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Simultaneous Learning of Two Foreign Languages by Algerian Young Schoolers Between Possibility and Illusion

The Case of English and French in The Algerian Primary School

A Dissertation Submitted in Partial Fulfilment for the Requirements for the Degree of Master Degree in Didactics

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Dedication 01

I seize the opportunity to dedicate this work to my parents

To my siblings Soumia, Amine, and Ali

To my niece Meriem, and my nephew Adam

Yasmine

Dedication 02

To my parents

Omnia

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List of Acronyms

LAD   Language Acquisition Device

LASS   The Language Acquisition Support System

CDS   Child-Directed Speech

SLA   Second Language Acquisition

CPH   Critical Period Hypothesis

ZPD   Zone of Proximal Development

E   Experts

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Abstract

The simultaneous learning of two foreign languages presents an intriguing challenge for young learners. In Algeria, the government has recently introduced, by a political resolution, the English language instruction alongside French for third-grade pupils, raising questions about the feasibility of this process. This study sheds light on the simultaneous learning of English and French by young Algerian schoolers in the third grade, mainly on whether this process is possible or it remains merely an illusion since it has provoked debate regarding its possibility and efficacy. The present research seeks to investigate Algerian third graders' ability to concurrently learn English and French. To reach the objectives, a mixed method approach was employed comprising two major data collection tools to gain deep insights into this issue. A questionnaire has been administered to 40 English teachers and 40 French teachers to elicit their insightful views regarding pupils' parallel learning of both foreign languages. A semi-structured interview has also been conducted with 8 experts in French and English education to gain further perspectives on the associated challenges and opportunities. The findings suggest that while the simultaneous learning of two foreign languages is theoretically possible, practical challenges do exist. It has been inferred that though the parallel learning of two foreign tongues remains challenging for young learners, judiciously designed instructional strategies and ample practice opportunities can assuage numerous difficulties.

Keywords: Simultaneous learning, foreign languages, young learners, possibility, illusion, pedagogical approaches

General Introduction

Algerian parties and associations have, in recent years, called for the inclusion of English in the early years of education for it has been proved as the most widely spoken language in scientific circles globally. In that respect, a total shake-up is witnessed in the Algerian educational system as the English language is now introduced as a subject at the level of primary school as a second foreign language besides French which has always had a permanent position in that system. Thus, young schoolers are now exposed to two different foreign languages simultaneously, namely French and English. However, apart from the view that praises that decision and upholds it as an ambitious endeavour, a concomitant view has emerged to controvert the aforementioned one by claiming that this process is nothing more than an illusion that can't be achieved in reality.

The present study revolves around the issue of simultaneous teaching of two foreign languages at a stage where learners are young primary schoolers, in search of illuminating insights as to its possibility or impracticality. The delicacy of the issue lies in the fact that millions of learners' lots remain contingent on the decision taken by the political and educational authorities. Any research which runs in the vein stands so necessary and urgent for the attainment of a sound and well-informed resolution that is likely to ensure a steady course of instruction and avert unwanted consequences for our young learners; hence, the present research endeavour runs within the will to contribute insights as to the possibility or the unfeasibility of the operation.

The study at hand sets out in pursuit of two main aims. It aims at investigating the areas of strength and weakness, challenges, and feasibility of simultaneous learning of two different foreign languages and, hence, help educational authorities take wise decisions. Second, it seeks to dispel all the fuzz that has ensued from the introduction of the English language in the primary stage of education and bring arguments about the issue to an informed settlement. This present research is an attempt to find out if young schoolers can learn two foreign languages simultaneously. The main concern of this study is investigating whether the pupils who are exposed to two foreign languages in parallel demonstrate positive results or whether the whole process is just an illusion. To go deeply through the subject, these questions were employed.

The Research Questions:

1. does simultaneous learning of two foreign languages bear any challenges?

2. Are primary-school learners mentally ready for simultaneous learning of two foreign languages?

The Main Research Question:

The main question is as follows:

- Is the simultaneous learning of two foreign languages by Algerian young schoolers a possibility?

The Research Hypotheses:

Two hypotheses will direct the design and interpretation of the practical part of this dissertation

1. Simultaneous learning of two foreign languages bears some challenges.

2. Primary-school learners are mentally ready for simultaneous learning of two foreign languages.

The Research Hypothesis:

The general hypothesis is as follows:

- The simultaneous learning of two foreign languages is a possibility.

Methodology:

To reach this research aims, a mixed method was used. This mixed method stands for using a qualitative approach in the theoretical part, and a quantitative approach in the practical part. To carry out this research, a questionnaire was used as a tool to collect data from teachers of English and French from different primary schools, besides an interview with the experts in the field including inspectors and experienced teachers.

The Structure of the Study:

The present study is divided into two main parts, with the first part comprising a single chapter that discusses the theoretical framework of the study. In the second part, two practical chapters

offer insights into the simultaneous learning of French and English in Algerian primary schools. The first chapter is divided into three sections, with the first section addressing early language development, the second section providing a linguistic study of languages in Algeria, and the last section presenting an overview of the simultaneous learning of foreign languages.

Moving on to the second part, the second chapter outlines the sample and hypotheses of the study on foreign language learning. It describes the research methodology and the mixed-method approach used, which includes a questionnaire for teachers of English and French, as well as interviews with experts in FL didactics and educational psychology. The data collected were analyzed and translated into emphatic illustrations to increase scientific accuracy.

Finally, the third and final chapter of the dissertation presents the analysis and findings of the study on the simultaneous learning of French and English in Algerian primary schools. The perspectives of educators were solicited to provide insights into the issue. This chapter includes data analysis, discussion, and practical strategies and recommendations to optimize the learning process. The aim is to shed light on the opportunities and challenges of simultaneous foreign language learning and to offer guidance to educators and policymakers in Algeria and beyond.

Chapter I:

Simultaneous Learning of Two Foreign Languages: Views and Insights

I.1 Introduction

Language acquisition and language learning are fascinating yet complex phenomena. From an early age, humans possess an innate ability to naturally learn and acquire language through biological and environmental means, with parents and significant surrounding people as major agents in the process. However, school teachers and outdoor sources also play a crucial role in nurturing language development through interaction and exposure. This interplay between nature and nurture shapes the path of children's language acquisition.

The chapter at hand addresses the various aspects of language acquisition and learning, describes Algeria's linguistic situation, and introduces the phenomenon of simultaneous learning of foreign languages together with experts' views about it. the chapter consists of three key sections.

Section one focuses on first and second language acquisition, examining both innate biological mechanisms and environmental influences. The crucial debate regarding the relative impact of nature versus nurture on language learning is also discussed.

Section two surveys the five main languages present in Algeria namely Classical Arabic, Algerian Arabic, Berber, French and English with a particular focus–on the foreign languages taught in the Algerian Educational System, namely French and English as they constitute the core concern of the present study.

Section three proceeds with an elucidation of the concept of simultaneous learning of foreign languages in general and about Algerian young schoolers, outlining both the potential benefits of early exposure as well as the disadvantages that must be considered.

Section 01: Early Language Education

I.2 Natural Language Learning

Natural language learning refers to the process of acquiring a language in a naturalistic setting without formal instruction or explicit grammar rules (Ellis, 2015). It is characterized by its flexibility, adaptability, and gradual acquisition of linguistic features such as vocabulary, grammar, syntax, phonology, and pragmatics. Natural language learning occurs in meaningful contexts, such as social interaction or immersion in a target language environment, and is

essential for developing effective language teaching strategies and optimizing language learning outcomes.

When it comes to children's learning, Jean Piaget (1970) believed that they are "little scientists" who love learning, exploring, and interacting with their environments, rather than "empty vessels to be filled with knowledge." Natural learning allows children to learn best by following their interests, curiosities, and needs, rather than in a structured way. As Maria Montessori (1946) stated, "Children have an absorbent mind. They absorb knowledge from the environment without fatigue" (p. 32). The term "without fatigue" implies natural and spontaneous learning, without formal instruction.

Natural learners acquire knowledge, skills, and competencies through hands-on experience, real-life situations, and curious exploration (Kolb, 1984). In addition to these perspectives, Chomsky's theory of language acquisition proposes the existence of a Language Acquisition Device (LAD) that enables children to acquire language rapidly and effortlessly.

I.3 Language Acquisition Device

Human beings learn and understand language effortlessly. According to Chomsky (1968), children are born with a hypothetical ability to process language through an innate language acquisition device. The LAD is hardwired into the human brain and works by recognizing the universal grammar of language which helps recognize the patterns and rules of all human languages (Chomsky, 1968).

Chomsky popularized the term "Universal Grammar" to explain that all languages are built with innate fundamental linguistic principles in the human mind. This means while each language may have its own unique vocabulary and grammar rules, underlying similarities point to a common structural foundation shared among languages (Chomsky, 1980). In the same vein, Ray Jackendoff (2002) states that "the study of universal grammar reveals the common principles behind all languages, and helps us to understand the complexity and diversity of human communication." (Jackendoff, 2002)

The LAD enables children to process and understand the language input they receive from their environment without the need for explicit grammar. It helps them make sense of speech, sounds, words and sentences, and produce them as well.

Chomsky defines the LAD as "the basic mechanism driving language acquisition, according to the language acquisition device theory, is the natural unfolding of a biologically ingrained program that requires minimal environmental input to develop properly" (Chomsky, 2019).

The Language Acquisition Device (LAD) is a controversial theory proposed by Noam Chomsky (1068) to explain how children acquire language. However, some linguists have criticized the LAD theory on various grounds.

One criticism is that the theory lacks concrete evidence, as it is difficult to observe the LAD directly. Moreover, the LAD theory does not take into account individual differences in language acquisition, such as the influence of cultural factors and social interactions on language learning.

Another criticism is that the LAD theory underestimates the role of environmental factors in language acquisition. It suggests that children have an innate capacity for language, but emphasizes less the importance of language input and the role of the environment in shaping linguistic development.

Despite these criticisms, the LAD theory remains widely discussed in the field of linguistics and has significantly influenced the study of language acquisition. Although there have been many debates and criticism regarding the LAD, it is still widely accepted as an important theoretical framework for understanding language acquisition. Many researchers have continued to elaborate upon the concept and explore its implications in different languages and cultures.

I .4 First Language Acquisition

During the past years, our understanding of language acquisition by children has been considerably expanded by the results of a large number of empirical investigations. It has been evidenced that language abilities begin before birth and occur in all areas of a child's life (Moreton & Myers, 2021). Children acquire and absorb the language spoken in their environment differently.

First language acquisition is a highly sophisticated yet astonishingly fast subconscious process. It is crucial in social communication and it requires understanding all the local conventions of use in each speech community (Owens, 2021).

When children acquire language, they go through a series of stages beginning with infancy, when they are unable to converse and have no language understanding. About seven to ten

months old, they begin bubbling and six to twelve months later, they utter their first words that may be recognized. They then combine words and gestures within a few months and produce their first-word combination around the age of two. This is followed by the production of increasingly complex, adult-like utterances, they become active participants in the conversation, taking turns and contributing appropriately. Children begin to use language for a broader range of purposes, such as telling stories, explaining how a toy works, or giving directions to someone. Between the ages of one and six, children develop extensive language skills. In this volume, learning to talk is more complicated than learning to walk (Masten & Cicchetti, 2010).

I.4.1 Theories of First Language Acquisition

Language acquisition is the process by which humans learn to understand and use language (Fromkin et al., 2017). Several theories of language acquisition aim at understanding how the process starts and develops.

I.4.1.1 Behaviourist Theory

According to Chomsky, children's language acquisition is an innate mechanism that allows a child to analyze language and extracts basic grammar rules (Chomsky, 1965). He states that humans are born with a language acquisition device, which allows them to learn a language quickly as children, however, how humans acquire language is a fundamental subject of contention in language acquisition, as Chomsky fails to effectively explain individual variances (Lenneberg, 1967).

According to behaviourists, language is learnt the same way as learnt behaviours. According to behaviourism, we are a product of our environment. As a result, children lack an internal mechanism or the ability to develop language on their own. As noted by Skinner (1957), children acquire language by first imitating their parents the closest caregivers around them, and subsequently adjusting their use of language owing to operant conditioning. The focus of the latter is on the reward i.e., positive reinforcement of desired patterns of behaviour, or punishment i.e., negative reinforcement of undesired ones (Skinner, 1957).

Skinner (1957) proposes that children learn words and phrases from their caregivers or others in their environment before attempting to say and use them correctly. Operant conditioning happens when a caregiver responds to a child's effort at using language. If the child uses language appropriately, the caregiver may reply by complimenting him. If the child makes a request, such

as asking for food, the caregiver may provide it. This is an example of positive reinforcement. On the other hand, if the child misuses the language or makes a mistake, the caregiver may provide negative reinforcement (Skinner, 1957).

1.1.1.1   Cognitive Theory

According to the cognitive theory of language acquisition, our thoughts and internal processes are the primary motivators for our actions (Piaget, 1923). the author assumes that children are born with relatively few cognitive abilities, but their minds develop and build new schemas as they grow older and interact with the world. They can eventually apply language to their schemas in assimilation which means fitting new information into what is already known; and accommodation which means changing one's schemas to accommodate new information. (Piaget, 1923)

Piaget believes that cognitive development has to come before language development because children could not express what they do not understand (Piaget, 1923). Piaget postulated four phases of cognitive development: sensorimotor, pre-operational, concrete operational, and formal operational (Piaget,1923).

The first stage is the sensorimotor stage. This happens between birth and two years. By experiencing and playing with items, the child is learning sensory coordination and interacting with their surroundings. Their use of language is limited to babbles and a few spoken words (Piaget, 1962).

The next stage is the preoperational stage, which occurs between the ages of two and seven. Children at this stage can use language with a better understanding of the grammatical structure, context and syntax (Piaget, 1960). At this stage, children's thinking is still very egocentric (Piaget, 1962).

The following stage is the concrete operational stage. It takes place between the ages of 7 and 11. At this stage, children understand concepts such as time, numbers and object properties, as well as reasoning, allowing them to rationalize their beliefs and speak more in-depth about their thoughts and understand how outcomes or points of view may differ (Piaget & Inhelder, 1969)

Finally. The formal operational stage has arrived. This occurs between the ages of twelve and adulthood. Children may participate in higher reasoning and communicate abstract notions at this point. Language is limitless because one's cognitive understanding of the world has no cognitive limit. (Inhelder & Piaget, 1958)

I.4.1.2 Nativist Theory

According to Noam Chomsky (1957), children are born with an intrinsic drive for language learning, which he refers to as the language acquisition device. He contends that even if a child is not educated in their native language if they grow up in a group in a normal environment, they will develop a system of verbal communication (Chomsky, 1959). As a result, language acquisition must have an innate biological component (Lenneberg, 1967).

Chomsky proposes that the language acquisition device (LAD) is located in the brain and functions as an encoder, providing us with a basic understanding of the grammatical structure. As children learn new words, they can incorporate them into language use on their own (Chomsky, 1975).

I.4.1.3. Interactionist Theory

According to Jerome Bruner (1961), children are born with the ability to develop language, but they need regular interaction with their caregivers or teachers to learn and understand it to full fluency. The Language Acquisition Support System is the name given to this concept (LASS) (Bruner, 1986). Caregivers frequently correct children's grammatical errors and teach them what objects are and what their functions are. Bruner claims that this helps to build the scaffolding on which children will later rely when developing their skills (Bruner, 1983).

In everyday parlance, Child-Directed Speech (CDS) is referred to as "Baby Talk". It occurs when an adult alters their language use when conversing with a young child. Slower speech in a higher voice or very simple sentences are examples of these changes. These strategies simplify the language and make it possible for the child to understand it (Snow, 1972).

Bruner believes that CDS has been modified to make the language simpler, more accessible and more understandable. According to interactionists, children cannot learn complex parts of language on their own. Consequently, CDS serves as an infant-friendly introduction to the language that can be expanded upon throughout infancy, early childhood and school (Bruner, 1975).

I.4.2 Stages of First Language Acquisition

The acquisition of a first language is a remarkable feat that unfolds in a series of discernible stages. Researchers have identified and described these stages in detail, providing insights into the underlying mechanisms that drive language acquisition in young children.

I.4.2.1 The Pre-linguistic Stage

During this stage, which occurs from birth to around 12 months of age, a baby communicates through crying, cooing, and babbling, but they do not yet produce meaningful words. At first, infants produce a variety of sounds, including crying, laughing, and cooing. These sounds are not yet language-specific and are primarily used to communicate needs and emotions (Bohnacker et al., 2019).

As infants continue to develop, they begin to babble, producing repetitive syllables such as "ba-ba" and "da-da." While these sounds may not have specific meanings, they are important for developing the motor skills necessary for speech production and for exploring the sounds of their language (Oller et al., 2016).

I.4.2.2 The Holophrastic Stage

During this stage, which occurs from around 12 to 18 months of age, a child begins to use single words to convey entire thoughts or concepts. For example, a child may say "juice" to request a drink. At this stage, children begin to understand that words have specific meanings and can be used to communicate with others. However, they typically only use a limited vocabulary of words, and their grammar is not yet fully developed. Children in this stage may also use gestures and nonverbal cues to supplement their communication (Zampini & D'Odorico, 2021)

I.4.2.3 The Telegraphic Stage

During this stage, which occurs from around 18 to 24 months of age, a child begins to use two-word phrases to communicate more complex ideas. For example, a child may say "more juice" to as ask for a refill. At this stage, children's vocabularies continue to expand, and they begin to use more complex sentence structures. However, their grammar is still simplistic, and

they may leave out function words such as "the" and "is." Children in this stage may also begin to ask simple questions and use sentences to make requests or express desires (Klein & Desdemona, 2017).

I.4.2.4 The Sentence-morpheme Stage

During this stage, which occurs from around 2 to 3 years of age, a child begins to use more complex grammatical structures and sentence patterns. For example, a child may say "I want more juice please." At this stage, children's vocabulary and grammar continue to develop rapidly, and they begin to use more complex sentence structures such as compound and complex sentences. They also begin to use function words and grammatical markers such as plurals, possessives, and verb tense. Children in this stage may also engage in more abstract and imaginative language use, such as telling stories, making jokes, and engaging in imaginative play (Nelson et al., 2007).

I.5 Second Language Acquisition

Second Language Acquisition (SLA) is concerned with the study of individuals and groups who are learning a language after mastering their native language as children. This second language is also referred to as a target language, as it is the language that they are aiming to learn. It can take place in both formal and informal settings, such as classrooms and naturalistic contexts.

SLA research looks into the process of this language acquisition, as well as the different circumstances in which it occurs, Stephen Krashen (1982) contrasts language acquisition with formal and non-constructive learning. Nowadays, most researchers refer to language learning and language acquisition in the same way, unless they are referring to Krashen specifically (Krashen, 1982). Nevertheless, Second Language Acquisition (SLA) is the common term used when discussing this area of study. SLA is typically considered a part of applied linguistics.

I.5.1 Theories of Second Language Acquisition

Theories of second language acquisition have been proposed to explain the complex process of acquiring a new language after the first language has been established. These theories have

evolved over the years, reflecting changing perspectives on language learning and drawing on diverse fields of study, including linguistics, psychology, and sociology.

I.5.1.1 The Semantic Theory

This theory posits that children acquire language by first grasping the meanings and uses of words and sentences. As children listen to speech around them, they note the consistent co-occurrences between certain meanings and certain forms. Over time, children deduce grammatical rules from these semantic-form associations (Pavlenko, 2011). For instance, they notice that the verb "go" is often used with a form indicating direction and the verb "eat" is typically used with an object.

The theory argues that semantics drives syntax development (Pinker, 1984). However, critics point out that semantics and grammar develop in tandem and semantics alone cannot account for all aspects of language acquisition (Tomasello, 2003).

I.5.1.2 The Socio-cultural Theory

It views language learning as a socially mediated process (Lantolf & Thorne, 2006). Children acquire language by participating in meaningful interactions and activities with more knowledgeable members of their community (Vygotsky, 1978). Cultural tools like language mediate children's cognitive development as they internalize ways of talking embedded in social practices (Lantolf, 2000).

Proponents of this theory argue that language emerges through the child's social engagement and appropriation of cultural artefacts (Wertsch, 1991). However, critics note that learner-internal factors like innate predispositions also play an important role in language acquisition (Siegler & Crowley, 1991).

I.5.1.3 The Universal Grammar Theory

It posits that all humans are born with an innate, genetically determined "language acquisition device" (Chomsky, 1965) which contains the basic principles of grammar. When children hear speech around them, they set the parameters of their target language based on the input, guided by their innate linguistic knowledge (White, 2003). However, evidence for innate linguistic

knowledge is mixed (Pinker, 1994). While some parameters appear to be set early in unprompted ways, others are shaped considerably by environmental input (Yang, 2002).

I.5.1.4 The Input Hypothesis

The hypothesis puts forth that language acquisition occurs when learners understand language that is slightly beyond their current level, this is called "comprehensible input" (Krashen, 1985). When learners are exposed to language input that is challenging but still comprehensible, they automatically acquire linguistic structures without conscious effort.

Krashen postulated that language acquisition happens subconsciously through meaningful messages that the learner understands (Krashen, 1985). However, critics note that input alone is insufficient and other factors like interaction and output also play roles in learning (Swain, 2000).

I.5.1.5 The Interaction Hypothesis

This hypothesis claims that conversation and meaningful interaction among language users drive language acquisition (Long, 1996). By interacting with more proficient speakers, learners receive feedback, modified input and opportunities for output that aid development (Mackey, 2012).

Engaging in negotiation for meaning and clarification during interactions can aid learners in identifying gaps in their knowledge and advancing their understanding (Gass & Mackey, 2007). However, certain individual differences, such as working memory capacity and aptitude, may impact the extent to which learners benefit from such interactions (Mackey, 2012).

I.5.1.6 The Output Hypothesis

The hypothesis claims that producing language in either form speaking or writing is an important component of acquisition (Swain, 1985). By producing the target language, learners notice gaps in their knowledge, which pushes them to modify their output and internalize new forms (Swain, 2000). Producing language also provides opportunities for feedback and corrective input, which helps learners notice the gap between their output and the target language (Swain & Lapkin, 1995).

Proponents of the hypothesis argue that output forces learners to move from a semantic to a syntactic processing of language (Swain, 1995). However, critics note that correlational studies

show a weak relationship between learner production and development (DeKeyser, 2007). Other factors like input and interaction also play roles.

I.5.2 Stages of Second Language Acquisition

Scholars have discerned a series of distinct stages that learners tend to traverse as they embark on the acquisition of a second language.

I.5.2.1 The Silent or Receptive Stage

In this stage, learners are primarily focused on listening and understanding the target language. They may not yet feel comfortable speaking or producing the language themselves. This stage is often characterized by limited vocabulary and simplified sentence structures. Learners may rely on nonverbal cues, such as gestures and facial expressions, to help them understand the language. This stage can last anywhere from a few weeks to several months, depending on the learner's progress (Lightbown & Spada, 2021).

I.5.2.2 The Early Production Stage

In the Early Production stage, learners begin to produce the target language themselves, but their speech may be limited to single words or short phrases. They may also make errors in grammar and pronunciation. However, they can communicate basic ideas and participate in simple conversations. This stage is often characterized by a larger vocabulary and more complex sentence structures than the previous stage. Learners may still rely on nonverbal cues and context to help them understand the language (Lightbown & Spada, 2013)

I.5.2.3 The Speech Emergence Stage

In the Speech Emergence stage, learners become more comfortable speaking the target language and begin to produce longer and more complex sentences. They can communicate their thoughts and ideas more fully and accurately, although they may still make errors in grammar and pronunciation. They begin to rely less on nonverbal cues and more on the language itself to understand and communicate. This stage can last from some months to a year or more, depending on the learner's progress (Lightbown & Spada, 2021).

I.5.2.4 The Intermediate and Advanced Fluency Stages

In these Intermediate and Advanced Fluency final stages, learners become increasingly proficient in the target language. They can communicate effectively in a variety of contexts, using a wide range of vocabulary and complex sentence structures. They make fewer errors in

grammar and pronunciation, and their language use becomes more natural and fluent. Learners in these stages may also begin to develop their own individual speaking styles and accents. These stages can take several years to achieve, depending on the learner's individual goals and level of immersion in the target language (Brown, 2022).

I.6 Critical Period Hypothesis

Based on the philosophy that says "the younger, the better", it is generally accepted that younger children are better at learning second and third languages than adults as Brown (1993) assumed that by puberty, you are "over the hill" to learn a second language successfully (Brown, 1993).

