

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH  
AbdElhafid Boussouf University Centre- Mila



*Institute of Literature and Languages*  
*Department of Foreign Languages*  
*Section: English*

## **Simultaneous Learning of Two Foreign Languages, English and French, in Algerian Third Year Primary Schools**

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in  
**Didactics of Foreign Languages**

**Presented by**

**Supervisor: Dr. Rima MEDJEDOUB**

- 1) Samiaa KHELIFA BAGHDOUCHE
- 2) Yasmine BOUSSAHA

### **Board of Examiners**

Chairman:	Dr. Maha LOUNIS	Mila University Center
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Examiner:	Dr. Fahima NOUICHI	Mila University Center

**2022-2023**

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## Dedication

This work is proudly dedicated to:

- ✓ My beloved parents '**Taher**' and '**Saliha**' as a humble expression of my profound and deep gratitude for their efforts, sacrifices, and endless support through the dark nights.
- ✓ My brothers and sisters: **Farid**, **Mohamed**, **Seddam**, **Sabrina**, **Dounia**, **Sara**, and my dearest **Adem**.
- ✓ My partner, **Yasmine**, for being present throughout the five years journey,
- ✓ My closest friends ever, **Sonia**, **Khawla**, and **Aya** for their countless emotional support.
- ✓ To the one who was there for me from the beginning.

**Khelifa Baghdouche Samiaa**

## Dedication

This work is dedicated to

- ✓ My beloved father and mother. You have been my source of inspiration, support, guidance and happiness in this life.
- ✓ My dear brothers **Slimou, Abed El Bast, Adem**, my little sister **Fatima El Zahraa**.
- ✓ My dear friends **Nihad, Zaineb** and **Oumaima**, my relatives who encouraged me to finish this work
- ✓ My lovely grandmother
- ✓ To all my teachers who supported me and gave me their valuable thoughts during this journey.

**BOUSSAHA YASMINE**

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In the name of Allah, the Most Compassionate, the Most Merciful

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We would like to thank everyone who has, directly or indirectly, supported, encouraged, and assisted us.

### **Abstract**

The Algerian educational system has recently been modified. More attention is given to teaching foreign languages, mainly English. The position of English has changed from a subject taught in middle schools to a one introduced in primary schools, where French forms part of the curricula. Hence, pupils are required now to learn two foreign languages simultaneously: French and English. The present study aims to find out whether or not this experience is successful so far. To meet this aim, three research questions were set: (1) To which extent is the simultaneous learning of two languages for third year primary school pupils is successful in Algeria? (2) Can third year primary school pupils in Algeria cope with the demands of the situation? (3) Do third year primary school pupils in Algeria face any challenges when acquiring the French and English languages simultaneously? If yes, what are they? An exploratory study was carried out in order to answer these questions. The research method opted for was two online questionnaires that elicited quantitative and qualitative data. Of note, 64 EFL and French third year primary school teachers and 33 caregivers participated in the data collection process. After the analysis of the data, the findings revealed that Algerian third year primary school pupils are able to overcome the challenges of learning two foreign languages simultaneously at this early age. This is according to both the foreign language teachers' and caregivers' points of view. Several recommendations and limitations of the study were advanced at the end.

**Keywords:** the simultaneous acquisition of two foreign languages, third year primary school pupils, English teachers, French teachers, Algerian educational system

## **List of Abbreviations**

**CA:** Contrastive Analysis

**EA:** Error Analysis

**FL:** Foreign Language

**FLP:** Family Language Policy

**FLs:** Foreign Languages

**L1:** First Language

**L2:** Second Language

**SLA :** Second Language Acquisition

**Q :** Question

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## General Introduction

### 1. Background Information

The widespread of the English language and its importance across the globe is unquestionable; as a result, attempts to implement the English language teaching at the primary school level in many countries have arisen. Developing countries in Latin America such as Mexico, Chile, Argentina, and many other countries incorporate English language teaching in primary schools using intensive programs. Among the programs that have been utilized are: The 'English from First Grade' program which was launched at the end of 1960 in Argentina, the 'English Opens Doors' program of 2003 in Chile, and 'The National Plan for English for Basic Education' in Mexico which was implemented in 2009.

The North African countries followed the path of adopting the English language in the educational context at the primary level. Tunisia started teaching the language of Shakespeare in 2019, whereas Morocco and Libya are still considering the possibility of the English language being introduced at the primary program.

Regarding the Algerian educational system, it has witnessed many changes in terms of language teaching policy. The educational reform of 1993, which introduced the English language in Algerian primary schools, came as a project to replace the French language; however, this policy went out of action, as most parents preferred the French language for their children.

