators. This general conclusion is followed some recommendationsto the research work.

CHAPTER ONE:

Introduction

There are special cognitive and pedagogical obstacles associated with bilingual education in Algerian primary schools, especially when teachers are expected to teach young learners learning two foreign languages at the same time. Through a concentrated case study on the English and French language proficiency of third-year students, this dissertation explores these challenges. The inclusion of English and French in the primary education curriculum in Algeria, where Arabic is the official language and Berber is also widely spoken, requires a deep understanding of the cognitive effects of bilingualism on young learners as well as the pedagogical strategies needed to teach multiple languages effectively. The purpose of this study is to evaluate students' competence levels, investigate the unique challenges experienced by teachers, and provide Recommendations for enhancing bilingual education methods in Algerian primary schools. Through examination of these study is to add to the larger conversation on Bilingual education and how it should be applied in multilingual settings.

I.1. Impact of learning two foreign languages on memory and learning processes:

Learning two foreign languages at the same time in elementary school can have a big impact on young students' memory and learning abilities. This dissertation investigates these effects by means of a thorough case study on third-year students' English and French language proficiency in the Algerian educational system. The cognitive difficulties of learning two new languages at the same time can improve working memory and long-term memory retention because they force pupils to continually switch between the languages, which develops cognitive flexibility and multitasking skills. Nevertheless, there are frequently drawbacks to these cognitive advantages. The increased cognitive load may make it more difficult to discriminate between comparable vocabulary and grammatical structures, possibly causing misunderstanding and interference between the languages. This occurrence is referred to as cross-linguistic interference, may hinder learning and have an effect on how well new information is remembered and maintained. Moreover, these learning and memory outcomes are greatly influenced by the pedagogical techniques teachers use. Bilingual learners' cognitive growth can be supported and negative interference can be reduced by using effective teaching strategies that incorporate repeated practice, contextual learning, and clear differentiation between the two languages. On the other hand, inadequate or poorly designed teaching methods might worsen memory problems and result in a disjointed comprehension

of both languages. Chapter one aims to introduce certain pedagogical and cognitive barriers that Algerian primary school pupils face when learning bilingually. In doing so, it helps with more comprehensive knowledge of bilingual education and its impact on cognitive growth.

I.2. Language proficiency and cognitive Flexibility

Third-yearpupils are taught English and French languagesimultaneously in Algerian primary schools. In this context, pupils' ability to comprehend, speak, read, and write in two foreign languages is referred to as language proficiency. Learning vocabulary, grammar, pronunciation, and cultural quirks is essential to being fluent in two languages, and it can be especially difficult in a multilingual setting like Algeria where Arabic and Berber are also spoken.

Conversely, cognitive flexibility refers to the capacity of the mind to transition between many languages and adjusts to varied linguistic settings. This adaptability is essential to bilingual education because it helps pupils to successfully handle the cognitive demands of studying two or more languages at the same time. Increased executive functions, better problem-solving and multitasking capabilities, and higher problem-solving abilities are all linked to cognitive flexibility.

The following points will deal with how the dual-language learning process affects these third-year students' cognitive flexibility as well as how they become proficient in both French and English. It looks into the particular pedagogical approaches that can help or impede the development of these abilities as well as the effects of teaching two foreign languages at the same time on students' general academic and cognitive abilities. Through an analysis of these factors, the research seeks to offer insights into successful bilingual education strategies that can develop young learners' cognitive flexibility and language competency.

I.3. Pedagogical challenges

According to Korneev (2020), learning English can be challenging, particularly for young learners who may struggle with spelling, pronouncing words correctly, and understanding grammar rules. Barerah's (2017) study on the difficulties associated with learningEnglish revealed that the most of the difficulties encountered by ESL students in the Kashmir division's elementary schools are limited time, crammed classrooms, feelings of shame and anxiety, and a poor command of the English language. In addition to the

educational background and competency of teachers and the socioeconomic status of the students, Rayahu's (2016) study in Indonesia revealed three challenges related to teaching English to young learners in rural areas: the state of the English language.

According to Kasimaintains that

"Learning English is a challenge for Indian students because of the influence of their mother tongue, Hindi, as well as numerous other languages like Marathi, Punjabi, Tamil, and Telugu. Another issue with English instruction in India is that Indian students frequently transfer from English to Hindi."Kasi (2022: 125)

Additionally, the proper use and misapplication of grammar rules are as a result of students' emphasis on memorization over comprehension. Hendrety (2013) found that numerous English teachers expressed dissatisfaction with the restricted quantity of English classes offered at Palembang school, citing was not more than one session per week in addition to the inadequate teaching strategies that caused the students' English language skills to decline (as mentioned by Anggraini,2018).

I.3.1. Teaching strategies for Dual Language instruction

Sequeira (2012) asserts that learning can be considered as change that is permanent in nature because change is brought into students by a teacher trough techniques like developing specific scientific law operating behind a learning environment " in this vein, Ambrose et al cited that

"Learning is a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning."(2010:3)

Vin-Mbah (2012) mentioned that "*the success or failure of learning also depends on what methods commonly used in teaching English language.*" There are many different strategies and techniques for teaching dual language, including games, introducing songs and teaching stories.

Teaching English language involves employing various methods and approaches to cater to the needs of the learning styles students, here are some popular methods: Grammar Translation Method (GTM), Direct Method, Audio Lingual Method (ALM), Communicative Language Teaching (CLT), Task based Language Learning Method.

I.3.1.1 Instructional materials and Resources

In this step, the focus should be put on developing and collecting the real instructional materials and resources that will support the game-teaching style, in addition to songs, stories, and representation activities. With these tools, we strive to find solutions for the dissertation while gathering instructions to raise students' levels, expand their language skills, and strengthen their speaking talents along with other skills such as listening and reading.

I.3.1.2.Teacher training and professional Development

To better understand the specific needs and difficulties faced by teachers, it is important to begin with an initial assessment and needs analysis. This can be achieved by distributing questionnaires, conducting interviews, and observing classrooms. After gathering this information, create a detailed report that highlights the areas in which support is required.

The next step is to develop targeted training workshops that offer strategies and resources to address issues such as curriculum design, differentiated instruction, and classroom management. It is also beneficial to engage experts in discussions on topics like cognitive development in language learning and bilingual education techniques.

Additionally, provide educators with practical tools to enhance their teaching practices. Finally, offer seminars and resources focused on managing cognitive load, improving memory retention, and understanding the cross-linguistic influences in bilingual education to enhance educators' understanding of cognitive processes.

I.3.1.2.1. Specialized training for bilingual education:

In Educating Emergent Bilinguals: Policies, Programmes, and Practices for English Language Learners, Ofelia García and Jo Anne Kleifgen provide valuable insights into bilingual education. They advocate for trans-languaging, which

"allows students to use their full linguistic abilities to reduce cognitive load and improve communication."(2010:88)

The authors also highlight the cognitive benefits of bilingualism, such as enhanced problem-solving skills and flexibility, and encourage educators to leverage these strengths. Emphasizing the importance of culturally relevant pedagogy, they suggest integrating students' cultural backgrounds into the curriculum to enhance engagement. They support an integrated curriculum that utilizes both languages throughout the day and emphasize creating

a positive classroom environment that values bilingualism. For assessment, they recommend using formative tools that offer continuous feedback tailored to students' proficiency in both languages. Additionally, they stress the importance of providing ongoing professional development for educators to keep them informed about best practices. Overall, García and Kleifgen emphasize flexible, culturally relevant, and student-centered approaches, and view bilingualism as a cognitive and cultural asset.

I.3.1.2.2.Continous professional development opportunities

Opportunities for continuous professional development (CPD) are crucial for addressing the unique challenges faced by educators in bilingual education. Key CPD initiatives include enhancing language proficiency through advanced language courses and immersion programs in both French and English. Workshops on bilingual pedagogy and seminars on second language acquisition help educators stay updated on effective teaching strategies. Training sessions on cognitive load theory and developmental psychology aid in designing cognitively appropriate courses. Professional development on curriculum integration and assessment design ensures educators can effectively gauge students' language proficiency and progress.

Additional CPD initiatives focus on managing bilingual classrooms through workshops on classroom management and differentiation techniques. Cultural competency is emphasized through seminars on cultural awareness and integrating culture into teaching. Training on educational technology tools and blended learning approaches enhances language learning. Establishing Professional Learning Communities (PLCs) and mentorship programs fosters collaboration and support among educators. Encouraging participation in action research projects and reflective practice workshops promotes continuous improvement. Lastly, training on educational policies empowers educators to advocate for necessary support and resources.

I.3.1.2.3.Support networks collaborative learning for teachers

Opportunities for continuous professional development (CPD) are essential for addressing the unique challenges faced by educators in bilingual education. Key CPD initiatives include organizing Professional Learning Communities (PLCs) where educators can regularly discuss issues, share strategies, and collaborate on solutions. These PLCs can have focused subcommittees on specific topics like curriculum development, assessment

techniques, and classroom management. Mentoring initiatives are also crucial, with experienced bilingual educators guiding newcomers through peer observations and practical advice**.**

Cooperative seminars and workshops should focus on bilingual teaching strategies, cognitive development, and educational technology, featuring experts and visiting speakers to share the latest research and practical applications. Additionally, virtual communities and databases provide online forums and resource-sharing platforms for educators to exchange information and access lesson plans and assessment tools**.**

Encouraging team research projects and action research helps educators apply research findings directly to their practices, making data-driven modifications. Joint professional development programs bring together educators from different districts or schools to share knowledge and collaborate on bilingual education topics**.**Implementing peer coaching and team teaching models fosters collaborative teaching and supports multilingual interactions. Reflective practice groups, including maintaining reflective journals and holding regular reflection meetings help educators continuously improve their teaching by sharing experiences and insights.

I.3.2.Classroom management and student Engagement

Oxford learners have articulated classroom management as a two-part concept: classroom and management "classroom is defined as a room in school ,college ...where are classes held " , and management as *" the control or organization of something* " (pp. 72-261) , Heartel Wang and Walberg (1993) identified "classroom management as being the first in a list of important factors that influence school learning ", also Ben (2006:123) cited that

"Effective classroom management strategies are significant to a successful teacher's delivery of instruction."

Based on these quotes, we can state that classroom management—which includes techniques and strategies—is seen as a crucial part of the teaching and learning process, and strategies that educators use to establish a classroom environment that supports students' learning. The majority of elementary school teachers could find it difficult to handle their students' actions.

Overcrowded classrooms pose significant challenges to both teaching and learning processes. Hayes (1997) noted that perceptions of what constitutes an "overcrowded" class

vary by context, with no universal quantitative definition. Ur (1996:13) observed that class size perceptions are relative; while 20 students may seem large in some contexts, 40-50 may be the norm in others. Research by Colman et al. found that a large class is typically perceived as around 50 students. In such environments, teachers often spend more time managing and supervising rather than engaging with students, which hampers lesson objectives.

A diverse range of student abilities within these large classes adds to the complexity. Quick learners might dominate group activities, leaving slower learners feeling embarrassed or marginalized. Swan and Smith (2001) highlighted that large classes can become unmanageable and lack clear guidelines. Moreover, inadequate infrastructure, such as weak walls between classrooms, can exacerbate noise and disturbance, affecting other classes. Studies by Goss (1999) and Cheng (2004) on Japanese and Chinese ESL learners revealed that "*these students often face overcrowded conditions with insufficient teaching resources, further complicating the learning experience.*"

I.3.2.1. Balancing instructional time between two languages

Learning both French and English presents a number of special problems, especially for third-year students in Algeria, and calls for careful consideration of a number of variables. These include the amount of cognitive strain that students experience, the accessibility of resources, and the instructional strategies that teachers employ.

The cognitive load and pedagogical strategies associated with learning two foreign languages simultaneously can overwhelm even the most receptive young learners. In order to guarantee that students can assimilate and retain material without experiencing cognitive overload, effective time management and well-structured lesson plans are essential. Instructors must use techniques that complement each other by including both languages into the curriculum. This might be assigning different days to each language or incorporating both into theme sections so that vocabulary is reinforced and concepts across languages.

I.3.2.2. Teacher Training and Professional Development

Effective management of the dual-language curriculum is mostly dependent on teachers. Continuing professional development is crucial to giving teachers the abilities and information needed to efficiently manage class time. The use of educational technology to enhance language acquisition, differentiated instruction methods, and bilingual education strategies ought to be the main topics of training programs.

In addition, educators require assistance in creating culturally sensitive teaching strategies that acknowledge and value the language and cultural variety of their pupils. This can encourage students to interact with both languages in a more inspiring and inclusive learning environment.

I.3.2.3.Integrating culturally relevant materials

When teaching English and French in Algeria, it's important to include culturally relevant materials. This helps engage students and allows them to better understand the language by connecting it to the culture. This approach involves using literature, music, and visual arts from both cultures, which help students understand social and cultural contexts and improve their communication skills. Interactive projects, such as research assignments on cultural topics like traditional cuisines, and the use of multimedia resources such as educational films and apps, help enhance the learning experience. By incorporating these elements, educators can create a more immersive and effective language education environment.

I.3.2.4.Strategies for engaging students in bilingual setting

In order to improve language acquisition in Algeria, it's important to create immersive learning environments where students can spend as much time as possible using the target languages, English and French. This can involve activities such as watching films, role-playing, playing games, and listening to stories or songs in both languages, which engages different senses and helps with comprehension. Assessing students' language skills allows for personalized instruction and integrating language learning with subjects like math, science, and the arts shows how the language can be used in real life. Using interactive websites and language learning apps also helps with technology integration in language learning. Exploring the histories, cultures, and traditions of English- and French-speaking nations helps promote cultural awareness and understanding. Collaborative learning through group activities and tasks can enhance language proficiency and communication skills. Lastly, involving parents by encouraging language use at home, organizing language-related events, and providing resources creates a supportive environment for language acquisition both inside and outside the classroom.

I.3.3.Instructional Materials and Resources:

These instructional tools and materials create an inclusive learning environment, improving students' proficiency in French and English while helping teachers address potential pedagogical and cognitive challenges. The key tools include bilingual textbooks with exercises and texts to accelerate learning, as well as literary texts, articles, and short stories with comprehension questions tailored to learners' abilities. Additionally, multisensory teaching aids like visual aids, films, songs, and games enhance understanding and provide a well-rounded learning experience. Language learning apps, electronic translators, and other digital tools facilitate language acquisition, while educational websites, blogs, and instructional videos offer supplementary learning resources. Encouraging group engagement through cooperative projects and activities fosters collaboration and idea-sharing in languages, further improving students' proficiency.

I.3.3.1. Availability and quality of bilingual instructional materials

Most ESL learners at the beginning of the English language learning face many psychological problems, especially during learning the speaking skill. These types of problems can decrease the learners' desires to learn the English language. Among these problems there are Low confidence, feelings of fear, shyness, and anxiety (Krismanti and Siregar.2017).1. Workbooks and Textbooks:

"High-quality multilingual workbooks and textbooks in both French and English are scarce and often do not meet the specific needs of Algerian students. Many available resources are imported from other countries and may not align with local curricula and cultural norms."

2. Virtual Sources:

Online resources are increasingly accessible, offering a variety of bilingual instructional websites and applications. However, the relevance and quality of these materials can vary. Platforms like Duolingo, Khan Academy, and BBC Languages provide resources in both languages, but they may not always be suited to Algeria's educational context.

3. Educational Facilities and Libraries:

Access to multilingual materials in libraries and educational institutions varies widely, with urban schools likely having better access than those in rural areas. Collaborations with

cultural institutes such as the French Institute and the British Council can enhance the availability of high-quality resources.

4. Programmes by the Government and NGOs:

Government programs aim to supply schools with bilingual materials, though their reach and effectiveness can vary. NGOs also contribute to providing multilingual teaching materials, but they often face financial and operational challenges.

I.3.3.2.Development and adaptation of resources for bilingual education

According toKenji (1986:56),Language Development is

"The process of learning a second language is profoundly influenced by the degree of development of the first language. Bilingual education that supports the first language can accelerate English acquisition and promote academic success."

To improve bilingual education in Algeria, it's important to start by conducting a comprehensive needs assessment. This assessment should focus on understanding the students' needs, the cultural context, and their proficiency levels. It's important to interview educators, students, and parents to identify specific needs and areas for improvement. Creating educational materials that align with Algerian culture, including literature and stories that support learning in both French and English, is crucial. Additionally, developing instructional software designed for multilingual education will help provide interactive and effective learning experiences for students.

I.3.3.3.Access to digital and multimedia resources

According to Wayne P. Thomas and Virginia P. Collier in Book of : "School Effectiveness for Language Minority Students " Chapter 5 - "Educational Practices and Policies "he said that: "Access to high-quality, culturally relevant instructional materials is essential for the academic success of language minority students in bilingual programs" (Thomas & Collier, 1997).

According to Ellen Bialystok in her Book: "Bilingualism in Development: Language, Literacy, and Cognition "Chapter 4 - "Bilingualism and Cognitive Development"she said that:

"Multimedia resources and digital tools play a crucial role in developing bilingual proficiency, as they offer diverse and context-rich opportunities for language practice" (Bialystok, 2001)

I.4. Bilingual Education Context in Algeria

In the course of France's colonization of Algeria, the focus of the educational strategy was to eliminate Quranic schools, increase illiteracy, and establish French language dominance. The Governor General of Algiers in 1832, Duke de Rovigo, outlined a goal to gradually replace Arabic with French, signifying a significant cultural change. Algerian curricula underwent changes, French schools were set up, and an integrated educational approach sought to blend French and Algerian cultures. Initially, public education was geared towards males, with an emphasis on literacy in French, alongside Arabic to compete with traditional Quranic schooling. The establishment of the first girls' school in Algiers in 1845 marked a step towards broader educational inclusion. However, the process of colonization also aimed to assert French superiority and rationalize colonialism as a means of bringing modernization and enlightenment to what was depicted as a backward society. This narrative was reinforced through propaganda that praised French benefits while marginalizing traditional Algerian religious education and culture Following Colonization (20)

The Algerian educational system fosters a great interest in learning French from the first years of school (primary school) following the 2004–2003 educational reforms that mandated the teaching of the language in elementary, secondary, intermediate, high school, and university settings. But the reality reveals that this is not the case, despite the perception that students are exposed to French from an early age.

I.4.1. Evolution of bilingual education in Algeria

According to Grandguillaume (1983): "The policy of Arabization has profoundly affected the linguistic landscape of Algeria, creating both opportunities and challenges for bilingual education, where French continues to play a significant role in higher education and certain administrative functions" (Chapter 3: 72).

For Benrabah (2007): The cognitive load on students learning in a bilingual system is

"substantial, as they must navigate between Arabic and French, often with limited resources and varying teacher competencies" (Journal of Multilingual and Multicultural Development: P. 10)."

Errihani (2008): "Effective bilingual education in Algeria necessitates robust teacher training programs and pedagogical strategies that can adapt to the diverse linguistic needs of students, ensuring equal development in both languages" (International Journal of the Sociology of Language, p 128).

I.4.2.Current linguistic landscape and societal attitudes

According to Benrabah, Mohamed (2013):

"The dual status of French in Algeria, as both a colonial legacy and a language of modernity, creates a complex dynamic where it is both embraced and resisted"

(Language Conflict in Algeria: From Colonialism to Post-Independence, Chapter 2, Page 45),And Sadiqi, Fatima (2003): "The promotion of Tamazight alongside Arabic and French in Algeria reflects a broader trend of recognizing linguistic diversity while navigating post-colonial identity" (Women, Gender, and Language in Morocco, Chapter 4:88).

I.5. Policy and Implementation

Algeria has a diverse linguistic landscape with a mix of Arabic, French, and increasingly English. Arabic is the main language of instruction and holds official status, reflecting its cultural and historical importance. French, a result of colonialism, is widely used in business, government, and education, while English is becoming more prevalent, especially due to its global significance and educational initiatives. The education system prioritizes Arabic, introduces French early on, and has ongoing projects to integrate English. Socially, French represents modernization and colonial history, while Arabization policies aim to promote Arabic for national unity. Proficiency in French and English is essential for economic and social advancement, as they offer broader career and educational opportunities. Government policies aim to promote Arabic, French, English, and Tamazight, seeking to integrate these languages more effectively into the educational framework to support national development.

I.5.1.Overview of educational policies promoting bilingualism

In Algeria, the historical context and language policies reflect a complex interplay between post-colonial legacies and contemporary educational goals. After gaining

independence, efforts were made to promote Arabic as the primary language of instruction in order to strengthen national identity through Arabization policies. Despite these efforts, French continues to have significant influence, especially in higher education and technical fields, showcasing its enduring legacy from the colonial era. At the same time, there is a recognition of the global importance of English, leading to initiatives to introduce it earlier in the education system to improve students' competitiveness and global readiness. Recent educational reforms aim to strike a balance between Arabic, French, and English within the curriculum, emphasizing creative and student-centered teaching approaches to tackle the challenges of multilingual education. It is crucial to invest in teacher training and provide bilingual and trilingual educational resources to support effective instruction. Additionally, community involvement and societal support play an essential role, taking into account cultural attitudes and promoting parental engagement to foster multilingualism. Research on bilingual education policies in Algeria evaluates their implementation, highlighting the advantages and challenges for both teachers and students, while assessing language proficiency levels and the effectiveness of current educational practices.