This phenomenon has been the main concern of many scholars over the years in which they analyzed the right age to learn a language and came up with many hypotheses that suggest that there may be a hard and fast sensitive period for acquiring a second or third language, namely the critical period hypothesis (CPH) suggesting that there is a period during which it is effective for individuals to learn a language and this ability to learn a language declines with age and that the language may never be fully developed or acquired after this particular period namely around the onset of puberty

Other researchers who support CPH state that what CPH says is that the natural and complete acquisition of a language can occur only between the ages of two and puberty onset, and also that children and adults acquire the language differently (Krashen, Sferlazza, Feldman, & Fathman, 1976). Garcia-Sierra (2013) also claims that "there seems to be a cut-off point around puberty after which second language acquisition is much more difficult than before". (Garcia-Sierra, 2013: 286)

According to the proponents of the CPH, the hypothesis has gained popularity due to its biological perspective, which lies in the fact that during this period, the human brain is most receptive to certain stimuli due to its plasticity. However, when growing older, the brain becomes less flexible. Thus, its ability to acquire the language grows difficult as Chomsky stated that "after the critical period has ended...acquisition is no longer effortless and requires explicit teaching and effort." (Chomsky, 1975: 14). Eric Lenneberg (1967), sets the ground for the aforementioned hypothesis in the field of languages, also state that "the critical period for

language is a biologically determined period referring to a period during which the brain is sufficiently mature to acquire language." (Lenneberg,1967: 144).

Despite the aforementioned claims, the CPH has had a great deal of criticism. Long (1990), as an example, states that just one late language learner who could attain native-like proficiency is enough to falsify the CPH (Long, 1990).

I.7 Nurtural Learning

As a society, we value education and the pursuit of knowledge. We want our children to be successful and thrive in their lives in an environment where they are excited and eager to learn, where their curiosity and creativity are encouraged, and where they feel safe and supported to take risks and make mistakes, this is what educators and caregivers strive to create when they focus on nurturing learning.

In this kind of setting, the focus is not just on imparting knowledge and skills, but on developing the whole child intellectually, socially, emotionally, and physically. Learners are not passive recipients of information, but active participants in their learning, exploring and discovering new ideas and concepts in a way that is engaging and meaningful to them.

Whether in a formal classroom setting, daycare or at home, the principles of nurtural learning can be applied in any context where children are learning and growing. Put in a supportive and inclusive learning environment, children can develop the skills and confidence they need to reach their full potential and thrive both in school and in life.

Nurtural learning typically refers to the idea that a person's environment and experiences play a significant role in their intellectual and social development. This view contrasts with the notion of "nature" or innate abilities, which suggests that people are born with certain inherent characteristics that shape their development. In the context of education, the idea of nurturing learning suggests that teachers and parents can create a supportive and stimulating environment that encourages students to learn and grow.

Nurtural learning might require providing access to educational resources, creating opportunities for exploration and experimentation, and offering positive reinforcement for effort and achievement. All in all, the concept of nurture learning emphasizes the role of social and

environmental factors in shaping a person's intellectual and emotional development and highlights the importance of creating supportive learning environments that encourage growth and development.

Nurture learning is an approach to education and child development that focuses on creating a positive, supportive environment for children to learn and grow. This approach emphasizes the importance of building strong relationships between children and caregivers and providing opportunities for children to explore, create, and engage in meaningful activities and exchanges. In the same vein, nurtural learning recognizes that every child is unique and has their own set of strengths, needs, and interests. This approach is grounded on research on child development and emphasizes the importance of meeting children where they are, rather than expecting them to conform to a predetermined set of expectations.

In addition, nurtural learning can take different forms, from play-based learning and outdoor exploration to structured academic activities and social-emotional learning. The goal of nurtural learning is to provide children with a well-rounded set of experiences that support their cognitive, linguistic, social, emotional, and physical development.

I.7.1 Theories of Nurtural Learning

Nurtural learning is a process of cognitive development that is influenced by environmental factors. Various theoretical frameworks explain how environmental factors shape learning outcomes.

I.7.1.1 Social Learning Theory

Albert Bandura's social learning theory (1977) posits that individuals learn by observing and imitating others. According to this theory, nurtural learning occurs when individuals model their behaviour after positive role models in their environment. For instance, a child may learn to speak politely by observing their parents' interactions with others. Social learning theory also emphasizes the importance of reinforcement in learning. Positive reinforcement, such as praise and rewards, can encourage desired behaviours and promote nurturing learning.

I.7.1.2 Ecological Systems Theory

The ecological systems theory, developed by Urie Bronfenbrenner (1979), emphasizes the importance of the various environmental systems that influence human development. Bronfenbrenner identified four environmental systems that influence an individual's cognitive

development: the microsystem, mesosystem, exosystem, and macrosystem. The microsystem refers to the immediate environment, such as the family and school, while the mesosystem refers to the interactions between different systems. the exosystem includes indirect environmental influences, such as the workplace; and the macrosystem includes cultural and societal factors. According to the ecological systems theory, nurtural learning occurs when individuals are provided with positive and supportive environments that promote their development in these various systems.

I.7.1.3 Self-Determination Theory

Edward Deci and Richard Ryan's self-determination theory (1985) emphasizes the importance of intrinsic motivation in learning. According to this theory, nurtural learning occurs when individuals have autonomy, competence, and relatedness in their learning environments. Autonomy refers to individuals' sense of control over their learning while competence refers to their feeling of being capable of achieving success, and relatedness refers to their sense of connection with others. When individuals feel that they have autonomy, competence, and relatedness in their learning environments, they are more likely to be intrinsically motivated to learn and develop.

I.7.1.4 Zone of Proximal Development

Lev Vygotsky's zone of proximal development (ZPD) theory (1930) posits that individuals learn best when they are challenged to expand their current knowledge and skills. According to this theory, nurtural learning occurs when individuals are given tasks that are just beyond their current level of ability, but with appropriate support and guidance. This support can come from more knowledgeable peers or adults in the learning environment. The ZPD theory emphasizes the importance of scaffolding, which involves providing support that enables individuals to complete tasks that they could not do independently.

I.7.1.5 Cognitive Load Theory

John Sweller's cognitive load theory (1988) posits that individuals have limited working memory capacity, and therefore, learning should be designed to minimize cognitive load. According to this theory, nurture learning occurs when individuals are provided with clear and concise instructional materials, and when learning activities are appropriately scaffolded to reduce cognitive load. For instance, breaking down complex tasks into smaller, more manageable parts can reduce cognitive load and facilitate nurturing learning.

I.7.2 How Nurture Learning Supports the Linguistic Development

Language is an essential aspect of human communication and is critical to our daily lives. The ability to communicate effectively is a vital skill that plays a crucial role in our social, emotional, and cognitive development. Therefore, it is important to ensure that children have access to nurture learning environments that support their linguistic development. In this context, nurture learning refers to the intentional and purposeful efforts to support a child's development through various means (Chiao et al.,2020).

For instance, providing a language-rich environment can expose young children to a wide range of vocabulary and language structures. This includes not only spoken language, but also written language in the form of print and digital materials such as books, magazines, signs, labels, and technology-based resources that support their language development. Teachers and caregivers also play a critical role in nurture language development by engaging children in conversations, and storytelling, and encouraging them to ask questions and express themselves (Hirsh-Pasek et al., 2015).

Additionally, Responsive interactions refer to how caregivers or teachers respond to children's verbal and non-verbal communication. In a language-rich environment, responsive interactions are characterized by a back-and-forth exchange of language between adults and children (Landry et al., 2006).

Play-based learning is an educational approach that emphasizes active, child-centred, and experiential learning through play. The term "play-based learning" was coined by educational theorists who recognized the importance of play in children's development and used it as a foundation for learning. It is an essential aspect of language learning, as it creates a fun and engaging environment for children to learn and practice language skills. Through play, children can develop important language skills, such as vocabulary, syntax, and conversational skills. Play-based learning activities that incorporate language learning can include storytelling, role-playing, puppet shows, singing songs, and engaging in imaginative play. Play-based learning is widely used in early childhood education and has been shown to enhance children's motivation, creativity, and learning outcomes.

During play-based learning activities, children can explore language in a natural and meaningful context, allowing them to learn language skills in a way that is engaging and

enjoyable. This approach can help children develop a positive attitude towards language learning and build confidence in their language skills. In addition to promoting language skills, play-based learning activities can also support other areas of child development, such as social and emotional development, physical development, and cognitive development (Weisberg et al., 2013).

I.7.3 The Importance of Nurture Learning

The importance of nurture learning lies in the fact that children need a supportive and positive environment to develop to their full potential. Nurture learning involves providing children with opportunities to explore, play, create, and learn in a safe and supportive setting.

This kind of environment can help children develop a range of skills and abilities, from social and emotional skills to cognitive and academic abilities. Research has shown that when children feel safe, supported, and engaged, they are more likely to develop strong relationships, positive self-esteem, and a love of learning that can last a lifetime (Barac et al., 2014).

Nurture learning can help to promote healthy brain development. In the early years of life, the brain is rapidly developing, and experiences during this time can have a significant impact on a child's future development. Nurture learning experiences can help to promote healthy brain development by providing children with opportunities to learn, explore, and engage in meaningful activities (Kuhl, 2023). In this respect, nurture learning can help children develop important social and emotional skills, such as empathy, self-regulation, and problem-solving.

When children are engaged in meaningful and enjoyable activities, they are more likely to be motivated to continue learning and exploring. Nurture learning helps promote positive mental health outcomes for children. When children feel safe, supported, and valued, they are more likely to have positive self-esteem, good mental health, and a sense of well-being. Overall, nurture learning is important because it can help children develop the skills, knowledge, and attitudes they need to be successful in school and life (Goswami, 2022).

I.7.4 Nurture Environments and Language Learning

A nurture language learning environment is essential for promoting language acquisition and fluency. it can help learners feel comfortable, confident, and motivated to engage in language learning. A safe nurture environment is crucial for developing children's language learning abilities. Children who feel safe and supported in their environment are more likely to engage in language learning activities with greater confidence and enthusiasm. When children

feel comfortable and secure, they are more willing to take risks and try new things, such as practising their language skills (Lee & Hua, 2019).

In contrast, an environment that is hostile or unfriendly can make children feel anxious and self-conscious, which can hinder their language learning progress. Therefore, creating a safe and supportive environment is essential for promoting children's language learning (Hawkins et al., 2018).

One way to ensure a safe and supportive environment is to use positive reinforcement. Positive reinforcement involves praising and rewarding children for their efforts and progress in language learning. This can help to foster a sense of belonging and acceptance among children, as they feel valued, recognized for their achievements and motivated to continue learning and developing their language skills. Positive reinforcement can take many forms, such as verbal praise, stickers, or other small rewards, and should be used consistently and appropriately (Neuenschwander et al., 2022).

I.7.5 The Role of Parental Involvement in Nurture Learning of Language

Parental involvement plays a critical role in the nurture learning of language. Children learn language not only from their teachers and peers but also from their parents and caregivers. Parents are children's first teachers and models of language. Children learn language by interacting with and observing their parents from a very young age. Parents and caregivers who are involved in nurturing their children's language development lay a strong foundation for later language learning at school (Alrowaili et al., 2022).

Parents who are aware of and involved in their children's curriculum can spot potential issues early and provide extra support where needed. They can also communicate with teachers to ensure the child's needs are met. This is especially important for children learning multiple languages simultaneously. They can support and reinforce what children are learning at school by speaking the languages at home, helping with homework, and providing resources like books and activities. This consistency and repetition help children progress faster in language learning (Jones & Miller, 2022). When parents are involved in children's education, it shows the children that their parents value learning and language. This helps motivate children and makes them more receptive to learning.

I.8 Natural Learning Vs. Nurtural Learning

The nature versus nurture debate is an ongoing discussion in various fields, including psychology, biology, and education. The debate centres on the relative importance of genetic and environmental factors in shaping individual behaviour and development. The "nature" side of the debate suggests that genetics plays a significant role in determining behaviour, while the "nurture" side emphasizes the impact of environmental factors (Brown, 2021).

Proponents of the nature side of the debate argue that genetics play a significant role in shaping behaviour. They suggest that individuals are born with innate traits, such as intelligence and personality, that are largely determined by genetic factors. Supporters of the nature perspective point to research on twins and adoptees, which suggests that genetic factors play a significant role in shaping behaviour (Jones et al., 2019).

On the other hand, proponents of the nurture side of the debate emphasize the importance of environmental factors in shaping behaviour. They argue that individuals are born as blank slates and that their experiences shape their behaviour. Supporters of the nurture perspective point to research on the impact of parenting, education, and other environmental factors on behaviour and development.

While the debate between nature and nurture has been ongoing for centuries, current research suggests that both genetic and environmental factors play a significant role in shaping behaviour and development. The interaction between genes and the environment is complex, and both factors can influence each other. For example, genes may influence how individuals respond to environmental factors, and environmental factors can impact gene expression (Smith, 2020)

While the previous section outlines how children acquire and learn languages, the different linguistic situations and various languages must also be considered. The following part will centre on analyzing the systems of languages as well as their cultural contexts in the Algerian context. Accounting for the unique socio-cultural settings of these languages is essential to fully understand how they have evolved and how they are used.

Section II: The Linguistic Situation in Algeria

I.9 The Linguistic Situation in Algeria

Whenever mentioning Algeria, there must be a reference to diversity in all aspects; diversity in the languages used by people, in particular, as it is the core concern of this section. In other words, the variety in the Algerian linguistic situation that led the country to hold the title of multilingualism has passed through several political, social and cultural stages that included the addition of different languages to that system starting with the classical and Algerian Arabic which is considered as two varieties of the Algerian mother tongue, Berber, the second official language, French that is looked at as the country's first foreign language, and finally English that is gaining ground in the Algerian context more and more due to the country's new reforms recently introduced in the educational system mainly.

I.9.1 Classical Arabic

Classical Arabic or what is known by modern standard Arabic has always been one of the components of Algerians' identity as Ibn Badis said: "Islam is our religion, Arabic is our language, Algeria is our homeland" (Ibn Badis, 1927).

This language is considered the country's first official language which is found in all the public sectors including the government, administrations, media, workplaces, mosques, and education where it is the language of instruction in schools and universities and is used to teach all the subjects that constitute the curriculum starting from the first grade of primary school on to the final grade of the secondary school. Still, this language is only used in formal speeches, not everyday communication and life situations. For everyday-life linguistic interaction, it is rather Algerian Arabic that is the predominant means of communication.

I.9.2 Algerian Arabic

Algerian Arabic is colloquial Arabic known as darija. It is the native language that is used in the country except in the areas where Berber is used. In the same vein, Mazouni (1969) states that "Dialectal Arabic in Algeria is one of the defining features of the Algerian people and the native language of the majority of the population" (Mazouni, 1969).

Each region in Algeria has its own dialectal Arabic. For instance, the dialect of Tiaret is different from that of Souk Ahras. Regional dialects differ in several respects; the phonological,

the morphological, even and the semantic in some cases with the same word referring to two different things in two different regions, and the same object named differently in two different regions. But all in all, this dialectal Arabic is used in informal contexts and casual situations such as home, street, and personal interest.

I.9.3 Berber

Berber languages have a long history in Algeria, predating Arabic. The Berber population consists of various ethnic groups speaking distinct but genetically related language varieties, with Tuareg, Kabyle, Shawiya and Chenoua being the major varieties. For centuries, Berber coexisted with Arabic, which spread with the arrival of Islam in the 7th century.

However, during French colonial rule and after independence, Berber languages faced pressures and restrictions. Standard Arabic became the official language, and French the dominant language of education, government and business. The use of Berber was discouraged and seen as a sign of backwardness.

Since 1980, there has been a renewed push for the recognition, promotion and modernization of Berber languages. The Algerian government now recognizes Tamazight, the parent language of Kabyle, as a national language alongside Arabic. Still, standard Arabic and French remain dominant in Algeria's public spaces.

I.9.4 French

It is well known that during the French colonization that lasted from 1830 to 1962, Algerian territories were considered an extension of France. Over the years they intended to dominate the country and spread their control over Algerians by suppressing their sacred identity, especially their religion and language.

The French authorities did their best to squash all kinds of endeavours on the part of the Algerians to teach, spread, and thus keep the Arabic language. They abolished the Algerian educational institutions, mainly Medrasas and the Mosques, which played great roles in spreading the Arabic language among Algerian people, and built, instead, schools and brought changes to the Algerian educational system by making French the only language used in all the subject of the curriculum to impose and maintain their colonial presence as Gordon (1962) put it" when the Portuguese colonized, they built churches; when the British occupied, they built trading stations; when the French colonized, they built schools" (Gordon, 1962, p. 56).

The French declared French as the country's official language and a law was passed in March 1938 announcing Arabic as a foreign language. In other words, the use of French was spread in all domains such as economy, politics and education.

After the end of the colonization in 1962, the former colony started the Arabization campaign in which they proclaimed to replace French with Modern Standard Arabic to detach the Algerian nation culturally and linguistically from France.

In the same vein, the former president Boumedien claimed: « Sans la récupération de cet élément essentiel et important qui est la langue nationale, nos efforts resteront vains, notre personnalité incomplète et notre unité un corps sans âme. » (Boumediene, 1968, p. 26) [Without recovering that essential element, the national language, our efforts will be in vain, our personality incomplete, and our unity a body without a soul.]

After the independence of Algeria, the Arabic language got restored to its status as the First national and official language of the country while French is considered the first foreign language and is used as the second language in different institutions.

I.9.5 English

The history of the English language in Algeria is closely tied to the country's colonial past under French rule. English began to spread in Algeria mostly in the late 20th century after the country gained independence from France in 1962. French remained the dominant foreign language taught in Algerian schools during the colonial period and for many years after independence. However, English gradually began making inroads, particularly since the early 2000s.

Today English has grown to become the most important foreign language taught in Algeria after French. This is due to several factors. Globally, English has become the main language of technology, business, science and academics. As Algeria seeks to modernize and diversify its economy beyond oil and gas, there is a need for Algerians to learn English for access to knowledge, economic opportunities and commerce.

English is also seen as a neutral language not associated with Algeria's colonial past, unlike French. This makes English more attractive for younger Algerians, who are pushing for greater

use of English in schools, universities and professional domains. However, French persists as the first foreign language given Algeria's historic and cultural ties to France.

I.10 The Foreign Languages Taught in the Algerian Educational System

The Algerian educational system places a strong emphasis on teaching French and English as foreign languages. French has historical roots due to Algeria's colonization by France while English is prioritized for its role as a global lingua franca.

I.10.1 French

French has commanded an insistent presence within Algeria's education system since the onset of colonial rule in 1830. It was initially introduced at the primary level during the French occupation, gradually expanding its use through secondary school and becoming the predominant language of instruction at the university level (Chaouch, 2016; Salhi, 2014).

After Algeria got independence in 1962, French persisted within the system due to several factors, including a lack of developed Arabic-language curricula and materials as well as the benefits French proficiency offered for accessing international knowledge and economic opportunities (Bounab, 2016) & (Taleb Ibrahimi,1997).

However, the Algerian government initiated Arabization policies as early as 1963, aiming to incorporate more Arabic into education and eventually reduce French dominance (Qari, 2014). These reforms faced numerous obstacles, such as scarcity of qualified Arabic teachers, resistance from French-speaking teachers and administrators, and concerns that reducing French instruction could imperil academic achievement, particularly in science and technology fields that relied heavily on French (Ennaji, 2005) & (Taleb Ibrahimi, 1997).

More recently, the government has introduced Arabic-language instruction for some science subjects at the primary and lower secondary levels (Ounis, 2016) & (Qari, 2014). Yet, comprehensive reforms that could meaningfully reduce French's persistent preeminence within Algeria's education system have been limited by factors including a shortage of suitable Arabic language education materials, underdeveloped Arabic-language curricula and pedagogy, and long-standing institutional habits and reliance on French-oriented systems (Bounab, 2016) & (Ounis,2016).

I.10.2 English

As the language of science and a sign of prosperity, English succeeded in gaining a position in the Algerian context despite that it has no historical background that may link it to the country. Before arriving at the position that English enjoys as the second foreign language after French, it went through several stages according to Algerian social, economic, and political changes during different periods. It first began in the 1980s when Algerians started to get training in the language for foreign businesses as Belmihoub (2017) stated "Besides formal education, many organizations taught English to their employees to facilitate communication with colleagues overseas such as Radio et Television Algérienne, Ministry of Defence, and Institute of Petroleum Studies." (Belmihoub, 2017, p. 10) However, it was not until 1985 that English was integrated into the Algerian educational system where it was selected as the compulsory foreign language and was introduced in the second year of middle schools (Belmihoub, 2017, p. 20).

In 1993, the Algerian Ministry of Education launched reforms to improve the teaching of foreign languages at the primary level. Primary school students in the 4th grade were required to choose between English and French as compulsory subjects (Ounis,1993). However, according to a study conducted by Fouzia Ounis at the time, 70 out of 100 families opted for French over English (Ounis, 1993). In other words, French remained the preferred choice due to several factors.

French had a strong presence in higher education and employers at the time, and parents believed that mastering French would provide their children with better job prospects and more prestigious occupations (Ounis, 1993). Consequently, the decision to introduce English in primary schools was eventually abandoned.

In 2000, many reforms were made by the Algerian government in the educational system from which we mention the decision that English must be taught starting from the first year of middle school (Ministry of National Education, 2000), and that was the case for several years until another attempt to integrate English into the Primary School has again found light in 2022 after the speech of Algeria's president Abdelmadjid Tebboune who described the French language as a 'war trophy' and English as an international tongue.

Thus, the decision of integrating this language starting from the 3rd grade of primary school has soon been implemented by the National Education Minister, Abdelhakim Belabed, at the

beginning of the academic year of 2022/2023 by recruiting around 5000 teachers of English in 20.000 primary schools around the country (Ministry of National Education, 2022).

Consequently, 3rd-grade pupils are now exposed to two foreign languages simultaneously, namely, English and French. As a consequence, pupils of Algerian primary schools are learning French and English simultaneously starting from the 3rd grade.

I.11 French and English: two Distinct Language Systems
I.11.1 Language Systems

A language is a system of communication consisting of a set of rules, symbols, and vocabulary used to convey meaning between individuals or groups (Bloomfield, 1933, p.43). First, a language is a "system of communication." This means that language is not just a random collection of words, but rather a structured and organized way to convey information to others. Languages have rules and conventions that govern how they are used, such as grammar, syntax, and pronunciation.

Next, a language consists of a "set of rules, symbols, and vocabulary." Rules refer to the grammar and syntax of a language, which dictates how words can be combined into sentences and how those sentences should be structured. Symbols refer to written or spoken representations of language, such as letters, words, or gestures. Vocabulary refers to the words themselves, which are used to convey specific meanings.

Finally, the purpose of language is to "convey meaning between individuals or groups." Language enables people to share information, express ideas and emotions, and understand each other. It facilitates communication and allows us to collaborate with others.

Languages can take many forms, including spoken, written, or signed, and are used to express a wide range of ideas, emotions, and concepts. According to Chomsky, language is a natural object, a component of the human mind, physically represented in the brain and part of the biological endowment of the species (Chomsky, 2002: 1).

I.11.1.1 French

French is a Romance language that originated from the Vulgar Latin spoken in the Roman Empire. It is one of the most widely spoken languages in the world, with over 300 million

speakers worldwide. French is an official language in 29 countries, including France, Canada, Switzerland, Belgium, and several African countries.

The French language stands different from English in a number respects. It is known for its relatively complex grammar, with a range of verb tenses, conjugations, and grammatical rules that can take time to master (Dammann, 2008, p. 67). Furthermore, French also uses a range of diacritical marks such as accents, cedillas, and circumflexes to modify the pronunciation and meaning of certain letters and words.

In terms of grammar, French uses gendered nouns and adjectives, with masculine and feminine forms for many words. Verbs in French are conjugated based on tense and aspect and can be irregular in their conjugation patterns. French also uses a range of pronouns, including subject, object, and reflexive pronouns, as well as possessive and demonstrative pronouns.

In terms of phonetics, French has a distinctive set of nasal vowel sounds, which are created by lowering the soft palate to allow air to pass through the nasal cavity. Nasal vowels are represented by a vowel followed by the letter "n" or "m", as in "un", "bien", "sans". French also has a range of vowel sounds, which can be nasal or oral, and a system of liaisons, which connect words in speech and can change the pronunciation of certain consonants.