I.5.2.Comparison of urban and rural educational contexts

In Algeria, there are significant differences in educational resources, teacher qualifications, student proficiency, and community attitudes towards bilingual education between urban and rural schools. Urban schools typically have better access to educational materials such as textbooks and digital resources, as well as advanced infrastructure like modern classrooms and computer labs. Teachers in urban areas also tend to be more qualified and have more opportunities for professional development compared to their rural counterparts, who often face limited resources and basic infrastructure.

As a result, students in urban schools generally have higher proficiency in English and French and are more exposed to these languages outside of school. Additionally, urban areas tend to have more positive attitudes towards bilingual education, with higher levels of parental involvement and support. On the other hand, rural schools encounter challenges such as reliance on traditional teaching methods, limited educational resources, lower teacher qualifications, and reduced parental participation in promoting bilingualism. These disparities impact educational outcomes across different regions of Algeria.

I.5.3. Programmes targeting cognitive skills development

The incorporation of early language introduction programs in Algeria aims to promote bilingualism by exposing students to English and French from a young age. This early exposure enhances their language learning abilities and fosters cognitive flexibility, providing a strong foundation for academic and personal development. Introducing these languages early allows students to build proficiency in both French and English, which is crucial for their future educational and career opportunities. Furthermore, a curriculum that integrates language instruction with other subjects, such as math, science, and social studies, encourages students to apply their linguistic skills in various contexts. This approach promotes deeper cognitive thinking and demonstrates the practical applications of language learning, helping students understand and appreciate the relevance of bilingualism in everyday life and in different academic disciplines.

Engaging and student-centered instructional strategies play a significant role in enhancing language learning. Techniques such as language games, role-playing, and group discussions improve focus, memory, and involvement by making learning more interactive and enjoyable. Project-based learning, where students carry out assignments requiring language use in presentations and research, encourages teamwork, critical thinking, and problem-solving skills. Additionally, incorporating technology into the learning process through language learning applications and digital classrooms provides personalized, flexible, and engaging learning experiences. These digital tools enhance accessibility to language resources and keep students motivated and involved in their language studies.To support these educational initiatives, teacher professional development is crucial. Workshops and ongoing professional support equip educators with the skills and tools needed to manage multilingual classrooms effectively, ensuring they can meet their students' cognitive and linguistic needs. Parental and community involvement is also essential in reinforcing language learning beyond the classroom. Programs that educate parents about the benefits of multilingual education and community-based language projects provide additional opportunities for students to practice their language skills in real-world contexts. Furthermore, evaluation and feedback mechanisms, such as frequent assessments and personalized education plans, help tailor instruction to meet individual students' needs, ensuring continuous improvement in their language and cognitive development. By addressing these various aspects, Algeria can create a comprehensive and effective bilingual education system that prepares students for a multilingual and interconnected world.

I.5.3.1. Enhancement Activities for Memory

Mnemonic devices are powerful tools for enhancing memory and recall of grammar and vocabulary. Using rhymes, acronyms, and visual aids can make learning more engaging and effective. Practice and repetition are essential for reinforcing language skills. Regularly reviewing vocabulary and language structures through repeated activities, such as using flashcards, helps embed knowledge in long-term memory. Narration and storytelling can also be beneficial, as creating stories with new vocabulary words can make them more memorable. Additionally, chunking, which involves breaking down information into smaller, manageable bits, improves memory retention by making complex information easier to process and remember.

To improve focus and executive capabilities, several strategies can be employed. Mindfulness and focus activities, such as brief mindfulness exercises, can help enhance concentration. Active learning strategies, such as engaging in interactive exercises like language games, keep learners actively involved and interested. Environmental changes, like establishing a study space free from distractions, create an optimal learning environment. Exercises to improve executive functions, such as task planning and organizing, can be incorporated by instructing students to use planners to schedule and arrange their assignments. Problem-solving activities, puzzles, and role-playing scenarios provide opportunities to practice language in real-life situations, enhancing both problem-solving skills and language proficiency. Additionally, varying linguistic activities through exercises for task-switching helps develop cognitive flexibility; ensuring students can adapt and apply their language skills in different contexts.

I.5.3.2. Cognitive support in improving language learning outcomes

Developing cognitive skills through targeted activities can have numerous benefits for language learners. Firstly, improved retention of memories can be achieved through mnemonic devices and regular practice, which help embed new vocabulary and grammar into long-term memory. This, in turn, supports a longer attention span, as mindfulness and focus exercises enhance the ability to concentrate on tasks for extended periods. Enhanced executive functioning, including skills such as planning, organizing, and task-switching, is crucial for managing the complexities of language learning. Activities like problem-solving tasks and role-playing scenarios boost cognitive flexibility, enabling learners to adapt to new situations and think critically. This increased adaptability of the mind not only aids in solving linguistic problems but also enhances overall problem-solving abilities, as students learn to apply their knowledge in diverse contexts. Ultimately, these cognitive improvements assist linguistic acquisition by creating a more robust mental framework for processing and retaining new language information, leading to more effective and efficient learning outcomes.

I.5.3.3.Investment in teacher training and development

Educators' professional development programs encompass workshops and ongoing training to improve skills in bilingual instruction, pedagogy, and language teaching. These programs provide support in teaching methods, language proficiency improvement, and training in cultural competence. Collaborative learning communities and feedback systems ensure that teaching practices are effective and up-to-date. The following points are part of the teaching investment:

1. Professional Development Workshops: We offer workshops and seminars designed to help teachers enhance their skills in bilingual instruction, cognitive pedagogy, and language teaching strategies**.**

2. Continuous Training Programmes: We implement ongoing training programs to ensure that educators stay updated with the latest research, methodologies, and technologies in language education**.**

3. Pedagogical Support: We provide pedagogical support and mentoring to teachers, especially those who face challenges in simultaneously instructing two foreign languages**.**

4. Language Proficiency Enhancement: We create opportunities for teachers to improve their proficiency in English and French, ensuring they can effectively teach and assess language skills**.**

5. Cultural Competence Training: Our training includes cultural sensitivity and understanding to facilitate effective communication and interaction in a diverse classroom setting**.**

6.Collaborative Learning Communities: We encourage educators to collaborate through communities of practice, where they can share best practices, resources, and experiences related to bilingual education**.**

7. Feedback and Evaluation: We have mechanisms in place to provide feedback and conduct evaluations to assess the effectiveness of teacher training programs and identify areas for improvement activeness of teacher training programmes and identify areas for improvement.

(Extract from language teaching programme, M.N.E. 2012)

I.6. Ensuring the availability of high-quality instructional materials

It is crucial to have high-quality instructional materials available to support effective teaching and learning. These materials should be up-to-date, culturally relevant, and aligned with educational standards to meet diverse learning needs. Providing access to well-designed textbooks, digital resources, and supplementary materials improves educators' ability to deliver engaging and comprehensive lessons. Furthermore, training teachers to effectively use these resources enhances their impact in the classroom, leading to improved student outcomes.

1.Vibrant and All-inclusive Materials: -, such as workbooks, audio-visual aids, and textbooks
2. Course-Correlated Information: ensuring coherence and consistency in the processes of teaching and learning.

3. Culturally Relevant Materials: - Including content that is culturally appropriate and represents Algeria's language and cultural diversity,

4.Interactive and Engaging Tools: - Making use of interactive resources like educational games and apps for language learning.

5.Access to Modern Technology: - Giving people access to computers, tablets, and internet connectivity, among other contemporary technology tools and resources.
6. Regular Updates and Revisions: - Maintaining instructional materials current with the most recent findings in language and education research.

7. Teacher Support and Training: Providing guidance to educators on how to use and incorporate these teaching resources into their methods in an efficient and successful manner.

I.7. Innovative teaching practices and technology integration:

The modern education system requires innovative teaching practices and the integration of technology. By using interactive tools, multimedia resources, and adaptive learning platforms, educators can create dynamic and engaging learning experiences. These practices include flipped classrooms, project-based learning, and gamification, which promote critical thinking and collaboration. Integrating technology not only improves student engagement but also personalizes learning, allowing for customized instruction that meets the needs of individual students. Consequently, students are better prepared for the challenges of the 21st century and equipped with the skills and knowledge necessary for success.

1.7.1. Innovative teaching practices

Innovative teaching practices are crucial for creating an interactive and dynamic learning environment. Approaches like project-based learning, flipped classrooms, and gamification promote active participation and critical thinking, fostering collaboration, creativity, and problem-solving skills among students. Moving away from traditional lectures and including hands-on activities, real-world applications, and interactive discussions helps educators create a more engaging and effective educational experience that accounts for diverse learning styles and needs.

1. Bilingual Immersion Programs: providing instruction in both French and English to foster a multilingual atmosphere.

2. Content and Language Integrated Learning (CLIL): * enhancing learning through the integration of language education with subject matter.

3. Task-Based Language Teaching (TBLT): Applying language to real-world situations through useful tasks.

4. Differentiated Instruction: tailoring instruction to the various requirements of students.
5. Cooperative Learning: Encouraging peer interaction and group projects for language practice.

1.7.2. Integration of Technology

The use of technology in education is transforming the learning experience by making it more interactive and personalized. Through the use of digital tools such as tablets, educational software, and online resources, educators can create engaging and adaptive learning environments. Technology enables the implementation of blended learning, virtual classrooms, and multimedia presentations, which enhance both teaching and student understanding. It also allows for real-time feedback, collaboration, and access to a wealth of information, preparing students with the skills needed for the digital age. The following are some of the technologies that could be integrated in teaching:

1.Language Learning Applications: You can practice independently using applications like Duolingo.

2.Digital Storytelling Tools: Utilize programs like Storybird to create digital stories that can help improve your language proficiency.

3.Interactive Whiteboards: Make use of multimedia resources to create dynamic lessons.

4.Virtual Exchange Programs: Collaborate with foreign schools to provide in-person language instruction.

5.Learning Management Systems (LMS): Utilize platforms like Google Classroom to manage courses and provide resources.

6. Augmented Reality (AR) and Virtual Reality (VR): Create immersive language learning experiences by using AR and VR applications.

I.8. Policy recommendations

A comprehensive bilingual education strategy involves developing an English and French curriculum, providing specialized teacher training, and ensuring that schools have state-of-the-art language acquisition tools. It is important to create language-rich classroom environments with multilingual materials and to regularly assess students' proficiency. Engaging parents and the community through bilingual events, establishing language exchange programs, and advocating for supportive policies are also essential. Continuous research and feedback collection further enhance bilingual teaching methods, ensuring the program's effectiveness and adaptability.

I.8.1. Development of consistent and supportive educational policies

The development of consistent and supportive educational policies is crucial for creating a stable and effective learning environment. These policies should prioritize fair access to resources, ongoing professional development for educators, and the use of technology to improve teaching and learning. Furthermore, they should endorse curriculum standards that embrace diversity and address varied learning needs. Clear guidelines for assessment and accountability ensure that educational goals are achieved, while the active involvement of stakeholders, including parents and the community, fosters a collaborative approach to education. Ultimately, well-designed policies drive the success and longevity of educational efforts, benefiting students and educators alike. The following are the key points of developing supportive key policies:

1)Provide a flexible, standardized bilingual curriculum in both French and English. Provide bilingual teachers with ongoing professional development opportunities and certification programmes.

2)Make sure resources are distributed consistently, and make investments in infrastructure upgrades.

3)Provide standardized evaluation instruments to gauge bilingualism.

4)Provide helpful tools and training to parents and the community to encourage active involvement.

5)Encourage partnerships with academic institutions, international organizations, and schools.

6)Encourage the government to provide funds and support for multilingual education. Provide a foundation for continuing research to keep an eye on and enhance bilingual teaching methods.

7)Make sure that policies support equity in access to opportunities and resources and are inclusive.

I.8.2.Strategies for equitable resource allocation

Equitable resource allocation strategies ensure that all students have access to high-quality educational materials, facilities, and opportunities, regardless of their socio-economic status or location. This involves conducting needs assessments, distributing funds based on specific requirements, reallocating resources to under-resourced areas, and establishing partnerships with private organizations and government agencies. Additionally, advocating for supportive policies, investing in educator training, and implementing monitoring systems are crucial for sustaining and evaluating the effectiveness of these strategies.

Conclusion

Chapter discusses points related to the Algerian educational system including the implementation of foreign languages at the primary school. It also discusses the organization of Algeria's English language curriculum that should be supervised by qualified authorities, following a thorough evaluation of both English and French curricula, especially at the primary education level. This chapter concludes that the curriculum should focus on building foundational skills and promoting effective communication through the implementation of the English language .

Considering that French no longer ensures future opportunities for individuals and in response to the clear demand of the population, we suggest phasing out French from Algerian education in favor of English. English, known for its rich historical and cultural significance, serves as the language of scientific and cultural progress. Embracing English in the curriculum not only aligns with global trends but also opens doors to international opportunities, providing Algerian students with essential language skills for success in the modern world.

CHAPTER TWO

Introduction:

This chapter aims to offer a comprehensive examination of the cognitive and instructional hurdles encountered by primary school educators in foreign language instruction, underscoring the significance of a literature review in contextualizing ongoing research while pinpointing areas necessitating further exploration. Delving into several focal points, it initially delves into the cognitive progression of young learners and its influence on multilingual acquisition, subsequently addressing the efficacy of pedagogical methodologies tailored to young learners. Additionally, it scrutinizes past investigations on the language proficiency of primary school pupils in English and French, particularly concentrating on third-year pupils. This structure facilitates discussions on children's language learning processes, effective teaching strategies, and the proficiency levels of third-year primary school students in English and French.

II.1. Cognitive Obstacles in Foreign Language Acquisition

Cognitive barriers in learning a new language can greatly affect a person's ability to become proficient in that language. These challenges include cognitive load, which is the mental effort needed to process and remember new information, often overwhelming learners. Memory limitations also have a significant role, as it can be difficult to remember vocabulary, grammar rules, and language structures. Furthermore, interference from a person's native language can make it harder to learn new language patterns. Cognitive flexibility, or the ability to switch between languages, is another challenge that can impact learning. To overcome these obstacles, specific strategies such as simplifying instructional materials, using mnemonic devices, and providing ample practice opportunities are necessary to strengthen memory and cognitive adaptability

II.1.1. Theories of Cognitive Development in Children

Jean Piaget, a Swiss psychologist, made substantial contributions to our comprehension of children's cognitive development. In 1969, he presented a theory detailing the progression of children's mental development as they mature. According to Piaget(1962), mental growth is consistent across children and doesn't vary from one child to another or from one place to another. He suggests that children progress through four stages of cognitive development, which he believes are the same for all children everywhere. Piaget's stages of development are:

1-The Sensory motor stage: (from birth to two years) During this stage, babies learn mainly through their senses, such as touching, hearing, and smelling. For example, when they see something, they often try to grab it and explore it by putting it in their mouth. This helps them learn about the object's texture, temperature, and taste. At first, babies might not know the difference between their own body parts and things around them, but over time, they start to understand that their body is separate from their environment.

At this stage, babies often show egocentric behavior, thinking they are the center of everything. They might believe that everything around them exists just to meet their needs and wants.

By the end of this stage, babies develop object permanence, meaning they understand that objects still exist even when they can't see them. They also start to learn language, though their understanding is still limited.

Piaget called the tendency of children to view the world from their own perspective egocentrism. In summary, this stage is marked by the growth of egocentric behavior, the development of object permanence, and the beginning of language acquisition.

2. Preoperational Stage (2-7 years): 'The Play Age'

During this stage, children start to mentally represent the world around them. Their thinking abilities develop, and they begin to understand that words and numbers represent objects and ideas. They start to assign meanings to words and can form mental images, symbols, and numerical concepts.

According to Piaget, J. (1962) c in Rachid, M (P: 277).

"**The child is preoccupied with verbal skills; at this point the child can name objects and reason intuitively.**"

Additionally, children continue to engage in play and can retain the information they receive. However, they may struggle to fully understand certain aspects of reality. For example, they might think the word "dog" applies to all four-legged animals, including cats. Piaget calls this "pre-conceptual" thinking because children's understanding of concepts is different from that of adults.

3. Concrete Operations Stage (7-12 years): Middle Childhood, also called the School Age

At this age, children are required to attend school, which introduces them to a new world of order, teachers, work, and discipline. This is not a matter of choice but a necessity.

Concrete operations involve building cognitive skills, where children absorb everything they need to know in school and put in significant cognitive effort. This period is crucial for learning as the brain starts to function more effectively.

The child starts thinking in the right way, and the brain is ready to process a set of relationships and concepts of space and as quoted in Piaget, J. (1962).

"He begins to deal with abstract concepts such as numbers and relationships"

We can see that children begin to think logically during this stage. They often ask questions to understand the reasons behind various actions they encounter. For example, when parents tell them to go to bed or take a bath, children might ask, "Why do I need to do this? Why can't you do it?" They seek logical explanations for the instructions given to them.

As cited in (Sharma, N. P., & Gupta, V. (2022).The final stage of Piaget's theory involves an increase in logic, the ability to use deductive reasoning, and an understanding of abstract ideas.

At this point, adolescents and young adults become capable of seeing multiple potential solutions to problems and thinking more scientifically about the world around them. During this period, significant changes and characteristics emerge:

- The onset of abstract thinking and the ability to consider hypothetical problems.
- Increased contemplation of moral, philosophical, ethical, social, and political matters, requiring theoretical and abstract reasoning.
- Use of deductive logic, involving reasoning from broad principles to specific details.

The ability to think about abstract concepts and scenarios is a key aspect of cognitive development during the formal operational stage. Additionally, skills such as systematic planning for the future and deliberating on hypothetical scenarios become evident during this stage.

Vygotsky's Sociocultural Theory proposes that social interaction and cultural context play crucial roles in cognitive development. According to Vygotsky, children learn and develop within the context of their social interactions and cultural environment. The theory emphasizes the importance of social interaction, language, and culture in shaping a child's cognitive abilities.

Key concepts of Vygotsky's Sociocultural Theory include:

Zone of Proximal Development (ZPD): Vygotsky's cited that

"genetic law of development": "Any function of the child's cultural development appears on the stage twice, or on two planes, first the social, then the psychological, first between people as an intermental category, then within the child as an intramental category"Vygotsky, (1931/1997: 105–106)

He mentioned the difference between what a learner can do independently and what they can achieve with the guidance and support of a more knowledgeable person, such as a teacher or peer. Vygotsky believed that learning occurs most effectively within this zone, where the learner is challenged but supported.

- Scaffolding: is the assistance given by a more knowledgeable person to help a learner complete a task or solve a problem within their Zone of Proximal Development (ZPD). As the learner becomes more skilled, the support is slowly removed, enabling them to do the task on their own.

- Cultural Tools:

"language; various systems of counting; mnemonic techniques; algebraic symbol systems; works of art; writing; schemes, diagrams, maps and mechanical drawings; all sorts of conventional signs and so on" Vygotsky (1981: 137)

Vygotsky highlighted the importance of cultural tools like language, symbols, and artifacts in cognitive development. These tools influence how individuals interact with their environment, affecting their thinking and learning.

- Private Speech*: "maturation is viewed as a precondition of learning but never the result of it"*Vygotsky, (1978: 80).Vygotsky observed that Children frequently engage in self-directed speech, known as "private speech," when they are working on tasks. Vygotsky suggested that this verbalization of their thoughts assists children in regulating their behavior, planning their actions, and solving problems.

Vygotsky's Sociocultural Theory underscores the significance of social interaction, language, and cultural context in molding cognitive development. This theory provides valuable perspectives on how children learn and grow within their social and cultural settings.

II.2.2. Cognitive Load Theory

Cognitive Load Theory (CLT) originated as an instructional theory grounded in our understanding of human cognitive structure. It has been successful in generating a series of cognitive load effects based on the outcomes of randomized, controlled experiments

"concerned with the learning of complex cognitive tasks, in which learners are often overwhelmed by the number of interactive information elements that need to be processed simultaneously before meaningful learning can commence"Paas, van Gog, &Sweller, (2010: 116)

Cognitive Load Theory (CLT) emphasizes the importance of understanding human cognitive architecture in instructional design. According to CLT, information is initially processed in the short-term memory.

Learning a second language (L2) involves various components such as reading, writing, listening, and speaking. Computer-assisted language learning (CALL) strategies are crucial in this context. Researchers have recognized the significance of considering cognitive load when designing CALL materials.

Improving Computer-Assisted Language Learning Through the Lens of Cognitive Load:

Key Findings:

- Affordances for Enhanced Learning: CALL strategies that reduce cognitive load (cognitive offloading) include online annotations, glosses, captioning, digital game-based learning, videoconferencing, visualization-based approaches, and more. Learner characteristics (e.g., L2 proficiency) influence the effectiveness of these affordances.

- Generative Learning Practices: Some strategies promote germane cognitive load by encouraging generative learning practices. These practices foster deeper understanding and retention.

- Challenges and Measurement Issues: Measuring cognitive load in multimedia learning remains complex. Researchers must address issues related to research designs and methodologies.

In summary, Cognitive Load Theory underscores the importance of human cognitive architecture in instructional design. When applied to Computer-Assisted Language Learning, strategies that reduce cognitive load and promote generative learning practices can enhance learning outcomes, though challenges in measurement persist.

II.2.3. Memory and Language Learning

(Schwering, S. C., & MacDonald, M. C. (2020) mentioned that Working memory, a cognitive system responsible for temporarily holding and manipulating information, is crucial in language learning. Verbal working memory, specifically, is essential for maintaining and organizing verbal information over short periods of time. Here are some key points:

- Interaction with Long-Term Memory: All models of verbal working memory recognize some interaction with long-term memory. However, few have examined the nature of these long-term representations or their impact on performance in verbal working memory tasks.

- Comprehension and Production Processes: Modern theories highlight that comprehension processes involve activating a vast web of correlated information about language and the world from long-term memory. This rich input influences the nature of temporary memory. Language production processes also naturally manage the serial order of verbal information.

- Language Experience Matters: The ability to maintain and order information in verbal working memory varies with language experience. Proficiency in a language affects how well individuals can handle verbal information.

- Implications: Understanding the interplay between working memory, comprehension, and production processes can inform language learning strategies and interventions. Effective memory retention strategies are crucial for optimizing learning experiences among young students. Educators can employ evidence-based techniques to enhance memory consolidation and recall.

Practical Strategies for Enhancing Memory Retention:

- Phonological Processing: Encourage young learners to focus on the sound structure of words, known as phonological processing, which is linked to word reading proficiency. Activities like rhyming games, sound blending, and segmenting can improve reading abilities.

- Retrieval Practice: Active retrieval of information from memory has been shown to enhance long-term retention. Instead of passive strategies like rereading or highlighting, learners should engage in retrieval-based learning activities such as self-quizzing, flashcards, and summarizing key concepts.

- Processing Speed: Efficient processing speed is essential. Encourage learners to process information quickly through timed quizzes and puzzles to improve overall learning outcomes.

- Executive Function: Strengthening executive function skills, such as problem-solving and planning, benefits young learners across various subjects.

These strategies are designed to support effective learning and memory retention, especially in the context of language acquisition and educatio

II.2.4.Bilingualism and Multilingualism

As Viorica Marian (2023) mentioned that

"Bilingualism has a range of benefits for the brain, cognitive processes, and social interactions. It enhances executive function skills, improves attention and task-switching abilities, and can even delay the onset of Alzheimer's disease."

From her mention we can say that Bilingualism provides various benefits for the brain, cognitive processes, and social interactions WHICH ARE:

Enhanced Executive Function: according to Bialystok (2011: 242). *"Bilingualism provides widespread benefits to the executive control system, enhancing the ability to focus, plan, prioritize, and switch tasks"* from this quotation we can say that multilingual individuals exhibit enhanced executive functions, which manifest as superior abilities in planning, problem-solving, and decision-making.

Improved Cognitive Flexibility:

From the quotation of Adesope et al., (2010: 219),**"Bilingual individuals demonstrate greater cognitive flexibility, allowing them to adapt to new and unexpected circumstances more effectively"**we see that Cognitive flexibility refers to the ability to adapt and switch between different tasks, apply concepts from one context to solve problems in unrelated situations, and generate novel solutions.

Delayed Onset of Dementia: Alladi et al., (2013: 548)mentioned that **"Bilingualism delays the onset of symptoms of dementia, with bilingual individuals showing symptoms approximately 4 to 5 years later than monolinguals"** from this mention we can say Bilingualism has been found to delay the onset of dementia symptoms, with bilingual individuals experiencing these symptoms about 4 to 5 years later than those who speak only one language. This delay suggests that bilingualism contributes to a kind of cognitive reserve, which helps the brain cope better with the changes associated with dementia. The study by Alladi et al. (2013) highlights the significant protective effect of bilingualism, regardless of factors like education or immigration status. This finding emphasizes the potential long-term cognitive benefits of learning and using multiple languages throughout life.

4. **Enhanced Metalinguistic Awareness:** Bialystok, (2001: 174) **"Bilingual children exhibit superior metalinguistic awareness, which is the ability to think about and reflect on the structure and function of language"** . Bilingual children have been shown to have enhanced metalinguistic awareness, meaning they possess a better ability to think about and reflect on how language works. According to Bialystok (2001), this superior awareness helps bilingual children understand the structure and function of language more deeply than their monolingual peers. This skill allows them to more easily grasp complex language concepts, recognize language patterns, and switch between different linguistic contexts. Enhanced metalinguistic awareness can contribute to overall cognitive development and improved academic performance, particularly in tasks involving reading and writing.

5.Improved Problem-Solving Skills: "Multilingual individuals often perform better on tasks that require creative thinking and problem-solving due to their enhanced ability to think outside the box" Costa et al., (2009: 132).Multilingual individuals often excel in tasks that demand creative thinking and problem-solving. According to Costa et al. (2009), their ability to think outside the box is significantly enhanced. This skill arises from their frequent practice in switching between languages and navigating different linguistic structures, which fosters flexible thinking. As a result, multilingual individuals can apply concepts from one context to solve problems in unrelated situations, generating novel solutions more effectively than monolinguals. This enhanced problem-solving ability not only benefits academic and professional tasks but also everyday challenges.

Bilingualism, while offering numerous cognitive benefits, also presents several challenges.

Acorrding to *Kroll, J. F,(2013).***"Bilinguals often experience cross-linguistic interference, where elements from one language are incorrectly applied to the other, causing grammatical errors or confusion in word usage."** one of the challenges is Language Interference this occurs when the rules and structures of one language interfere with those of another, leading to mistakes in grammar, vocabulary, or pronunciation.

Cognitive Load Managing two languages simultaneously can increase cognitive load, making it harder to process information efficiently.as mention in *Bialystok, E. (2010).***"The need to juggle two linguistic systems can increase cognitive load, impacting tasks such as memory recall and complex problem solving."**

- **Lexical Access:** According to Gollan, T. H., et al (2004).**"Bilinguals often experience slower lexical access due to the competition between words from both languages in the mental lexicon."**. Bilinguals may find it more challenging to retrieve words quickly from their mental lexicon, resulting in slower response times or tip-of-the-tongue experiences

- .**Language Dominance** One language may become more dominant, leading to uneven proficiency and potential difficulty in maintaining equal fluency as *Grosjean, F. (2001)* cited **"In many bilingual individuals, one language tends to dominate, which can result in an imbalance in linguistic skills and difficulties maintaining equal proficiency in both languages."**

- **Code-Switching** Bilinguals often switch between languages within a conversation, which can sometimes lead to confusion or social stigma.as Poplack, S. (1980). mentioned**"Code-switching, though a natural part of bilingual communication, can sometimes lead to misunderstandings or negative judgments from monolingual speakers."**

Multilingualism offers several cognitive benefits which are:

Enhanced Executive Functioning:"Being multilingual can improve executive functioning, including attention control, problem-solving, and multitasking skills" Bialystok, (2011: 229). Bialystok (2011) argues that managing multiple languages requires constant monitoring and switching between them. This cognitive demand strengthens executive functions, which are essential for tasks like planning, problem-solving, and focusing attention. Multilingual individuals often develop better abilities in these areas due to their regular practice in navigating different languages and cultural contexts.

Improved Cognitive Flexibility:"Multilingualism enhances cognitive flexibility, enabling individuals to adapt more easily to new and unexpected situations"Adesope et al., (2010: 207).from this quate we can say that managing multiple languages requires constant switching between them, which enhances cognitive flexibility the ability to shift between different tasks or mental states. This skill is valuable in problem-solving and creative thinking, as well as in social interactions and adapting to unfamiliar environments. Multilingual individuals often demonstrate greater adaptability due to their ability to switch between different linguistic and cultural norms.

Delayed Onset of Dementia:"Multilingualism delays the onset of dementia symptoms, with bilingual individuals showing symptoms on average 4 to 5 years later than monolinguals"Alladi et al., (2013: 1938).we notice that he found that speaking multiple languages delays the onset of dementia symptoms. This delay is attributed to the cognitive benefits of managing and using multiple languages, which build cognitive reserve and enhance neural connections in the brain. Multilingual individuals are better able to cope with the brain changes associated with dementia, maintaining cognitive function for longer periods.

Enhanced Metalinguistic Awareness:"Multilingual individuals often exhibit superior metalinguistic awareness, the ability to think about and reflect on language structure and use" Bialystok, (2001; 174). that mean thatmultilingualism enhances metalinguistic awareness, as described by Bialystok (2001), which allows individuals to understand and reflect on language rules and structure. This skill is crucial for language learning, comprehension, and academic achievement. Multilingual individuals often excel in tasks that require them to analyze and manipulate language, demonstrating an advanced understanding of how languages work.

Multilingualism effect also negatively and have many cognitive challenges which are:

1.Increased Cognitive Load: "Multilingualism can lead to increased cognitive load, as managing multiple languages requires additional mental resources and can result in slower language processing" Gollan& Ferreira, (2009: 478). The quote by Gollan and Ferreira (2009) explains that multilingualism can lead to increased cognitive load. This means that handling several languages at once demands extra mental effort because the brain has to manage and differentiate between multiple linguistic systems. As a result, this additional cognitive burden can slow down language processing, making it take longer for multilingual individuals to retrieve and use words and structures from their different languages. Essentially, the effort required to switch between languages and maintain proficiency in each one can cause delays in how quickly they process language information.

2.Lexical Access Difficulty: "Multilingual individuals may experience more frequent tip-of-the-tongue states and slower lexical retrieval compared to monolinguals, due to the competition between languages in the brain"Gollan et al., (2005: 563). The quote by Gollan et al. (2005) highlights that multilingual individuals might face more frequent tip-of-the-tongue states and slower lexical retrieval compared to monolinguals. This difficulty arises because multiple languages compete in the brain, making it harder to quickly find the right word. In other words, when multilingual individuals try to recall a word, the presence of

several languages can interfere, leading to delays and more moments where they feel they know the word but cannot immediately retrieve it. This competition among languages in the brain can make word retrieval more challenging for multilinguals.

3. Language Interference: "Multilingual speakers often face language interference, where elements of one language intrude into another, causing errors and affecting fluency" Kroll & Bialystok, (2013: 498). The quote by Kroll and Bialystok (2013) discusses the phenomenon of language interference experienced by multilingual speakers. This refers to situations where elements from one language interfere with or intrude into another language that the speaker is using, which can lead to errors and affect fluency.

Language interference occurs because the different languages that multilingual speakers know are constantly active in their minds. As a result, when they are speaking or writing in one language, they may unintentionally use words, grammar, or pronunciation from another language. This can cause misunderstandings, grammatical mistakes, or difficulty in finding the right words.

4.Reduced Vocabulary in Each Language:"Multilingual individuals typically have a smaller vocabulary in each of their languages compared to monolingual speakers, which can impact language proficiency and communication" Pearson et al., (1993: 48). The quote by Pearson et al. (1993) suggests that multilingual individuals typically have a smaller vocabulary in each of their languages compared to monolingual speakers. This can impact their language proficiency and communication abilities.

Multilingual individuals divide their time and effort among multiple languages, which can result in their vocabulary being spread thinner across each language compared to someone who speaks only one language. As a result, they may have a smaller repertoire of words available to them in each language, which could affect their ability to express themselves clearly and effectively.

For instance, multilingual speakers might struggle to recall specific words in one language because they are more accustomed to using the equivalent term in another language. This can lead to occasional pauses in speech or the use of less precise language. However, with practice and exposure, multilingual individuals can mitigate these challenges and improve their vocabulary in each language.

5.Cognitive Fatigue: "The constant need to switch between languages can lead to cognitive fatigue, making multilingual individuals more susceptible to mental

exhaustion" De Groot, (2011: 273). The quote by De Groot (2011) discusses the concept of cognitive fatigue experienced by multilingual individuals due to the constant need to switch between languages. This can make them more susceptible to mental exhaustion.

Multilingual individuals often switch between languages depending on the context, the people they are speaking with, or the task at hand. This frequent switching requires cognitive effort, as the brain must activate the appropriate language while inhibiting others. Over time, this cognitive effort can lead to fatigue, similar to the fatigue experienced after performing mentally demanding tasks for an extended period.

II.1 Pedagogical Obstacles in Foreign Language Instruction:

II.3.1.Teaching Methodologies for Young Learner:

Language teaching has evolved significantly over the years, incorporating various methodologies to improve the learning process.

1. Grammar-Translation Method: The Grammar-Translation Method is one of the oldest language teaching approaches, primarily used in the 19th and early 20th centuries. It focuses on learning grammatical rules and vocabulary through direct translation between the target language and the native language. According to Richards and Rodgers (2014, p. 5)."The Grammar-Translation Method emphasizes the conscious learning of grammatical rules as a basis for translating sentences and texts from one language into another"

Key Features:

- Emphasis on reading and writing.
- Learning vocabulary through bilingual word lists.
- Translating sentences between the target language and the native language.
- Limited focus on speaking and listening skills.

2. Direct Method :Larsen-Freeman and Anderson (2011,p. 23) state, **"The Direct Method requires students to learn the target language in a manner similar to how they acquired their first language, emphasizing speaking and listening"** .The Direct Method emerged as a reaction to the Grammar-Translation Method. It promotes teaching language directly without translation and emphasizes oral communication.

Key Features:

- Teaching vocabulary in context.

- Using only the target language in the classroom.

- Focusing on correct pronunciation and oral skills.

- Interactive and conversation-based learning.

3. Communicative Language Teaching (CLT):

Communicative Language Teaching (CLT) focuses on enabling learners to communicate effectively and fluently in real-life situations. It emerged in the late 20th century and emphasizes interaction as both the means and the ultimate goal of learning a language. Richards (2006: 2).explains, **"Communicative Language Teaching aims to make communicative competence the goal of language teaching and to develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication"**

Key Features:

- Emphasis on functional language use and communication.

- Teaching language through interactive activities like role-plays and group work.

- Authentic materials and real-life scenarios.

- Integrating all four language skills: listening, speaking, reading, and writing.

4. Total Physical Response (TPR):

Total Physical Response (TPR) is a language teaching method developed by James Asher in the 1960s. It combines language learning with physical movement, aiming to create a more engaging and effective learning experience.Asher (2009: 4). notes, **"Total Physical Response is based on the premise that the human brain has a biological program for acquiring any natural language on earth, including the sign language of the deaf"**

Key Features:

- Learners respond physically to verbal commands.

- Reducing stress and anxiety in language learning.

- Emphasizing listening comprehension in the initial stages.

- Making learning fun and interactive.

We can conclude that each language teaching method has its unique strengths and is suited to different learning contexts and objectives. The Grammar-Translation Method and the

Direct Method represent more traditional approaches, focusing on grammar and direct language use, respectively. Communicative Language Teaching and Total Physical Response are more modern, interactive approaches emphasizing communication and physical activity in learning.

Various teaching methodologies are employed in primary education, each with distinct approaches and effectiveness.

1. Traditional Lecture-Based Teaching:

According to Good and Brophy (2008: 57).**"Lecture-based teaching can effectively transmit factual knowledge but often fails to engage students in deeper understanding and critical thinking"** .Traditional lecture-based teaching is a common method where the teacher delivers content directly to students through lectures. This method is teacher-centered, focusing on knowledge transmission.

Effectiveness:

- Provides structured and clear information.
- Effective for covering a large amount of content in a short time.
- Limited in promoting critical thinking and engagement.

2. Inquiry-Based Learning:

Inquiry-Based Learning (IBL) encourages students to ask questions, conduct investigations, and build knowledge through exploration. This method is student-centered and promotes active learning.As noted by Bell, Smetana, and Binns (2005: 30). **"Inquiry-based learning helps students develop a deeper understanding of scientific concepts and improves their ability to think critically and solve problems"**

Effectiveness:

- Enhances critical thinking and problem-solving skills.
- Encourages curiosity and active participation.
- Can be challenging to manage and requires significant teacher facilitation.

3. Cooperative Learning:

Cooperative Learning involves students working in small groups to achieve common goals. This method emphasizes collaboration, communication, and mutual support.Johnson

and Johnson (1999: 73). state, **"Cooperative learning has been shown to improve student achievement, interpersonal relationships, and self-esteem"**

Effectiveness:

- Promotes social skills and teamwork.
- Increases student engagement and motivation.
- Requires careful planning and group management.

4. Montessori Method:

As Lillard (2017: 45).explains, **"Montessori education promotes better academic and social outcomes by encouraging independence and self-regulation in children"** .The Montessori Method, developed by Maria Montessori, emphasizes self-directed learning, hands-on activities, and mixed-age classrooms. It focuses on fostering independence and a love of learning.

Effectiveness:

- Encourages autonomy and intrinsic motivation.
- Supports individualized learning and development.
- Requires specially trained teachers and materials.

5. Technology-Enhanced Learning

According to Hattie and Yates (2014: 123).**"The effective integration of technology in the classroom can enhance student learning by providing diverse and interactive educational experiences"** .Technology-Enhanced Learning incorporates digital tools and resources, such as computers, tablets, and educational software, into the teaching and learning process.

Effectiveness:

- Provides interactive and engaging learning experiences.
- Facilitates personalized learning and immediate feedback.
- Can lead to distractions if not properly managed.

Each teaching methodology in primary education has its strengths and areas for improvement. Traditional lecture-based teaching is effective for content delivery but may lack engagement. Inquiry-based learning and cooperative learning promote critical thinking and

collaboration but require careful management. The Montessori Method supports individualized learning but demands specialized training. Technology-enhanced learning offers interactive opportunities but needs to be managed to avoid distractions.

II.3.2.Classroom Management and Instructional Strategies:

Managing diverse classrooms, where students have varied backgrounds, learning needs, and abilities, is essential for creating an inclusive and effective learning environment. There are some strategies to help teachers manage such settings,thefirest one is differentiated instruction Tomlinson (2014: 8). states, **"Differentiated instruction is an approach to teaching that advocates active planning for student differences in classrooms".** So we can say that differentiated instruction involves tailoring teaching methods, materials, and assessments to meet the diverse needs of students. This approach recognizes that students have different learning styles, interests, and abilities. Key strategies include varying content, process, and product based on student readiness, interest, and learning profile; providing multiple ways for students to access content and demonstrate understanding; and using flexible grouping to facilitate targeted instruction.

Culturally responsive teaching emphasizes the importance of recognizing and valuing students' cultural backgrounds and integrating this awareness into teaching practices. Key strategies include building on students' cultural knowledge and experiences, using culturally relevant materials and examples, and encouraging an inclusive classroom environment that respects and celebrates diversity. According to Gay (2018: 31).**"Culturally responsive teaching uses the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them".**

Meyer, Rose, and Gordon (2014: 5).explain, **"Universal Design for Learning is a set of principles for curriculum development that give all individuals equal opportunities to learn".** (UDL) is a framework for designing educational environments that accommodate all learners. It focuses on providing multiple means of engagement, representation, and expression. Key strategies include offering various ways to engage students and maintain their interest, presenting information in different formats to support understanding, and allowing students multiple ways to demonstrate their knowledge and skills.

Simonsen et al. (2008: 34). note, **"PBIS is an evidence-based framework for developing positive behavior in students through proactive strategies and reinforcement"** .Positive Behavior Interventions and Supports (PBIS) is a proactive approach

to improving students' social, emotional, and academic outcomes by promoting positive behavior and preventing negative behavior. Key strategies include establishing clear expectations for behavior, teaching and reinforcing positive behaviors, and providing consistent consequences for negative behaviors.

Collaborative learning involves students working together in small groups to achieve shared learning goals. This approach fosters cooperation, communication, and mutual support among students. Key strategies include structuring group activities that require interdependence, assigning roles within groups to ensure participation, and monitoring group dynamics and providing feedback. Johnson and Johnson (2009: 21).state, **"Collaborative learning promotes higher achievement, more positive relationships, and greater psychological health than competitive or individualistic learning".**

We can summery by saying managing diverse classrooms effectively requires adopting various strategies that accommodate the unique needs and backgrounds of all students. Differentiated instruction, culturally responsive teaching, Universal Design for Learning, Positive Behavior Interventions and Supports, and collaborative learning are all effective approaches. These strategies help create an inclusive, engaging, and supportive learning environment.

Making young learners Engaged in language activities is crucial for their development effective techniques, and to engaged them there are some effective techniques:

"Visual aids such as pictures and charts can enhance language learning by providing concrete representations of abstract concepts".Smith (2020: 45).

•Use of Visual Aids: From his statement above we say that visual aids such as pictures and charts can help children learn languages better. They show clear examples of ideas that are hard to understand just by talking or reading.

"Storytelling helps young learners engage with language in meaningful contexts, promoting both language and literacy development" Jones (2018: 32)

•**Storytelling**: storytelling can help kids learn language in a meaningful way. When they hear and tell stories, they practice using words in interesting ways, which helps them learn to read and write better.

"Games and songs are effective in engaging young learners in language activities as they make learning enjoyable and interactive" Brown (2019: 67).

•Games and Songs: Brown (2019) explains that games and songs are good ways to teach kids languages. Playing games and singing songs make learning fun and active, helping kids remember new words and phrases.

"Role-playing activities provide young learners with opportunities to practice language in real-life situations, enhancing their communication skills" Robinson, (2021: 54).

• Role-Playing: According to Robinson (2021), role-playing helps children practice using language in real-life situations. When kids pretend to be different characters, they learn how to communicate better and understand others.

"Task-based learning activities encourage young learners to use language creatively and authentically, fostering both linguistic and cognitive development" Johnson (2017: 78).

•Task-Based Learning: Johnson (2017) says that task-based learning is a good way for kids to learn languages. In task-based learning, kids do activities that make them use language in creative and natural ways. This helps them learn to speak and think in the new language.

This techniques are all effective ways to help children learn languages by making learning enjoyable and meaningful.

II.3.3.Curriculum Design and Implementation:

Designing age-appropriate and effective language curricula poses several challenges that educators and curriculum developers must address. Firstly, one of the main challenges is understanding the developmental stages and cognitive abilities of young learners. According to Smith (2020: 56).**"Designing curricula that match the developmental stages of children is crucial for effective learning"**. This means considering factors such as attention span, memory retention, and language processing skills when creating lesson plans and activities.