In addition to its standard form, French has a range of regional varieties and dialects, including Quebec French, Swiss French, and African French, which may differ in pronunciation, vocabulary, and grammar. It has also a rich literary tradition, with many famous works of literature, poetry, and philosophy written in the language.

I.11.1.2 English

English, on the other hand, is a West Germanic language that originated in England and is now the third most spoken language in the world, after Mandarin Chinese and Spanish. English is an official language in 67 countries and is widely used as a second language in many other parts of the world.

The English language system is characterized by a large and varied vocabulary, with an estimated 170,000 words in current use and many more obsolete or archaic words. In addition, English has a complex system of grammar, with a range of verb tenses, and modal auxiliaries, as well as a variety of grammatical structures such as clauses and phrases.

Similarly, English has a unique phonetic system, with a range of vowel and consonant sounds that can vary based on dialect and accent. The glides in English (such as the sounds "w" and "y") contribute to the musical quality of the language, which may make it more appealing to non-native speakers who are learning English. English is also known for its stress-timed rhythm, in which stressed syllables are pronounced at regular intervals regardless of the number of unstressed syllables between them.

In addition to its standard form, English also has a range of regional and cultural varieties, including British English, American English, Australian English, and many other varieties. These varieties can differ in vocabulary, pronunciation, grammar, and even spelling. For example, British English uses the spelling "col<u>our</u>" while American English uses "colour."

English has a large number of loanwords from other languages, particularly Latin and French, due to the historical influence of these languages on English vocabulary. In the same vein, English has borrowed many words from other languages in recent years, including words from technology, cuisine, and popular culture.

I.12 Disparity Between French and English

There are several differences between the French and English language systems. Grammar, for instance, French has a more complex grammar than English, with more verb tenses, and conjugations. French also uses gendered nouns and adjectives, which can be challenging for learners to master. English, on the other hand, has a simpler grammar system, with fewer verb forms and no gendered nouns or adjectives

In terms of vocabulary, French has a larger and more varied vocabulary than English, with many loanwords from Latin and other languages. English, however, has a larger number of words in current use and is known for its ability to absorb and adapt words from other languages.

When it comes to spelling, French spelling is generally more consistent and predictable than English spelling. In French, words are spelt phonetically in usual forms with few exceptions. In English, however, there are many irregular spellings for the same phonetically resonated words, and words are spelt differently but pronounced the same (homophones).

Regarding pronunciation, French has a more complex system of pronunciation than English, with a range of nasal vowels and consonants, as well as a system of liaisons that connect words in

speech. English has a simpler phonetic system, with fewer vowel and consonant sounds and no liaisons.

When it comes to regional varieties, Both French and English have a range of regional varieties, with different accents, dialects, and vocabulary depending on the region. Nevertheless, the regional varieties in French are generally more spoken and more diverse than in English.

In the case of syntax, French syntax is more rigid than English syntax, with strict word order and the use of pronouns to indicate subject and object. English has a more flexible syntax, allowing for variations in word order and the use of passive voice.

Section III: Instruction of Two Foreign Languages

I.13 Simultaneous Learning

Simultaneous learning refers to children's ability to acquire and process multiple concepts or skills concurrently. As children develop linguistically and cognitively, they gain an increased capacity for integrating knowledge across domains (Piaget, 1956).

During Piaget's (1956) stage of concrete operational thought in children ages 7 to 12, thinking "becomes less egocentric and more logical and organized" (Inhelder & Piaget, 1964, p.23). Children develop the cognitive flexibility to consider multiple factors simultaneously and see relationships between concepts that were once perceived as separate. As Piaget noted, "Coordination of classifications marks the beginning of operations with reversible relations" (Piaget, 1956, p. 78).

Simultaneous learning may allow children to make conceptual leaps and perceive the world from fresh perspectives. It may fuel creativity, complex problem-solving, divergent thinking, and a lifelong love of learning (Caine & Caine, 1994).

When children can make connections across domains, "their thinking becomes more fluid, coherent, multidimensional and integrative" (Caine & Caine, 1994, p. 67). Each new insight may build on itself to form an intricate network of knowledge with infinite possibilities. As Bloom (1956) argued, developing children's cognitive, affective and psychomotor domains in an integrated way may "maximize the probability of creative productivity" (Bloom, 1956, p. 89).

Educators may nurture simultaneous development and creativity in children by providing opportunities for open-ended exploration, project-based learning, and interdisciplinary study.

Simultaneous learning describes the ability to "identify permutations, combinations and abstraction" to integrate knowledge across domains (Gardner, 1983, p.102).

While simultaneous learning offers benefits, it also presents challenges. Children acquiring multiple languages at once may initially experience confusion, uncertainty or anxiety as they distinguish between languages. They must learn cultural contexts for each language. This can initially cause setbacks, especially with related languages (Vygotsky, 1978).

Although appealing, simultaneous learning may not be practical. Children can only focus on a limited number of languages before progress suffers in any single tongue. Even gifted children have finite mental resources that get strained learning several languages simultaneously through immersion (Vygotsky, 1978).

There is a risk of slower progress or lack of fluency in any single language. By dividing time across multiple languages, children progress gradually and superficially in each. Without prolonged immersion, nuanced vocabulary and grammar are difficult (Vygotsky, 1978, p.89).

Cultural understanding may also be superficial across languages. Children must learn cultural contexts for each language. Exposure to diverse cultures through multiple languages could cause fragmented or generalized cultural understanding of each. Appreciation of diversity may be limited if time is split across many languages rather than a focused study of a few (Gardner, 1993, p.102).

For children, the sequential or alternating study of a smaller number of languages may facilitate greater fluency, depth and progress. However, with guidance, simultaneous language learning can achieve its fullest benefits and nurture open, global minds (Gardner, 1993, p.147).

I.14 Simultaneous Learning of Foreign Languages by Children

The acquisition of multiple languages concurrently through early simultaneous exposure and extensive immersion has been shown to facilitate the integration of knowledge across languages as linguistic development progresses (Piaget, 1956). Bilingual, multilingual, and polyglot children have demonstrated the ability to perceive complex relationships between concepts across languages, translate concepts with nuance, identify shared conceptual metaphors, and apply insights from one language to enrich their understanding of another (Piaget, 1956). Simultaneous language learning has been observed to enable children to perceive intricate connections between

previously distinct concepts, thereby allowing them to view languages as interconnected means of expression with shared, transposable, and abstract elements (Piaget, 1956).

While research has suggested that simultaneous bilingualism may be associated with advanced creativity, cognitive flexibility, divergent thinking, and open-mindedness (Caine & Caine, 1994; Gardner, 1983), it is important to note that there may also be potential drawbacks or challenges associated with this approach. For instance, the initial confusion, uncertainty, or anxiety that children may experience when distinguishing between languages could result in setbacks, especially with related languages (Vygotsky, 1978). Moreover, it is possible that dividing time across multiple languages may result in slower progress or lack of fluency in any single language, and cultural understanding may be limited if time is split across many languages rather than a focused study of a few (Gardner, 1993).

Despite these challenges, simultaneous language learning has been shown to be an important milestone with implications for advanced learning, intellectual growth, cultural sensitivity, and success in an increasingly globalized world (Vygotsky, 1962). By nurturing the ability to identify "permutations, combinations, abstraction, and conceptual transfer" across languages, it is possible to cultivate a mindset that values inspiration, complex understanding, fresh perspectives, and a passion for lifelong learning, discovery, and progress (Gardner, 1983).

I.15 Advantages of Simultaneous Learning of Foreign Languages

Early exposure to multiple languages concurrently provides children with meaningful benefits throughout their lives. Acquiring languages simultaneously from a young age may aid in developing enhanced cognitive abilities, inquisitive minds, and a deeper appreciation for cultural diversity (Gardner, 1983; Piaget, 1956).

With the capacity for simultaneous learning, children can identify intricate relationships between languages and integrate knowledge across domains in nuanced ways (Gardner, 1983). They may develop the ability to think in abstract and multidimensional terms (Piaget, 1956). According to Piaget, "Coordination of classifications marks the beginning of operations with reversible relations" which can foster new levels of creativity, inventiveness, and cognitive flexibility (Piaget, 1956). Research indicates that when children make sophisticated connections between languages, "their thinking becomes more fluid, coherent, multidimensional, integrative

and globally minded" (Caine & Caine, 1994). Simultaneous bilingualism may be conducive to developing advanced cognitive skills, flexibility, and openness (Caine & Caine, 1994).

Learning languages through immersion concurrently may aid in strengthening focus, executive function, perspective-taking, multitasking, mental discipline, and rigour (Gardner,1983; Piaget, 1956).

Research suggests that bilingualism can offer lifelong cognitive, social, career, and lifestyle benefits (Gardner, 1983; Piaget, 1956). Simultaneous language learning may enhance cultural sensitivity, empathy, and understanding (Caine & Caine, 1994).

A love of learning, discovery, and knowledge may be nurtured through immersive multilingual experiences. Children who learn multiple languages side by side may discover the joy of learning new tongues. Languages can offer new ideas, perspectives, and ways of understanding the world, which can cultivate a thirst for intellectual growth, curiosity, and open thinking throughout life (Gardner, 1983; Piaget, 1956; Vygotsky, 1962).

I.16 The Importance of Simultaneous Learning of Foreign Languages by Children

Learning multiple languages simultaneously is important for children's development. In an increasingly interconnected world, linguistic and cultural proficiency provide valuable skills. By acquiring multiple languages from a young age, children may develop the cognitive abilities, openness, and sensitivity needed to thrive in today's globalized society (Caine & Caine, 1994).

When children learn languages concurrently, they may perceive them as interconnected means of human expression rather than barriers. They can gain a deeper understanding of shared humanity, empathy for diverse perspectives, and appreciation for cultural diversity. Exposure to multiple languages may promote inclusiveness, cultural sensitivity, and global citizenship - characteristics important for sustainability, progress, and peace (Gardner, 1993).

Simultaneous language learning may strengthen cognitive skills in children. They can develop increased mental flexibility, the ability to identify complex relationships across domains, multidimensional thinking, and integrative cognition. Research indicates that bilingualism is associated with enhanced creativity, problem-solving, resilience, and cognitive control - skills that benefit individuals and society (Piaget, 1956).

In summary, simultaneous language learning in childhood and adolescence may be important for cognitive, social, and personal development. It can foster skills, sensitivities, openness, and passion that empower individuals to embrace diversity, promote shared humanity, and advance society in ethical and sustainable ways. While implementing any educational approach judiciously, supporting children's capacity for simultaneous language learning may invest in a future filled with possibilities, progress, and peace.

I.17 Disadvantages of Simultaneous Learning of Foreign Languages

While simultaneous language learning offers benefits, it also presents challenges. Children acquiring multiple languages concurrently may initially experience confusion, uncertainty, or anxiety as they learn to distinguish between tongues. They must learn new words and grammar and the cultural contexts in each language. This can cause temporary difficulties, especially with closely related languages (Vygotsky, 1978).

Although appealing, simultaneous language learning may be idealistic. In reality, children can only focus their cognitive and linguistic resources on a limited number of languages before progress in any single tongue starts to suffer. Even gifted children have finite mental capacities that can become strained when trying to learn several languages simultaneously through immersion (Vygotsky, 1978).

There is also a risk of slower progress or lack of fluency in any single language. By dividing their time, attention, and practice across multiple languages, children may progress more gradually and superficially in each. Without prolonged immersion or focused study, nuanced vocabulary, complex grammar, and idiomatic language can be more challenging to achieve. As linguist Lev Vygotsky explained, "Mastery comes only through repeated exposure and use" (Vygotsky, 1978).

Cultural understanding may also be more superficial when spread across several languages. Children must learn vocabulary and grammar and the cultural contexts, histories, beliefs, and experiences embedded in each tongue. Exposure to diverse cultures through multiple languages could lead to a fragmented or overly generalized understanding of each. Appreciation of cultural diversity may be limited if time is split across many languages rather than focused on studying a select few deeply.

For children, the sequential or alternating study of a smaller number of languages may facilitate greater fluency, depth, and linguistic progress at each stage (Gardner, 1993). However, with close guidance, simultaneous language learning can achieve its fullest benefits and nurture open, global, and multidimensional

I.18 Conclusion

This chapter has examined various facets of language acquisition and learning, Algeria's linguistic situation, and the simultaneous learning of foreign languages in the Algerian educational system.

Section one discussed crucial concepts regarding first and second language acquisition, highlighting both the innate biological mechanisms that facilitate language ability as well as the environmental influences that nurture it. While humans possess a biological predisposition for language, input from the external world is also essential for the full development of language skills.

Section two provided a linguistic overview of Algeria, identifying Classical Arabic, Algerian Arabic, Berber, French and English as the country's main languages. An examination of the foreign languages presently taught in Algeria's educational system -namely French and English - established Algeria's multilingual reality.

Section three analyzed the concept of simultaneous learning of foreign languages, outlining both the potential benefits and challenges associated with early exposure to multiple languages. While early exposure may enhance children's receptiveness and cognitive flexibility, issues like interference, reduced proficiency and inadequate instruction must also be addressed.

With the ongoing refinement of pedagogical practices and further research into factors that maximize early foreign language acquisition, Algeria will be better equipped to optimize the simultaneous learning of foreign languages among its youngest citizens.

Chapter II: Data Collection and Analysis

II.1 Introduction

Specifically, a research work that sets out to unfold an intricate phenomenon taking as a departure point the very crude version of it, right within the audience concerned is the one that is prone to success and full of promise. With this rationale, chapter two of the present research work sets out to pursue the phenomenon under study right into its cradle: the classroom. It is mainly meant to check the validity of the hypotheses put forth concerning the simultaneous learning of two foreign languages against genuine reactions on the part of the directly concerned subjects namely the teachers of both foreign languages simultaneously taught, and witnesses on the part of the experts in the fields of education sciences.

This chapter begins by outlining the sample targeted by the study, and the hypotheses put forth earlier to provide context for the research design and to direct the research course. It proceeds laying out the research methodology employed for data collection. A mixed-method approach has been adopted to collect data including a questionnaire and an interview. The questionnaire is addressed to teachers of the newly introduced foreign language ie. English and to others of the classical French; the interview is meant for experts in FL didactics and educational psychology. The data collected have been analyzed and translated into emphatic illustrations for more scientificity.

II.2 Sample

This research examines if third-grade primary pupils just embarking on the challenging journey of learning two languages concurrently face hurdles, which is mainly intended to reach a definite conclusion about whether simultaneous learning of two foreign languages at this early stage is a possibility or an illusion.

The study focuses exclusively on third graders, targeting their French and English teachers as well as inspectors to gain valuable insights from two crucial stakeholder perspectives. Third-grade teachers work closely with these young beginners, observing firsthand their transition into dual language demands and any difficulties faced. Inspectors provide expert opinions based on experience in assessing pupils at this level. Together, teacher and inspector insights can reveal whether learning French and English simultaneously at this critical juncture presents a real possibility or remains elusive for most third graders.

Data from third-grade French and English teachers aims to assess through practical experience the extent to which third-year pupils encounter difficulties that cast doubt on if simultaneous acquisition is realistic for students at this level, or if support can facilitate a relatively smooth transition. Inspectors can supplement this with their perspective by evaluating whether third graders generally demonstrate potential for dual language acquisition or continue to struggle.

The narrow sample exclusively involves third-grade students learning French and English alongside their teachers. Examining this group through the lens of those working closest with these pupils aims to uncover whether simultaneous acquisition remains more illusory at this point based on actual challenges faced, or if foundations can be laid for developing genuine dual linguistic competencies among third graders.

The participants in our research consist of 40 third-grade primary school teachers French and 40 third-grade primary school teachers of English selected randomly across Algeria. We also interviewed 10 inspectors and specialists in foreign language didactics and educational psychology from different regions in Algeria to gain expert perspectives.

II.3 Hypotheses

In an attempt to anticipate an explanation for this phenomenon, a few assumptions cropped up in the early steps of the course of research and were put forth as anticipated responses to the research questions. It has been thought out that currently acquiring French and English does not come naturally or easily for third graders. There are likely difficulties encountered due to the demands of learning two languages at the same time. However, these challenges are surmountable given proper support and resources. Besides taking into account that third graders have the cognitive capacities needed to learn two languages concurrently. Neurobiological factors suggest young children's brains are optimized for absorbing multiple languages simultaneously. In other words, Primary pupils' cognitive readiness sets the stage for dual acquisition but non-cognitive factors determine whether potential translates into possibility.

An overarching hypothesis was also set to assert that - despite challenges - third graders seem capable of learning French and English concurrently given proper support.

II.4 Research Methodology

How the research work at hand proceeds proved crucial for generating meaningful findings and insights relevant to the purpose of investigating whether simultaneous language acquisition represented an illusion or a possibility for third graders.

The methodology adopted, including the design and sampling methods, directly impacts the validity and reliability of results to determine the real extent to which third-year pupils succeeded or failed due to the concurrent demands. Therefore, methods esteemed appropriate have been selected for our aim of gauging whether foundations could be laid for genuine dual capabilities among young beginners or if obstacles indicated simultaneous learning remained largely unfeasible at this stage.

The sample targeted through the survey consists of third-grade French and English teachers across Algeria in addition to inspectors and experts with presupposed experience in education at this particular stage. Through the questionnaire administered to teachers and the interview conducted with inspectors and experts, an endeavour has been made to determine, from expert perspectives intimately familiar with third graders, if the difficulties these young language learners encounter point more toward possibility versus illusion regarding the concurrent acquisition of two foreign languages.

Focusing solely on third graders and their unique needs as young beginners, the research method used aims to unearth diverse insights through multiple perspectives regarding whether simultaneous language demands are manageable given proper support and foundations - indicating the true potential for dual competencies among third-year pupils- or remain too complex for most third graders at this preliminary juncture of their linguistic journeys.

II.5 The Questionnaire

Due to their young age, we did not administer a questionnaire to the third-grade primary pupils. Instead, we targeted their French and English teachers to gain insights into how well these students are coping with the simultaneous learning demands through firsthand observations and experience tutoring them.

The teachers' questionnaire aimed to assess the extent to which third-year pupils encounter difficulties acquiring French and English concurrently cast doubt on whether simultaneous learning is realistic for learners at this level, or if support could facilitate a smoother transition.

The online questionnaire focused specifically on gathering the perspectives of French and English teachers working closely with third-year primary pupils simultaneously learning both languages. Examining their insights sought to determine whether these young beginners face hurdles indicating that simultaneous acquisition remains more illusory for most at this point, or whether foundations could be laid for dual competence among third-graders.

There have been two versions of the questionnaire: one in English for teachers of English and another in French for French teachers. Despite the language variations, the questions themselves remain identical. This guarantees both versions have the same material. The purpose of both questionnaires is identical. The only change is the language, to make it simpler for teachers depending on their language abilities. Carefully generating two editions demonstrates an interest in accurate results that are not influenced by language barriers among the groups of teachers.

The questionnaire comprises 14 questions in total. The vast majority of questions are in a closed-response format, providing participants with specific answer options to select from. Only a few of the questions adopt an open-response format to accommodate diverse personal views and details. This structure was designed to facilitate ambulating and conducting statistical analysis of the responses. For instance, Question 5 includes an open-ended sub-question allowing for a free-form response while Question 8 is entirely open-ended, with no specified response options. Question 14 consists of 3 open-response sub-questions each requiring its bespoke answer from participants. After offering space for open answers within Questions 6 and 9, closed questions are prioritized throughout most of the questionnaire to simplify analysis. The open-response questions in Question 13 at the end provide the final scope for uniquely tailored responses. Open-response questions are only employed when necessary to give participants sufficient freedom to provide more unique answers.

Participants were encouraged to answer openly and sincerely while assured their responses would be anonymous to collect the most accurate data possible for the study. They were informed that their candid replies were crucial to providing useful insights and results.

II.6 Pilot Study

As an initial step, we conducted a small pilot test of the questionnaire in English. The latter was distributed to 5 teachers of English from different primary schools to examine its comprehensibility and identify any potential tribulations. The pilot test proved valuable as it allowed us to revise one of the questions. Respondents found Question 12, meant to determine how often English teachers collaborate with French teachers, unclear and confusing. After rewording that question for improved readability, the respondents indicated that the questions were straightforward to understand. Based on this feedback, we made minor revisions to Question 12 for increased clarity and understanding. Beyond that one question, the respondents had no difficulty comprehending and completing the other prompts.

In a parallel effort, the questionnaire of French was also randomly handed over to five teachers of French in various primary schools. The purpose of this was to evaluate the clarity of the questions and resolve any uncertainty exposed. The process proved helpful as it facilitated removing some confusion the respondents experienced with question 7. This question aimed to determine if students mix French into English or vice versa, yet the prior phrasing was puzzling. Aside from that, the respondents indicated no difficulty understanding the other questions and responded with no problem.

II.7 The Teachers of English Questionnaire Results

The data gathered from the questionnaire completed by English teachers underwent analysis. The results yielded relevant logical conclusions that largely supported the predicted hypotheses.

1. **Question 01:**

1. After integrating English into Algerian Primary Schools, learners are now simultaneously exposed to two foreign languages. What do you think of this decision?

- It has potential benefits

- There are potential challenges

- The pros and cons need to be weighed carefully

- Much depends on how well it is implemented
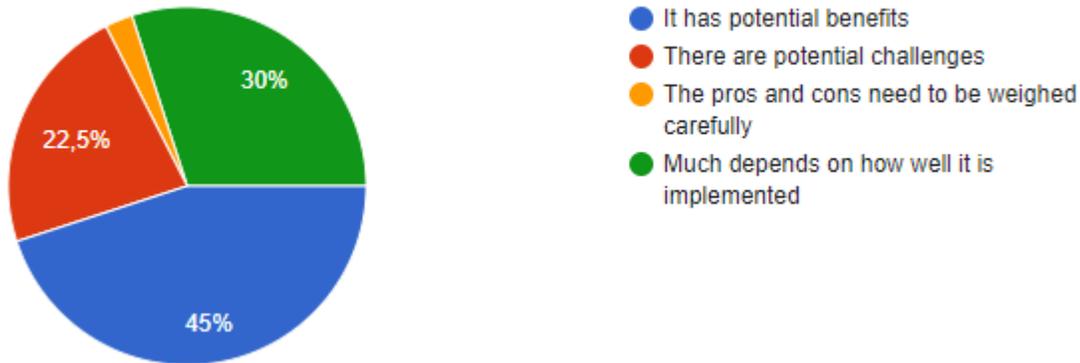
Chart 01: English Teachers' Views on Integrating English in Algerian Primary Schools

45% of the participants regard integrating English into Primary Schools as a decision that has potential benefits. While, 30% of them remained neutral, stating that this decision can't be measured unless we consider how well it is implemented. However, 22.5% reported that it has potential challenges. The remaining participants preferred to link this decision to its pros and cons.

2. **Question 02:**

2. Is primary school a better stage for learning two foreign languages together?

- Younger children learn languages more easily

- Primary students have limited language abilities

- It depends on how the approach is implemented
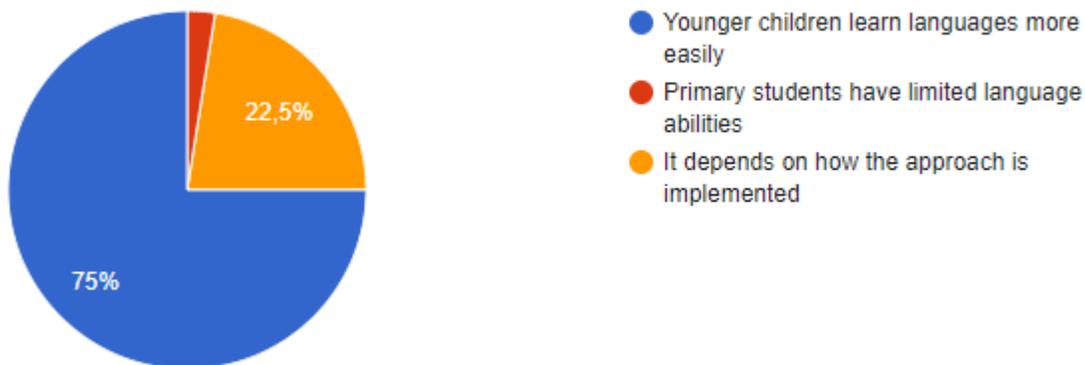
Chart 02: English Teachers' Perspectives on Primary Schools as an Advantageous Setting for Simultaneous Learning of French and English

   75% of the participants conceive of primary school as better for learning two languages together due to the ability of children to learn more languages easily. While a small percentage contradicts this view by saying that students have limited abilities in this regard. However, 22.5% of the participants preferred to depend on how well the approach is implemented and how skillfully the decision is executed.

3. **Question 03:**

3. Do learners notice any differences or similarities between the two languages?

- Yes, learners notice differences

- Yes, learners notice similarities

- Both differences and similarities

- No, learners do not notice
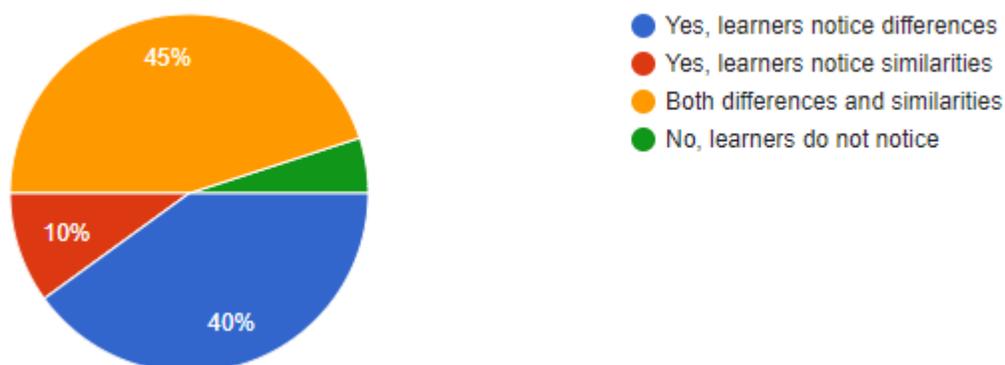
Chart 03: English Teachers' Report of Learners' Awareness of Similarities and Differences Between French and English

   45% of the teachers have agreed that learners notice both differences and similarities when learning two languages simultaneously. 40% of them remarked that learners detect only differences while 10% highlighted that their learners tend to notice the similarities. However, 5% of the participants claimed that their learners notice neither differences nor similarities.

4. Question 04:

4. Do learners confuse French and English vocabulary words?

- Frequently: learners often mix up words from the two languages

- Occasionally: learners sometimes confuse similar words

- Rarely: learners infrequently mix up French and English vocabulary

- Never: learners do not demonstrate confusion between French and English words
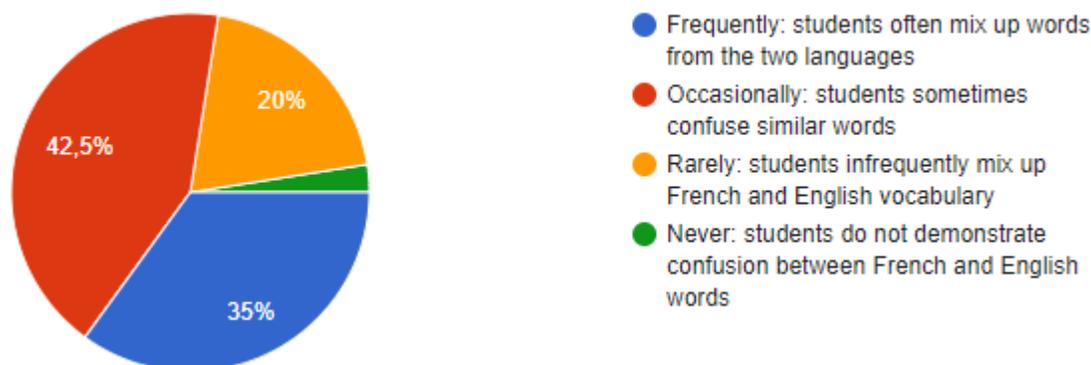
Chart 04: English Teachers' Report of Learners' Confusion Between French and English Vocabulary

42.5% of teachers indicated that learners sometimes mix up similar words from the two languages, while 35% said learners often mix up French and English words. A smaller percentage around 20% of teachers believe students rarely confuse vocabulary between the languages, and only a small minority of teachers feel students never demonstrate confusion between French and English words. In summary, the majority of teachers report that learners do confuse French and English vocabulary to some extent, though the frequency of this issue varies from occasionally to frequently according to the different responses.

5. Question 05:

5. Do learners pronounce French words using English pronunciation, or vice versa?

- Frequently

- Occasionally

- Rarely

- Never
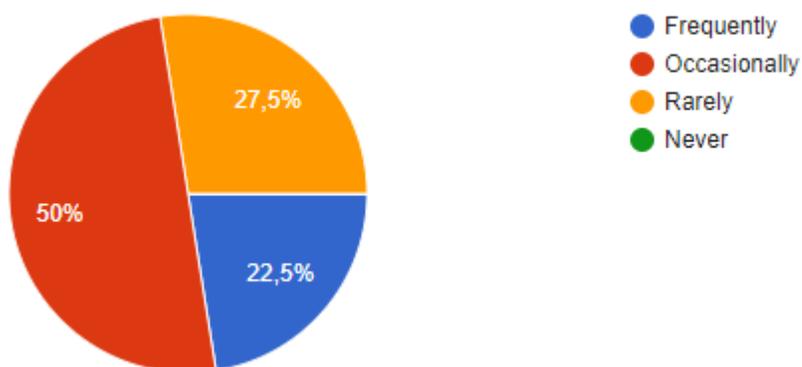
Chart 05: English Teachers' Report of Learners' Mixed Pronunciation of French and English Words

Half of the teachers who participated in this question said their learners occasionally pronounce French words with English pronunciation or pronounce English words with French pronunciation. Another 22.5% of respondents indicated their students frequently pronounce words across the two languages incorrectly. Only a minority of around 27.5% of teachers said their learners rarely mispronounce words between French and English, and none of the teachers has felt that the pupils pronounced words from one language with the pronunciation of the other. In summary, the majority of responses suggest that learners tend to pronounce words from French into English and vice versa to some degree, with only a small proportion of teachers reporting this happens rarely or never among their students.

5.1. If they do mix up pronunciations, provide an example:

Many teachers pointed to learners pronouncing alphabet letters like vowels (a, e and i) in French instead of English way. Several mentioned pronouncing months of the year, for example, "Mai" instead of "May".

Other common examples were pronouncing individual, high-frequency words like "bonjour" instead of "hello", "oui" instead of "yes", and numbers in the French pronunciation. Colours and days of the

week were also frequently cited as examples where learners pronounce the French versions instead of the English.

Teachers also noted that full sentences were occasionally pronounced with a French accent, for instance, "J'ai fini" instead of "I have finished". Simple nouns were mentioned as well, such as pronouncing "trousse" instead of "pencil case" and "balon" instead of "ball".

In short, the examples provided demonstrate that learners tend to mix up pronunciation at the level of alphabet letters, individual high-frequency words, simple nouns and some full sentences. Months, colours, numbers and days of the week also appeared frequently as examples of where learners pronounce the French version instead of English.

6. **Question 06:**

6. Do learners struggle to differentiate between French and English grammatical structures and syntax rules?

- Many learners have considerable trouble differentiating them

- Few learners show limited confusion between them

- No learners demonstrate issues differentiating them
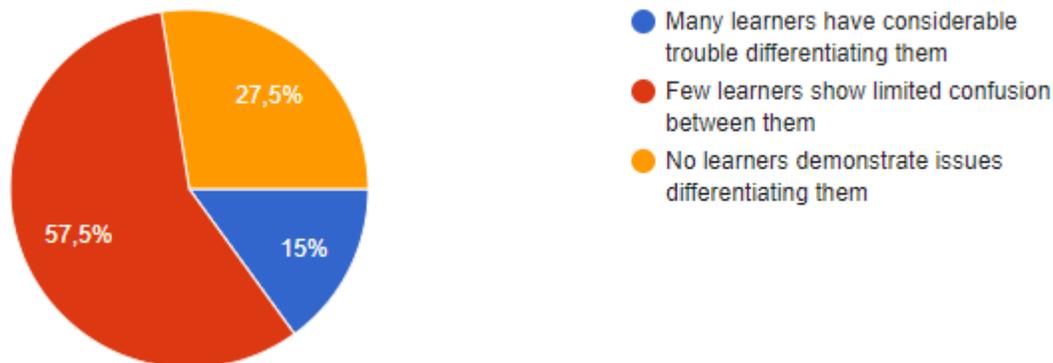
Chart 06: English Teachers' Report of Learners' Challenges Distinguishing French and English Grammar and Syntax

Based on the responses, the majority of teachers feel that few learners show limited confusion in differentiating between French and English grammatical structures and syntax rules. Nearly 57.5% of respondents indicated this, stating that few learners show some limited issues distinguishing grammar between the two languages. In contrast, only 15% of teachers said many learners have considerable trouble differentiating French and English grammar. A minority of around 27.5% of respondents felt that no learners demonstrate issues differentiating grammar between the languages.

7. **Question 07:**

7. Do learners struggle more with mixing French into English or English into French?

- Mixing French vocabulary into English sentences

- Mixing English vocabulary into French sentences

- Learners struggle equally with both kinds of mixing

- Learners generally do not mix the two languages
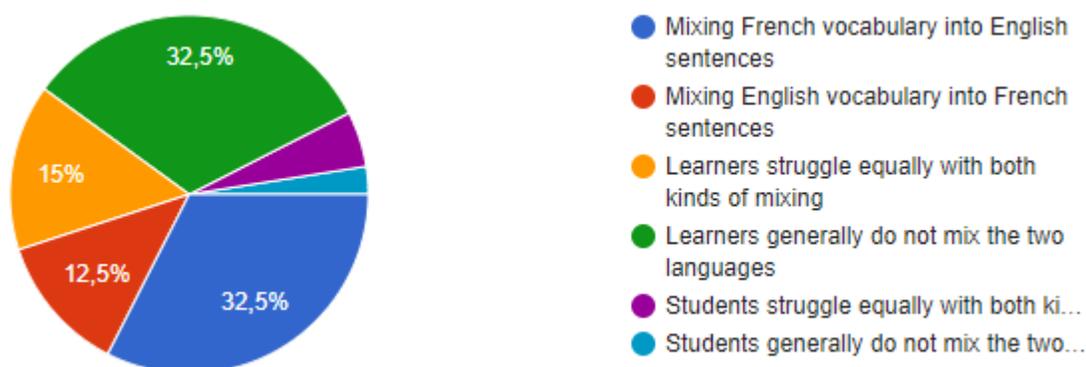
Chart 07: English Teachers' Perspectives on Learners' Struggles with Code-Mixing French and English

Based on the teacher feedback, most feel that learners either struggle with mixing French into English more or generally do not mix the two languages much.

Specifically, 32.5% of teachers indicated learners struggle more with mixing French vocabulary into English sentences. This was the most common response. 35% of teachers said learners generally do not mix the two languages significantly.

In contrast, only 20% of teachers felt learners struggle equally with mixing both French into English and English into French. A minority of 12.5% of respondents said learners have more issues mixing English vocabulary into French sentences.

8. **Question 08:**

8. Are there other major areas besides vocabulary, phonology and grammar where learners confuse the two languages?

Several teachers directly said "no" or stated there were no other areas of confusion beyond what was mentioned in the question. Those that did provide examples focused on pronunciation of alphabet letters, vocabulary and writing words or letters in the other language's script. A few teachers mentioned learners struggle with the written form of some words or the sizing of writing. However, the majority of responses simply indicated vocabulary, phonology and grammar as the key areas where learners confuse the two languages.

9. **Question 09:**

9. Do learners demonstrate confusion when being introduced to an English item that was already taught in French?

- Frequently, especially initially

- Occasionally throughout the learning

- Rarely, after both are well established

- Only if the item was incorrectly taught in English initially

- Never, learners do not experience this kind of confusion
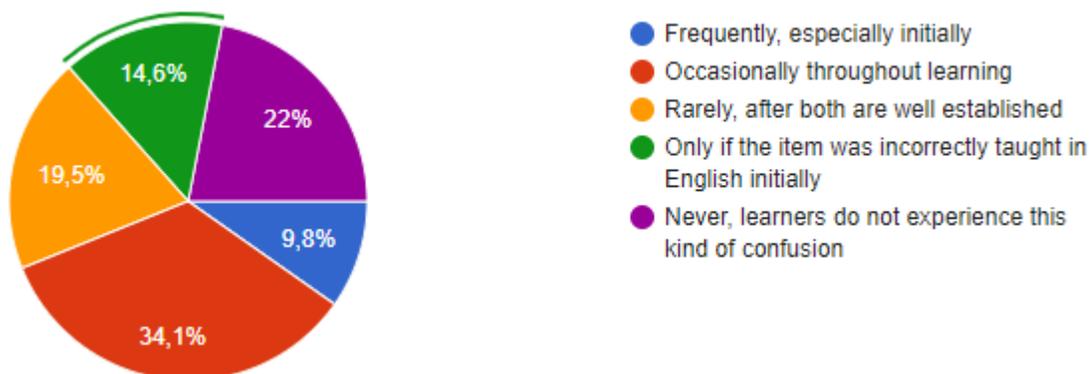
Chart 08: English Teachers' Observations of Learners Demonstrating Confusion over English Items Previously Taught in French

The most common response at 34.1% of teachers indicated this happens occasionally throughout the learning process. Another 22% said learners never experience this confusion. Roughly 19.5% felt it rarely happens after both concepts are well established.

Smaller proportions of teachers selected the other options, with 10% saying confusion happens frequently, especially at first. Only 14.6% of teachers believed confusion only occurs if the item was incorrectly taught in French initially.

- **Question 10:**

10. Do learners demonstrate mental exhaustion and frustration when learning two languages at once?

- Yes, many learners feel overloaded and frustrated

- No, learners seem engaged and excited about learning both languages

- Only some learners demonstrate signs of overload and frustration

- It depends on factors like learners' abilities, motivation and support

Chart 09: English Teachers' Reports of Learners Exhaustion and Frustration during Simultaneous Language Learning

   Nearly half or 46.3% of teachers selected the option indicating learners seem engaged and excited about learning both languages, with no signs of overload or frustration. An additional 24.4% of teachers said it depends on factors like learners' abilities, motivation and support.

   Only 14.6% of respondents indicated that some learners show signs of overload and frustration, and another 14.6% felt many learners feel overloaded and frustrated.

11. Question 11:

11. Is there enough teaching support and realia to enable effective multiple teaching of the two languages at the same time?

- There is a lack of teaching support and real-life materials

- There are sufficient resources to teach both languages effectively

- There are some challenges but efforts are being made to improve support

- It depends on the individual schools and teachers

Chart 10: English Teachers' Views on Sufficiency of Resources for Simultaneous French-English Instruction

Nearly 43.9% of teachers selected the option indicating there is a lack of teaching support and real-life materials to teach both languages effectively. A further 24.4% said there are some challenges but efforts are being made to improve support.

Only 7.3% of respondents felt there are enough resources to teach French and English at the same time effectively. The remaining 24.4% of teachers indicated that it depends on individual schools and teachers.

12. Question 12:

12. How often do you collaborate with the teacher of French assigned to the classes you teach?

- Frequently, we communicate and coordinate lessons regularly

- Occasionally, we collaborate when needed but not consistently

- Rarely, there is little coordination between English and French teachers

- Never, teach our subjects separately

- Frequently, we communicate and coordinate lessons regularly
- Occasionally, we collaborate when needed but not consistently
- Rarely, there is little coordination between English and French teachers
- Never, we teach our subjects separately

61%

14,6%

24,4%
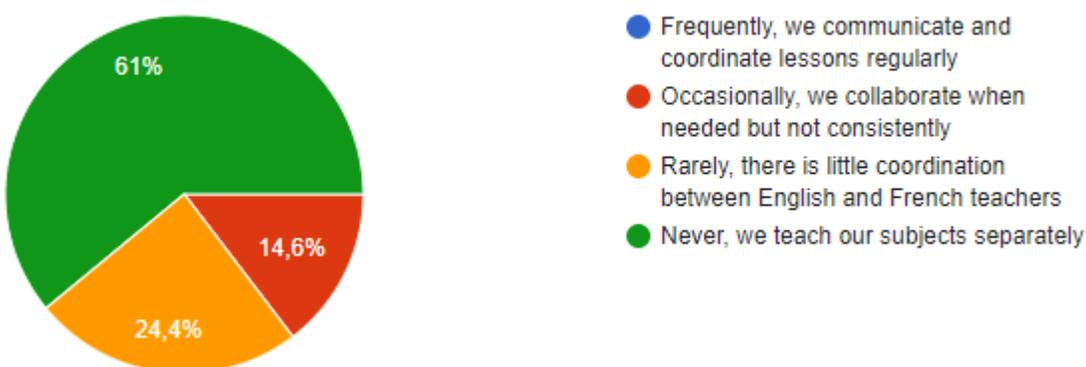
Chart 11: English Teachers' Report of Their Coordination with French Teachers

A significant majority of 61% of teachers selected the option that they "never" collaborate with the French teacher, with English and French being taught separately. Around 25% of teachers said they only "rarely" coordinate lessons or communicate with the French teacher, indicating little collaboration overall while a minority of just 15% of respondents indicated that they only "occasionally" collaborate with the French teacher when needed. However, 0% of teachers felt that they frequently communicate and coordinate lessons regularly with the French teacher assigned to their classes.

13. Question 13:

13. If you do,

13.1. What matters do you generally talk about?

Several teachers mentioned that they either rarely meet or have no contact at all with the French teachers assigned to their classes. A few others stated there is no coordination or collaboration between English and French teachers.

The most common topics that were discussed between some English and French teachers centred around learners' handwriting and the different writing styles taught in each language. Several teachers mentioned confronting differences in teaching cursive versus print writing as well as the forms of letters.

Other topics included teaching pronunciation and phonics, classroom management, sharing ideas for creative activities and lesson progress. A few teachers noted discussing student behaviour and new vocabulary being taught.

However, many respondents simply stated that there is no time to meet or talk with French teachers assigned to their classes. Several indicated they have multiple schools and groups so do not have the opportunity to coordinate.

13.2.   What challenges do you generally share?

The most common challenges that some teachers did report sharing centred around learners' handwriting, pronunciation of letters and insufficient time for lessons. Overcrowded classrooms, lack of materials and administrative support were also cited as issues faced by both English and French teachers.

Other shared challenges included learners' behaviour, difficulty achieving learning goals, and difficulties with the written form of letters in both languages. A few teachers mentioned the movement between multiple schools as a common challenge.

However, many respondents simply stated that they share nothing with French teachers or indicated there are no challenges to share. This suggests that in general, there appears to be limited collaboration and communication between most English and French teachers according to the responses.

13.3.   Do you combine efforts to solve problems?

Among those that do cooperate to some extent, many indicated they only occasionally or sometimes collaborate with French teachers to address issues. A few mentioned they combine efforts if possible but noted it is not always feasible.

Only a small minority of teachers explicitly stated that they "always" or "generally" collaborate with French teachers to solve problems. However, even these teachers qualified their responses by noting they try their best or suggest solutions but do not always resolve issues together.

14. Question 14:

14. Is parental involvement required for success in this approach?

- Strongly required: parental support is essential for students to succeed

- Somewhat required: parental involvement can boost outcomes but is not critical

- Marginally required: parental support provides some benefits but teachers play a bigger role

- Not required: success depends mainly on school and teachers, regardless of parental involvement
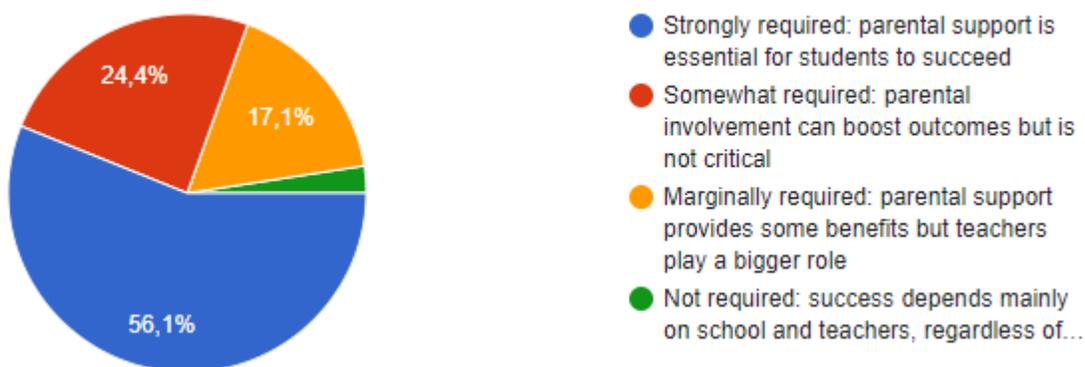
Chart 12: English Teachers' Opinions on the Necessity of Parental Involvement for The Success of Simultaneous Learning

The majority of 56.1% of respondents selected the option indicating parental support is essential for success, with parental involvement strongly required. An additional 24.4% of teachers felt parental involvement is somewhat required, stating that while it can boost outcomes it is not critical. Only 17.1% of teachers believed parental support is marginally required, providing some benefits but with teachers playing a bigger role. Just 2.4% of respondents indicated parental involvement is not required for success, which mainly depends on the school and teachers regardless.

II.8 Teachers of French Questionnaire Results

Insights were gained from examining responses to a questionnaire distributed to the teachers of French. After evaluating data, certain reasonable conclusions were arrived at that in large part validated the hypotheses put forward beforehand. The results largely supported the initial theories posed.

1. **Question 01**

Après avoir intégré l'anglais dans les écoles primaires algériennes, les élèves sont maintenant exposés simultanément à deux langues étrangères. Que pensez-vous de cette décision?

- Cela présente des avantages potentiels.

- Il y a des défis potentiels.

- Tout dépend de la façon dont cela est mis en œuvre.

- Il faut peser soigneusement le pour et le contre
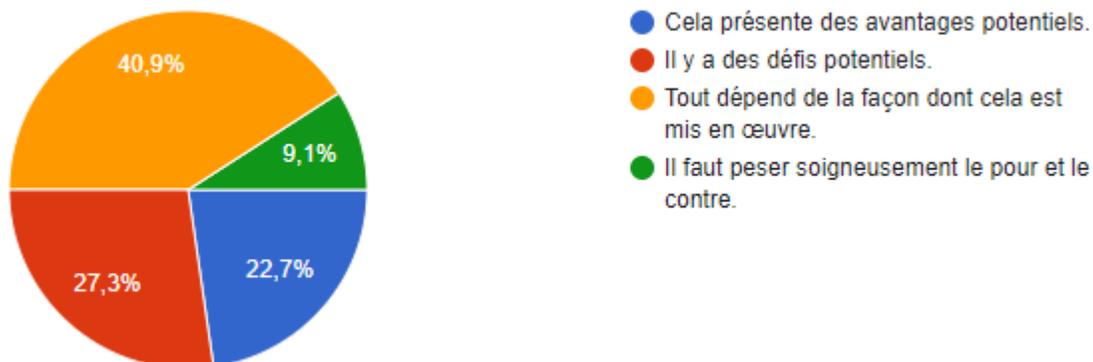
Chart 13: French Teachers' Views on Integrating English in Algerian Primary Schools

22.7% of the participants considered integrating English into Algerian primary schools a decision that has potential benefits. However, 40.9% of them opted for the notion that the effectiveness of the decision hinges on how well it is carried out. 27.3% maintained that it poses latent challenges. Unlike the minority, who believed it depends greatly on the quality of implementation.

2.Question 02 :

L'école primaire est-elle une meilleure étape pour apprendre deux langues étrangères ensemble ?

- Les élèves apprennent plus facilement les langues.

- Les élèves du primaire ont des capacités linguistiques limitées en langues étrangères.

- Tout dépend de la façon dont l'approche est mise en œuvre

Les élèves apprennent plus facilement les langues.

Les élèves du primaire ont des capacités linguistiques limitées en langues étrangères.

Tout dépend de la façon dont l'approche est mise en œuvre.

Chart 14: French Teachers' Perspectives on Primary Schools as an Advantageous Setting for Simultaneous Learning of French and English

36.4% of the participants considered children active language learners. Whilst 40.9% of them believed it depends greatly on how well is the approach implemented. Surprisingly, 22.7% of the participants stated that primary school learners have limited language abilities.

3. Question 03:

Les élèves remarquent-ils des différences ou des similitudes entre les deux langues ?

- Oui, les élèves remarquent des différences.

- Oui, les élèves remarquent des similitudes.