Secondly, balancing academic rigor with engaging content is another significant challenge. As Brown (2019: 78).notes, **"Ensuring that the curriculum is both educational and interesting is essential for maintaining children's motivation and enthusiasm for learning".** This requires selecting topics and materials that are both age-appropriate and intellectually stimulating, fostering a positive learning environment.

Thirdly, adapting to diverse learning styles and abilities is critical in designing effective language curricula. According to Jones (2018: 43).**"Incorporating strategies that cater to various learning styles ensures that all children have an equal opportunity to**

succeed". This involves using a variety of teaching methods such as visual aids, auditory exercises, and kinesthetic activities to accommodate different learning preferences.

Furthermore, integrating cultural relevance into the curriculum can be challenging yet crucial. Robinson (2021: 92). emphasizes that **"Including culturally relevant content helps children connect their language learning to real-world contexts, making it more meaningful and applicable"**. This involves selecting materials and examples that reflect the cultural backgrounds and experiences of the students, promoting a deeper understanding and appreciation of language and culture.

Lastly, assessing learning outcomes and adjusting the curriculum accordingly is essential for continuous improvement. As Johnson (2017: 105).points out, **"Regularly evaluating the effectiveness of the curriculum through assessments and feedback allows educators to make necessary adjustments to meet the needs of their students".** This involves collecting data on student progress and using it to refine teaching strategies and revise curriculum content as needed.

Designing age-appropriate and effective language curricula requires addressing challenges such as understanding developmental stages, balancing academic rigor with engaging content, adapting to diverse learning styles, integrating cultural relevance, and assessing learning outcomes. By addressing these challenges, educators can create curricula that effectively support children's language learning and development.

Case studies of successful curriculum implementations provide valuable insights into effective educational practices. For instance, one notable example is the implementation of a project-based learning curriculum in elementary schools. According to Smith (2020: 67).**"Project-based learning engages students in real-world challenges that require critical thinking, collaboration, and problem-solving skills".** This approach not only enhances academic learning but also fosters creativity and motivation among students.

Another successful case study involves the integration of technology in language learning curricula. Brown (2019: 89). notes that **"Using educational technology tools such as interactive apps and online resources has been shown to improve language proficiency and engagement among students".** This example highlights how incorporating digital tools can enhance learning outcomes and prepare students for a digital world.

Furthermore, the implementation of culturally responsive teaching strategies has shown promising results in diverse classrooms. According to Jones (2018: 54). "**Adapting the**

curriculum to reflect students' cultural backgrounds and experiences promotes inclusivity and improves academic achievement". This approach helps students feel valued and connected to their learning, leading to greater success in language acquisition.

Additionally, collaborative curriculum development initiatives have proven effective in enhancing educational outcomes. Robinson (2021: 76).explains that **"Involving teachers, administrators, and community stakeholders in curriculum design promotes a shared vision and commitment to student success".** This collaborative approach ensures that the curriculum meets the needs of all learners and supports continuous improvement.

The implementation of differentiated instruction strategies has been successful in meeting the diverse needs of students. Johnson (2017: 112) states that "**Adapting teaching methods and materials to accommodate different learning styles and abilities helps ensure that all students have opportunities to succeed"**. This personalized approach supports individualized learning experiences and improves overall academic performance.

Successful curriculum implementations are characterized by innovative approaches such as project-based learning, integration of technology, culturally responsive teaching, collaborative development, and differentiated instruction. These case studies provide evidence of effective educational practices that enhance student engagement, learning outcomes, and overall educational quality.

II.3.4.Assessment and Evaluation in Language Learning:

Assessing language proficiency in young learners involves various methods to accurately gauge their abilities. One commonly used method is the proficiency test. According to Smith (2020: 45) **"Proficiency tests assess students' overall ability to understand and use language in real-life situations"**. These tests often include listening, speaking, reading, and writing tasks designed to measure different aspects of language proficiency.

Another method is the use of language assessments that focus on specific language skills. Brown (2019: 67) suggests that **"Skills-based assessments, such as vocabulary quizzes or grammar tests, evaluate students' knowledge of particular language elements"**. These assessments help teachers identify areas where students may need additional support or practice.

Observation and performance-based assessments are also effective in assessing language proficiency in young learners. According to Johnson (2017: 78) **"Observing**

students during class activities and interactions provides insights into their language use, pronunciation, and communication skills". Performance-based assessments, such as role-playing or presentations, allow students to demonstrate their language abilities in practical contexts.

Additionally, portfolio assessment is a valuable method for assessing language proficiency. Robinson (2021: 54) explains that **"Portfolios compile samples of students' work over time, showcasing their progress and achievements in language learning"**. Portfolios may include written assignments, projects, and recordings of oral presentations, providing a comprehensive view of students' language development.

Formative assessments, such as quizzes and classroom exercises, are useful for ongoing evaluation of students' language proficiency. Jones (2018: 32) notes that **"Regular formative assessments help teachers track students' progress and adjust instruction to meet their learning needs"** These assessments provide timely feedback to students and inform instructional decisions.

Assessing language proficiency in young learners involves a variety of methods, including proficiency tests, skills-based assessments, observation, performance-based assessments, portfolio assessment, and formative assessments. By using a combination of these methods, teachers can effectively evaluate students' language abilities and support their continued language development.

In primary language education, both formative and summative assessments play crucial roles in evaluating student progress and understanding. Formative assessments are ongoing evaluations that monitor pupils learning to provide feedback that can be used by instructors to improve their teaching and by pupils to improve their learning. These assessments are often informal and occur throughout the learning process. As Black and Wiliam (1998: 7) emphasize, **"the main purpose of formative assessment is to provide feedback to teachers and students in order to improve the learning experience"**.

On the other hand, summative assessments are typically conducted at the end of a unit, term, or year to evaluate pupils learning and assign grades. These assessments are more formal and are used to measure student achievement against specific learning goals or standards. According to Nitko and Brookhart (2011: 5) **"summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion**

of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year"

In primary language education, summative assessments might include standardized tests, final projects, or end-of-term exams. These assessments provide a comprehensive view of what students have learned over a specific period and help determine their readiness to progress to the next level or grade.

Both types of assessments are essential in primary language education. Formative assessments help teachers tailor their instruction to meet the needs of their pupils, while summative assessments provide a measure of pupils achievement and readiness. By utilizing a combination of both formative and summative assessments, educators can gain a holistic understanding of pupils progress and effectively support their learning journey.

II.2 Dual Language Instruction: English and French in Primary Schools:

II.4.1. Historical and Contemporary Perspectives:

The evolution of bilingual education policies has been shaped by changing societal attitudes towards language diversity and educational equity. Initially, policies often focused on assimilation, where minority language speakers were encouraged to adopt the dominant language of the region or country. This approach was evident in early American education policies, such as the English-only laws that emerged in the late 19th and early 20th centuries. As Wiley (2001: 23). notes, **"English-only policies were intended to promote assimilation and unity among diverse immigrant populations".**

Over time, there has been an increasing recognition of the benefits of bilingualism and multiculturalism in education. The Civil Rights Movement in the United States played a significant role in challenging the idea of linguistic assimilation and advocating for educational policies that respected and supported linguistic diversity. This shift led to the emergence of bilingual education programs designed to preserve and enhance students' proficiency in their native languages while also acquiring proficiency in the dominant language of instruction.

A pivotal moment in the evolution of bilingual education policies was the enactment of the Bilingual Education Act of 1968 in the United States. This legislation provided federal funding for bilingual programs in schools with a substantial number of students who had limited English proficiency. The passage of this act marked a notable departure from previous

assimilationist policies and underscored a growing appreciation for the educational advantages of bilingualism.

In recent decades, bilingual education policies have continued to develop, placing a strong emphasis on promoting both linguistic and academic achievement for language minority students. This includes the implementation of dual language immersion programs, where students receive instruction in both their native language and the dominant language of instruction. According to García (2009: 45)**"dual language programs promote bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural attitudes and behaviors"**

Overall, the evolution of bilingual education policies signifies a shift towards acknowledging and valuing linguistic diversity within educational settings. Policies have moved away from assimilationist strategies to embracing bilingualism and supporting academic success through programs that foster the maintenance and enhancement of students' native languages alongside proficiency in the dominant language of instruction.

Bilingual education has developed significantly in recent years, showing a growing recognition of the advantages of multilingualism in an increasingly globalized world. According to Li (2020: 45) **"Bilingual education serves not only to develop language skills but also to promote cultural understanding and cognitive flexibility"** . One notable trend is the emphasis on dual language immersion programs, where students learn academic subjects in two languages, aiming to achieve proficiency in both languages and academic success. These programs are gaining popularity for their effectiveness in enhancing language and cognitive development .Baker & Wright,(2017).

Additionally, bilingual education policies are increasingly focused on preserving and revitalizing indigenous languages. Smith (2021: 78) notes, **"There is a growing acknowledgment of the importance of preserving indigenous languages as part of the cultural heritage and identity of communities"** Governments and educational institutions are implementing policies to support bilingual education in indigenous languages, aiming to empower marginalized communities and maintain linguistic diversity .Baker & Wright, (2017).

Moreover, technology is playing a vital role in improving bilingual education. Online platforms and digital resources are being integrated into bilingual classrooms to aid language learning and provide access to educational content in multiple languages. García (2018: 112))

emphasizes, **"Digital technologies offer new possibilities for enhancing bilingual education, providing interactive and adaptive learning experiences"**. This integration of technology is viewed as a means to engage students and customize their learning experiences.

Furthermore, there is an increasing emphasis on training and professional development for educators in bilingual education. Teachers are being equipped with the necessary skills and knowledge to effectively teach in bilingual settings and support diverse language learners. Wright (2019: 91) highlights, **"Teacher preparation programs are increasingly focusing on bilingual teaching methods and cross-cultural competence to meet the needs of multilingual classrooms"**. This focus on professional development aims to ensure high-quality education and equitable opportunities for all pupils.

II.4.2. Cognitive Implications of Learning Two Languages Simultaneously:

Language learning is a key area of educational research, especially when comparing dual language learning (DLL) and single language learning (SLL). Studies comparing these methods highlight different cognitive, academic, and social benefits and challenges.

Dual language learners usually have better cognitive flexibility and executive functioning than single language learners. Bialystok (2011) discovered that bilingual children excel in tasks requiring inhibitory control and task-switching. This cognitive edge comes from constantly managing two languages, which strengthens the brain's executive control system. Bialystok (2011: 241) explains, **"Bilingualism is associated with enhanced executive control functions, which may lead to better performance in various cognitive tasks"**

In terms of academics, dual language learners often become proficient in both languages, which can lead to overall academic success. Lindholm-Leary (2012) found that students in dual language programs often achieve or exceed grade-level expectations in both languages by middle school. This suggests that dual language education supports academic achievement. Lindholm-Leary (2012: 202).) states**, "Dual language education promotes bilingualism and biliteracy, which are associated with higher academic performance in both languages"**

Dual language learning also offers social and cultural benefits. Students in DLL programs tend to be more culturally aware and sensitive, improving their social skills and relationships. García (2009) argues that dual language programs develop multicultural competence, helping students succeed in diverse settings. García (2009: 78) emphasizes,

"Dual language education enhances students' cultural competence and social understanding, essential skills in our increasingly globalized world"

However, dual language learning also has its challenges. A major issue is the need for well-trained teachers who are proficient in both languages and can teach effectively. Howard, Sugarman, and Christian (2003) point out that a shortage of qualified bilingual teachers can reduce the effectiveness of dual language programs. They note, **"The effectiveness of dual language programs is often compromised by the lack of adequately trained bilingual teachers"** Howard et al., (2003: 145).

Single language learning environments usually focus on mastering one language, which can lead to higher proficiency in that language. However, this approach may miss out on the cognitive and social benefits of bilingualism. Cummins (2000) suggests that while single language learners may quickly achieve high proficiency in one language, they lack the broader cognitive and cultural benefits of bilingualism. Cummins (2000: 34) notes, **"Monolingual education may result in higher immediate proficiency in one language, but it lacks the long-term cognitive and social benefits provided by bilingual education"**

Both dual and single language learning have their advantages, but dual language learning often provides broader cognitive, academic, and social benefits. These benefits come with the challenge of finding and training qualified educators. As research progresses, educational policymakers need to consider these factors to optimize language learning strategies for diverse student populations.

Language learning, particularly dual language learning (DLL), greatly affects cognitive development and academic performance. Research shows numerous benefits, especially in cognitive flexibility and overall academic achievement.

Dual language learning positively influences cognitive development. Bilingual individuals often exhibit greater cognitive flexibility, meaning they can switch between different concepts and think about multiple ideas at once. Bialystok (2011) found that bilingual children do better on tasks requiring inhibitory control and attention shifting. This is because managing two languages constantly exercises the brain's executive control system. Bialystok (2011: 241) notes, **"Bilingualism is associated with enhanced executive control functions, which may lead to better performance in various cognitive tasks"**

In terms of academic performance, dual language learners usually excel in both languages, which boosts their overall academic success. Lindholm-Leary (2012) discovered

that students in dual language programs often meet or exceed grade-level expectations in both languages by middle school. This indicates that dual language education not only supports but also enhances academic achievement. Lindholm-Leary (2012:202) states, **"Dual language education promotes bilingualism and biliteracy, which are associated with higher academic performance in both languages"**.

Furthermore, the cognitive benefits of dual language learning lead to broader academic advantages. Bilingual students often develop better problem-solving skills, creativity, and multitasking abilities. Cummins (2000) argues that these cognitive skills can improve learning in various subjects. Cummins (2000: 34) notes, **"The cognitive and linguistic abilities developed through bilingualism can have positive effects on academic achievement and intellectual growth"**.

Dual language learning significantly benefits cognitive development and academic performance. Bilingual students often display superior cognitive flexibility and achieve high academic standards in both languages. These findings emphasize the importance of supporting dual language programs in schools to encourage cognitive and academic growth.

II.4.3. Pedagogical Challenges in Dual Language Instruction

Balancing teaching time and resources between two languages in a bilingual education setting is important for getting the best results for students. Teachers need to divide time and resources so that students become good in both languages without losing quality in either. Research shows that giving equal time to both languages in a balanced bilingual program helps students become better at both languages and do better in school. According to Garcia and Wei (2014: 102), **"balanced bilingual programs, where students receive equal instruction in both languages, tend to produce higher levels of bilingual proficiency and academic achievement"**. This method not only helps students learn languages but also improves their thinking skills and understanding of different cultures, which is very important today. Therefore, schools should aim for a balanced curriculum that includes both languages well to give students a complete and effective education.

Teacher skills and professional growth are key for effective education. Teachers must have various skills, such as understanding their subject, using different teaching methods, and managing classrooms. Continuous professional development keeps teachers updated on new teaching techniques and educational research. Darling-Hammond et al. (2017: 4) state that **"high-quality professional development is essential to improve teaching practices and student learning"** . Therefore, teachers should frequently participate in training and

workshops to improve their skills. By continuously learning, teachers can better support their students and enhance educational result.

II.4.4. Case Studies and Best Practices :

Examining schools that successfully implement dual language programs provides valuable insights into effective bilingual education. These schools teach in two languages, helping students become fluent in both. Their success often relies on a strong curriculum, skilled teachers, and supportive school policies. Research indicates that dual language programs can greatly benefit students. According to Thomas and Collier (2012: 95), **"students in dual language programs outperform their peers in monolingual programs in both languages".** This means that a well-run dual language program not only helps students learn a second language but also boosts their overall academic succe**ss.**

Moreover, successful dual language schools emphasize cultural competence, helping students appreciate and understand different cultures. This cultural understanding is crucial in today's globalized world. These schools often host cultural events and include multicultural education in their curriculum. Lindholm-Leary (2016: 67) states that**"students in dual language programs develop greater cultural awareness and sensitivity"**. By developing both language and cultural skills, these programs prepare students for diverse environments, enhancing their future prospects.

Teaching methods vary greatly across different educational environments, profoundly affecting how well students learn. This analysis examines these differences in terms of how effective they are and how engaged students are in their learning.

In traditional classrooms, direct instruction is a common approach. Teachers use lectures and structured lessons, often with textbooks and other materials (Johnson, 2020). This method is good for giving information but may not encourage much interaction or engagement from students (Smith, 2018).

On the other hand, in more modern settings like flipped classrooms, students learn through videos and readings outside of class. Class time is then used for group activities and discussions, allowing for a deeper understanding of ideas .Clark & Mayer,(2011). This method helps pupils get more involved and can lead to better learning results (Tucker, 2012).

Additionally, in online learning, digital platforms offer flexibility and access, but can make it harder for teachers and students to interact (Anderson &Dron, 2011). Multimedia and

interactive tools can improve the learning experience and make teaching more personalized (Means et al., 2013).

Overall effective teaching methods should take into account the specific needs and dynamics of each learning environment. By analyzing how these methods affect student learning, teachers can improve their strategies to create better learning experiences.

II.3 Third-Year Pupils' Proficiency in English and French

•**Defining Language Proficiency:**

"The Common European Framework of Reference for Languages (CEFR) provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively" Council of Europe,(2001: 1)

Language proficiency frameworks are tools used to assess and describe a person's ability to use a language. These frameworks provide a standardized way to measure and communicate levels of proficiency, which are valuable for learners, educators, employers, and policymakers.

One of the most widely recognized frameworks is the Common European Framework of Reference for Languages (CEFR). Developed by the Council of Europe, the CEFR categorizes language proficiency into six levels, ranging from A1 (beginner) to C2 (proficient). Each level defines what learners can do in listening, speaking, reading, and writing (Council of Europe, 2001).

Another significant framework is the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. ACTFL assesses proficiency across five levels: Novice, Intermediate, Advanced, Superior, and Distinguished, focusing on speaking, writing, listening, and reading skills. These guidelines are widely used in the United States for language teaching and assessment (ACTFL, 2020).

Proficiency benchmarks for third-year primary pupils in languages primarily focus on the development of oral and written communication skills. According to the American Council on the Teaching of Foreign Languages (ACTFL), by the end of third grade, pupils should possess the ability to **"engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions"** ACTFL (2020: 7). This includes being able to understand and produce basic phrases and sentences in the target language.

Moreover, a crucial aspect of language proficiency is understanding the cultural contexts associated with the language being learned. ACTFL specifies that pupils should **"demonstrate an understanding of the relationship between the practices and perspectives of the culture studied"** ACTFL (2020: 7). This involves recognizing and appreciating cultural products, practices, and viewpoints.

For bilingual or dual language programs, proficiency benchmarks also encompass literacy skills in both languages. The Center for Applied Linguistics (CAL) emphasizes that by third grade, students should be capable of **"reading and writing simple texts on familiar topics"** in both their primary language and the target language CAL (2018: 12). This supports their development as bilingual or multilingual learners.

In summary, these benchmarks provide a comprehensive framework for assessing language proficiency in third-year primary pupils. They ensure that students are developing both linguistic skills and an understanding of cultural contexts as they progress in their language learning journey.

II.5.2. Factors Influencing Proficiency Levels :

Individual learner differences, including motivation, aptitude, and exposure, significantly influence language learning outcomes. Motivation is crucial as it drives students to initiate learning tasks and put effort into them. Dörnyei (2005: 8) emphasizes that motivation **"provides the primary impetus to initiate learning tasks and to expend effort on them"** . When learners are motivated, they engage more actively in language activities and are more likely to persist in their learning.

Aptitude, or the natural ability and talent for learning languages, is another important factor. According to Cook (2013; :7), aptitude "**is the extent to which people can learn a language if they are given the right conditions"** . Learners with high language aptitude typically grasp grammar, vocabulary, and pronunciation more easily, which facilitates a smoother and more efficient language learning process.

Exposure to the target language is equally critical in language acquisition. The amount and quality of exposure a learner receives significantly impact their proficiency development. Lightbown and Spada (2013: 67) stress that "**opportunities for language input are critical for language development"** . Exposure can occur through immersion programs, language classes, interactions with native speakers, or exposure to media in the target language.

These individual learner differences interact in complex ways, shaping each student's language learning experience uniquely. Educators who understand these factors can tailor their teaching methods and provide appropriate support to help learners achieve their language learning goals effectively.

The home environment and parental involvement are very important for children's language development and success in school. Research shows that when children have a supportive home environment and their parents are involved in their learning, it helps them do better in their language skills and overall school work.

According to Sénéchal and LeFevre (2002), "**the home environment, including having books and doing activities related to reading and writing, is an important way to help children learn language and reading**" (as cited in Hoff, 2013: 112). A home with books and chances to talk and read helps children learn language better.

Parents being involved in their child's learning also makes a big difference. Desimone (2009: 3) says, **"when parents are involved in what their children learn, it helps their children do better in school"**. This means doing things like reading together, talking about school work, and helping find chances to learn outside of school.

Also, how parents feel about education and learning language is important. McWayne, Hampton, Fantuzzo, Cohen, and Sekino (2004) found that **"how parents think about education is a big reason why children are ready for school and do well in school"** (as cited in Hoff, 2013: 121). When parents think education is important and help their children learn, it helps their children want to learn and do well in reading and writing.

In short, the home environment and how involved parents are make a big difference in how well children learn language and do in school. When parents make a good home environment, give their children books, and help them learn, it helps their children's language skills and school success a lot.

II.5.3. Measurement and Analysis of Proficiency

Assessing how well young learners understand and use language requires using different tools and methods to make sure we get a clear picture of their skills and abilities. One useful tool is classroom observation. As Smith (2020: 45) explained, **"Observing students in real situations helps teachers see how they use language naturally"** . By watching students during activities, teachers can see how well they speak, listen, and interact with others.