- À la fois des différences et des similitudes.

- Non, les élèves ne remarquent pas.
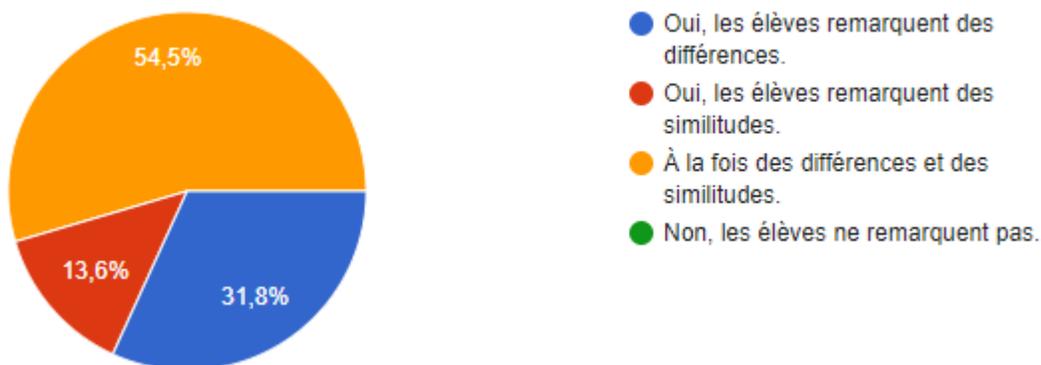
Chart 15: French Teachers Report of Learners' Awareness of Similarities and Differences Between French and English

54.5% of the participants declared that learners notice both differences and similarities between French and English. 31.8% of them said that learners only notice differences. Contrary to the minority who only notices similarities. However, none of the teachers has mentioned that the pupils do not notice either the similarities or the differences.

4. Question 04 :

 Les élèves confondent-ils les mots de vocabulaire français et anglais ?

- Souvent : les élèves mélangent souvent les mots des deux langues.

- De temps en temps : les élèves confondent parfois des mots similaires.

- Rarement : les élèves confondent rarement le vocabulaire français et anglais.

- Jamais : les élèves ne font pas la démonstration d'une confusion entre les mots français et anglais

Chart 16: French Teachers' Report of Learners' Confusion Between French and English Vocabulary

    56.5% of the participants affirmed that young learners occasionally confuse similar words when learning two foreign languages simultaneously. Additionally, 39.1% of them declared that learners often mix up words from French and English. However, 4.2% of the participants said their learners infrequently mix up the vocabulary of the two languages and none of them has chosen the answer never.

5. Question 05:

Les élèves prononcent-ils les mots français avec une prononciation anglaise, ou l'inverse ?

- Souvent

- De temps en temps

- Rarement

- Jamais
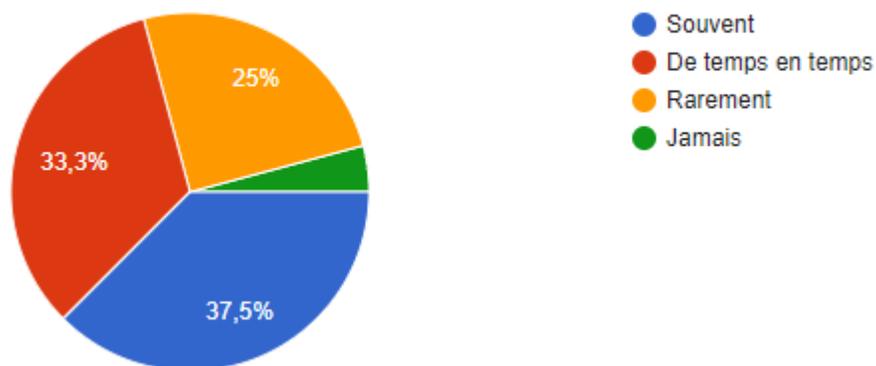
Chart 17: French Teachers' Report of Learners' Mixed Pronunciation of French and English Words

37.5% of the selected participants said their learners frequently pronounce French words using English pronunciation or pronounce English words with the French pronunciation. In a similar vein, 33.3% of the teachers of French highlighted that their learners occasionally pronounce French words using English pronunciation or vice versa. However, 25% of them said their learners rarely do. Only a limited proportion claimed that learners never mix the pronunciation of French and English words.

5.1 Si cela se produit, donnez un exemple :

Several teachers drew attention to learners articulating the French alphabet rather than the English ones, or the other way around. Another teacher commented that their learners constantly pronounce numbers, days of the week, colours and many other words in English instead of French. For instance, the number 'six' or the day 'Lunday' instead of 'Lundi' or the colour 'blue' instead of 'bleu'.

Another proportion highlighted learners saying 'miss' rather than 'maîtresse' and 'mister' rather than 'monsieur'. Others indicated their learners pronouncing French words ending in 'tion' in English, for instance, the word 'production'. Besides, confusing the letter 'r' where the French pronunciation is quite different from the English one.

An interesting point was raised by a group of teachers of French who noticed their learners mix both French and English to produce one sentence. For instance, 'j'ai finish' or 'au revoir miss'.

Other examples included commonly used words such as, 'yes' and 'oui', 'no' and 'nan', 'madam' and 'madame', 'apple' and 'pomme', 'decision' and 'décision' and 'animal' which they frequently pronounce in English.

4. **Question 06:**

Les élèves ont-ils du mal à différencier les structures grammaticales et les règles de syntaxe françaises et anglaises ?

- De nombreux élèves éprouvent des difficultés considérables à les différencier.

- Peu d'élèves montrent une confusion limitée entre elles.

- Aucun élève ne démontre de problèmes à les différencier.
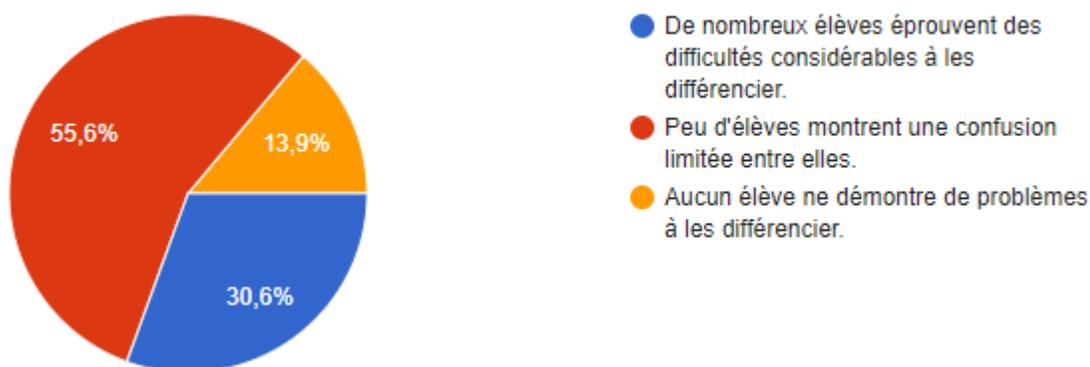
Chart 18: French Teachers' Report of Learners' Challenges Distinguishing French and English Grammar and Syntax

Over one-half of the participants commented that few learners show limited confusion between French and English grammatical structures and syntax rules. However, only 13.9% of the proportion noted that no learners have considerable trouble differentiating the two foreign languages. A considerable number 30.6% of teachers opted for many learners demonstrating issues differentiating them.

7. Question 07 :

Les élèves ont-ils plus de mal à mélanger le français dans l'anglais ou l'anglais dans le français ?

- Mélanger le vocabulaire français dans les phrases en anglais.

- Mélanger le vocabulaire anglais dans les phrases en français.

- Les élèves ont autant de difficultés avec les deux types de mélange.

- Les élèves ne mélangent généralement pas les deux langues.

Chart 19: French Teachers' Perspectives on Learners' Struggles with Code-Mixing French and English

When asked if learners struggle more with mixing French into English or English into French 41.7% of the participants noted their learners mix English vocabulary into French sentences. While 27.8% noted that learners struggle equally with both kinds of mixing. Another 19.4% of the selected participants highlighted the notion of learners mixing French vocabulary into English sentences. However, the least proportion affirmed that learners generally do not mix French and English.

8.Question 08 :

Existe-t-il d'autres domaines majeurs en dehors du vocabulaire, de la phonologie et de la grammaire où les étudiants confondent les deux langues ?

Most of the teachers responded in the negative or noted there were no other domains where learners exhibit confusion apart from what was already mentioned grammar, vocabulary and phonology. The residual minority mentioned pronunciation, alphabet and writing in terms of spelling.

10. Question 09:

Les élèves font-ils preuve de confusion lorsqu'on leur présente un élément français qui avait déjà été enseigné en anglais ?

- Souvent, surtout au début

- De temps en temps tout au long de l'apprentissage

- Rarement, une fois que les deux sont bien établis.

- Seulement si l'élément a été mal enseigné en anglais au début

- Jamais, les élèves ne vivent pas ce genre de confusion.
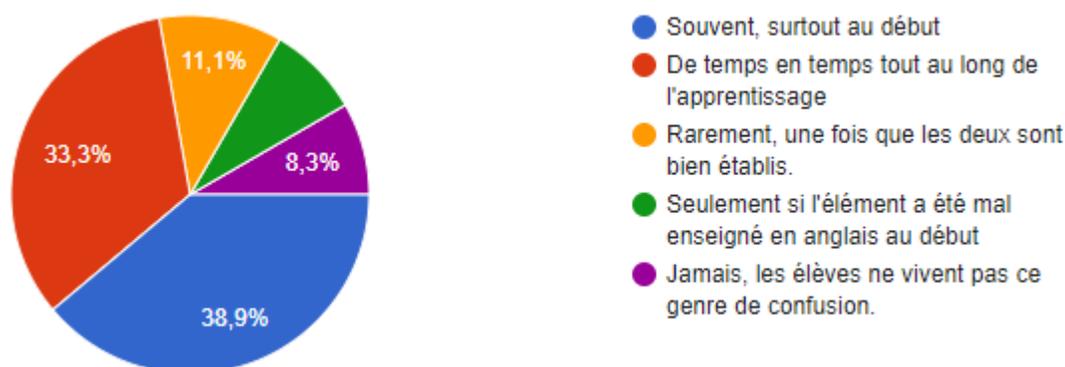
Chart 20: French Teachers' Observations of Learners Demonstrating Confusion over English Items Previously Taught in French

When enquiring whether learners exhibit confusion when being introduced to a French item that was already taught in English 38.9% answered their learners frequently do, most notably at the outset. Another 33.3% of the teachers of French went through the learning, at regular intervals. Parallel percentages (8.3%) opted for learners never experienced this kind of confusion and only if the item was incorrectly taught in English initially. While 11.1% of the teachers have chosen rarely as an answer.

11. Question 10:

Les élèves font-ils preuve d'épuisement et de frustration mentale quand ils apprennent deux langues à la fois ?

- Oui, de nombreux élèves se sentent surchargés et frustrés.

- Non, les élèves semblent impliqués et enthousiasmés à propos de l'apprentissage des deux langues.

- Seulement certains élèves démontrent des signes de surcharge et de frustration.

- Cela dépend de facteurs comme les capacités des apprenants, leur motivation et leur soutien.
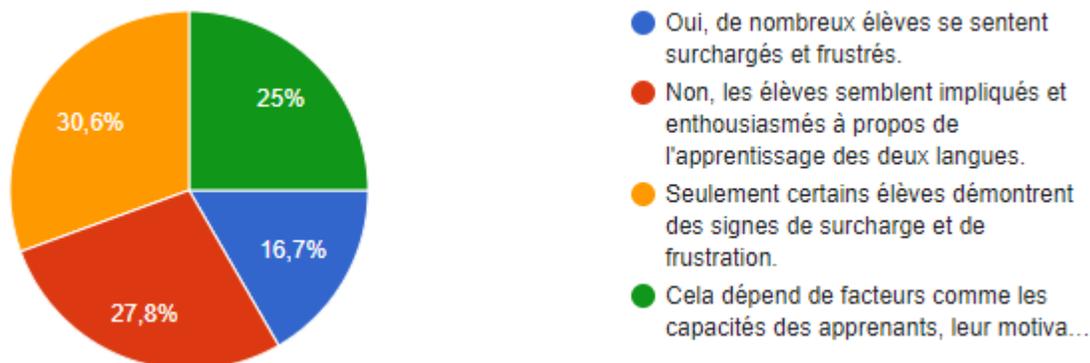
Chart 21: French Teachers' Reports of Learners' Exhaustion and Frustration during Simultaneous Language Learning

30.6% of the participants noted that only some learners exhibit signs of overload and frustration when learning two foreign languages simultaneously. Regarding the engagement and excitement of learners learning French and English concurrently, 27.8% of the teachers asserted the idea and noted there was no room for confusion or frustration among learners. An alternative perspective was held by the 25% that stated it relies on learners' abilities, motivation and support. The smallest portion reported that many learners feel overloaded and frustrated.

11. Question 11 :

Y a-t-il suffisamment de soutien pédagogique et de ressources pour permettre un enseignement efficace des deux langues simultanément ?

- Il manque de soutien pédagogique et de matériels de la vie réelle.

- Il y a suffisamment de ressources pour enseigner efficacement les deux langues.

- Il y a des défis mais des efforts sont faitspour améliorer le soutien.

- Tout dépend des écoles et desenseignants individuels.

Legend:
- il manque de soutien pédagogique et de matériels de la vie réelle.
- il y a suffisamment de ressources pour enseigner efficacement les deux langues.
- Il y a des défis mais des efforts sont faits pour améliorer le soutien.
- Tout dépend des écoles et des enseignants individuels.

Chart 22: French Teachers' Views on Sufficiency of Resources for Simultaneous French-English Instruction

More than 50%, of teachers of French noted there is a lack of teaching support and real-life materials. Precisely, 22.2% of the proportion declared it hinges on the individual schools and teachers. An alternative view held by 16% noted that there are some challenges, however, efforts are being made to upgrade reinforcement. The last notable proportion claimed there are sufficient resources to teach both languages effectively.

12. Question 12:

Avec quelle fréquence collaborez-vous avec l'enseignant d'anglais de vos élèves ?

- Souvent, nous communiquons et coordonnons régulièrement les leçons.

- De temps en temps, nous collaborons quand nécessaire mais pas de façon cohérente.

- Rarement, il y a peu de coordination entre les enseignants d'anglais et de français.

- Jamais, nous enseignons nos matières séparément.
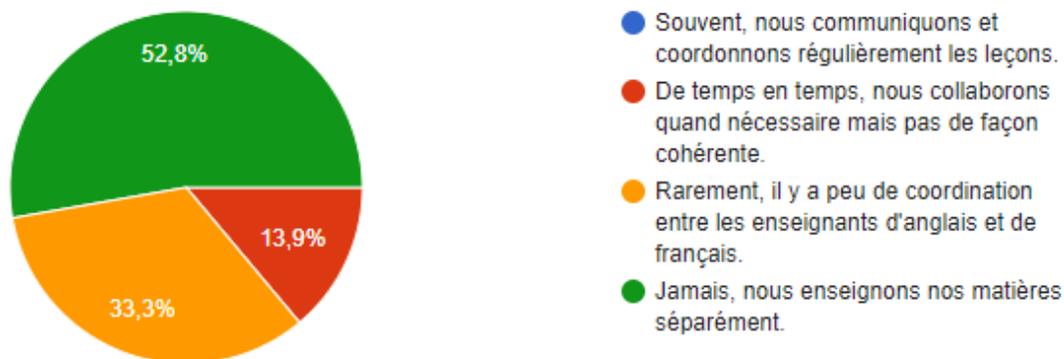
Chart 23: French Teachers' Report of Their Coordination with English Teachers

Over 52.8% of the respondents said they never collaborate with teachers of English assigned to the classes they teach. In a like manner, 33.3% of the participants declared they rarely do, there is little coordination between both teachers. Another proportion of 13.9% said teachers occasionally collaborated when needed but not consistently. However, none of the teachers has chosen frequently as an answer.

13. Question 13:

Si oui :

   13.1 De quoi parlez-vous généralement?

Numerous teachers said they infrequently meet or have no rapport by any means with the teacher of English assigned to their classes. Other teachers of French stated there were no coordination sessions for both French and English teachers.

Few teachers of French asserted they have contact with teachers of English. They occasionally talk about learners' levels, deficiencies and confusion between both languages. For instance, a teacher of French stated their learners mention English words when writing a French paragraph. Other teachers said they discuss teaching strategies and methods.

13.2.   Quels défis partagez-vous généralement?

The most prevalent complexities shared by teachers of English and French were confusion in pronunciation, vocabulary and writing, lack of training for teachers, and insufficient time for teaching.

Several teachers of French claimed they shared no challenges with teachers of English due to the absence of coordination and collaboration.

A divergent perspective was raised by a small proportion of teachers who declared that learners demonstrated exhaustion when learning two languages simultaneously which led to a lack of interest.

13.3. Combinez-vous vos efforts pour résoudre les problèmes?

According to the data gathered, the predominant proportion of teachers of French asserted they never collaborate with teachers of English, hence, no efforts are made to resolve issues.

Only a small proportion of the respondents declared attempts are made to address difficulties and help improve the overall performance of learners.

14. Question 14:

La participation parentale est-elle nécessaire pour réussir dans cette approche ?

- Fortement exigée : le soutien des parents est essentiel pour que les élèves réussissent.

- Assez exigée : l'implication parentale peut améliorer les résultats mais n'est pas essentielle.

- Marginalement exigée : le soutien des parents apporte certains avantages mais les enseignants jouent un rôle plus important.

- Non exigée : la réussite dépend principalement de l'école et des enseignants, indépendamment de la participation des parents.
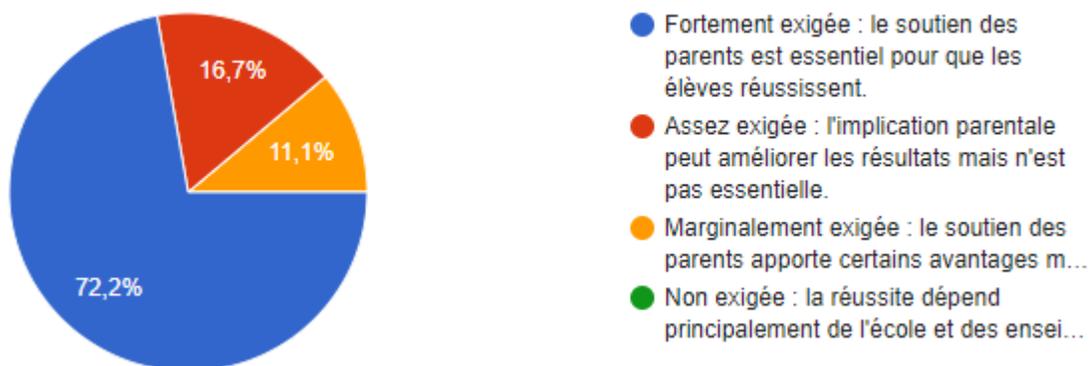
Chart 24: French Teachers' Opinions on the Necessity of Parental Involvement for The Success of Simultaneous Learning

The vast majority highlighted the importance of parental involvement in the success and improvement of learners. Only 16.7% of the respondents opted for somewhat required, it can boost the outcomes, but, it is not that essential. The least majority said parental involvement is marginally required, it provides some benefits but the teacher plays a bigger role.

The findings of the questionnaire revealed that the simultaneous learning of two foreign languages bears some potential challenges such as vocabulary and pronunciation confusion. However, the results also indicated that younger children have the facility to learn languages more easily. In the same vein, learners seem engaged and excited about learning both English and French.

II.9 The Interview

An interview is a research method in which a researcher conducts a conversation with a participant or a group of participants to gather information about a particular research topic. Interviews are often used in qualitative research, where the focus is on exploring people's experiences, attitudes, beliefs, and perceptions in depth.

We interviewed eight educational experts to gather valid information that can further our research. It aims to understand the experts' perspectives on learning English and French simultaneously by Algerian young schoolers. The interview seeks to gain insight that can aid in our investigation.

II.10 The Interview Results

Findings were collected by examining responses to an interview given to French experts including well-experienced teachers, educational psychology teachers and inspectors to investigate the simultaneous learning of French and English in Algerian primary schools. After reviewing the data gathered, certain sound conclusions were reached that largely backed up the hypotheses proposed earlier.

II.10.1 Experts' Views on Primary Learners' Exposure to Two Foreign Languages

Experts offer mixed views on integrating English into Algerian primary schools. Some argue that exposure to other cultures and developing critical thinking skills are positives as E1 supported the decision by mentioning the positive experience that Algeria had when the government allowed pupils to choose between English and French. However, E2 notes 70% of learners have "learning poverty" in Arabic by age 10, potentially impeding English acquisition.

E3 stresses foreign language learning should depend on parental advice and student needs. E4 claims English integration followed studies and forums, but E5 emphasizes proper preparation, training, and phased implementation are imperative.

Proponents such as E7 and E8 argue it opens doors to knowledge and opportunities, though E9 says the effects are too soon to be determined. E10 welcomed the decision if adequate training and preparation are provided.

II.10.2 Experts' Perspectives Regarding Instructional Content Design for Third-Primary Grade Learners

Experts provide mixed responses regarding the design of English instructional content for Algerian third-grade primary learners.

Conversely, E1 doubts sufficient time was given for thoughtful elaboration, questioning whether enough preparation occurred between the political decision and implementation. In contrast, E2 claims the content has incorporated new strategies like active learning to motivate learners.

However, E3 disagrees, arguing there was a "rush out" with no serious study. Similarly, E4 feels syllabus designers likely chose appropriate content "to a certain extent." Likewise, E5 agrees "to a certain level but not as expected." Correspondingly, E6 recommends a good revision be reconsidered. In the same vein, E7 states simply that "Nothing but a course Book" exists. Meanwhile, E8 has "no idea" while E9 and E10 respond "Yes".

II.10.3 Experts' Views on The Special Training for Primary School Teachers of English

Experts provide varied responses regarding special training for teachers of English in Algerian primary schools. In contrast, although E1 says sufficient training exists at different levels, he questions its effectiveness. By comparison, E2 disagrees, arguing university graduates are trained to teach teenagers, not primary learners.

Meanwhile, E3 claims teachers underwent 10-day emergency training plus 190-hour preparatory training. Correspondingly, E4 agrees training occurred but required personal effort to select suitable content.

However, while E5 states the Ministry of Education has started training teachers throughout their professional cycle, E6 feels in-service training provided poor input.

Similarly, E7 distinguishes between insufficient pre-service and certain in-service training. Likewise, E8 argues training happened but "not enough" in a rush. In opposition, E9 doesn't think special training occurred while E10 responds "Yes".

II.10.4 Experts' Evaluation of The Adequacy of English Teaching Resources at the Primary Level

Experts provide varied perspectives on the adequacy of tools and materials for teaching English to Algerian primary learners. Conversely, while E1 responds "Yes", E2 disagrees arguing teachers compensate with enthusiasm and effort, needing "encouragement".

Meanwhile, E3 claims language teaching does not require as many tools as other fields. Similarly, E4 says a well-trained teacher, not lots of tools, is key since teachers create their own. In contrast, E5 states that designed tasks have been considered a learner-centred approach. However, E6 stresses tools depend on teachers' motivation.

Likewise, E7 and E8 argue materials are insufficient and should be improved. In comparison, E9 feels only practitioners can evaluate, while E10 simply responds tools "are to be prepared by the teacher."

II.10.5 The Impact of Two Grammar Systems on Learners Performing in Two Languages

Experts provide varied perspectives regarding potential confusion from learning English and French grammar simultaneously in Algerian primary schools.

While E1, E9, and responses were "No" confusion, most experts anticipate some degree of interference and reduced proficiency. Though E2 agrees confusion arises with two systems introduced concurrently, E3 argues for simple syllabi and well-trained teachers.

Conversely, E4 anticipates "a kind of a mess" and interference plus reduced vocabulary. Likewise, E5 responds "Probably yes", noting learners must think in the target language. Meanwhile, E6 claims learners can grasp information if engaged.

However, E7 disagrees that differences confuse proficient learners, unlike E8 who argues it is "very difficult".

II.10.6 Challenges Encountered by Learners Acquiring Vocabulary in Two Foreign Languages Simultaneously

Experts expressed differing views on the difficulties faced by learners acquiring new words in two non-native languages, French and English at the same time.

E2, E3, E9 and E8 stated that learners can learn two different words for the same thing and use each term properly depending on the language they are speaking. According to E9, this phenomenon is known as code-switching or lexical borrowing, which describes when speakers alternate between languages and incorporate vocabulary from multiple tongues in their speech.

Some experts, like E4 believed young learners struggle to differentiate between two names for one object while acquiring two languages simultaneously adding they will face confusion due to their young age. Another expert pointed out (E6) confusion has to be expected, at least initially, when the two different names are being installed in the long-term memory.

On the other hand, E1, E5, E7, and E10 argued that with sufficient exposure, modelling, time, training and teaching strategies children can learn to select the correct word in each language from an early age.

II.10.7 Learners' Adaptation or Confusion of Pronunciation Systems of Two Foreign Languages

Experts highlighted diverse opinions regarding students' ability to integrate or become confused by the pronunciation rules of English and French, two non-native languages they are learning simultaneously. E2, E5, E8, and E9 put forth that this ability can be developed into proficiency over time through practice and exposure, it does not happen quickly. E9 mentioned that Young learners can be trained and can perform well and rapidly if there is an adequate environment.

On the contrary, E4 argued that they have observed that students exposed to two foreign languages

often appear confused. They don't fully acquire the material of either language. In reality, these pupils must learn three languages since Arabic is also generally not the language they use at home. In the same vein, E6 stated that learners tend to pronounce a word however they last heard it pronounced. The teacher needs to be prepared for or anticipate confusion from learners as they struggle to distinguish and consistently apply the proper pronunciation of words in different languages.

From a divergent perspective, E1 claimed that immersion can be beneficial for learners when possible, the reality is that the native language tends to interfere with pronunciation. E3 postulated that adapting to a new pronunciation system can be challenging, particularly when switching between languages with major differences in pronunciation like English and French. The specific difficulty and ease of adaptation will vary depending on the individual learner and their language learning background.

II.10.8 Experts' Views on Time Constraints Faced by Young Schoolers When Learning Two Foreign Languages Concurrently

Experts highlighted varied perspectives concerning the temporal limitations encountered by young learners when simultaneously learning French and English. E2, E3, and E4 argued that there is not sufficient time allotted. E6 added time can be optimized by controlling the amount of language content introduced to learners. However, confusion still affects learners' performance and progress, complicating effective time management.

On the other hand, E1, E5, E8, and E10 affirmed that primary school learners can indeed carve out time to practice and acquire two foreign tongues concurrently if they receive adequate backing from their parents and are taught by competent and qualified teachers that employ proper techniques. Several conditions must be met for young learners to successfully balance learning two non-native languages simultaneously.

Along similar lines, E7 and E9 asserted that the elementary classroom offers an ideal setting for introducing learners to foreign languages. Several features of primary education make it optimally adequate for initially teaching languages to children and establishing a strong base for future fluency.

II.10.9 The Psychological Readiness of Third-grade Primary School Pupils Learning French and English Simultaneously

Experts brought to light varying perspectives on the psychological readiness of third-grade primary school pupils learning French and English concurrently. E1, E3, E4, E6 and E9 pointed out that learners were not psychologically ready. E4 stated that no real preparation occurred. There were only some media briefings due to the suddenness of the decision. Additionally, E6 noted that the list of teachers meant to be in charge was not yet ready, questioning the readiness of the learners.

From another angle, E2 and E8 maintained that young learners possess the potential and are predisposed for the job. While E7 suggests that some students may have been prepared depending on parental attitudes, it seems that school-level preparation was missing.

II.10.10 Practical Strategies for Schools, Teachers, and Learners to Facilitate Successful Simultaneous Learning

Experts suggested various strategies that schools, teachers, and learners can adopt to facilitate the successful simultaneous acquisition of two foreign languages. E2, E3, E7 and E10 asserted that well-designed, effective, and resourceful training should be provided for teachers on how to ensure successful parallel learning of two foreign languages. The training should consider the learner as a whole including his cognitive, affective, and conative constructs.

E9 stated that Teachers and learners should know that learning foreign languages, especially English, at an early age facilitates their integration into the world of technology and science and hence their development. In addition, E6 declared that undoubtedly, English is the suitable foreign language to

introduce as a secondary code in the country and schedule it in the educational system before any other foreign language; that is the universal trend. Yet, we have to be prudent and wise in doing so. In our case the operation remains in its initial trial stage, we all: experts, practitioners, content creators, scholars, and parents have to maintain close observation, and be prepared to devise and intervene with any modification that may impose itself as an alternative for any notion or practice that would not function as intended. We have reached an irreversible stage; we cannot revert our decision. Thus, we, with our educational and political authorities, should be courageous enough to adopt whichever measure is needed to advance and actualize the adoption of English as a secondary language, particularly in the educational system.

According to E4, English and French shouldn't compete in Algeria at the expense of the Algerian pupils. In the same vein, E5 added what is important and useful for the primary school learner is to be satisfied with learning one foreign language based on his desire and competence, and to avoid teaching two languages at the same time.

Additionally, E8 recommended learners ought not to have the sessions on an identical day. At least 24 hours between the French session and the English session. Also, E1 affirmed learners must have a bilingual background otherwise it would be hard to teach French and English simultaneously.

The findings of the interview indicated that the decision to introduce English into Algerian primary schools while also teaching French has both benefits and challenges. In the same vein, results revealed the mixed opinions Experts had about the design of the English instructional content. Some expressed doubts about the preparation and study that went into the content's development, while others felt that appropriate strategies and content had been incorporated to some extent. In addition, the overall findings negate the psychological readiness of learners due to the suddenness of the decision.

II.11 Conclusion

This chapter presented the research methodology used in this study. The chapter began by describing the sample and hypotheses that underpinned the research design. The sample consisted of 80 teachers of English and French who were recruited to provide valuable insights. The study hypotheses were formulated based on the research objectives and existing literature.

To address the research questions regarding simultaneous foreign language learning, a mixed methods approach was employed. The chapter detailed the development and pilot testing of the questionnaire used in the study to ensure its suitability.

The chapter also described the semi-structured interviews conducted with 10 experts as complementary tools to gain nuanced perspectives on the simultaneous learning of foreign languages by 3rd-grade pupils.

Furthermore, the chapter summarized the results from both the questionnaire and the interviews, setting the foundation for the analyses in the subsequent chapter.

Chapter III:

Interpretation of The Findings and Recommendations

III.1 Introduction

In this final chapter of the dissertation, the focus is on the analysis and discussion of the data gathered in the present study, which aims to examine the possibilities and potential issues surrounding the simultaneous learning of French and English in Algerian primary schools. The perspectives of those directly involved in the educational process were solicited to provide insights into this intricate issue of foreign language learning.

This chapter serves as a space for not only data analysis and discussion but also practical strategies and recommendations to realize and optimize the process of learning two foreign languages concurrently. By exploring the findings of the study, this chapter seeks to shed light on the opportunities and challenges associated with simultaneous foreign language learning and to provide guidance to educators and policymakers in Algeria and beyond.

III.2 The Questionnaire Result Interpretation

to provide an in-depth analysis of the data gathered through the questionnaire administered to English and French teachers in Algerian schools, an examination of the responses of the participants was made to develop a nuanced understanding of their perceptions and experiences related to teaching both languages concurrently. Our interpretation of the results seeks to offer valuable insights into the feasibility and effectiveness of this approach in the Algerian educational system.

III.2.1 Teachers' Views on Integrating English in Algerian Primary Schools

Asking teachers their thoughts on introducing a second foreign language at a young age provides valuable insight into the appropriateness and effectiveness of the simultaneous learning of English and French by 3rd-grade primary-school pupils. Their responses can speak to both the potential benefits and challenges arising from introducing English into primary school besides French. The teachers' overall sentiment towards the decision also gauges its perceived success in optimally developing students' language learning proficiency.

45% of English teachers and 22.7% of French teachers believe integrating English into Algerian primary schools offers potential benefits for students learning two foreign languages at

once. This suggests that young children's developing brains make them ideal for absorbing multiple subjects simultaneously. This can help strengthen skills like critical thinking, creativity and cognitive flexibility. In other words, Early exposure to two foreign languages is likely to lay a strong foundation for students to ultimately develop proficiency.

About 30% of English teachers and only 40.9% of French teachers took a cautious stance, noting the effects of learning English and French together cannot be determined without evidence on how program implementation impacts results. They argue factors like curriculum, teacher training, student support, class sizes and resources will influence success. Without data on students' actual experiences, the envisioned benefits remain theoretical. These teachers call for experimentation to identify best practices before weighing in.

Over 22.5% of English teachers and 27.3% of French teachers highlighted difficulties with an increased workload, a strain on young learners, and complexities coordinating dual-language instruction. This suggests that they worry students may struggle to master either language due to dividing time and focus.

The remaining 2.5% of English teachers and 9.1% of French teachers preferred carefully weighing the pros and cons based on Algeria's specific context and needs. They note that a sound cost-benefit analysis is essential to determine if a bilingual program is feasible and worthwhile for Algerian students.

III.2.2 Teachers' Perspectives on Primary Schools as an Advantageous Setting for Simultaneous Learning of French and English

Determining whether the teachers consider early primary school an appropriate age to introduce two foreign languages at the same time helps contextualize any difficulties they mention with the simultaneous learning of English and French. The majority of teachers do not believe primary school is the most suitable stage, which suggests the need to adjust pedagogical strategies or reconsider the bilingual curriculum design. Their collective wisdom on this age group's cognitive and developmental suitability is illuminating.

75% of English teachers and 36.4% of French teachers believe primary school is better for simultaneous foreign language learning than any further stage due to young learners' enhanced ability to learn new languages. Furthermore, primary pupils have greater neural plasticity that

aids in absorbing sounds, vocabulary and grammar of new languages. Their developing brains also excel at switching between subjects, which is key for simultaneous learning. Some note exposure at a younger age tends to produce more native-like pronunciation over time. For many, primary students' greater language aptitude makes the early years optimal for laying a strong foundation in both languages.

22.7% of French teachers and a minority of English teachers contend that primary school is not ideal for learning two foreign languages together. They argue that while young learners easily absorb languages, primary students' limited vocabulary, reading and language awareness in their mother tongue may hinder progress in two new tongues. Educators worry about foundational gaps in students' skills could lead to confusion and difficulty mastering languages properly.

40.9% of French teachers and 22.5% of English teachers emphasize effectiveness depends on program design and execution. Suggesting that proper implementation can enhance primary students' potential while mitigating difficulties from limited abilities. Factors like minimizing class size, varying instruction, separating language subjects by time/topic and utilizing various teaching methods and materials can optimize outcomes for primary learners.

III.2.3 Learners' Awareness of Similarities and Differences Between French and English

The ability of young learners to recognize similarities and differences between French and English is an indicator of their linguistic awareness and cognitive development, both of which impact simultaneous language learning. The teachers' responses on this topic provide valuable data on learners' awareness of how the two languages intersect and diverge, which either helps or hinders their simultaneous learning process.

45% of English teachers and 54.5% of French teachers believe students learning two foreign languages simultaneously notice differences as well as similarities between the languages. They argue learners intuitively compare and contrast the sounds, vocabularies, grammar and structures of English and French. Things like spelling patterns, word order, pronunciation and conjugations reveal differences, while shared Latin roots reveal similarities. This leads to saying that early exposure to multiple tongues helps pupils develop metalinguistic awareness that aids in identifying points of convergence and divergence between languages.

40% of English teachers and 31.8% of French teachers contend pupils tend to mainly notice the differences between English and French during the early stages of exposure. They argue learners first grasp differences on a surface level through contrasts in spelling, pronunciation and grammar rules. To these educators, an initial focus on differences dominates learners' awareness as they develop a feel for each language's distinct conventions.

10% of English teachers and 13.6% of French teachers argue pupils first tend to notice similarities that make English and French seem related. Things, like many shared Latin roots and cognates in specialized vocabularies, show learners from a young age that the two Romance languages are intertwined. Only with increasing fluency do differences in grammar, spelling and phrasing arise. These educators see similarities as a motivating factor that eases learners into learning two seemingly linked languages at once.

5% of participants claim pupils are unaware of the convergence and divergence between English and French, especially in the early stages. They contend learners' primary focus is simply absorbing new information and sounds without yet achieving enough competence to perceive the languages' systematic relations. For these teachers, developing proficiency in either subject individually must come before noticing connections between the two languages. However, none of the French teachers has reported that the pupils are unaware of the differences and similarities between the two languages. This suggests that these pupils have developed a quite full awareness that helps in differentiating between the two languages.

III.2.4 Learners' Confusion Between French and English Vocabulary

Word confusion is a common challenge when learning two languages concurrently. The teachers' responses help gauge the severity of this issue and how it impacts on pupils' learning of the two languages. Their insights into strategies for mitigating vocabulary interference between the languages would be illuminating. More prevalent confusion also suggests a need for better differentiation and relationship-building activities between French and English in the classroom.

42.5% of English teachers and 56.5% of French teachers indicate that students learning French and English simultaneously sometimes confuse similar vocabulary items from the two languages. They argue words with shared etymologies or surface similarities are the most prone to misunderstanding and mixing. However, these educators clarify that confusion is not constant but

occurs only occasionally. They interpret pupils blending of words as a normal part of early exposure to two related languages that diminishes over time with increasing mastery. For these teachers, occasional word mix-ups signify an intersection between knowledge of the two languages is developing.

35% of English teachers and 39.1% of French teachers believe learners frequently confuse vocabulary between the two foreign tongues. These educators interpret frequent substitutions as signalling learners have not yet distinguished the languages' proper usage despite simultaneous exposure. They urge targeted interventions to clarify differences between French and English - especially for commonly confused words - to minimize mixing and optimize simultaneous language learning outcomes.

20% of English teachers and 4.2% of French teachers argue learners infrequently interchange French and English words. These educators see students' ability to generally distinguish between French and English words as a sign of progress, though warn occasional mix-ups remain likely - especially initially - due to shared influences between the languages.

Only 2.5% of English teachers and none of the French teachers claim learners demonstrate no issues distinguishing between French and English vocabulary. These teachers contend simultaneous exposure has not hindered learners' ability to properly pair words with the correct language.

III.2.5 Learners' Mixed Pronunciation of French and English Words

Pronunciation interference is a common issue when learners are exposed to two languages simultaneously at a young age. The teachers' responses to this question and the examples they provide can help identify specific areas of pronunciation confusion between French and English. This, in turn, guides the development of targeted strategies to improve learners' pronunciation differentiation and accuracy for the two languages. With a clearer picture of the scale and nature of learners' pronunciation mistakes, teachers can design activities that highlight key distinctions and reinforce the correct production of similar sounds.

Exactly half of the English teachers and 33.3% of French teachers indicated that learners are simultaneously exposed to French and English pronounce words across the languages incorrectly sometimes. These teachers view occasional pronunciation blending as typical, given learners'

restricted exposure initially. They attribute mix-ups to influences like similar letter combinations in cognates having different pronunciations across tongues. However, these educators highlight occasional signalling confusion does not dominate but arises periodically due to the interconnectedness of related languages. For them, pronunciation blending at an early stage with adequate guidance signals metalinguistic growth that aids in distinguishing proper usage over time.

22.5% of English teachers and 37.5% of French teachers believe learners prominently pronounce words across French and English incorrectly. They argue frequent mispronunciation shows a lack of proper differentiation between the tonal systems despite simultaneous input. These teachers urge targeted interventions to clarify pronunciation differences, especially for frequently confused words to minimize blending and optimize learning outcomes for students.

27.5% of English teachers and 25% of French teachers indicate learners infrequently interchange French and English pronunciations. They attribute limited confusion to factors like separated instruction that minimize direct comparison between the sound systems. These teachers see learners' ability to distinguish between pronunciations mostly as progress, though occasional mix-ups remain likely - especially initially - due to influences between related languages.

Only a small proportion of French teachers and none of the English teachers claim that learners show no issues pronouncing words using the correct tongue's pronunciation. This suggests that pupils learning two languages concurrently are showing high progress due to proper instruction.

III.2.5.1 Examples of Learners' Mixed Pronunciation of French and English Words

This follow-up question aims to gain concrete examples of pronunciation interference between French and English from the teachers' perspectives. Specific examples are valuable for illustrating the types of pronunciation issues learners face, informing the design of new classroom techniques. Teachers can tailor pronunciation exercises that target the most common problems and misunderstandings by pinpointing exactly where and how students struggle.

The examples teachers provided indicate learners simultaneously exposed to French and English frequently mix up pronunciation at different linguistic levels.

Many noted learners pronounce vowels, months of the year and other alphabet letters in the French way instead of English. This suggests learners struggle initially with differentiating very basic sound units between the two languages.

Several teachers mentioned learners using the other language's pronunciations for high-frequency individual words, this signals that common words - especially those with parallel spelling in both languages - are hotspots for confusion early on.

Teachers cited colours, days of the week and times of the as examples where whole lexical items have their French pronunciation imported into English and vice versa. This shows learners have trouble properly distinguishing even larger language chunks in the initial stages.

Some English teachers noted full sentences pronounced with a French accent, indicating French intonation and stress patterns occasionally influence learners' English speech. This reveals challenges distinguishing the two languages.

III.2.6 Learners' Challenges Distinguishing French and English Grammar and Syntax

Grammar and syntax differences are other key areas where interference occurs during simultaneous language learning. The teachers' responses to this question indicate the severity of issues with differentiating French and English grammar and syntax as well as which specific structures tend to overlap. The responses may also suggest strategies teachers already employ in the classroom to boost grammatical differentiation. With this data, grammar instruction can be adjusted to preempt or minimize typical points of confusion for learners at this stage.

57.5% of English teachers and 55.6% of French teachers indicate that relatively few learners simultaneously exposed to French and English show only limited issues distinguishing grammar between the languages. These educators recognize syntax and structures share similarities but view learners' ability to generally apply grammatical rules properly as progress. They interpret limited confusion as typical in the early stages due to relatedness and interconnectedness between the foreign tongues.

15% of English teachers and 30.6% of French teachers believe numerous learners promoted to simultaneously learning French and English exhibit significant challenges differentiating their grammatical systems. They contend regular grammatical mixing signals insufficient distinction between the languages' rules despite parallel exposure. These educators urge structured guidance that contrasts key differences in syntax, tenses and other structures to minimize blending and help learners properly internalize the grammar of both foreign tongues.

27.5% of English teachers and 13.9% of French teachers claim students show no difficulty distinguishing French and English grammar. However, these teachers acknowledge most data comes from early stages where full grammatical confusion between the languages has yet to properly arise. They highlight simultaneous exposure in itself does not necessarily induce trouble distinguishing grammar but calls for continued monitoring and support to confirm clarity persists into advanced proficiency.

III.2.7 Learners' Struggles with Code-Mixing French and English

This question provides useful insight into how French and English interfere with each other for students. If learners' struggle more with one direction of mixing over the other, it may indicate the relatively higher complexity or novelty of that language for learners at this age. The teachers' responses can thus reveal which language—French or English—presents a greater learning challenge for pupils and may require relatively more focus and reinforcement in the classroom.

32.5% of English teachers and 19.4% of French teachers indicate that learners simultaneously learning French and English have more trouble mixing French vocabulary into English sentences. These educators contend influences like English being dominant globally make it the more rigid language for learners, unable to accommodate blending from French as readily. They attribute the imbalance to English's status as a second foreign language for Algerian youth, causing it to feel less permeable and integrated into learners' developing language awareness.

35% of English teachers and 11.1% of French teachers argue learners exhibit limited overall blending of French into English or vice versa. They contend learners primarily absorb languages separately in the early stages. Parallel exposure in itself does not necessarily induce confusion but requires time, support and increasing proficiency for the true merging of knowledge to occur.

20% of English teachers and 27.8% of French teachers believe students have as much trouble mixing either French into English or English into French. They interpret equal incidence of blending as signalling learners develop little preference or differentiation between the related languages early on.

12.5% of English teachers and 41.7% of French teachers contend learners exhibit greater difficulty blending English vocabulary into French sentences. They attribute the imbalance to influences like French having more rigid grammatical rules and sentence structures that resist importing English terms.

III.2.8 Major Areas Besides Vocabulary, Phonology and Grammar Where Learners Confuse the Two Languages

This question probes whether teachers observe interference between French and English manifesting in ways beyond the scope of previous questions focused on vocabulary, pronunciation, and grammar. Any additional areas of confusion mentioned would point to aspects of the simultaneous learning process that are currently under-addressed, informing targeted adjustments to curriculum and pedagogy beyond direct language-specific improvements.

<u>Teachers of English:</u>

The majority of teacher responses identified vocabulary, phonology and grammar as the primary areas where learners confuse French and English during simultaneous acquisition. Few respondents mentioned other domains beyond what was already specified in the question.

Several teachers directly replied "no" or stated there were no further sources of confusion aside from those noted - suggesting vocabulary, phonology and grammar encompass the key domains where overlaps and mismatches between the languages occur for learners according to these educators' observations.

Those that did provide examples focused on pronunciation of alphabet letters, vocabulary and writing words in the wrong language's script. However, these issues relate directly to phonology, vocabulary and/or orthography - domains already included in the original query.

A few mentions of struggling with word forms or sizing of writing also align with challenges within vocabulary and/or grammar. However, no respondents pointed to conceptual confusion

between the languages extending beyond the domains specified in the question prompts according to the data reported.

Teachers of French:

The responses indicate that vocabulary, phonology and grammar comprise the primary areas where learners demonstrate confusion between French and English during simultaneous acquisition based on these teachers' observations. Minimal examples of overlap beyond these dimensions were provided, with mentions relating directly to phonology or orthography.

Most teachers replied there were no additional domains of conceptual blurring beyond what was specified in the question. For the majority, vocabulary, phonology and grammar appear sufficient to capture the key arenas where students mix up the languages.

The consistent teacher feedback suggests these three domains represent the focal points prone to blending for learners exposed to French and English in parallel according to the reported experiences.

To optimize learning outcomes, targeted support within vocabulary, phonology and grammar seems critical to minimize confusion and maximize benefits for students acquiring both languages simultaneously.

III.2.9 Learners' Confusion over English Items Previously Taught in French

Teachers' responses to this question indicate the extent to which prior knowledge of a concept in one language impedes rather than facilitates learning the equivalent in the other language for young learners. Significant confusion here points to an unmet need for better pedagogical and curriculum design techniques that leverage cognates and conceptual overlap between French and English to support the simultaneous acquisition of equivalent content across languages. Without such scaffolding, prior learning may become a hindrance rather than a help.

34.1% of English teachers and 33.3% of French teachers indicate that learners studying French and English in parallel occasionally experience uncertainty when introduced to an English concept already covered in French. They interpret occasional confusion as common - even inevitable - due to how integrated knowledge systems in developing minds can cause 'cross-Activation' between languages. Limited fluency and lack of automaticity further render

separations between the interconnected tongues blurry at times. However, these educators stress occasional issue signals learners generally distinguish concepts properly most of the time.

22% of English teachers and 8.3% of French teachers claim learners show no signs of mixing up concepts across French and English, suggesting a clear distinction between the languages. These teachers argue simultaneous exposure in itself does not confuse but calls for continued monitoring into later stages to confirm clarity persists.

19.5% of English teachers and 11.1% of French teachers believe confusion arises infrequently once French and English concepts are firmly established. Reasons like distinct vocabularies and examples help learners link the information to the language. These teachers see infrequent confusion as signalling students properly distinguish content most of the time - though occasional blending remains likely through development.

9.8% of English teachers and 38.9% of French teachers contend learners prominently mix up newly introduced concepts due to parallels across French and English in the early stages. They attribute frequent uncertainty to underdeveloped differentiation and differentiation between the languages.

14.6% of English teachers and 8.3% of French teachers attribute confusion specifically to inaccurate French instruction versus parallel exposure itself. They argue that properly taught concepts tend to remain isolated irrespective of simultaneous learning. For these educators, confusion signals a need for improved guidance versus pairing French and English instruction.

III.2.10 Learners' Exhaustion and Frustration During Simultaneous Language Learning

Teachers' observations that learners show signs of mental exhaustion or frustration indicate potential issues with the cognitive load imposed by simultaneous learning of two foreign languages. Thus, their responses will indicate young learners have limited cognitive resources and that learning two languages simultaneously is demanding.

46.3% of English teachers and 27.8% of French teachers indicate that learners simultaneously exposed to learning French and English do not demonstrate mental exhaustion or frustration but instead appear involved and interested in acquiring both languages. These educators contend the

novelty, stimulation and sense of progression that the parallel experience provides motivates most learners. For these learners, the benefits of enriched input and connections formed between languages appear to outweigh the cognitive demands.