Another good method is portfolio assessment. According to Johnson (2018: 72), **"Portfolios show a collection of students' work over time, showing how they have improved"** . Portfolios might have examples of written work, drawings, and recordings that show different language skills.

Also, language tests are very important for measuring how well young learners know a language. As Brown (2019: 112)said, **"Language tests have structured tasks that measure different parts of language ability"**. These tests, like tests on vocabulary and grammar, help us see how much a learner has learned and how well they can use the language.

Self-assessment and peer assessment are also good ways for young learners to see how well they are doing. According to Lee (2021: 88), **"Self-assessment helps learners think about their progress and set goals for getting better"**. Peer assessment lets students give feedback to each other, which helps them work together and understand language better.

Using a mix of observation, portfolio assessment, language tests, self-assessment, and peer assessment is a good way to see how well young learners know a language. These tools and methods help us see all the parts of a learner's language skills and help us teach and learn better.

Interpreting assessment results and understanding their implications is crucial for educators to make informed decisions about students' learning progress. According to Brown (2019: 145), **"Interpreting assessment results involves analyzing data to understand what students know and can do"** . This process helps teachers identify strengths and weaknesses in students' learning, guiding instructional strategies and interventions.

Assessment results provide valuable insights into students' academic achievements and areas needing improvement. As Smith (2020: 78) explains, **"The implications of assessment results can inform curriculum development and teaching practices"** . For example, if assessment data shows that students are struggling with vocabulary, teachers can adjust lessons to focus more on vocabulary building activities.

Furthermore, assessment results can help identify students who may benefit from additional support or enrichment opportunities. Johnson (2018: 92). notes that, **"Understanding assessment implications can lead to tailored interventions that meet individual student needs".** For instance, if assessment data reveals that a student needs extra help with reading comprehension, teachers can provide targeted interventions to improve those skills.

Moreover, interpreting assessment results involves communicating findings effectively to stakeholders, including students, parents, and administrators. Lee (2021: 103) argues that, **"Clear communication of assessment implications fosters collaboration and support for student learning"** . By involving stakeholders in the interpretation process, educators can work together to develop strategies that promote student success.

Iinterpreting assessment results is a critical step in understanding student progress and making informed educational decisions. By analyzing data, identifying strengths and weaknesses, and communicating implications effectively, educators can support student learning and achievement in meaningful ways.

II.5.4. Comparative Studies on Proficiency in English and French

"As language learners navigate the complexities of acquiring proficiency, disparities in resource accessibility, linguistic structures, and societal attitudes towards languages like English and French play pivotal roles in shaping proficiency outcomes" Doe (2022: 45).

When comparing proficiency levels in English and French, we find that several important factors contribute to the differences observed. A significant factor is the availability of resources for learning and practicing each language. English benefits from a wide range of resources like online courses and immersion programs, making it easier for learners to access learning opportunities. However, French learners may face challenges due to fewer available resources, impacting their proficiency outcomes.

Additionally, the structural differences between English and French pose unique challenges for learners. English, with its simpler grammar and widespread use, may seem easier to learn compared to French, which has a more complex grammar structure. Societal attitudes also play a role, with English often seen as essential for global communication and career advancement, motivating learners to invest more effort in acquiring proficiency. Conversely, cultural and historical factors influence French proficiency outcomes.

Differences in proficiency between English and French stem from factors like resource availability, linguistic complexity, and societal attitudes. Recognizing these factors is crucial for educators and policymakers to develop effective strategies for enhancing proficiency outcomes in both languages.

"Factors such as resource availability, language complexity, and societal attitudes significantly contribute to the differential proficiency levels observed among learners" Doe (2023: 78).

When we investigate the factors influencing varying proficiency levels, several key elements become apparent. One crucial factor is the availability and accessibility of educational resources. For example, English benefits from a wide range of resources like online courses and study materials, facilitating learning opportunities. In contrast, languages such as French may lack sufficient resources in certain areas, making it challenging to access high-quality learning materials. Moreover, the complexity of language structure plays a significant role. English, with its simpler grammar, may seem more straightforward to learn compared to languages like French, which have more intricate grammar rules.

Additionally, societal attitudes and cultural significance contribute to proficiency levels. Languages perceived as vital for global communication, like English, often receive more attention and motivation for learning, potentially resulting in higher proficiency levels. Conversely, languages viewed as less globally influential may encounter difficulties in generating the same level of learner dedication.

II.4 Strategies to Overcome Cognitive and Pedagogical Obstacles:

II.6.1. Cognitive Strategies: "Reducing cognitive load through techniques like chunking, scaffolding, and multimedia integration enhances learning efficiency and effectiveness" (2023: 112). Doe emphasizesthat reducing cognitive load means using methods that make it easier for people to learn or complete tasks without putting too much strain on their brains. One way to do this is through chunking, where information is broken down into smaller, easier-to-handle pieces. This helps learners process the information more smoothly. Another approach is scaffolding, where difficult tasks are divided into simpler steps, and support is provided until learners can manage the tasks on their own. Also, including multimedia elements like pictures or interactive exercises can spread out the mental effort across different senses, making learning more interesting and successful.

Memory enhancement strategies and activities are ways to help people remember things better. One good way is to use mnemonic devices, which are tricks that connect information to easier-to-remember cues or patterns. For instance, making up acronyms or imagining vivid pictures linked to the information can make it easier to remember. Another helpful strategy is spaced repetition, where you review information at increasing intervals over time. This helps your brain remember things better by going over the material repeatedly. Also, doing regular exercise and eating a balanced diet with nutrients like omega-3 fatty acids can keep your brain healthy and improve memory.Acoreding to Doe (2023: 75).

"Memory enhancement strategies and activities, such as mnemonic devices and spaced repetition, play a vital role in improving memory recall and retention"

II.6.2. Pedagogical Strategies:

According to Doe (2023: 92). Innovative teaching methods for young language learners are creative ways to help kids learn languages well. One new method is using technology, like educational apps and games, in class to make learning enjoyable for kids. Another way is to include hands-on activities and real-life experiences in language lessons. This lets kids learn by doing things and exploring. Also, using a student-centered approach, where kids have more say in how they learn and can express themselves freely, can create a good learning atmosphere and make learning languages better.

"Integrating technology and multimedia in language instruction enhances student engagement and provides diverse learning experiences"Doe (2023: 110).

Integrating technology and multimedia into language instruction involves using devices such as computers, videos, and audio recordings to aid in teaching languages. This approach can enhance students' interest and effectiveness in learning. For instance, interactive language applications and online games can add excitement and engagement to the learning process. Similarly, watching videos or listening to audio recordings in the target language can enhance listening and comprehension abilities. Moreover, utilizing technology enables the creation of varied and interactive learning experiences that accommodate diverse learning preferences and styles.

II.6.3. Professional Development for Educators

Doe (2023: 45) mentioned that training programs focused on dual language instruction are educational courses designed to prepare teachers to effectively teach in bilingual or multilingual classrooms. These programs emphasize strategies and techniques for facilitating language development and academic achievement in both languages. They provide teachers with the necessary skills and knowledge to create inclusive learning environments that support the linguistic and cultural needs of diverse student populations.

Ongoing support and resources for primary school teachers are what we mean by ongoing support and resources.Doe (2023: 78) asserts that They're there to help teachers get better at teaching and help students learn. This help can come from things like workshops where teachers learn new things, programs where experienced teachers help newer ones,

access to books and other teaching materials, and online stuff made specifically for primary school teaching.

II.5 Summary and Synthesis:

This literature review explores the complexities of learning a second language, focusing particularly on the challenges and solutions related to teaching two languages simultaneously in primary schools. In this chapter understanding how children learn language and develop cognitively is important. Two theories, Piaget's stages and Vygotsky's sociocultural theory, help us understand this process.

Managing how much mental effort is used during learning, known as cognitive load, is crucial for helping students succeed in language learning. Moreover Improving memory is also important for helping students remember what they learn in a new language.

While learning more than one language has benefits, it also brings challenges for teachers. Finding effective ways to teach multiple languages is important, also teaching two languages in schools requires thinking about how to teach, manage classrooms, design lessons, and assess learning.

Many things affect how well pupils learn English and French, including how they learn, their home life, and how teachers teach.

To help pupils overcome challenges in learning languages, teachers need to use strategies that help manage mental effort, improve memory, and use technology. Also, teachers need training and support to do this well.

Teaching two languages in primary schools is complex. Using different teaching methods and supporting teachers can help students become proficient in both languages.

Conclusion

It is essential to underscore the importance of grasping cognitive and pedagogical challenges in education. When educators identify and address these obstacles thoroughly, they can adjust teaching methods to suit various learning styles and individual requirements. This awareness not only improves the learning process but also fosters fair educational opportunities for every pupils and in essence, by navigating through these cognitive and pedagogical challenges and employing robust research methodologies, we endeavor to contribute meaningfully to the field of education, fostering a more inclusive and effective learning environment for all pupils.

CHAPTER THREE

I.   Introduction

The aim of this chapter is to investigate the challenges faced by primary school teachers while teaching English and French simultaneously to third-year students. The study aims to identify these challenges to enhance our understanding of the complexities involved in bilingual education at the primary level. Additionally, the experiment seeks to assess the proficiency levels of students in both languages, providing insights into the effectiveness of current teaching practices. Through this research, we hope to contribute valuable insights to the academic literature on bilingual education and offer practical recommendations for improving teaching methodologies and learning outcomes in bilingual primary classrooms. It also aims to answer the following main question: How do primary school educators manage cognitive and pedagogical hurdles while concurrently teaching English and French to third-year pupils?

The research hypothesis emphasizes that primary school educators effectively navigate and address cognitive and pedagogical obstacles when simultaneously instructing third-year pupils in English and French, fostering a conducive learning environment for language acquisition.

To confirm or reject the stated hypothesis, the following methodology is set:

II.   Methodology:

In fact, the choice of the method highly depends on the nature of the subject being investigated, as well as, "… the suitability of the particular method to their research aims, and questions (Phakiti, 2004: 8).

A. Research Design:

In research, an interview serves as a technique for gathering data by posing questions to individuals or groups, aiming to acquire insights, information, or opinions on a particular subject. Interviews are adaptable to various formats, including face-to-face, telephone, or video calls, and can be organized into structured, semi-structured, or unstructured formats, depending on the level of predetermined questioning.

1. Justification for case Study Approach:Justification for a Case Study Approach

In this research paper, In order to reach the objectives, and answer the questions that lay behind this research, relying merely on a quantitative method, or approach is not enough to reveal all the desired variables. It is believed that both quantitative and qualitative approaches have their limitations, we decided on mixed methods for our research for the

purpose of accomplish valuable and tangible outcomes. We regard that the use of a qualitative and quantitative approaches gives us the opportunity to gather descriptive data,and provides us with various answers from divers prospect,The tools or the methods for this research include an interview was administered to sixteen(16)primary school teachers in Tiaret, with the aim of detecting the challenges that they face while teaching two languages simultaneously ,In addition to the interview a semi-structured questionnaire and a non-participant observation was conducted with pupils of eight(08)primary schools in Tiaret namely:

SnouciBenzineb,NaimiFatima,AbedelhamidIbnBadisse,RaideAbedellah,SfaiMissoumElhadj, BenchemissaEldjilali,Benfraiha Mohamed.

The key aim of this study is to illuminate the obstacles confronted by primary school educators simultaneously instructing two foreign languages with in selection of remedies for teachers,in the meantime give and provides us a statistical percentages from the present study

Simultaneously instructing two foreign languages with in selection of remedies for teachers, in the meantime give and provides us a statistical percentages from the present study.

2. Description for Case Study Sitting

This study is preformed in Algeria in the city of Tiaret in serval primary schools which are: SnouciBenzineb, Naimi

Fatima,Abedelhamid IbnBadisse,RaideAbedellah,Sfai Mohamed ,MissoumElhadj ,BenchemissaEldjilali and Benfraiha Mohamed .Where primary school teachers and pupils are the population.

Two teachers from each primary school participates in our study appropriately to replies our questions.

B. Participant

The target population,according to lihuizhao and Lu Tian(2013) "the target population is the central component of a research study, as it defines the group of individuals or units that the researcher aims to draw conclusion about.Effectively selecting and defining the target population is crucial, as it determines the scope and generralizability of the research findings".

1. **Criteria for Selection:**

According to nicholas (2006) sampling is a process of relativity smaller group of groups representatives from a large group of population.

Our research centers on the challenges faced by primary school teachers while teaching English and French simultaneously to third-year pupils. The populations of our study are the primary school teachers and third year primary pupils. Sixteen primary schools randomly selected in Tiaret, namely: SnouciBenzineb, Naimi Fatima ,Abedelhamid IbnBadisse ,RaideAbedellah ,Sfai Mohamed, MissoumElhadj, Benchemissa Eldjilali and Benfraiha Mohamed participate in the research. Furthermore, our main focus is on primary school children in which they are the population. We distributed the pupil's questionnaire in person. The selection of such sample was based on the consideration that they are already familiar with the concept.

2. Demographic Information:

The research was executed with classes in the third in primary school.the focus demographic of Snoussi BenZineb are 32 children 18 of them are males and the rest are females, meanwhile Naimi Fatima are 23pupils .The target population are 228 pupils 104 of them are men and the rest are woman their age range from 8 to 10 years old while males are from 8 to 11 years old in each primary school.

The current survey was dispersed among sixteen primary school teachers in Tiaret. Twelve of them are women, where four are men. The greater part, are novice teacher devoid of previous experience. Their age extend from thirty-three to forty-eight years old.

C. Instruments And Materials:

Researchers face significant challenges in selecting the appropriate research method. However, in order to address the barriers experienced by teachers and the difficulties encountered by pupils in primary school, we designed an interview, questionnaire and observation in order to collect data .To achieve this, we approached teachers to find answers to 19 questions.

To address the research inquiries, structured interview is used to assess the hypotheses formulated for our research by transforming them into interrogative statements to facilitate a somewhat thorough understanding of the study,In order to accomplish the proposed objective.

The interview is designed to provide a clear description and to detailed overview of the materials, the challenges they may occur while teaching English and French simultaneously to the third year primary school. The questions of the interview consists of 19 questions , It has been conducted with sixteen primary school French and English teachers ,divided into six main sections. Section one (from Q1 to Q4) deals with educational background and teaching experience of the participants.

Section two,(from Q5 to Q8) targets the teaching strategies to see whether teacher's teaching approach allying with the ones that were dictated in the Algerian educational system

While Section three (fromQ9 to Q11) we are looking for various challenges and issues teacher's face in the English and French classes.

Section four(from Q12 to Q14) deals with pupil's willingness to study English language an parallel with the French language and how teachers are keeping them motivated and engaged with the foreign language.

Section five(from Q15 to Q16) in this section tells as about the availability authentic materials used in foreign language classes and teacher's utility of those materials.

The last section (from Q17 to Q19)deals with suggestion and solutions and recommendations given by the participants which serve the purpose of our research problem.

Pupil's questionnaire:

"Questionnaire is any written instrument that presents respondents with a series of questions or statements to which they 49 are to react either by writing out their answers or selecting from among existing answers." (Brown 2001: 06)

In order to answer the research questions, The questionnaire consists of three sections, and a total of nine(09) questions directed to third year pupil's, aiming to get concise and precise results about the hurdles they face while they study two foreign languages simultaneously, the first section is about their demographic information the second one about whether they prefer studying English and French concurrently or not, the last one is about the challenges they face while they study tow languages simultaneously .

Classroom Observation:

According to Emily Walkes,_Jennifer Francis(2023)"Observation is a primary research method used to describe the area under study, it provides an opportunity to study a situation and experiment actions in its natural context. The implication is that the investigator conducts their own direct observation of relevant individuals, behaviors, and circumstances in order to gather original data".The whole observation was performed with third year pupils in one hour in each session in order to collect the outcomes and validate them.The observation we carried out from29 April into 13 Maiin Tiaret primary school's It was finished within the academic year 2023/2024.

We engaged in non-participant observation, where we simply observed the teaching and learning process in the classroom without actively participating.We utilized an observation checklist to collect data and took notes throughout the observation period.For this we conducted an observation of the teaching and learning process in a class to identify the difficulties faced by both teachers and pupils in the learning environment. The observation report highlighted the challenges of teaching English and Frenchsimultaneously , which we used a checklist based on the observation guidelines.

In addition to using an observation checklist, we employed field notes during their on-site observation to facilitate the completion of the checklist. This approach ensured that the observation took place in a controlled setting.

1. **Language Proficiency Test:**

A language Proficiency Test is an evaluation test used to assess pupil's language skills in different areas,such as reading,writing,speaking,and listening. The purpose of this testes is to determine how well a pupils can use the language in real-life settings, ranging from casual conversations to more formal and academic contexts. Our English language proficiency test is divided into three(03) sections ,section one (from Activity 1 to Activity 3) deals with comprehension .

Section tow(from A1 to A2) provide as with the mastery of grammar ,while the last one is about the situation of integration with include one activity.

While the French language proficiency test in include four (04) sections, the first one deal with reading comprehension(from Q1 to Q2). The next section(Q3) teals us about their

vocabulary level, moreover the third section(Q4) deals with grammar and the last one (Q5) is about writing.

2. **Observational Checklists:**

In these observational checklists we consider language Proficiency, Engagement, Classroom Environment Teacher-Student Interaction and Obstacles Encountered.

The observational checklist during English sessions:

Variables to be observed	check	Not checked
Ability to understand instructions in English	X	
Accuracy of vocabulary usage in English.	X	
Pupils Attention during English session.	X	
Interest in learning English	X	
Level of participation during. English session.	X	
Availability of bilingual teaching materials.	X	
Supportive atmosphere for language learning	X	
Level of noise/distractions	X	
Clarity of instructions given in French		X

Table 1: English observational cheklist.

The observational checklist during French sessions:

Variables to be observed	Check	Not Checked
Ability to understand instructions in French.	X	
.Accuracy of vocabulary usage in French.	X	
.Pupils Attention during French session.	X	
.Interest in learning French.	X	

.Level of participation during. French session.	X	
.Availability of bilingual teaching materials.	X	
.Supportive atmosphere for language learning.	X	
.Level of noise/distractions	X	
.Clarity of instructions given in French.		X

Table 2: Frensh observational cheklist.

3. Interview Guide:

To create an interview guide, we need to cover several aspects: Introduction, Technical Skills Assessment, Behavioral Questions, Culture Fit and Values Alignment, Scenario-based Questions, Questions from the Interviewee, and Conclusion. In the introduction, welcome the interviewee, explain the interview's purpose, and establish rapport. Ask about their background, experience, and qualifications relevant to the position. In the Technical Skills Assessment, pose questions about the required technical skills and evaluate the interviewee's proficiency. Behavioral Questions focus on past experiences and how they handled situations, emphasizing teamwork, problem-solving, communication, and leadership. Culture Fit and Values Alignment explore the interviewee's values and work ethic. Scenario-based Questions present hypothetical situations relevant to the role to assess critical thinking and decision-making skills. Allow the interviewee to ask questions in the Questions from the Interviewee section. In the Conclusion, summarize key points and thank them for their time and interest. Keep the interview conversational and tailor questions to the specific role and organization requirements

D. Procedures:

Procedures are the specified steps or techniques set up to achieve a particular task or objective in an orderly and consistent way. They are commonly used across various fields.

1. Data Collection Methods:

Predominantly, questions were posted to learners directly. The choice of the questionnaire is justified by the fact that it enables us to collect a broader range of data in connection with the objective of our research.

In fact, this procedure enabled us also to review and reconstruct the interview items to prevent falsified work from being approved as academic study. The gleaned feedbacks and annotations served a lot in removing some ambiguities as regards questions formulation, their organization, gradation and layout.

A. **Observation:**

A total of 4 sessions were attended, consisting of 2 sessions of English classes and 2 sessions of French classes. The classes were with third-year students at two primary schools: Snoussi Benzineb and IbenBadisse. The total number of pupils across the two schools was 59.In the first two sessions of the French classes, evaluation was conducted. One teacher used a book, while the other teacher used subject matter for instruction. At the beginning of the lesson, the teacher provided subjects to the learners, after providing initial hints, the teacher then proceeded with the lesson in the following manner:

The teacher started reading the text aloud and explained any complex words, using hints and body language to aid the pupil's understanding. Then she read through the questions one by one, explaining to the pupils what they were expected to do then they started working on the exercises. Once they finished, they handed their papers to the teacher.

In contrast, the other teacher took a different approach: She asked the pupils to read the questions in their books. Then she gave the pupils time to answer the questions on their own. Finally, the class corrected the answers together.

This alternative method allowed the pupils to engage more actively with the material by first reading and answering the questions independently, before reviewing the answers as a group.

The English classes the family members were conducted. The tow teacher used the official book 杜 y book of English �page 11.

The teacher began with a brief review of the previous lesson, and then reminded the pupils of the date by motivating them with a reward for the correct answer. She then taught them how to name family members and asked each student to describe their own family. After that, she moved on to the exercises in the book, forming them into groups and asking them to read and answer the questions. They corrected the exercises together, and at the end of the class, she gave them homework to prepare for the next lesson.

B. **Standardized Tests:**

Standardize Tests are used to assess pupil's academic abilities and knowledge. These tests may cover many subjects, such as reading, writing, speaking, and listening.

The French standardized test include 03 sections ,the first one (Q1 to Q2) deals with reading comprehension while the next one(from Q3 to Q5) deals with grammar, and the last section include writing(from Q6 to Q7)

2. Timeline of the Experiment:

The experimental part of this research involved a structured timeline over eight weeks.

Initially, in the first week, preparations were made, including the development of a questionnaire for third-year pupils and an interview guide for educators. In the second week, the questionnaire was administered to the pupils over three days, gathering data on their proficiency and learning experiences in English and French.

Following this, interviews with educators were conducted over a two-week period, allowing for in-depth discussions on the cognitive and pedagogical challenges they face when teaching two foreign languages simultaneously. The subsequent three weeks were dedicated to classroom observations, focusing on teaching methods, pupil engagement, and identifying any obstacles in the learning process. These observations were systematically conducted, first in English classes, then in French classes, and finally in comparative sessions where both languages were taught.

The final week was reserved for a comprehensive analysis of all collected data, integrating findings from the questionnaires, interviews, and observations to provide a detailed understanding of the challenges and proficiency levels in the context of dual foreign language instruction.

E. **Data analysis**

According to William's Cleveland the data analyses is the process of visually exploring and summarizing data to gain insight and understand patterns and a relationship, it should be an iterative process, where hypothesis are formed and tested through visual exploration.

Qualitative and Quantitative data

1. Coding and theming for Qualitative data

As refle stated it's good to use the Qualitative data to know our research content such as "STRAUSS'Swork, along with others like BARNEY GLASER, HOWARD'S BECKER, and NORMAN'K DENZIN, contributed

Strauss's work, along with others like Barney Glaser, Howard S. Becker, and Norman K. Denzin, contributed significantly to shaping the field of qualitative research and highlighting the value of qualitative data in social sciences.

Anselm Strauss, along with Juliet Corbin, wrote several influential books in the field of qualitative research, particularly related to Grounded Theory methodology. One of their notable books that discuss qualitative data is "Basics of Qualitative Research:

Grounded Theory Procedures and Techniques" This book provides an in-depth understanding of qualitative research methods, including data collection, analysis, and interpretation within the Grounded Theory framework.

Here is the citation for the book:

Title:

Basics of Qualitative Research: Grounded Theory Procedures and Techniques Authors: Anselm Strauss and Juliet Corbin

Because of that we used the interview with teachers who give us their opinion and understand their point of view.

2. Statistical methods for Quantitative data

Also about the Quantitative data who make us in the circle of their thinking to know what are the majority obstacles of teaching the two languages " English, French" at the same time

III. Results:
A. **Overview of data collected**

This chapter delves into data analysis in education, with a particular focus on qualitative and quantitative data related to the challenges of teaching English and French together. It highlights the importance of qualitative research methods such as interviews in understanding teachers' perspectives and the role of qualitative data in the social sciences.

Discussion of findings emphasizes classroom interaction, repetition methods, and the use of puzzles, games, and visual aids to enhance language learning. It also addresses the obstacles facing learners, such as linguistic confusion, participation problems, and limited attention, and concludes with recommendations to address these challenges and improve pupils' communicative competence.

B. **The quantitative findings**:

The quantitative findings of this chapter focus on the challenges that learners and teachers face when teaching and learning two languages simultaneously, English and French. The quantitative results extracted from the Results Discussion section are as follows:

1-Different learning levels: Students have varying levels of proficiency in languages, making it difficult for teachers to effectively meet the needs of each pupils.

2-Engagement: It can be difficult to keep young learners engaged in language lessons and focused throughout the learning period, especially when the material does not seem directly relevant to them and their social environment, as our studies based on teachers' opinions have confirmed. If there are a large number of students, participation and group work increases.

3-Attention is limited: Young children have shorter attention spans compared to older pupils, so activities should be used that attract their attention and help them pay attention.

4- Diagnostic evaluation: Evaluating the linguistic proficiency of young learners is difficult because it does not accurately reflect their true abilities since they are at the beginning of their bilingual academic journey.

5-The moral presence of parents and their encouragement of their children: This may be difficult, especially if the parents are not proficient in mastering the two languages, which may lead the pupils to forget the language they are learning.

The quantitative results also indicate learners' confusion between the two languages, difficulties in capturing new information in English and French simultaneously, and the various obstacles they face within the classroom, such as fear of making mistakes, discomfort when speaking in front of classmates, lack of interest, control by some learners, and personal distractions. Limited interaction between learners and teachers

1. **Results of Language proficiency tests:**

Based on the information provided, proficiency tests regarding data analysis, qualitative and quantitative data, discussion of findings and recommendations can be summarized as follows:

1. The iterative process of visually exploring and summarizing data, we also concluded that most pupils continue to learn both languages, following William Cleveland's approach. It includes both qualitative data from interviews with teachers and quantitative data of obstacles faced in teaching English and French simultaneously.

2. Qualitative data, as advocated by scholars such as Strauss, Glaser, Becker, and Denzin, were collected through interviews to understand teachers' perspectives. Quantitative data focused on identifying obstacles to teaching two languages simultaneously.

3. The discussion revealed the importance of group interaction, repetition methods, exercises in the form of puzzles or games, and educational methods such as signs, body language, and pictures. It also highlighted challenges such as learners' fear of mistakes, varying levels of proficiency, and the need for parental involvement to encourage their children.

4. Obstacles identified: included learners' fear of making mistakes, discomfort when speaking in front of classmates, and lack of concentration due to personal problems. Teachers also stated that the presence of a large number of learners in one section generates a spirit of participation but reduces their concentration.

While the presence of a small number of pupils in the class creates space for them to focus, but there is less participation, limited interaction in the classroom, different levels of learning such as the method of understanding and comprehension, difficulties in participation, challenges in assessment, and parental involvement in supporting language learning at home.

Overall, the proficiency tests revealed a comprehensive understanding of the challenges that teachers and learners face in teaching and acquiring proficiency in English and French simultaneously at the primary school level.

Q1: What type of certificate do you hold that qualifies you to teach English at the primary school level?

Types of certificate	LMD License	Master 2 Certificate
English	37%	63%
French	69%	31%

Table 3: type of certificate.

2. Statistical analysis of the learning outcomes:

From this dissertation can include both qualitative and quantitative methods. And that is with:

1. Qualitative analysis:

This analysis will provide a comprehensive understanding of the learning outcomes discussed in the thesis and provide actionable insights for improving language teaching strategies in primary schools

Content analysis:

The teachers' answers, responses, and opinions from the interviews confirmed their different views on teaching English and French simultaneously, as each teacher has his own style, but they agreed on most of the difficulties in all aspects. They also emphasized some solutions, such as permanent dialogue between learners. Presenting group work. Save the time needed to understand. Do some stimulating exercises for the child. Using the method of repetition and dealing with them with signs for simplified understanding.

Objective analysis:

It included most of the obstacles that learners face in the classroom, such as fear of mistakes, lack of interest, limited attention span, and difficulties in pronunciation and writing. French language teachers also stressed how difficult it is to teach because the language is based on their skills and they are the first to teach children the letters and how to pronounce them. Unlike English language teachers who found it difficult to pronounce the letters correctly.

As for the young learners, the statistics and evaluation results confirmed that they are happy to learn both languages together despite all the difficulties they face. It also showed the lack of time to learn the two languages together.

2. Quantitative analysis:

Through this research, we derived descriptive statistics through which we determine the percentages of the opinions of teachers and learners Such as(repetition, games, and visual aids)

Q2: Which specialty?

Specialties	Didactics	Linguistics	Others
English	31%	25%	7%
French	19%	10%	2%

Table4: Teacher's specialty.

Q3: Have you ever taught before?

Languages	Yes	No
English	0%	100%
French	77%	23%

Table5: Teacher's experience

Q4: A- Can you describe your teaching approach when you instructing English?

The description of pedagogical approach	
Focus on communication	Task-Based Learning
57%	43%

Table6: English pedagogical approach

B- Can you describe your teaching approach when you instructing French?

The description of pedagogical approach	
Interactive learning	Task-Based Learning
78%	22%

Table 4: pedagogical approach.

Q5: How do you integrate language learning activities into the curriculum?

French language	
Oral expression	Repetition method
30%	70%

Table 5: Integration of activities in learning French

English language	
gestures	**repetition**
50%	**50%**

Table 6: Integration of activities in learning English

Some pedagogical obstacles they had encountered while teaching English as a foreign language	
1 Improving conditions and providing adequate supplies for sound education	22%
2 Using easy and sound language in teaching.	16%
3 Use the repetition method to consolidate information in children	14%
4 Using pictures and videos to simplify the language for pupils	10%
5 Use television exercises and puzzles to attract attention learner	9%
6 Providing sufficient time for teaching due to the presence of a long program that requires time	4%
7 Providing qualified teachers	6%
8 The skill of dialogue between the teacher and the learner	8%
9. Use group exercises to involve all learners	11%
10 Providing the appropriate atmosphere for the child in order to get rid of fear and confusion in the department by **100/100**	100%

Table10:pedagogical obstacles while teaching English

Q6: What are some cognitive or pedagogical obstacles you have encountered while teaching English as a foreign language?

B- What are some cognitive or pedagogical obstacles you have encountered while teaching French as a foreign language

Some pedagogical obstacles we have encountered while teaching French as a foreign language.

1 **Use television exercises and puzzles to attract attention learner**		7%
2 **Providing sufficient time for teaching due to the presence of a long program that requires time**		30%
3 **Providing qualified teachers**		13%
4 **The skill of dialogue between the teacher and the learner**		9%
5. **Use group exercises to involve all learners**		22%
6 **Improving conditions and providing adequate supplies for sound education**		6%
7 **Using easy and sound language in teaching**		13%

Table 7:pedagogical obstacles while teaching French

Q7: How do you assess the proficiency levels of students in English and French languages?

The proficiency levels of students	English language	French language
Excellent	22%	10%
Very good	21%	9%
Good	38%	50%
Satisfactory	11%	11%
unsatisfactory	8%	8%

Table 12: Assessing the proficiency levels of pupils in English and French

Q8: Does learning French side by side with English affect pupils' learning proficiency?

English teacher's	
Yes	**58%**
No	**12%**
I don't know	**30%**

Table 8: The effect of teaching English side by side with French

French teacher's	
Yes	**33%**
No	**22%**
I don't know	**45%**

Table 9: The effect of teaching French side by side with English

Q9: How do you keep students engaged and motivates in English and French language?

Student's motivation	English	French
• Using the repetition method	50%	50%
• Use television exercises and puzzles to attract attention Learner	32%	32%
• Time management	100%	100%
• Providing qualified teachers	100%	100%
• Use group exercises to involve all learners	18%	18%

Table 10:pupils engagement and motivation in lerning both languages

Q10: What strategies do you use to address these challenges?

Strategies we use it to address these challenges			
English		**French**	
• . Classroom Interaction and Communicative Competence:	67%	• . Classroom Interaction and Communicative Competence	67%
• . Preferred Teaching Methods and Learning Activities	55%	• Preferred Teaching Methods and Learning Activities	55%
• Linguistic and Pronunciation Challenges	66%	• Linguistic and Pronunciation Challenges	66%
• Fear of Mistakes	100%	• Fear of Mistakes	100%
• Lack of Interest or Engagement	22%	• Lack of Interest or Engagement	22%
• Involvement of Parents	100%	• Involvement of Parents	100%

Table16:Strategies to address the challenges

This includes:

1 Improving conditions and providing adequate supplies for sound education

2 Using easy and sound language in teaching.

3 Use the repetition method to consolidate information in children

4 Using pictures and videos to simplify the language for pupils

5 Use television exercises and puzzles to attract attention

 Learner

6 Providing sufficient time for teaching due to the presence of a long program that requires time

7 Providing qualified teachers

8 The skill of dialogue between the teacher and the learner

9. Use group exercises to involve all learners

10 Providing the appropriate atmosphere for the child in order to get rid of fear and confusion in the department by **100/100**

3. Recommendations and solutions:

From this platform, we see that teachers' proposals in finding solutions to improve communicative competence include implementing more interactive teaching methods, addressing linguistic confusion, involving parents in supporting language learning, and adapting assessments to suit the proficiency levels of young learners, especially sufficient time for learning in order to address Obstacles facing learners.

C. Qualitative findings:

These quantitative findings highlight the complexities and challenges that both teachers and learners face in teaching and learning multiple languages simultaneously in the primary school setting.

Data indicate that classroom interaction plays a crucial role in enhancing pupils' communicative competence. Teachers and pupils emphasized the importance of repetition methods in language learning, focusing on correct pronunciation through puzzles, games, signs, body language, drawings and pictures. This approach has been found to positively affect students' speaking skills, especially in learning English and French simultaneously.

A large number of pupils prefer to learn through activities such as puzzles, games and visual aids that help in distinguishing between the two languages and improving pronunciation. Participation in class discussions was also highlighted as beneficial for developing communication skills.

Teachers cited the above challenges of involving young learners, assessing their language proficiency, and involving parents in supporting language learning at home, especially if the parents are not present. He masters the grammar and structure of the language.

Learners face various obstacles in the classroom, including fear of making mistakes, discomfort speaking in front of peers, lack of interest in topics, dominance of some learners, personal distractions, and limited interaction with teachers.

Gender	Number	%
Female	136	57
Male	104	43

Table17:pupils number

The table above shows that 57% of the respondents are female pupils (240 pupils) in contrast with male pupils in total 43%. The over-represented female rate is a result of the fact that women now make up a larger share of pupils.

Q2: Do you prefer to study English or French?

French	76	31,00%
English	166	69,00%

Table18:Pupil's Language prefrences

The diagram above aims to determine the language preferences of the pupils. Our analysis show that the   majority of pupils prefer to study English (69%), while the remaining pupils prefer to study French (31%).

Q3: What is your level of understanding of the French language?

level of understanding of the French language	Week	Average	Good	Excellent
Percentage (%)	3,00%	11,00%	43,00%	43,00%

Table19:level of understanding of the French language

This table above represents the level of French language understanding among third-year pupils .The poor level represents 3% while the average level represents 11% and the good level is the same with the excellent level which represents 43%.

Q3:What is your level of understanding of the English language?

level of understanding of the French language	Week	Average	Good	Excellent
Percentage	16,00%	10,00%	23,00%	51,00%

Table20:level of understanding of the English language

The graph overhead seeks to identify level of understanding of the English language the excellent are more than the week, average and the good level of learning .

Q4:what difficulties do you face in learning English?

difficulties	Reading	Writing	Listening	Speaking
percentage	21,00%	10,00%	28,00%	41,00%

Table11:difficulties in learning English

Q5:did you find a difficulties in learning English and French simultaneously?

Difficulties in learning English and French simultaneously	Yes	No
percentage	45,00%	55,00%

Table22:difficulties in learning English and French simultaneously

Q:6 do you have difficulties in remembering when it's too much words and rules to learn?

difficulties in remembering when it's too much words and rules to learn	Yes	No
percentage	27,00%	73,00%

Table23:Difficulties in remembering when it's too much words and rules to learn

Q7: Do you prefer to study English and French simultaneously or not?

Preference to study English and French simultaneously or not	Yes	No
percentage	100,00%	0,00%

Table24: Preference to study English and French simultaneously

Q8:Has learning English affected your level in French?

learning English affected the level in French	Yes	No
Percentage	60,00%	40,00%

Table25: The impact of learning English on French language proficiency

Q9: Do you think it's possible to overcome the difficulties you face in learning languages simultaneously?

Possibility to overcome the difficulties facing in learning languages simultaneously?	Yes	No
Percentage	85,00%	15,00%

Table26:Possibility to overcome the difficulties facing in learning languages simultaneously

Themes identifies from observations and interviews: the most Important Themes Found in Observations and Interviews are:

1. Classroom Interaction and Communicative Competence: Role of Interaction: Teachers and pupils agreed that engaging in classroom interaction is essential to helping students develop their communicative skills. Practical language usage is aided by interaction through dialogue and interactive exercises.

Repetition Method: Instructors and pupils have seen that repetition helps to strengthen language abilities, especially when it comes to learning vocabulary and pronunciation in both English and French.

2. Preferred Teaching Methods and Learning Activities: Integration through Games and Puzzle: A lot of pupils liked exercises that took the shape of games or puzzles. Through repeated practice, these exercises help pupils distinguish between English and French while also making learning fun.

Use of Visual Aids: It has been discovered that using visual aids such as drawings, photos, body language, and signs to teach can greatly motivate pupils and improve their comprehension of both languages.

3. Linguistic and Pronunciation Challenges :Difficulties with Pronunciation : Teachers have observed that children frequently mispronounce English and French, which causes confusion and makes language acquisition challenging.

4.Initial Learning Phase Issues : Students' total language acquisition is impacted when they struggle, particularly in the early stages, with the fundamentals of writing and pronunciation in French.

5. Learner Anxiety and Participation :Fear of Mistakes : pupils' reluctance to fully participate in class is often caused by their fear of making mistakes in front of their peers.

Levels of Comfort: Speaking in front of peers without feeling comfortable was found to be a major obstacle to participation and successful learning.

6. Varying Proficiency Levels: Differentiated Learning Levels Maintaining a consistent pace in language instruction is a difficulty for teachers due to the wide range of skill levels among pupils. While some pupils progress rapidly, others find it difficult.

7. Other Challenges Learners Face: Lack of Interest or Engagement*: Some pupils may not find the material fascinating or engaging, which has an impact on their involvement and academic performance.

Dominant Learners: Less confident pupils may be overshadowed by dominant students, limiting their ability to participate equally.

Personal Problems: A pupil's ability to focus and participate in class can be impacted by outside variables like family problems.

Limited Attention Span: Since young pupils frequently have shorter attention spans than older students, teachers must design captivating activities that will capture students' interest while emphasizing language acquisition.

Involvement of Parents: Promoting parental involvement might be difficult, particularly if they are not fluent in the target languages.

Misunderstanding between Languages: When learning two languages at the same time, pupils may find it difficult to retain new material, which can cause misunderstanding between French and English.

Suggestions

Several suggestions were offered in light of these findings in order to address the highlighted topics and enhance language instruction:

1. **Improve pupils Engagement and Interaction**:

   Provide a safe space for learning in the classroom where mistakes are accepted as a necessary part of the process.

Make use of engaging instructional strategies including role-plays, language games, and group discussions.

2. Incorporate Visual Aids and Engaging Learning Activities - For the purpose of keeping pupils interested and supporting language differentiation, incorporate games, puzzles, and visual aids such as posters, flashcards, and multimedia materials.

3. Offer Targeted Pronunciation Practice - Provide specific pronunciation exercises workshops and phonemic instruction to aid pupils in understanding the basic phonemes of both languages.

4. Support Diverse Learning Needs - To accommodate pupils with diverse levels of proficiency, use differentiated instruction strategies.

 - Carry out routine evaluations to pinpoint advantages and disadvantages and offer prompt comments.

5. Address the Comfort and Anxiety Levels of Learners:

   - Promote an environment where kids may participate and communicate without worrying about being judged.

   - Address outside influences on focus by offering more assistance as required.

6. Involve Parents and Deal with Attention Deficit Disorder :

 - Promote parental involvement through the provision of tools and direction to facilitate language acquisition at home.

 - Create brief but interesting tasks to accommodate the short attention spans of younger pupils.

The purpose of these recommendations is to address pedagogical issues and improve the efficacy of teaching English and French concurrently in elementary schools.

Educator and student perspectives on bilingual education challenges:

Teacher Views on Bilingual Education Challenges

1. Curriculum Design and Implementation;

Teachers encounter difficulties creating a well-rounded curriculum that successfully teaches both English and French at the same time. - The availability of resources, particularly bilingual teaching materials, creates a barrier to the implementation of an ideal bilingual education program. - The necessity of ongoing professional development in bilingual teaching methodologies and strategies to meet the changing needs of pupils.

2. Pupil Engagement and Differentiation: Teachers must employ creative teaching techniques to engage pupils in bilingual learning activities that address a range of learners' learning styles and proficiency levels. - Overcoming barriers like anxiety

3. Assessment and Evaluation: Creating instruments for assessments that precisely gauge bilingualism and advancement in two languages.

Handling issues with young pupils' short attention spans and modifying tests to fit their cognitive capacities.

Pupil Views on the Difficulties of Bilingual Education:

1. Language Confusion and Mixing: When learning two languages at the same time, pupils often struggle with pronunciation and language mixing.

Difficulty telling the difference between French and English, particularly when learning a language.

2. Engagement and Attention Span: Keeping students interested in language classes even in cases where the content appears abstract or less immediately applicable.

Managing short attention spans, especially in young pupils, and maintaining concentration during language learning exercises.

3. Anxiety and Participation: Uncomfortable speaking in front of classmates and a fear of making mistakes might prevent pupils from actively participating in language learning.

 - Overcoming obstacles pertaining to dominating pupils in the classroom and establishing a welcoming learning atmosphere.

 Family and Social Factors: Parental involvement and support in language acquisition, particularly difficulties pertaining to parental language competency in the target languages.

- Handling personal concerns and diversions, such family matters that could impair focus and involvement in language classes.

4. Confusion between Languages: pupils who attempt to simultaneously learn new material in both French and English may become confused.

Difficulties learning new words, especially when it comes to both languages' grammar

These viewpoints draw attention to the many difficulties that teachers and children have in bilingual education environments. These difficulties include developing and implementing curricula as well as Pupils engagement, assessment, parental involvement, and overcoming language-related barriers syntax, and vocabulary

5. Parental Support and Involvement: - Promoting parental support for language acquisition at home, particularly with regard to grammatical and syntactic construction as well as language skill reinforcement.

Overcoming obstacles pertaining to parental competence in the target languages and offering materials for productive home learning settings.