24.4% of English teachers and 25% of French teachers argue reactions to simultaneous language learning vary considerably by learners' innate abilities, capacities, personality traits and external support systems. Teachers attuned to learners' individual needs can make adaptations that minimize frustration while strengthening engagement. These educators stress motivation remains key, with intrinsic excitement about acquiring languages itself helping offset any sense of being overwhelmed.

14.6% of English teachers and 30.6% of French teachers indicate that certain learners simultaneously acquiring French and English demonstrate frustration with the cognitive load. They interpret these reactions as signs of exceeding learners' capacities due to a lack of adequate differentiation or scaffolding. These teachers recommend rebalancing curricula, simplifying concepts and separating subjects whenever needed to minimize overload and optimize outcomes for students struggling.

14.6% of English teachers and 16.7% of French teachers believe the majority of learners studying French and English in parallel become mentally exhausted and dissatisfied. These educators attribute reactions mainly to poorly designed and insufficiently supported initiatives that overdemand without benefitting learners substantially enough. They call for concrete changes like reducing class sizes, scaling back coursework requirements and boosting teacher training to minimize burnout and frustration among students.

III.2.11 The Sufficiency of Resources for Simultaneous French-English Instruction

This question gauges whether a lack of appropriate resources presents an obstacle to implementing an efficient ground for successful simultaneous language teaching. Teachers' responses indicating insufficient support point to areas - from teaching materials to classroom manipulatives - where investment could maximise the impact of planned pedagogical adjustments aimed at improving the simultaneous learning experience. Adequate resources that differentiate clearly between French and English are likely necessary to complement any

curriculum or instructional changes designed to facilitate simultaneous learning for young learners.

43.9% of English teachers and 52.8% of French teachers believe there are insufficient resources and real-world materials to effectively enable the simultaneous acquisition of French and English. They cite challenges like limited textbooks and workbooks designed for parallel language learning, a dearth of visual aids and technological tools that differentiate content for both subjects and overall constrained funding. These educators interpret the resource deficit as inhibiting proper guidance, scaffolding and exposure key for optimizing outcomes among students learning two languages at once. They urge education authorities to provide targeted allocations that address material shortages and training needs specific to simultaneous teaching methods.

24.4% of English teachers and 16.7% of French teachers recognize ongoing initiatives to improve support for learners studying French and English simultaneously. However, they qualify progress remains limited, with issues like overloaded curricula, large class sizes and limited teacher development persisting.

7.3% of English teachers and 8.3% of French teachers believe sufficient teaching support and authentic materials currently enable the multiple learning of French and English. They argue even well-resourced contexts benefit from continuous enhancement of pedagogies, materials and personnel to optimize learning outcomes.

24.4% of English teachers and 22.2% of French teachers note disparities in resource availability between schools due to factors like location, size, budgets and leadership. They argue while some institutions remain inadequately provisioned, others have taken the initiative to secure supplementary resources. These teachers contend the onus thus falls on educators to advocate creatively for their pupils' needs and maximize available opportunities.

III.2.12 English and French Teachers Coordination

The frequency of collaboration between English and French teachers indicates the level of coordination achieved between the two subject areas. More regular collaboration would suggest more coherent support for students' simultaneous language learning. Co-planning instruction,

sharing resources and strategizing together to reduce interference between the languages can only benefit learners if teachers coordinate their pedagogical approaches.

Teachers of English:

63% of English teachers report that they teach their subject separately from the French teacher assigned to their classes. Without any communication or coordination of lessons, there is likely little intentional alignment between how the two languages are taught simultaneously. This disconnect suggests missed opportunities to reinforce similarities and clarify differences between French and English in complementary ways. A lack of collaboration also means a limited exchange of best practices tailored to the needs of learners studying both foreign tongues in parallel.

23% of English teachers indicate that while there is little collaboration with French teachers overall, some minimal coordination does occur. However, communication appears insufficient for the systematic alignment of lessons that capitalize on the benefits of simultaneous language exposure. Teachers likely miss opportunities to support and challenge learners by adjusting instruction based on their developing competencies in both subjects. Regular collaboration through shared lesson planning, discussion of concepts and joint problem-solving could help minimize the current fragmentation and work on the success of English and French learning.

15% of English teachers report coordinating with French teachers when necessary but not consistently. While this communication is a step toward intentional alignment, it's limited due to the lack of coordination between the two categories of teachers.

No English teachers reported high levels of collaboration involving regular communication and coordination of lessons with the French teacher assigned to their classes.

Teachers of French:

The survey results indicate that the majority of French teachers rarely collaborate with assigned English teachers for the same learners. This lack of coordination leaves opportunities untapped to optimize learning for learners acquiring both languages simultaneously.

Over half of the teachers reported never working with English counterparts, suggesting French and English are taught independently with little intentional synchronization. Without alignment,

the advantages of parallel acquisition remain unrealized for learners. Regular planning and team teaching could provide integrated support tailored to students' parallel needs.

About a third reported rare coordination, signalling sporadic collaboration. Insufficient systematic alignment of complementary pedagogiesprevents maximizing the benefits of simultaneous exposure.

A minority occasionally collaborate as needed but irregularity limits the impact on pupils learning multiple languages. Regular interdisciplinary teams could strengthen continuity and enhance outcomes.

The lack of teachers reporting frequent collaboration means French and English instruction likely misses opportunities to mutually reinforce concepts, clarify contrasts and adjust strategically to learners' development across both subjects.

III.2.13.1 Matters That English and French Teachers Generally Talk About

The topics French and English teachers choose to discuss when they do collaborate reveal the extent to which they strategize together to optimize learners learning in a bilingual context. Discussion of issues like reducing lexical and grammar interference, differentiating instruction for more equitable bilingual outcomes, and content overlap points to productive coordination aimed at enriching learners' simultaneous language learning experience.

The responses indicate that English and French teachers assigned to the same learners generally have little opportunity to communicate and coordinate their simultaneous teaching of the languages. Where some collaboration does occur, it tends to focus on relatively superficial issues rather than substantive topics that could optimize learners' acquisition outcomes.

Several teachers mentioned having no contact at all with their counterparts, while others stated there is no coordination between English and French teachers. This lack of collaboration suggests limited intentional alignment of pedagogies to support students learning the two foreign tongues in parallel.

The most common topics discussed centred on differences in handwriting styles and letter forms taught. While important, these issues primarily reflect surface-level discrepancies versus coordination aimed at capitalizing on the benefits of simultaneous exposure.

Other matters mentioned like pronunciation, phonics, creative activities and lesson progress represent useful starting points. However, they appear limited in scope and scale versus regular, systematic collaboration on strategically integrating and synchronizing content across subject areas.

Many teachers cited a lack of time and multiple schools/groups preventing meetings. These challenges call for supporting more efficient, structured coordination mechanisms between English and French teachers.

3.2.13.2 Challenges That English and French Teachers Generally Share

While the specific challenges French and English teachers identify when they collaborate indicate issues that may currently hinder learners' progress, the true value lies more so in how teachers choose to address those challenges collectively. It is the coordinated efforts between both subjects, not just the isolated problems, that ultimately impact students the most.

The responses point to limited collaboration between most English and French teachers and few shared challenges discussed according to the teacher feedback. Where some communication does occur, it centres around relatively surface-level issues rather than substantive concerns that could optimize learners' simultaneous foreign language acquisition.

Common challenges mentioned focused on student handwriting differences, pronunciation of letters, and insufficient lesson time for both subjects - reflecting more superficial mismatches between languages versus alignment aimed at capitalizing on the benefits of parallel exposure.

Other issues like crowded classrooms, materials shortages and learners' behaviour represent practical challenges both subjects face. However, they appear generic versus targeted at strategically integrating content to maximize learning outcomes for learners learning French and English simultaneously.

Many respondents simply stated that they share nothing or indicated no common challenges exist. This suggests minimal collaboration and communication between most counterparts teaching the same group of learners.

III.2.13.3 The combination between English and French Teachers to solve problems

Coordinated efforts between French and English teachers to resolve issues that affect students would demonstrate the most integrated approach truly supportive of young learners learning two languages simultaneously. Responses here revealing the degree of collaboration achieved between both subjects and willingness to coordinate pedagogical strategies would be most indicative of an environment optimized for bilingual education. The more teachers strategize together and coordinate their approaches, the greater the potential positive impact on learners' simultaneous language learning experiences.

The responses point to limited efforts combined between most English and French teachers to solve issues that arise for learners acquiring the languages simultaneously according to the feedback.

Many teachers indicated they only occasionally or sometimes collaborate with their counterparts to address problems. A few mentioned collaborating if possible but noted it is not always feasible.

Only a small minority of participants explicitly stated they generally work together to resolve issues. However, even these teachers qualified their responses by noting they try their best but do not always succeed in coordinating solutions.

III.2.14 the Necessity of Parental Involvement for The Success of Simultaneous Learning

While teacher collaboration and aligned pedagogy are the most direct impactful factors, parental involvement also plays an important supporting role in learners' simultaneous language learning. Responses to this question would provide insight into an external factor that can either enrich or hinder outcomes for students. When parents can adequately support their children's simultaneous language learning at home, it allows teachers to maximize the impact of coordinated efforts within the classroom.

56.1% of English teachers and 72.2% of French teachers believe parental support is essential for learners to have the best chance of success in a program integrating simultaneous foreign language learning. They argue parents play an indispensable role in reinforcing concepts taught at

school, monitoring progress, addressing issues early and creating an environment conducive to learning at home. This suggests that the additional exposure and practice that active parental involvement enables lay a foundation for internalizing knowledge and developing competencies difficult for schools to fully replicate.

24.4% of English teachers and 16.7% of French teachers contend parental support can boost learners' success to a meaningful extent but remains optional rather than essential. They acknowledge parental involvement benefits learning but emphasize the primary responsibility for equipping learners' rests with schools and teachers with the required resources, expertise and time.

17.1% of English teachers and 11.1% of French teachers consider parental involvement provides only minor benefits beyond what dedicated educators and well-designed curricula can deliver independently. They argue schools are best positioned to identify and address learning challenges - with parental support potentially distracting versus adding real value if reserved for severe issues beyond teachers' remit.

None of the French teachers and 2.4% of English teachers indicate parental support plays no meaningful role in learners' progress, which depends mainly on schools.

To enhance our comprehension of the feasibility and effectiveness of teaching English and French simultaneously in the Algerian education system, we analyzed the data collected through the second data collection tool which is the interview with the experts.

III.3 The Interview Result Interpretation

The analysis of the experts' insights and experiences aims at developing a nuanced understanding of the feasibility and effectiveness of teaching English and French concurrently in the Algerian educational system. The interpretation of the results seeks to offer valuable insights into the complex dynamics and factors that impact the success or failure of this educational approach.

III.3.1 Experts' Views on Primary Learners' Exposure to Two Foreign Languages

Asking experts their thoughts on introducing a second foreign language besides another foreign language at a young age provides valuable insight into the appropriateness and effectiveness of this approach for Algerian learners.

Their responses speak to both the potential benefits of exposing students to English at primary school as well as any drawbacks or challenges this simultaneous learning may present. The experts' overall sentiment towards the decision also gauges its perceived suitability for optimally developing these young students' language proficiency within the Algerian education system.

The decision to introduce English into Algerian primary schools while also teaching French has both benefits and challenges. On the positive side, young learners' brains are more flexible and able to acquire multiple languages simultaneously. However, there are also potential difficulties that must be managed properly.

The experts offer mixed views but many see potential benefits from early exposure to English. Some highlight positives like developing critical thinking skills and exposing students to other cultures as expert E1 mentioned.

However, concerns were also raised. Expert E2 notes that many students struggle with Arabic, which could impede English acquisition. This suggests the importance of ensuring learners have a strong foundation in their native language first.

Some experts feel the decision to integrate English should consider students' individual needs and parental input as E3 emphasizes. This suggests a potentially tailored approach rather than a one-size-fits-all policy.

Experts E4 and E5 point to the need for proper preparation, training of teachers and a phased implementation to achieve the potential benefits of English integration. This implies that simply introducing English may not be enough; a successful implementation requires supporting conditions and resources.

While experts like E7 and E8 see opportunities in English integration, others like E9 caution that the effects are still uncertain. Most experts agree that adequate training, preparation and implementation are crucial factors for determining the outcomes.

The participants provide a nuanced perspective, recognizing both pros and cons as well as highlighting factors that will likely influence the success of integrating English into Algerian primary schools. A careful and strategic approach that considers learners' needs, teachers' capabilities and the pace of implementation seems to be what most experts recommend.

III.3.2 Experts' Perspectives Regarding Instructional Content Design for Third-Primary Grade Learners

Determining whether the curriculum for teaching English to third-grade primary learners has been specially adapted to account for their concurrent exposure to French is critical. Adaptations to the content, pacing and sequencing of the English curriculum would be crucial for success in this approach.

The responses suggest that specialized consideration has not been given to appropriately designing English instructional content for third-graders learning both English and French. While a few experts claim new strategies have been incorporated, others strongly disagree, indicating there was a lack of serious study and preparation. Views are mixed as to whether existing content is adequate.

Experts disagree on whether sufficient time and preparation went into designing English instructional content for this context. E1 doubts it, questioning if enough preparation occurred between the political decision and implementation. In contrast, E2 claims new active learning strategies have been incorporated.

Many experts feel the existing English syllabus and course book are only partially suitable. E3 argues there was a "rush out" with no serious study, while E4 feels designers chose "to a certain extent" appropriate content. E5 agrees it's suitable "to a certain level but not as expected." E6 recommends "a good revision."

Some indicate it is essential to "Nothing but a course Book" as E7 states. E8 has "no idea" and E9 and E10 simply respond "Yes", providing limited insight.

Most experts feel the English instructional content for these young learners has not been properly designed for this context, though a few claims new strategies have been adopted. There seems a lack of consensus around whether existing materials are adequate, revealing a need for more specialized consideration and preparation.

III.3.3 Experts' Views on The Special Training for Primary School Teachers of English

Specialized training for teachers is essential to effectively facilitate the simultaneous learning of two foreign languages for young learners. Without appropriate pedagogical strategies, resources and techniques tailored to this age group learning languages concurrently, English teachers will struggle to optimize their learners' experiences.

The participants' responses indicate that while some in-service training programs have been implemented for English teachers in Algerian primary schools, they have been limited and insufficient to adequately prepare teachers for this context. There are several key points evident from the interpretations

First, experts disagree on the sufficiency and effectiveness of current training efforts. Some like E1 feel training exists at different levels but question its impact, while others like E2 argue university programs prepare graduates for teenagers, not young learners. This suggests current training may not specifically target teachers in this context.

Second, the in-service training that has been offered seems rushed and inadequate. E3 mentions emergency and preparatory training but E4 notes teachers had to select content themselves. E6 describes the input as "poor" and E7 cites insufficient pre-service training. This points to major gaps in preparing teachers for this context.

Third, ongoing training by the Ministry per E5 is a positive step but experts like E8 still consider it "not enough." E9 says no special training occurred at all. These responses indicate current efforts fall short of requirements.

III.3.4 Experts' Evaluation of The Adequacy of English Teaching Resources at the Primary Level

Sufficient teaching resources, tools and materials are essential for effectively instructing learners in a foreign language, particularly when those learners are learning two languages concurrently. The experts' responses to this question indicate whether primary schools in Algeria

have been adequately equipped to implement the French-English bilingual curriculum for third-grade students.

A lack of appropriate tools and realia that differentiate clearly between the two languages would hinder both teachers' ability to design effective lessons and activities as well as learners' ability to fully engage with and benefit from instruction. Assessing the provision of resources required to operationalize Algeria's simultaneous learning approach thus provides valuable insight into one determinant of the feasibility and potential success of this bilingual education initiative from a pedagogical standpoint.

The expert responses suggest that while some tools and materials exist for teaching English to Algerian primary learners, they are generally considered insufficient and inadequate.

Experts disagree on the sufficiency of existing tools and materials. While E1 responds "Yes", others like E2 and E7 argue they are insufficient. This lack of consensus indicates shortcomings in the current provision.

Many experts emphasize the active role of teachers in creating and selecting their tools and materials. E3 notes the field does not require many tools, while E4 states a well-trained teacher is key as they make their own. E10 also mentions teachers prepare their tools. This suggests that teachers often supplement inadequate formal provisions.

Some experts feel that designed tasks have been considered a learner-centred approach per E5. However, E6 stresses tools depend on teachers' motivation, implying external factors can influence their effective use.

Experts like E2, E7 and E8 specifically argue that current materials and tools should be improved. However, E9 feels only practitioners can properly evaluate sufficiency.

While some tools and materials exist, many experts consider the current provision insufficient and in need of improvement. Effective use seems reliant on teacher initiative, motivation and creativity to supplement formal resources. This points to the need for more targeted materials development that considers the specific needs of Algerian primary learners learning English and French simultaneously, thereby better supporting teachers and learners in this context.

In the absence of such specialized resources, it appears teachers must currently compensate by inventing and sourcing their unsustainable approach in the long term. Adequate and proper provision of tools and materials requires serious consideration.

III.3.5 The Impact of Two Grammar Systems on Learners Performing in Two Languages

This question also has high worth in investigating the simultaneous learning approach. Structural differences between French and English grammar do pose risks of interference and confusion for young learners learning both languages concurrently.

The experts' responses gauge the extent to which grammatical interference is likely to occur based on their experience, as well as how disruptive such confusion may be to third-grade pupils' linguistic development in either French or English.

Assessing the potential challenges that differing syntax rules present for pupils' language output provides valuable insight into an area of simultaneous learning that may require targeted pedagogical strategies and curriculum adaptations to optimize students' simultaneous learning experiences.

The given answers indicate that simultaneously learning the grammar of English and French is likely to confuse Algerian primary school pupils. The given results highlight the aforementioned.

A few experts responded "No" confusion will arise, most anticipate some level of interference between the two language systems when introduced concurrently. This majority view suggests confusion is probable from a linguistic standpoint.

Many experts point out that differences in the grammar structures of English and French will make it harder for learners to think in the target languages as E4 and E5 notes. This cognitive difficulty is a key source of potential confusion.

Experts like E3 argue that simple syllabi and well-trained teachers can help minimize confusion. This implies that proper teaching approaches can mitigate but not eliminate the risk.

Experts disagree on the impact of confusion on student proficiency. Some like E7 feel differences may not confuse proficient learners, while E8 sees it as "very difficult". This

divergence highlights the need for tailored strategies to promote learners' mastery of both grammars.

The expert responses point clearly to the likelihood of confusion and initial interference between the grammar of English and French for Algerian primary learners when simultaneously introduced. Proper syllabi, effective teaching and personalized learning strategies seem necessary to help learners navigate these differences and eventually develop proper grammatical intuitions in both languages.

III.3.6 Challenges Encountered by Learners Acquiring Vocabulary in Two Foreign Languages Simultaneously

This question directly addresses an important aspect of simultaneously learning two languages from a young age and the potential confusion between two names for the same object or concept in different languages.

After interpreting the expert responses, it is evident that acquiring new vocabulary in two foreign languages simultaneously can pose difficulties for young learners but with proper support and teaching strategies, it is feasible.

Several experts believe learners can learn two different words for the same concept and use each properly in the corresponding language through sufficient exposure, modelling, time and training. Experts highlighted code-switching and lexical borrowing as phenomena that demonstrate learners' ability to distinguish vocabulary based on the language in use.

However, many experts also acknowledge that young learners often struggle initially to differentiate between two names for one item, especially at the beginning levels. Confusion is likely, at least temporarily, as both terms are established in memory.

The divide in perspectives highlights the important role of teaching strategies in helping learners navigate these challenges. With the right support, learners can be equipped to select the appropriate word in each language from a young age. Without sufficient guidance and differentiation of vocabulary between the two foreign languages, confusion may persist and impede acquisition.

While acquiring vocabulary in two languages concurrently poses difficulties, the expert responses indicate it is feasible for young learners with proper teaching interventions that clarify

distinctions, provide multiple exposures and model correct usage. Initial confusion seems normal but can be managed through targeted instructional strategies that exploit learners' natural ability to code-switch and separate lexicons as they develop proficiency in both foreign languages over time.

III.3.7 Learners' Adaptation or Confusion of Pronunciation Systems of Two Foreign Languages

Learning and properly producing the sounds of a new language becomes more difficult as we age, so acquiring two foreign languages with different phonetic rules at a young age poses challenges.

This question indicates the challenges pupils find pronouncing and distinguishing between English and French sounds, highlighting specific aspects that cause the most difficulty (e.g., vowel pronunciation, and voiced/unvoiced consonants).   As well as indicating whether alternating between English and French lessons within the same day facilitates or hinders pupils' phonetic acquisition since they must switch between two pronunciation systems regularly.

The participants' responses exhibit that simultaneously learning the pronunciation systems of English and French poses difficulties for Algerian primary students but with proper support and differentiated instruction, learners can develop proficiency over time.

The respondents agree that adapting to new pronunciation systems, especially those as different as English and French, can be challenging for learners. E3 notes it depends on individual factors while E6 expects confusion initially as learners struggle to distinguish and consistently apply the rules in each language. This indicates pronunciation interference is likely.

Some experts argue that with enough practice, exposure and a supportive environment, young learners can develop the ability to perform well in both systems. E2, E5 and E9 note proficiency develops over time, not quickly. E9 mentions adequate training and environment can lead to rapid progress.

The teacher's role in anticipating, identifying and correcting pronunciation errors is crucial per E6. Without proper guidance and modelling, confusion may persist.

While E1 claims immersion can be beneficial, the reality is native language interference in pronunciation per E1. This reinforces the importance of explicit instruction.

Simultaneously learning the diverse pronunciation systems of English and French poses an initial challenge for Algerian primary learners due to differences in phonological rules and a tendency for interference. However, with sufficient differentiated instruction, practice opportunities and modelling by trained teachers, learners' ability to discriminate and apply these rules can develop over time, leading to proficiency in both languages. Without proper support, confusion is likely to persist.

III.3.8 Experts' Views on Time Constraints Faced by Young Schoolers When Learning Two Foreign Languages Concurrently

Learning a new language, especially two languages simultaneously, requires extensive time for practice to acquire proficiency in listening, speaking, reading and writing. Young primary school learners have limited time and resources that they can dedicate to language learning during and after school hours.

This raises valid concerns about whether sufficient practice time can indeed be provided to primary learners attempting to acquire two foreign languages at once. The ability to learn both languages may depend on factors like the amount of instructional time devoted to each language, the linguistic distance between the target languages, the learners' motivation and individual differences. While the simultaneous acquisition of two foreign languages is challenging, it may be possible for highly motivated and capable primary learners with adequate support.

Interpreting the experts' responses reveals that while sufficient time for learners to properly acquire both English and French as foreign languages are limited in Algerian primary schools, with supportive conditions and optimized instruction, it may be possible.

Most experts argue there is not enough allotted time for learners to adequately practice and acquire two languages simultaneously. E2, E3 and E4 note temporal limitations, with E6 suggesting controlling content to optimize time. However, confusion still affects progress per E6.

Conversely, some experts believe with proper backing and qualified teaching, learners can carve out sufficient time for acquisition. E1, E5, E8 and E10 cite needed conditions like parental support, competent teachers and effective technique

E7 and E9 argue the primary classroom offers an ideal setting for introducing foreign languages, with optimized features for initial teaching and establishing fluency bases.

Thus, while time constraints exist, experts also note possibilities -with supportive conditions and optimized instruction - for learners to develop the ability to balance learning two non-native languages.

Insufficient time itself may not necessarily preclude acquiring two foreign languages at once in primary schools. But to make the most of limited time, learners require adequate parental support, qualified teachers implementing research-backed techniques, and classrooms that leverage features optimized for initial acquisition.

With such conditions in place, young learners may develop strategies to distribute practice in a balanced way that leads to proficiency in both English and French over the long term. But without these optimized conditions, time limitations will likely impede progress.

III.3.9 The Psychological Readiness of Third-grade Primary School Pupils Learning French and English Simultaneously

Young learners at around 8-9 years of age are still developing cognitively and emotionally. Their attention span, memory capacity and ability to switch between tasks remain limited. This raises the question of whether third-primary-level learners have developed sufficient cognitive maturity and psychological adaptability for acquiring two foreign languages at once.