Correlation between Qualitative and Quantitative data:

In order to comprehend the difficulties primary school teachers encounter when teaching English and French at the same time, the dissertation investigates the integration of qualitative and quantitative data analysis. The dissertation presents a correlation between the qualitative and quantitative features.

Overview William Cleveland defines data analysis as an iterative process of visual exploration followed by summary in order to identify trends and connections. This is using visual exploration to develop and test hypotheses.

Integration and Correlation: Combination Techniques Method: A thorough understanding of the issues was made possible by the integration of quantitative surveys and qualitative interviews. While quantitative data revealed more general trends and recurring problems, qualitative data provided in-depth insights into unique experiences and perceptions.

Iterative Procedure: In addition to quality, The repeated process of testing and refining hypotheses derived from qualitative data was facilitated by the mutual learning of quantitative studies.

Comprehensive Perception:

By addressing the unique needs of each pupil individually as well as broad trends across all pupils, the integrated method made it possible to gain a more nuanced knowledge of the pedagogical challenges (quantitative). In summary The dissertation explores the pedagogical issues of teaching English and French simultaneously by skillfully combining qualitative and quantitative data. It offers a strong foundation for comprehending and resolving these issues in primary education by fusing in-depth individual insights with more general statistical patterns.

Insights into cognitive and pedagogical challenges:

Mental Difficulties Language Confusion:

Pronunciation Error: Learners frequently mispronounce English and French, which causes cognitive overload and makes it difficult to learn both languages. This is especially difficult because there's a chance that the phonetic structures of the two languages are similar yet spoken differently.

Problems with Concentration: pupils may find it difficult to focus during the dual learning process since they are using all of their cognitive resources to maintain the distinction between the two languages.

Restricted Attention span:

Difficulties with engagement: In general, young children's attention spans are shorter. Instructors must design stimulating exercises that are both instructional and focus-maintaining.

Learning Activities: It is best to use activities like games, puzzles, and interactive exercises to keep students' attention and support linguistic differentiation through repetition practice.

Differentiated Learning Levels

Varying competence: It can be difficult for teachers to successfully meet the needs of each pupil since students have varying levels of competence. For children who are struggling as well as advanced, this discrepancy can cause dissatisfaction and learning obstacles.

Educational Difficulties Classroom Communication: The Value of Communication Fostering communicative competence in the classroom requires effective classroom interaction. Teachers have seen that pupils practice and develop their language abilities more when they use interactive approaches and repetition.

Obstacles to Participation:

Some kids are reluctant to engage because they don't care about the subject, are uncomfortable speaking in front of their peers, or are afraid they won't make any mistakes.

Methods of Instruction:

Engagement and Repetition: Techniques for repetition as well as interesting pursuits like games and puzzles are helpful. Signs, body language, sketches, and images are examples of visual aids that are useful in enhancing comprehension and inspiring pupils.

Written versus Linguistic Difficulties: Teachers reported less difficulty with language learning when it came to writing, although Due to language mixing and pronunciation problems, the linguistic component presented substantial hurdles.

Outside Factors:

Parental Involvement: It can be challenging to motivate parents to assist with language learning at home, especially if they are not fluent in the target languages. pupils continued learning outside of the classroom may be impacted by this.

Personal Problems: Pupils may struggle with family matters or other personal difficulties that interfere with their ability to focus and participate in class.

Evaluation Challenges:

Conventional Evaluations: It can be difficult to evaluate young learners' language ability since typical tests do not fairly represent their actual skills. To accurately measure their learning, creative and adaptable evaluation techniques are required.

Advice Interactive Learning: Place a strong emphasis on engaging students and promoting involvement through interactive classroom activities.

Repetition Techniques: Help pupils practice language acquisition by using repetition techniques to encourage it and distinguish the two languages from one another.

Parental Engagement: Provide methods to help parents, especially if they are not fluent in the target languages, become involved in their children's language learning process by giving them resources and encouragement.

Customized Assessments: Use adaptable and cutting-edge techniques to gather data that fairly represents the language skills and educational development of young pupils.

Assistance for Instructors: Give educators professional development opportunities so they can acquire the tools they need to manage the various pedagogical and cognitive difficulties that arise in bilingual education.

Through targeted tactics and assistance, educators can overcome these cognitive and pedagogical problems and improve the effectiveness of teaching English and French to primary school pupils simultaneously.

IV. Discussion
- ### Discussion of findings and Recommendations

After trying to make an investigation about the role of pedagogical obstacles confronted by primary school educators simultaneously instructing to Foreign Languages; A case study on the proficiency of third year pupils in English and French, we will devote this chapter to the discussion of our findings, followed by some recommendations and suggested solutions that we saw as important for the purpose of developing students communicative competence.

Finally, this chapter will display the obstacles that the teacher faces in teaching foreign languages English and French to third-year primary school pupils and the limitation of the present study especially the hindering pedagogical ones.

A. Interpretation of results:

The proficiency test results he supplied give a thorough examination of the difficulties and methods involved in teaching and learning French and English at the elementary school level. Here is an overview and explanation of the main ideas

1. Data Collection and Iterative Process: The study uses an iterative method of visualizing and summarizing data, similar to that of William Cleveland.

- The data consists of quantitative evaluations of the challenges associated with teaching two languages at the same time as well as qualitative insights from teacher interviews.

2. **Qualitative and Quantitative Data:**

   Qualitative Data: Focused on the viewpoints of teachers, gathered through interviews. Academics such as Becker, Denzin, Glaser, and Strauss impacted this section of the research.

   Quantitative Data: Designed to pinpoint particular barriers to multilingual education.

3**. Exam of Results**: Value of Approaches*: placed a focus on games, puzzles, repetition, and group interaction and making use of graphics, signs, and body language.

 Difficulties: These included pupils' anxiety about making mistakes, a range of skill levels, and the requirement for parental participation to promote learning.

4. Identified Obstacles: pupil Challenges: Uncomfortable speaking in front of peers, fear of making mistakes, and personal problems interfering with attention while they increase attentiveness, small classrooms restrict interaction.

   Varying Proficiency Levels: Variations in comprehension, engagement, assessment difficulties, and parental involvement in language learning at home.

The proficiency exams as a whole shed light on the challenging terrain of teaching French and English in elementary schools. To improve language competency in young learners, they emphasize the need of maintaining a balance in class numbers, using interesting teaching techniques, attending to the needs of individual students, and encouraging parental support. This thorough understanding facilitates the development of successful bilingual education programs.

Implications for cognitive challenges in Bilingual Education:

There are various ramifications from the dissertation on the cognitive difficulties in bilingual education, which focuses on teaching English and French to primary school pupils simultaneously. Based on the analysis and results, the following are the main implications:

Cognitive Difficulties and Their Consequences:

1. Iterative Analysis of Data and Recognition of Patterns: - The iterative process of visually exploring and summarizing data aids in the formation and testing of hypotheses, according to

William Cleveland's method. By using an iterative approach, educators can better address cognitive problems in bilingual education by continuously improving their teaching practices.

2. Teacher Perspectives and Qualitative Insights: Utilizing the qualitative research techniques of Strauss, Glaser, Becker, and Denzin, gaining insight into teacher viewpoints via interviews highlights the real-world difficulties encountered in the classroom. The perspectives of educators are essential for creating plans of action for the qualitative and quantitative issues facing multilingual education.

3. Repetition and Classroom Interaction: The results highlight the value of repetition techniques and classroom interaction in promoting communicative skills. For young learners who are simultaneously acquiring two languages, repetition is essential as it allows them to practice and assimilate language skills.

4. Engagement Through games, Puzzles, and Visual Aids: Keeping students motivated and engaged can be achieved by using games, puzzles, signs, body language, drawings, and photographs. These techniques make abstract linguistic topics more relevant and understandable while also taking into account the lower attention spans of younger students.

5. Comfort Levels and worry of Mistakes: Students frequently experience discomfort speaking in front of their peers and worry making mistakes. This nervousness may impede the acquisition of language. To promote engagement and lessen fear, classroom environments that are encouraging and judgment-free are crucial.

6. Differentiated Learning Levels: Pupils' varying degrees of language competency provide a big obstacle. To effectively meet the needs of every student and allow them to advance at their own pace, teachers must implement differentiated instruction methodologies.

7. Engagement and Attention Span: It might be difficult to maintain young students' interest in abstract subject. Teachers need to focus on language learning objectives while creating interesting activities that draw in and hold pupils' attention.

8. Evaluation Challenges: The language proficiency of young learners may not be accurately reflected by traditional evaluation methods. A more realistic picture of students' abilities can be obtained through alternative assessment techniques like performance-based assignments and observational assessments.

9. Involvement of Parents: Promoting parental participation is important yet difficult, particularly when parents are not fluent in the target languages. To encourage parents to participate in their children's language learning at home, schools can offer them' tools and support.

10. Confusion among Languages: Particularly when it comes to syntax and pronunciation, learners may mix up English with French. To assist students in differentiating between the two languages, teachers should use explicit and unique teaching strategies.

11. *Limited Classroom Interaction*: - Smaller courses may limit involvement and interaction, while larger classes may cause individual student concentration to decline. Achieving equilibrium is crucial for maximizing attention and involvement.

Suggested Reading:

Teacher Training: Give educators continual professional development centered on classroom management strategies and bilingual education tactics that complement varied instruction.

Parental Support Programs: Create initiatives to involve parents by providing training on language acquisition and tools to help them at home with their kids.

Interactive Learning Tools: Increase the amount of interactive resources and tools you use, like educational games and multimedia, to increase the efficacy and engagement of learning.

Friendly Learning Environment: Encourage risk-taking and lessen pupils' fear of making errors in the classroom to make sure all pupils feel comfortable engaging.

Pedagogical challenges identified and their Implication:

Educational Difficulties Recognized

The dissertation addresses a number of pedagogical difficulties faced by teachers of English and French in primary schools:

1. Repetition and Classroom engagement: Challenge: Encouraging meaningful classroom engagement and successfully utilizing repetition techniques.

Implication: To reinforce learning without getting boring, teachers must establish an engaging learning environment in their classrooms through the judicious use of repetition.

2. Student Engagement and Motivation: Challenge: Utilizing games, riddles, and visual aids to keep students interested and motivated.

Implication: To keep students interested and improve learning, teachers must constantly adapt their approaches by incorporating interactive and visually exciting activities.

3. Comfort Levels and worry of Making Mistakes: Difficulty: Students frequently experience discomfort speaking in front of their peers and worry making mistakes.

Implication: To create a more favorable learning environment, educators should create a safe and encouraging setting in the classroom that promotes risk-taking and lessens fear of making mistakes.

Differentiated Learning Levels: Challenge: Dealing with pupils' differing language competence levels.

Implication: In order to meet the needs of each individual student and make sure they all advance at their own rate, varied education strategies must be put into practice.

5. Limited Attention Span: Challenge: Handling the lower attention spans of younger students.

Implication: Teachers must create interesting and varied lesson plans that capture students' interest while meeting language learning goals.

6. Assessment Difficulties: Challenge: Precisely evaluating young learners' linguistic proficiency.

Implication: A more realistic picture of pupils' abilities can be obtained by using alternate assessment techniques including performance-based and observational evaluations.

7. Involvement of Parents: Challenge: Promoting parental participation in language acquisition, particularly in cases when parents lack proficiency in the target languages.

Implication: Schools ought to create initiatives that inform and encourage parents, offering them workshops and materials to enhance their kids' language development at home.8. 8.Confusion between Languages: Challenge: pupils confuse French with English, especially when it comes to syntax and pronunciation.

Implication: Educators must employ separate and unambiguous techniques to assist learners in distinguishing between the two languages, potentially by means of explicit comparisons and practice.

9. Inability to Concentrate Due to Personal Issues: Difficulty: pupils' inability to concentrate in class is a result of their personal issues.

Implication: Instructors should be conscious of the unique situations that each of their pupil's faces and offer assistance and modifications as required to keep them concentrated.

10. Differing Degrees of Interaction: Difficulty: Juggling engagement in big and small class environments.

Implication: The key to successful language learning is determining the ideal class size and layout that promotes participation and focus.

11. Difficulties in Written and Linguistic Domains: Challenge: Instructors of French, in particular, Encounter challenges when attempting to teach language and writing at the same time.

Implication: To effectively address these language issues, teachers require specialized training and resources, concentrating on unique ways for teaching writing and pronunciation.

Consequences for Teaching Methods

The obstacles that have been identified suggest that improving bilingual education would require a multimodal approach. These ramifications lead to the following strategies:

Professional Development: Constant training in creative and differentiated teaching methods to address a range of classroom demands for educators.

Interactive Learning: Using interactive techniques and technology to keep students interested and inspired.

Supportive Environment: Establishing an environment in the classroom that promotes engagement and lessens the fear of making mistakes.

Alternative Assessments: Using a variety of assessment instruments to more accurately determine pupils' language skills.

Parental Involvement Programs: Creating materials and programs to assist parents in assisting their kids' at-home learning.

Clear Differentiation Methods: To reduce confusion, clearly divide training in English and French using different teaching styles.

Personalized Support: Giving pupils who are struggling with personal concerns that interfere with their education individualized attention and support.

Teachers can better assist students in developing their pedagogical skills by addressing these issues with focused pedagogical tactics.

You sent them off to cope with personal matters that have an impact on their education. Through the implementation of focused pedagogical approaches, instructors can effectively assist students in gaining competency in both English and French.

Comparison with existing literature:

Uncomfortable Situations and Fear of Making Mistakes

Works in Progress:

According to Krashen's (1982) affective filter hypothesis, fear of making mistakes and anxiety might impede language learning. An atmosphere free from tension is necessary for learning to take place.

Research Paper:

The dissertation highlights the importance of a supportive and low-anxiety classroom atmosphere by identifying two major barriers: speaking in front of classmates and being afraid of making mistakes. This fits quite nicely with Krashen's theory.

Differentiated Instruction

Works in Progress:

Differentiated instruction is crucial for meeting the various requirements of children in language courses, according to Tomlinson (2001). This entails modifying instructional techniques to account for varying competence levels.

Research Paper:

 The dissertation highlights the need for diversified instructional tactics in light of students' varying skill levels. This bolsters Tomlinson's strategy for successfully handling a variety of learning requirements.

Short Attention Duration:

Existing Literature: Studies on early childhood education conducted by Bodrova and Leong (2007) indicate that young children need stimulating and varied activities to keep their attention.

Research Paper:

In line with the findings of Bodrova and Leong regarding the necessity of engaging, varied instructional approaches, the dissertation highlights the significance of designing stimulating activities to maintain the interest of young learns

 Assessment Challenges:

Works in Progress:

In their discussion of the difficulties in evaluating the language ability of young learners, Brown and Abeywickrama (2010) point out those conventional tests might not be an adequate representation of their skills. Alternative, formative evaluations are frequently advised.

Research Paper:

The dissertation emphasizes the need for adequate and reliable assessment methodologies and draws attention to similar issues in assessing the language proficiency of young learners. This bolsters the argument for different evaluation techniques covered in the literature.

Involvement of Parents

Existing Literature:

 Epstein (2001) describes how family participation significantly improves student accomplishment. Even if they are not fluent in the target language, involved parents can effectively help their child's language development.

Research Paper:

The dissertation notes that it might be challenging to promote parental involvement, particularly in situations when parents do not speak French or English well. This is consistent with Epstein's research on the advantages and disadvantages of parental involvement in schooling.

Language Confusion

Existing Literature: Research on bilingualism, like that of Grosjean (2010), addresses the widespread problem of language interference, in which learners confuse languages because of parallel learning or linguistic resemblances.

Research Paper:

According to the dissertation, students frequently mix up English with French, especially when it comes to syntax and pronunciation. This result is in line with Grosjean's studies on bilingual learners' language interference.

Consequences

The dissertation's conclusions are consistent with previous research on a number of crucial facets of bilingual education, such as the value of classroom engagement, the necessity of individualized instruction, the function of repetition, and the difficulties associated with evaluation and parental involvement. Through validation of these well-known obstacles and techniques, the dissertation emphasizes the need for a comprehensive, encouraging, and interesting method of teaching several languages to younger students. The dissertation's conclusions and recommendations are strengthened by their congruence with current research.

Limitation of the study:

Quantity of Samples and Applicability

Restrictions: The results of the study are based on a sample size that was comparatively small and was restricted to a certain set of third-year primary school students and their teachers. This limitation restricts the results' applicability to larger populations or alternative educational settings.

Result:Although the study offers insightful information on the particular case being studied, care should be used when extrapolating these conclusions to other contexts. Larger and more varied sample sizes will be needed for future study in order to validate and generalize the findings.

Limitations in Methodology

Restrictions: Although both qualitative and quantitative methodologies are used in the study, there may not be an ideal balance between them. The complete spectrum of student experiences and viewpoints may not be fully captured by depending just on teacher interviews and classroom observations.

Result: Despite being comprehensive and insightful, the qualitative data could not accurately represent all parties engaged. Furthermore, the quantitative statistics could not give a whole picture of the difficulties teachers and students confront. Robust results could be obtained with a methodological approach that is more balanced.

Instruments for Gathering Data

Restrictions: There are inherent limits to the data collection tools used, such as classroom observations and interviews. Response bias could affect interviews, and the researcher's presence could have an impact on observations.

Result: The precision and dependability of the data gathered may be impacted by these constraints. For example, during interviews, teachers may respond in a way that is socially acceptable, and during observations, kids may behave differently. These elements must be taken into account while interpreting the results.

Impact: While the study offers insights into the particular challenges of teaching English and French simultaneously, its findings may not be applicable to other language contexts. Further research is needed to explore similar issues in different language combinations and educational settings.

Focus on Two Languages:

This study is limited to teaching English and French as foreign languages. It may not address the unique challenges associated with teaching other language pairs or different types of bilingual education programs.

Effect: The intricacy of classroom dynamics and the impact of extraneous variables imply that variables that were not entirely controlled or accounted for may have affected the study's conclusions. This can have an impact on the conclusions' general validity.

Immediate Attention

Restrictions: Long-term language proficiency and academic accomplishment seem to be less important to the study than short-term observations and instant results.

Result: It's possible that short-term observations fall short of capturing the long-term impacts of barriers and instructional strategies. In order to monitor students' growth over time and comprehend the long-term effects of bilingual education practices, longitudinal studies are required.

Suggested Reading

Future studies should take into account the following to solve these limitations:

1. Increase Sample Size: Increasing the sample size to encompass a wider range of educational institutions and the generalizablity of the results can be improved by include more schools and a diverse set of teachers and pupils.

2. Balance Methodologies: A more thorough grasp of the problems can be achieved by combining qualitative and quantitative methodologies in a more balanced manner.

3. Improve Data Collection Tools: Using a range of data collection methods and instruments helps reduce biases and yield more accurate data.

4. Investigate Other Language Pairs: Researching various language pair instruction and bilingual program designs can provide more comprehensive understanding.

5. Account for External elements: Detailed attention to external elements, like educational resources and socioeconomic position, might enhance the study's validity.

6. Conduct Longitudinal Studies: Research conducted over an extended period of time can shed light on the long-term impacts of instructional techniques and the progression of linguistic ability throughout time.

Future investigations can expand on the results of this study and advance our knowledge of the difficulties and ideal approaches in bilingual education by tackling these limitations.

Recommendations for educators and policy makers: Suggestions for Policymakers and Teachers

Teachers:

1. Improve Classroom Collaboration: Encourage student participation in order to develop communicative competence. Promote peer conversations, group talks, and teacher-student conversations.

   Use teaching strategies including repetition to assist pupils in honing their language proficiency, especially with pronunciation.

2. Include Intriguing Activities: To make learning more dynamic and interesting for young learners, incorporate games, riddles, drawings, and body language.

   Provide activities that accommodate varying learning styles and skill levels in order to maintain student engagement.

3. Differentiated Instruction: Modify instructional techniques to account for students' differing skill levels in the classroom. For each student, use differentiated instruction to match their needs.

   Students who are having trouble pronouncing words correctly or mixing languages should receive extra assistance.

4. Emphasize Writing and Pronunciation: Stress accurate pronunciation by using through consistent practice and obvious differences between the two languages. Provide organized and targeted writing assignments to address particular difficulties with writing and language understanding, particularly for French language learners.

5. Establish a Helpful Learning Environment: Encourage an inclusive learning environment in the classroom where students aren't scared to ask questions or make errors.

   - Provide equal opportunity for all kids to participate in order to encourage pupils who are more reserved or insecure to participate.

6. Parental Involvement: Encourage parents to be involved in their kids' linguistic development. Even if parents are not fluent in the target languages, provide them the tools and advice they need to encourage language practice at home.

For Decision-Making Officials

1. Teacher Training and Professional Development: Provide teachers with continual professional development to give them the tools they need to teach bilingual students effectively and Professional classroom management strategies.

- Offer specialist instruction in handling the pedagogical and linguistic difficulties associated with teaching many foreign languages at once.

2. Curriculum Design: Provide resources and explicit rules for teaching several languages in a curriculum that promotes bilingual education.

   Make sure the curriculum incorporates engaging and interactive activities that are tailored to the attention spans and learning requirements of younger students.

3. Assessment and Evaluation: Use assessment techniques that fairly represent the language development and proficiency of young learners. Take into account evaluations other than standard exams in order to provide a complete picture of language proficiency.

   - Assessing tools on a regular basis can help you make sure they are suitable for the intended age range and effective.

4. Resource Allocation: Ascertain that sufficient resources, such as instructional materials, technology, and classroom aides, are available to facilitate multilingual education.

- provide funds to initiatives that support community and parental involvement in language acquisition.

5. Support Systems: Provide mentorship programs, cooperative networks, and professional guidance on bilingual education as means of providing instructors with support.

   - Encourage educational institutions to establish bilingualism-supporting spaces, such as language labs, extracurricular language programs, and cultural exchange initiatives.

6. Research and Development: Encourage more investigation into the efficacious methods of educating bilingual students as well as the long-term effects of bilingual education on their academic achievements.

   - Encourage experimental programs and cutting-edge methods of teaching bilingualism, applying research findings to guide curriculum development and policy choices.

By putting these suggestions into practice, educators and legislators can solve the issues raised by the study and increase the efficacy of bilingual education, which will eventually improve students' language proficiency in general and communicative competence in particular ability to communicate in language.

Suggestions for future research: Based on the conclusions and debates in your dissertation, the following recommendations for further study on data analysis and pedagogical challenges in teaching multiple languages are made:

1. Effectiveness of Visual Aids: Examine how different visual aids, like photos, and drawings, can improve students' motivation and language acquisition in bilingual education environments.

2. Role of Repetition: To enhance students' pronunciation, vocabulary retention, and general language proficiency, does research on the most effective application of repetition strategies in language learning.

3. Interactive Learning tactics: To encourage engagement and active participation in language lessons, investigate cutting-edge and interactive learning tactics like gamification, role-playing, and interactive activities.

4. Teacher Training Programs: Assess the effects of specific training initiatives for educators that tackle the difficulties that teachers encounter when instructing students in many languages at once, with an emphasis on enhancing teaching methods and classroom management practices.

5. Cross-Cultural Communication: Discuss the function of developing cross-cultural communication skills in bilingual education, highlighting the significance of fostering successful communication between students from various backgrounds and comprehending cultural nuances.

6. Digital Learning Platforms: Evaluate how well individualized instruction, digital learning platforms, and educational technology tools enhance language acquisition and promote student-teacher engagement in multilingual classrooms.

7. Parental Support treatments: Create and put into practice treatments that improve the knowledge of successful language learning techniques and parental participation in language

learning at home. These interventions focus on parents' language skills in the target languages.

8. Assessment and Evaluation Methodologies: Examine substitute techniques for assessment and evaluation that precisely gauge pupils' language skills while taking into account variables including varying learning levels, cultural sensitivity, and difficulties with language acquisition.

9. Longitudinal Studies: Track children' academic performance and language acquisition progress over time in bilingual education programs to determine long-term outcomes and factors impacting language development by conducting longitudinal studies.

 10. Policy Implications: Examine current bilingual education and language learning policies in order to identify areas that could benefit from change or enhancement. This will help educators and students in multilingual educational situations.

The field of bilingual education can benefit from these research avenues by expanding knowledge, refining instructional strategies, and raising language learning results for students.

V. Conclusion:

To sum up, this dissertation explored the difficulties faced by elementary school teachers when instructing third-year students in both English and French at the same time. Both qualitative and quantitative methodologies were used in the data analysis process, gaining insights from both teachers and students. The results emphasized the value of student engagement, repetition techniques, and classroom interaction in developing students' communicative competence. The study also emphasized the significance of parental participation, attention span limitations, and differentiated learning levels as barriers.

GENERAL CONCLUSION

General Conclusion

This study clarified the "linguistic confusion" problem that third-year elementary school students were experiencing. The goal of the current study is to offer several explanations for this troubling circumstance, considering the English has a big impact on learning French. Additionally, this study illustrated the place and standing of French and English in Algeria in general and in Algerian education especially. Furthermore, it examined the significance of teaching and learning English in primary education, discussed a range of methods for teaching English in elementary schools, and provided an illustration of the similarities and differences between the two languages—English and French—between the two. It also mentions a number of difficulties that kids learning two foreign languages simultaneously may encounter and highlighted how English affects primary-level French language acquisition. According to the information gathered from the questionnaire, the English teacher had no problems while she was teaching.

Conversely, the results demonstrated that the problem under investigation could be observed in the case of the French teacher who encountered difficulties instructing her students due to their occasional confusion with English, the French language's complex curriculum, and improper time management. As a result, the first theory is agreed upon. The information gleaned from the observation and interview could mostly support the second hypothesis, which was mentioned that because the French curriculum is simpler than the English curriculum, students may believe studying English to be easier than learning French. The third hypothesis states that parents should encourage their children to speak French at home by employing language games and animated movies to teach vocabulary. Ultimately, based on the findings from the survey and the interview, a few pedagogical suggestions have been made to help students become more proficient in studying French and English without being confused about the differences between the two languages.

The results of the analysis show that Algerian language policy and foreign language requirements are out of sync. According to the data, language planning is carried out throughout starting with the top down because, despite English being the most widely spoken foreign language worldwide, French remains Algeria's second language due to political, historical, and economic factors. Before Algeria's foreign language policy reevaluates English's standing, significant time may pass. However, Algerian officials, educators, and policymakers should consider the needs and aspirations of society and adopt a bottom-up

language planning approach that upholds linguistic rights, respects the aspirations of the masses, and is independent of political and economic influences in order to achieve more linguistic balance within the Algerian speech community.

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ANNEXES

Nom et prénom : ....

Composition du 3ᵉᵐᵉ trimestre

À la campagne

Aujourd'hui, les enfants vont à la campagne. Ils démarrent à douze heures. Maman prépare le panier de gâteaux. Lila cueille des fleurs. Papa et Salim arrosent les plantes. C'était une journée formidable.

Questions

1. Où vont les enfants ?

Les enfants vont ....

2. Je choisie la bonne réponse :

Les enfants démarrent à : **dix heures** **douze heures** **treize heures**

3. Je complète par « il » « elle » :

Maman prépare le panier.

.... prépare le panier.

4. Trouve dans ce texte :

Un mot avec « gn »	Un mot avec « ier »

5. Je complète par « le » « la » :

...... infirmière ...... boucher

6. Je complète par : Bonne nuit – Bonne appétit :

....

7. J'écris en cursive : **Maman remplit le panier de beignets à la confiture.**

Level: 3ʳᵈ Year Primary School	May 2024

Third Term English Test

Name : ....   Class : ....

I.   Reading Comprehension:

My Pet Cat

My name is Aymen and this is my pet cat, Tom. Tom is a beautiful orange cat. It has got brown eyes and small ears. It has also got four legs and a long tail. Tom likes milk. Tom can run, jump and climb trees. I love to play with my pet cat. It makes me happy.

Activity One: Read the text and answer the following questions.

1. Has Aymen got a pet?

....

2. What pet has he got?

....

3. What colour is it?

....

Activity Two: Read the following statements and write "Yes" or "No".

1. Aymen has got a parrot. ....

2. Tom has got blue eyes and big ears. ....

3. Tom can climb trees. ....

Activity Three: Find in the text words that are opposite in meaning to the following:

ugly ≠ ....   short ≠ ....

II.   Mastery of Language:

Activity One: Look and circle the correct answer.

1. Bats **have got / haven't got** tails.

2. Parrots **have got / haven't got** wings.

3. Snakes **have got / haven't got** arms.

4. Brontosaurs **have got / haven't got** small heads.

Activity Two: Read and match the questions with their answers.

1. Have you got a canary?   A. No, they haven't.

2. Has it got feathers?   B. Yes, she has.

3. Have they got blonde hair?   C. No, I haven't.

4. Has she got a big nose?   D. Yes, it has.

Activity Three: Look and write. | dinner   breakfast   lunch |

....

Activity Four: Look and write.

| soup   chocolate   crisps   fish |

good for you	bad for you
....	....
....	....

III. **Situation of Integration:**

- **Complete the following passage:**

orange	goldfish	swim	fins

My Pet Fish

This is my pet, Goldie.

Goldie is a beautiful ....

It is .... in colour.

It has got ....

Goldie can't walk or fly.

But it can .... really well.

Goldie is my best friend.
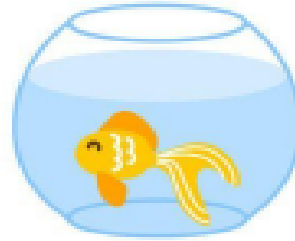
Best of luck!

English Teacher's Interview

Topic: Investigating and Cognitive Pedagogical Obstacles Confronted By Primary School Educators Simultaneously Instructing Tow Foreign Languages: A Case Study on the Proficiency of Third Year Pupils in English and French

Interview Design:

To the teachers of **English** responding to the interview questions

We are Master two students who are leading a research work entitled: "Investigating and Cognitive Pedagogical Obstacles Confronted by Primary School Educators Simultaneously Instructing two Foreign Languages: A Case Study on the Proficiency of Third Year Pupils in English and French."

This research aims to examine the pedagogical and cognitive challenges encountered by primary school teachers who teach English and those who teach French simultaneously. We are interested in gathering data about the experiences, difficulties, and teaching approaches you as teachers have used to oversee dual-language instruction, which aims to improve students' proficiency in both English and French. We are very grateful to you for taking your precious time to answer some of our questions. Your responses are crucial to completing and enriching our research project.

I. Background Information:

1. What type of certificate do you hold that qualifies you to teach English at the primary school level? Put a cross in the corresponding box.

   1. LMD License ………… **2.** Master2 Certificate:…………

2. Which specialty?

1. Didactics …… **2.** Linguistics …… **3.** Other: ………........................

3. Have you ever taught before?

   1. Yes ………… **2.** No ……….

If yes, please, specify where?

…………………………………………………………………………………………

4. Have you received any specific training or certification in teaching foreign languages?

1. Yes: ………   **2.** No: …………..

If yes, please specify!

…………………………………………………………………………………………..

5. What motivated you to teach English to third-year pupils? Put a cross in the corresponding box.

1- I like teaching ………   **2-** Just to get a job ……….

3- Other: ………………………………………………………………………

II. Teaching Approach:

6. Can you describe your teaching approach when instructing English?

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7. How do you integrate language learning activities into the regular curriculum?

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8. Do you use any specific teaching materials or resources for language instruction?

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…………………………………………………………………………………………
………………………………………………………………

III. Challenges Faced:

9. What are some cognitive or pedagogical obstacles you have encountered while teaching English as a foreign language?

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……
……
……
………………………………………………………………
……
……
……
……
………………………………………………………………

10. How do you assess the proficiency levels of students in English?

1. Excellent   ……   **2.** Very good …….   **3.** Good **……**   **4.** Satisfactory ……

5. Unsatisfactory ……..

11. Does learning French side by side with English affect pupils' learning proficiency?

   1. Yes: …………   **2.** No: …………..   **3.** I don't know ………..

IV. Student Engagement:

12. How do you keep students engaged and motivated in learning English?

……
……
…………………………………………………………………………………………………

13. Do you encounter any challenges related to student motivation or interest in English language learning?

1. Yes: …………   **2.** No: ………….

If yes, please specify: ………………………………………………………………………………

……………………………………………………………………………………………………….

14. What strategies do you use to address these challenges?

………

………

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V. Support and Resources:

15. What support or resources do you feel are necessary to improve language teaching in primary schools?

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………

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16. Have you received any professional development or support specifically related to teaching languages?

1. Yes: …………   **2.** No: ………….

If yes, please specify: ………………………………………………………………………

……………………………………………………………………………………………………….

VI.Reflection and Recommendations:

17. Looking back, what changes or adjustments would you make to improve language instruction for third-year pupils?

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……
……
……
……
……

18. What recommendations would you give to other teachers facing similar challenges?

Closing:

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19. Is there anything else you would like to add or share about your experience teaching English to primary school students?

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………
……
………

"I sincerely appreciate you taking the time to engage in this interview and sharing your insightful opinions and life experiences. Your input will significantly improve our comprehension of the difficulties and methods associated with teaching French and English to primary school pupils simultaneously. We value your opinions very much."

French Teacher's Interview

Sujet : Enquête et obstacles pédagogiques cognitifs rencontrés par les éducateurs du primaire qui enseignent simultanément deux langues étrangères : une étude de cas sur la maîtrise de l'anglais et du français chez les élèves de troisième année

Conception de l'entrevue:
Aux professeurs de français répondant aux questions de l'entretien

Nous sommes étudiants en Master 2 et menons un travail de recherche intitulé : « Enquête et obstacles pédagogiques cognitifs rencontrés par les éducateurs du primaire enseignant simultanément deux langues étrangères : une étude de cas sur la maîtrise de l'anglais et du français des élèves de troisième année ».

Cette recherche vise à examiner les défis pédagogiques et cognitifs rencontrés par les enseignants du primaire qui enseignent l'anglais et ceux qui enseignent simultanément le français. Nous souhaitons recueillir des données sur les expériences, les difficultés et les approches pédagogiques que vous avez utilisées en tant qu'enseignants pour superviser l'enseignement bilingue, qui vise à améliorer la maîtrise de l'anglais et du français des élèves. Nous vous sommes très reconnaissants d'avoir pris votre temps précieux pour répondre à certaines de nos questions. Vos réponses sont cruciales pour compléter et enrichir notre projet de recherche.

I. Informations générales :

1. Quel type de certificat détenez-vous qui vous qualifie pour enseigner le français au niveau primaire ? Mettez une croix dans la case correspondante.
1. Licence LMD ………… **2.** Certificat Master 2 :…………
2. Quelle spécialité ?
1. Didactique …… **2.** Linguistique …… **3.** Autres : ………........................

3. Avez-vous déjà enseigné auparavant ?

1. Oui: …………   **2.** Non ……….

   Si oui, merci de préciser où ?

…………………………………………………………………………………

6. Avez-vous reçu une formation ou une certification spécifique en enseignement des langues étrangères ?

   1. Oui: ……… **2**. Non : …………..

   Si oui, merci de préciser !

………………………………………………………………………………..

7. Qu'est-ce qui vous a motivé à enseigner le français à des élèves de troisième année ? Mettez une croix dans la case correspondante.

   1- J'aime enseigner ……… **2-** Juste pour trouver un travail ……….

   2- Autres : …………………………………………………………………

II. Approche pédagogique :

6. Pouvez-vous décrire votre approche pédagogique lorsque vous enseignez le français ?

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7. Comment intégrez-vous les activités d'apprentissage des langues dans le programme scolaire régulier ?…………………………………………………………………………………

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8. Utilisez-vous du matériel ou des ressources pédagogiques spécifiques pour l'enseignement des langues ?…………………………………………………………………………………

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III. Défis rencontrés:

9. Quels sont les obstacles cognitifs ou pédagogiques que vous avez rencontrés lors de l'enseignement du français langue étrangères ?
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………………………………………………………………………………
………
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………
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………………………………………………………………………………

10. Comment évaluez-vous les niveaux de compétence des étudiants en français ?
1. Excellent …… 2. Très bien ……. 3. Bon …… 4. Satisfaisant ……
5. Insatisfaisant ……..

11. L'apprentissage de l'anglais parallèlement au français affecte-t-il les compétences d'apprentissage des élèves ?
1. Oui : ………… 2. Non : ………….. 3. Je ne sais pas ………..

IV. Engagement étudiant:

12. Comment gardez-vous les élèves engagés et motivés dans l'apprentissage du français ?
………
………
………………………………………………………………………………………………

13. Rencontrez-vous des difficultés liées à la motivation ou à l'intérêt des étudiants pour l'apprentissage de la langue française ?

    1. Oui : ………… 2. Non : ………….

    Si oui, veuillez préciser **:**…………………………………………………………………

…………………………………………………………………………………………………..

14. Quelles stratégies utilisez-vous pour relever ces défis ?

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V. Soutien et ressources:

15. Quels soutiens ou ressources vous paraissent nécessaires pour améliorer l'enseignement des langues dans les écoles primaires ?

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16. Avez-vous bénéficié d'un développement professionnel ou d'un soutien spécifiquement lié à l'enseignement des langues ?

    1. Oui : ……..   **2.**Non : ………

        Si oui, veuillez préciser :…………………………………………………………

VI. Réflexion et recommandations :

17. Avec le recul, quels changements ou ajustements apporteriez-vous pour améliorer l'enseignement des langues aux élèves de troisième année?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
………………………………………………………………………………………………

18. Quelles recommandations feriez-vous à d'autres enseignants confrontés à des défis similaires ?

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19. Y a-t-il autre chose que vous aimeriez ajouter ou partager sur votre expérience d'enseignement de l'anglais aux élèves du primaire ?

…………………………………………………………………………………………………
………………………………………………………………………………………………
…………………………………………………………………………………………………
………………………………………………………………………………………………

"J'apprécie sincèrement que vous ayez pris le temps de participer à cette interview et de partager vos opinions perspicaces et vos expériences de vie. Votre contribution améliorera considérablement notre compréhension des difficultés et des méthodes associées à l'enseignement simultané du français et de l'anglais aux élèves du primaire. Nous apprécionsvos opinions beaucoup."

Pupil's Interview

1. الجنس :   ذكر ☐   أنثى ☐

يدرس بالمدرسة الابتدائية .... :

1 : هل تفضل (ي) دراسة اللغة الانجليزية أم اللغة الفرنسية .... :

2 : ماهو مستوى فهمك للغة الفرنسية   ضعيف ☐   متوسط ☐   جيد ☐   ممتاز ☐

3 : ماهو مستوى فهمك للغة الانجليزية   ضعيف ☐   متوسط ☐   جيد ☐   ممتاز ☐

4 : ماهي الصعوبات التي تواجهها في اللغة الانجليزية   القراءة ☐   الكتابة ☐   الاستماع ☐   تحدث ☐

5 : هل وجدت صعوبة عند تعلمك اللغتين (الفرنسية و الانجليزية) في نفس الوقت::   نعم ☐   ☐

6 : هل تجد صعوبة في الحفظ والتذكر عندما يكون هناك الكثير من الكلمات والقواعد لتعلمها: نعم ☐   ☐

7 : هل تفضل ان تدرس اللغتين بشكل منفصل بدلا من دراستهما معا ....

....

8 : هل إضافة تعلم اللغة الانجليزية اثر على مستواك في اللغة الفرنسية ....

....

9 : هل تعتقد انه من الممكن ان تتغلب على الصعوبات التي تواجهها في تعلم اللغتين في وقت واحد ....

....

Summary: This study explores the challenges faced by primary school teachers when teaching English and French to third-year students simultaneously. It looks at how teachers balance instructional approaches and meet the diverse learning needs of young language learners using cognitive and pedagogical theories. The main challenges identified include limited instructional

time, varying rates of language acquisition, and integrating language skills within a unified curriculum. The study emphasizes the importance of providing comprehensive support for educators to promote multilingual proficiency among young learners. It discusses the implications for improving language instruction, highlighting the importance of well-designed professional development and instructional approaches to enhance outcomes. Ultimately, the research advocates for a more targeted approach to elementary language education, considering the unique context and demands of teaching multiple languages to young students. This approach would better prepare educators to handle the cognitive and pedagogical challenges they face, to lead them to improve the overall quality of language education and the development of multilingual proficiency.

الملخص:تستكشف هذه الدراسة التحديات التي يواجهها معلمو المدارس الابتدائية عند تدريس اللغة الإنجليزية والفرنسية لطلاب السنة الثالثة في وقت واحد. وينظر في كيفية قيام المعلمين بموازنة الأساليب التعليمية وتلبية احتياجات التعلم المتنوعة لمتعلمي اللغة الصغار باستخدام النظريات المعرفية والتربوية. وتشمل التحديات الرئيسية التي تم تحديدها محدودية وقت التدريس، وتفاوت معدلات اكتساب اللغة، ودمج المهارات اللغوية في منهج دراسي موحد. تؤكد الدراسة على أهمية توفير الدعم الشامل للمعلمين لتعزيز الكفاءة المتعددة اللغات بين المتعلمين الصغار. ويناقش الآثار المترتبة على تحسين تعليم اللغة، مع تسليط الضوء على أهمية التطوير المهني المصمم جيدًا والأساليب التعليمية لتعزيز النتائج. في النهاية، يدعو البحث إلى اتباع نهج أكثر استهدافًا لتعليم اللغة الابتدائية، مع الأخذ في الاعتبار السياق الفريد ومتطلبات تدريس لغات متعددة للطلاب الصغار. ومن شأن هذا النهج أن يعد المعلمين بشكل أفضل للتعامل مع التحديات المعرفية والتربوية التي يواجهونها، لقيادتهم لتحسين الجودة الشاملة لتعليم اللغة وتطوير الكفاءة المتعددة اللغات.

Résumé : Cette étude explore les défis rencontrés par les enseignants du primaire lorsqu'ils enseignent simultanément l'anglais et le français à des élèves de troisième année. Il examine la manière dont les enseignants équilibrent les approches pédagogiques et répondent aux divers besoins d'apprentissage des jeunes apprenants en langues en utilisant les théories cognitives et pédagogiques. Les principaux défis identifiés comprennent le temps d'enseignement limité, les taux variables d'acquisition de la langue et l'intégration des compétences linguistiques dans un programme d'études unifié. L'étude souligne l'importance de fournir un soutien complet aux éducateurs afin de promouvoir la maîtrise du multilinguisme chez les jeunes apprenants. Il discute des implications pour l'amélioration de l'enseignement des langues, en soulignant l'importance d'un développement professionnel et d'approches pédagogiques bien conçues pour améliorer les résultats. En fin de compte, la recherche plaide en faveur d'une approche plus ciblée de l'enseignement des langues au niveau élémentaire, compte tenu du contexte unique et des exigences de l'enseignement de plusieurs langues aux jeunes élèves. Cette approche préparerait mieux les éducateurs à relever les défis cognitifs et pédagogiques auxquels ils sont confrontés, pour les amener à améliorer la qualité globale de l'enseignement des langues et le développement de la compétence multilingue.