Learning a foreign language involves confronting new sounds, vocabulary, structures and conventions which can be demanding for young minds. Acquiring two languages simultaneously may further challenge learners' cognitive resources and psychological disposition. Factors like motivation, anxiety, self-efficacy and attitude towards new languages play a role in how well learners adjust to the demands of learning multiple languages at a young age.

Experts in child psychology and language acquisition can offer valuable insights into the cognitive and psychological factors that determine young learners' preparedness for acquiring two languages concurrently.

Based on the experts' responses, it seems third-grade Algerian primary learners have generally not been psychologically prepared for simultaneously learning English and French as foreign languages.

The majority of experts believe learners were not ready. E1, E3, E4, E6 and E9 explicitly state this, with E4 indicating no real preparation occurred. E6 also notes that teachers were not ready, questioning learner readiness.

Within schools, most experts agree preparation did not happen, per E4 and E7. E7 qualifies that some learners may have been prepared depending on parental attitudes, implying school-level preparation was lacking.

While E2 and E8 maintain learners possess potential and were prepared, they provide little justification. Their perspectives thus appear in the minority.

The experts point overwhelmingly to an absence of psychological preparation for learners within Algerian primary schools to take on acquiring two foreign languages concurrently. Most argue learners were simply exposed to the new English instruction with little forewarning or readiness-building measures.

This lack of proper preparation likely contributed to or failed to mitigate potential difficulties and confusion faced by learners as they navigated simultaneously learning the new structures, vocabulary and pronunciation of English alongside those of French.

III.3.10 Practical Strategies for Schools, Teachers, and Learners to Facilitate Successful Simultaneous Learning

The question is of great significance as it targets obtaining useful suggestions that can help propel the endeavour of simultaneously teaching English and French in Algerian primary schools towards success.

By focusing on practical recommendations for students, teachers and schools, the question captures an important angle that can help make valuable improvements on the ground. Experts can reflect on actual difficulties faced, research best practices and propose tailored, actionable suggestions to optimize the major aspects of the teaching-learning process.

The participants provide helpful recommendations for facilitating simultaneous learning of English and French in Algerian primary schools:

Teacher training: Several specialists emphasize the need to provide specialized training for instructors on successfully implementing both languages (E2, E3, E7, E10). Proper pedagogical strategies can equip teachers to meet this challenge.

Learner preparation: Preparing students psychologically and cognitively for the demands of acquiring two tongues concurrently is essential (E2, E10). Young learners require support to set them up for success.

Motivation: Highlighting potential benefits of early English exposure for development could boost motivation for both teachers and learners (E9). Positive framing can encourage the difficult work ahead.

Flexible implementation: A cautious, phased implementation with readiness to modify based on experience is advised (E6). An iterative process allows manageable scaling over time.

Individualizing instruction: Prioritizing what suits each learner's desire and competence is recommended versus direct competition between English and French (E4, E5). Personalized learning maximizes progress.

Strategic scheduling: Separating English and French sessions can minimize interference (E8). Thoughtful time management could reduce confusion.

Bilingual support: Considering learners' bilingual backgrounds to tailor teaching, with additional support for strugglers, promotes equity (E1). A differentiated approach caters to diverse needs.

Experts call for a strategic, learner-centred system that: trains and motivates teachers well, prepares learners, implements flexibly, individualizes instruction, thoughtfully schedules time and differentiates support based on pupils' profiles. All aspects must come together to facilitate the successful acquisition of both languages.

III.4 Discussion of the Findings

III.4.1 Challenges of Simultaneous Learning of Two Foreign Languages

The hypothesis that "Simultaneous learning of two foreign languages bears some challenges" has been examined in detail by English and French teachers, who have provided feedback on the difficulties faced by their students.

However, one of the most commonly cited challenges is vocabulary confusion. The majority of teachers in both subject areas observed their shared students mixing up similar French and English words, which can pose a difficulty for many simultaneous learners. Over 77.5% of English teachers and nearly all French teachers reported vocabulary mixing to some extent.

Similarly, pronunciation struggles have also been identified as a credible complication for simultaneous learners. Both subject groups reported many shared learners mispronouncing words from French and English, with around half of English teachers and over 70% of French teachers noting their learners either occasionally or frequently mispronounce words. Nonetheless, no teacher indicated that pronunciation difficulties prevented student progress, matching the hypothesis that simultaneous learning simply "bears some challenges" rather than impossibility.

In contrast, while fewer teachers saw grammar and syntax differentiation as a challenge, over half of the French teachers still commented that limited confusion occurs for some learners, suggesting that it could be a challenge for some simultaneous learners.

All in all, the teacher feedback validates the hypothesis that simultaneous learning of two foreign languages bears some challenges, including vocabulary confusion, pronunciation struggles, and some level of difficulty with grammar and syntax differentiation. Nonetheless, the evidence suggests that the severity of these difficulties is not insurmountable and that simultaneous learning can be a viable approach for many learners.

III.4.2 Mental Readiness of Primary-school Learners for Simultaneous Learning of Two Foreign Languages

The hypothesis that "Primary-school learners are mentally ready for simultaneous learning of two foreign languages" finds limited support from the data.

However, regarding learner engagement, around half of English teachers felt their learners seem excited about learning both languages with no overload signs. Conversely, some learners experienced frustration and overload according to other teachers. French teacher responses also indicated that similarly, some simultaneous learners feel overloaded, though views were mixed.

Likewise, expert perspectives on learners' psychological readiness varied. While some maintained that young pupils possess potential and preparation, most felt that third-grade learners were not ready. Several noted a lack of real preparation efforts given the sudden decision, questioning many learners' readiness.

Together, these results suggest that although some primary school pupils may thrive in simultaneous learning, others struggle - likely due to differences in ability, motivation and support rather than blanket psychological preparedness.

In summary, responses on balance disprove rather than prove the hypothesis. Both note that some learners struggle, implying that many third-graders were not mentally ready as claimed. Observed overload and frustration - especially per experts - contradicts the hypothesis, showing that pupils lack the hypothesized psychological preparation. The contrary feedback undermines the hypothesis, discounting it based on evidence.

III.4.3 The Simultaneous Learning of Two Foreign Languages Is a Possibility

The results provide sufficient grounds to uphold the hypothesis that simultaneous learning of two foreign languages remains a viable possibility.

However, though teacher feedback confirmed challenges hypothesized around vocabulary confusion, pronunciation struggles, and difficulty differentiating grammar/syntax, it also

indicated that these complications didn't preclude progress for many simultaneous learners. Consequently, this suggests the challenges do not negate the hypothesis.

Similarly, while psychological readiness among third-graders appeared variable rather than universal, with some students experiencing frustration/overload, this does not nullify the potential for simultaneous learning in general. The lack of preparedness for some learners' points to a need for tailored support rather than evidence of impossibility, suggesting pathways to enhance - rather than negate - the possibility through adaptive pedagogy. This implies the hypothesis can still hold for those learners who are prepared and supported properly.

Likewise, the challenges themselves don't conclusively imply no learner can achieve simultaneous acquisition given appropriate scaffolds and assistance. The hypothesis's key claim - that simultaneous learning remains viable -appears justified based on indications that, though not suitable for every pupil, simultaneous acquisition remains achievable for many given proper conditions and interventions. This supports upholding rather than discarding the hypothesis.

Therefore, on balance, the hypothesis merits affirmation, with qualification regarding the variability in learners' preparedness and need for enhanced support. In other words, the results adequately uphold the hypothesis that simultaneous learning of two foreign languages remains a possibility, though some learners may require more tailored resources to achieve it.

III.5 Suggestions and Recommendations

Depending on the analysis of the results provided by educational experts related to our topic, which investigates the simultaneous learning of French and English in Algerian primary schools, several practical strategies can be recommended for teachers, learners and schools to facilitate the process of learning French and English simultaneously.

Schools and teachers need to receive proper training on effective methods for teaching two foreign languages simultaneously. The experts stressed the importance of providing a beneficial and resourceful training program for teachers that would enable them to achieve good results with learners.

Teachers must make learners aware of the benefits of learning foreign languages at an early age. This would help motivate learners and facilitate their integration into the modern world.

English in particular, as an international language, should be prioritized over other foreign languages in the Algerian educational system.

In the same vein, schools and authorities need to adopt a careful and gradual approach to the simultaneous teaching of French and English. Close monitoring is needed in the initial stages to identify any issues that may arise and make the necessary adjustments. While the decision has been made to teach both languages, flexibility is important to ensure success.

Another significant facet is scheduling French and English sessions on different days, which would be preferable to avoid interference between the two languages. At least a 24-hour gap is recommended between sessions according to the experts.

In conclusion, with proper training for teachers, adequate preparation of learners, a prudent yet determined approach from authorities, and practical measures to facilitate the process, the simultaneous learning of French and English in Algerian primary schools could be a beneficial endeavour that readies students for the globalized world. However, close monitoring and willingness to adapt are still crucial in the early stages of implementation.

III.6 Conclusion

In conclusion, the previous sections have provided an in-depth analysis and interpretation of the data collected from the questionnaire and interviews conducted with foreign language teachers and experts in the Algerian educational system. Having explored the challenges and opportunities of simultaneous language learning in the Algerian context, our findings suggest that this approach remains a viable possibility, albeit with some students requiring more tailored resources to achieve success. To mitigate these challenges and capitalize on the opportunities, the recommendations and strategies presented in this chapter aim to optimize the process of learning two foreign languages concurrently.

Furthermore, the insights and experiences of the interviewed experts offer valuable contributions to the ongoing discourse on the role of simultaneous language learning in promoting linguistic and cultural competence among Algerian young learners. Therefore, the main findings of this research offer a comprehensive understanding of the feasibility and effectiveness of this approach in the Algerian education system. As such, the recommendations and strategies presented in this chapter can serve as a practical guide for educators and

policymakers seeking to optimize the process of simultaneous language learning in their classrooms and schools.

General Conclusion

The current study investigates the simultaneous learning of two foreign languages, English and French, by young Algerian schoolers in the third grade of primary education. This topic is of considerable interest, given that the Algerian education system has recently introduced English language instruction in the primary stage of education, which has raised concerns about the feasibility and effectiveness of teaching two foreign languages concurrently.

The findings of this study suggest that simultaneous learning of two foreign languages is possible, but it can present some challenges. Vocabulary confusion and pronunciation struggles are common challenges faced by students learning two languages simultaneously. However, these difficulties are not insurmountable, and they do not prevent student progress. The study also found out that some students may struggle due to differences in ability, motivation, and support, rather than a lack of psychological preparedness.

The main findings of this research provide valuable insights into whether learning two foreign languages simultaneously is a possibility in Algeria. The research work has importantly come up with valuable inferences as the psychological and social precautions to take by learners' teachers and social significant people to help them get to gripes with their learning tasks gustily. Informed recommendations and strategies have been suggested which can help teachers and policymakers improve the process of simultaneous language learning in their classrooms and schools.

This research, however has encountered some constraints during the research period, which affected the completion of the study. First, there is a lack of prior studies on the same subject. Second, it was hard to convince the teachers of English and French to answer the questionnaire due to their busy schedule. Therefore, the study's small sample restricts the results' generalizability.

In this respect, the present sudy claims no perfectness; on the contrary, it makes strong appeal for further studies which are needed to validate and refine the best approaches for teaching two foreign languages simultaneously to Algerian young schoolers. This work aims to inform evidence-based practice but should not be taken as definitive. We hope the recommendations can inspire future researchers to explore this topic further in ways that will meaningfully impact students and teachers.

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Appendices

Appendix A: English Teachers' Questionnaire

1. After integrating English into Algerian Primary Schools, learners are now simultaneously exposed to two foreign languages. What do you think of this decision?
   - o It has potential benefits
   - o There are potential challenges
   - o The pros and cons need to be weighed carefully
   - o Much depends on how well it is implemented

2. Is primary school a better stage for learning two foreign languages together?
   - o Younger children learn languages more easily
   - o Primary students have limited language abilities
   - o It depends on how the approach is implemented

3. Do learners notice any differences or similarities between the two languages?
   - o Yes, learners notice differences
   - o Yes, learners notice similarities
   - o Both differences and similarities
   - o No, learners do not notice

4. Do learners confuse French and English vocabulary words?
   - o Frequently: students often mix up words from the two languages
   - o Occasionally: students sometimes confuse similar words
   - o Rarely: students infrequently mix up French and English vocabulary
   - o Never: students do not demonstrate confusion between French and English words

5. Do learners pronounce French words using English pronunciation, or vice versa?
   - o Frequently
   - o Occasionally
   - o Rarely
   - o Never

5.1 If they do mix up pronunciations, provide an example

6. Do learners struggle to differentiate between French and English grammatical structures and syntax rules?
   - o Many learners have considerable trouble differentiating them
   - o Few learners show limited confusion between them
   - o No learners demonstrate issues differentiating them

7. Do learners struggle more with mixing French into English or English into French?
   - o Mixing French vocabulary into English sentences
   - o Mixing English vocabulary into French sentences
   - o Learners struggle equally with both kinds of mixing
   - o Learners generally do not mix the two languages

8. Are there other major areas besides vocabulary, phonology and grammar where learners confuse the two languages?

9. Do learners demonstrate confusion when being introduced to a French item that was already taught in English?

   - o Frequently, especially initially
   - o Occasionally throughout learning
   - o Rarely, after both are well established
   - o Only if the item was incorrectly taught in English initially
   - o Never, learners do not experience this kind of confusion

10. Do learners demonstrate mental exhaustion and frustration when learning two languages at once?
    - o Yes, many learners feel overloaded and frustrated
    - o No, learners seem engaged and excited about learning both languages
    - o Only some learners demonstrate signs of overload and frustration
    - o It depends on factors like learners' abilities, motivation and support

11. Is there enough teaching support and realia to enable effective multiple teaching of the two languages at the same time?
   - o Yes, there is a lack of teaching support and real-life materials
   - o No, there are sufficient resources to teach both languages effectively
   - o There are some challenges but efforts are being made to improve support
   - o It depends on the individual schools and teachers

12. How often do you collaborate with the teacher of French assigned to the classes you teach?
   - o Frequently, we communicate and coordinate lessons regularly
   - o Occasionally, we collaborate when needed but not consistently
   - o Rarely, there is little coordination between English and French teachers
   - o Never, we teach our subjects separately

13. if yes,

13.1. What matters do you generally talk about?

13.2. What challenges do you generally share?

13.3. Do you combine efforts to solve problems?

14. Is parental involvement required for success in this approach?
   - o Strongly required: parental support is essential for students to succeed
   - o Somewhat required: parental involvement can boost outcomes but is not critical
   - o Marginally required: parental support provides some benefits but teachers play a bigger role
   - o Not required: success depends mainly on school and teachers, regardless of parental involvement

Appendix B: French Teachers' Questionnaire

1. Après avoir intégré l'anglais dans les écoles primaires algériennes, les élèves sont maintenant exposés simultanément à deux langues étrangères. Que pensez-vous de cette décision ?

- o Cela présente des avantages potentiels.
- o Il y a des défis potentiels.
- o Il faut peser soigneusement le pour et le contre.
- o Tout dépend de la façon dont cela est mis en œuvre.

2. L'école primaire est-elle une meilleure étape pour apprendre deux langues étrangères ensemble ?

- o Les élèves apprennent plus facilement les langues.
- o Les élèves du primaire ont des capacités linguistiques limitées en langues étrangères.
- o Tout dépend de la façon dont l'approche est mise en œuvre.

3. Les élèves remarquent-ils des différences ou des similitudes entre les deux langues ?

- o Oui, les élèves remarquent des différences.
- o Oui, les élèves remarquent des similitudes.
- o À la fois des différences et des similitudes.
- o Non, les élèves ne remarquent pas.

4. Les étudiants confondent-ils les mots de vocabulaire français et anglais ?

- o Souvent : les élèves mélangent souvent les mots des deux langues.
- o De temps en temps : les élèves confondent parfois des mots similaires.
- o Rarement : les élèves confondent rarement le vocabulaire français et anglais.
- o Jamais : les élèves ne font pas la démonstration d'une confusion entre les mots français et anglais.

5. Les élèves prononcent-ils les mots français avec une prononciation anglaise, ou l'inverse?

- o Souvent
- o De temps en temps
- o Rarement
- o Jamais

5.1. Si cela se produit, donnez un exemple :

6. Les étudiants ont-ils du mal à différencier les structures grammaticales et les règles de syntaxe françaises et anglaises ?

- o De nombreux élèves éprouvent des difficultés considérables à les différencier.
- o Peu d'élèves montrent une confusion limitée entre elles.
- o Aucun élève ne démontre de problèmes à les différencier.

7. Les élèves ont-ils plus de mal à mélanger le français dans l'anglais ou l'anglais dans le français ?

- o Mélanger le vocabulaire français dans les phrases en anglais.
- o Mélanger le vocabulaire anglais dans les phrases en français.
- o Les élèves ont autant de difficultés avec les deux types de mélange.
- o Les élèves ne mélangent généralement pas les deux langues

8. Existe-t-il d'autres domaines majeurs en dehors du vocabulaire, de la phonologie et de la grammaire où les étudiants confondent les deux langues ?

9. Les élèves font-ils preuve de confusion lorsqu'on leur présente un élément français qui avait déjà été enseigné en anglais ?

- o Souvent, surtout au début
- o De temps en temps tout au long de l'apprentissage
- o Rarement, une fois que les deux sont bien établis.
- o Seulement si l'élément a été mal enseigné en anglais au début
- o Jamais, les apprenants ne vivent pas ce genre de confusion.

10. Les élèves font-ils preuve d'épuisement et de frustration mentale quand ils apprennent deux langues à la fois ?

- o Oui, de nombreux élèves se sentent surchargés et frustrés.
- o Non, les élèves semblent impliqués et enthousiasmés à propos de l'apprentissage des deux langues.
- o Seulement certains élèves démontrent des signes de surcharge et de frustration.
- o Cela dépend de facteurs comme les capacités des apprenants, leur motivation et leur soutien.

11. Y a-t-il suffisamment de soutien pédagogique et de ressources pour permettre un enseignement efficace des deux langues simultanément ?

- o Il manque de soutien pédagogique et de matériels de la vie réelle.
- o Il y a suffisamment de ressources pour enseigner efficacement les deux langues.
- o Il y a des défis mais des efforts sont faits pour améliorer le soutien.
- o Tout dépend des écoles et des enseignants individuels.

12. Avec quelle fréquence collaborez-vous avec l'enseignant d'anglais de vos élèves ?

- o Souvent, nous communiquons et coordonnons régulièrement les leçons.
- o De temps en temps, nous collaborons quand nécessaire mais pas de façon cohérente.
- o Rarement, il y a peu de coordination entre les enseignants d'anglais et de français.
- o Jamais, nous enseignons nos matières séparément.

13. Si oui :

13.1 De quoi parlez-vous généralement ?

13.2 Quels défis partagez-vous généralement ?

13.3 Combinez-vous vos efforts pour résoudre les problèmes ?

14. La participation parentale est-elle nécessaire pour réussir dans cette approche ?

- o Fortement exigée : le soutien des parents est essentiel pour que les élèves réussissent.
- o Assez exigée : l'implication parentale peut améliorer les résultats mais n'est pas essentielle.

- o Marginalement exigée : le soutien des parents apporte certains avantages mais les enseignants jouent un rôle plus important.
- o Non exigée : la réussite dépend principalement de l'école et des enseignants, indépendamment de la participation des parents.

Appendix C: The Interview

1. After integrating English into Algerian Primary Schools, learners are now simultaneously exposed to two foreign languages. What do think of this decision?

2. Has there been any special design of the instructional content of the English language addressed to third-primary-level learners, taking into account the novelty: I mean the concurrent exposure to two foreign languages?

3. We know Algerian university graduates are generally trained on teaching the English language to teenage learners. Has there been any special training for the teachers of English who are in charge of this class?

4. Teaching a foreign language needs a lot of tools and realia. Is there enough of all that to make the learners' tasks feasible?

5. French and English have different grammar systems. Up to you, won't this confuse pupils when they would have to perform both orally or in writing in any of the two languages?

6. Is it feasible for the pupil to acquire two names of the same items and use each spontaneously and correctly according to the language being used?

7. You pertinently know that at the level of the phonetic system, English differs from French in many aspects: the all-the-time varying resolutions of vowels, glides, aspiration, voicing, devoicing, and so on. Do you think the pupil will find it easy to adapt to a pronunciation system just after being trained on another in a previous session?

8. It's quite obvious that learning a foreign language requires extensive oral and written practice. In your opinion, can the primary school learner find enough time to practise and, hence, acquire two foreign languages simultaneously and easily?

9. Has the third-primary-level learner been psychologically prepared for the simultaneous learning of two foreign languages?

10. What recommendations would you provide to help students, teachers, and schools overcome difficulties in simultaneously teaching and learning English and French?

الملخص

تتناول هذه الدراسة تعلّم اللغتين الفرنسية والإنجليزية معًا في المدارس الابتدائية الجزائرية. ويكمن مشكلة البحث في عدم وعي بجدوى وفعالية هذه العملية في السياق الجزائري. تهدف هذه الدراسة إلى استكشاف إمكانية وفعالية تعلّم لغتين أجنبيتين معًا للمتعلمين الجزائريين الصغار، وتقدّم توصيات لمساعدة السلطات على وضع سياسات مناسبة حول هذا الموضوع. وتهم هذه الدراسة أصحاب المصلحة المختلفين في قطاع التعليم، بما في ذلك صنّاع القرار وإداريو المدارس والمعلمون وأولياء الأمور والمتعلمون. وتسعى لتوضيح الجدل حول إدخال اللغة الإنجليزية في المرحلة الابتدائية. وقد تم استخدام طرق مختلطة، تجمع بين البيانات النوعية والكمية. وتشير النتائج إلى أن تعلّم اللغتين ممكن، ولكنه يقدّم تحديات مثل الخلط في المفردات والنطق. وبعض المتعلمين يواجهون صعوبة أكثر بسبب عوامل فردية بدلاً من عملية التعلم. وتقدّم هذه الدراسة توجّهات قيّمة للتعليم الجزائري، توفّر فهمًا لتحديات وفرص تعلّم اللغة يمكن للسلطات استخدامها لصياغة قرارات مدروسة.

RESUME

Cette étude examine l'apprentissage simultané du français et de l'anglais dans les écoles primaires algériennes. Le problème de recherche réside dans le manque de connaissance de la faisabilité et de l'efficacité de ce processus dans le contexte algérien. Cette recherche vise à explorer la possibilité et la faisabilité de l'apprentissage de deux langues étrangères simultanément pour les jeunes apprenants algériens, elle fournit également des recommandations pour aider les autorités à formuler des politiques pertinentes sur cette question. Cette recherche intéresse divers acteurs du secteur de l'éducation, y compris les décideurs, les directeurs d'établissements, les enseignants, les parents et les apprenants. Elle vise à clarifier les controverses entourant l'introduction de l'anglais au primaire. Des méthodes mixtes ont été employées, combinant des données qualitatives d'entretiens avec des experts et des données quantitatives de questionnaires d'enseignants. Les résultats indiquent que l'apprentissage simultané du français et de l'anglais est possible mais présente également des défis tels que la confusion de vocabulaire et de prononciation. Certains apprenants rencontrent plus de difficultés en raison de facteurs individuels plutôt que du processus d'apprentissage lui-même. Cette étude apporte un éclairage précieux pour l'éducation algérienne. Elle fournit une compréhension nuancée des défis et opportunités liés à l'apprentissage simultané des langues, informations que les autorités peuvent utiliser pour prendre des décisions éclairées.

SUMMARY

This present study investigates the simultaneous learning of French and English in Algerian primary schools. The research problem lies in the lack of insight regarding the feasibility and effectiveness of this process in the Algerian context. This investigation aims to explore the possibility and practicality of learning two foreign languages simultaneously for young Algerian learners, it also provides recommendations to help authorities formulate sound policies on this issue. This research is relevant to various stakeholders in the education sector, including policymakers, school administrators, teachers, parents and learners. It seeks to clarify the controversies surrounding the introduction of English at the primary level. Mixed methods were employed, combining qualitative data from interviews with experts and quantitative data from teacher questionnaires. The findings indicate that simultaneous learning of French and English is possible but also presents challenges like vocabulary and pronunciation confusion. Some learners struggle more due to individual factors rather than the learning process itself. This study contributes valuable insights into Algerian education. It provides a nuanced understanding of the challenges and opportunities of simultaneous language learning at the primary level, which educational authorities can use to make informed decisions regarding curriculum, teaching methods and policy.