This academic year (2022/2023), the decision was to reintroduce the English language at the primary school providing that it is to be studied along with the French language by the pupils. In other terms, those pupils are required to study two FLs simultaneously, which might be a challenging task for them, the teachers, the parents and all stakeholders.

## **2. Statement of the Problem**

The Algerian president Abdelmadjid Tebboune called for introducing the English language at the primary program in a presidential speech on July 2022. The president asserted that the English language is international, unlike the French language, which is a war trophy. As a result, the National Education Minister, Abdelhakim Belabed announced the implementation of the presidential decision at the beginning of the school year 2022/2023 for the third year primary school pupils.

Despite the fact that Algeria's accessibility to universality is through the mastery of the English language by its people as it is the language of science and technology, its introduction to the primary level is considered a giant leap for the Algerian's educational system. Politicians, teachers, and parents expressed their concern about this resolution which was described as reckless and rushed. A former English teacher Ahmed Tissa (2022) expressed his viewpoint on the limitations of adding English to the primary program along with Arabic and French as well as Tamazight in some schools, arguing that this language cocktail causes confusion for pupils. Similarly, Tebba (2022) published an article in an online newspaper, which illustrates the parents' fear and anxiety about the heavy load of subjects and their children's educational outcomes in terms of FL learning after introducing English along with French simultaneously. The success of this adaptation has related to the efforts made by the Ministry of Education, Mazkour (2022) stated that: "Teaching English at the primary schools requires a carefully studied educational program that suits the pupils' age".

## **3. Aims of the Study**

The purposes of this research are multifarious. First, it probes the issue of introducing English as a foreign language (henceforth, EFL) in the primary school along with another foreign language (henceforth, FL), French. Second, it attempts to discover whether or not

third year primary school pupils could cope with the demands of the situation. Finally, it tries to explore the caregivers' and teachers' attitudes towards the implementation of this language educational program.

#### **4. Research Questions**

The current adaptation of the English language at the primary school simultaneously with the French language raises many questions. To study the described phenomenon, the following questions are posed:

1. To which extent is the simultaneous learning of two languages for third year primary school pupils is successful in Algeria?
2. Can third year primary school pupils in Algeria cope with the demands of the situation?
3. Do third year primary school pupils in Algeria face any challenges when acquiring the French and English languages simultaneously? If yes, what are they?

#### **5. Research Methodology**

Seemingly, the nature of the topic requires a mixture of qualitative and quantitative approaches. We used two questionnaires that contain close-ended and open-ended questions in order to meet the objectives of the study and answer the research questions. The first questionnaire was conducted with both French and English primary school teachers while the second questionnaire was delivered to caregivers whose children are enrolled in the third year primary school to investigate their attitudes, perceptions, and views regarding the simultaneous acquisition of two FLs. In fact, both questionnaires were delivered online via social media groups. These are the Facebook groups where we posted the



questionnaires: الانجليزي الصغير: *(The little English)* الانجليزية في مدرسو اللغة الانجليزية في الابتدائي، *(Teachers of English in primary School)*, and Profs de Français (3\_4\_5) AP *(French Teachers (3-4-5) PS)*.

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

The present dissertation consists of two chapters along with a general introduction and a general conclusion. The first chapter, which is entitled ‘The Simultaneous Acquisition of French and English in the Algerian Primary School’, is subdivided into three sections. The first section deals with the French and English languages and their status in Algeria and, particularly, in the Algerian educational system. Section two provides a theoretical foundation for bilingualism and second language acquisition (henceforth, SLA) by young learners. The third section tackles the concept of family language policy and the factors that control the parents’ choices regarding teaching multiple foreign languages to their children.

The second chapter includes the practical part; it includes the methodology followed in this research, the analysis of the data and the discussion of the results as well as the recommendations, and limitations of the study.

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## **Chapter One : The Simultaneous Acquisition of French and English in the Algerian Primary School**

### **Introduction**

Learning an additional language(s) other than one's mother tongue reaches its peak at an early age. Therefore, the need for a good command of one or two FLs is highly required in this globalized world. In Algeria, the educational system has witnessed a number of changes in terms of FL teaching policy. This year, Algeria called upon teaching English as a subject simultaneously with French in primary schools. The present study deals with such an issue and the present chapter is an attempt to establish the theoretical underpinnings for it. Firstly, section one deals with the French and English languages in Algeria as two different languages; yet, they show some similarities to some extent. Then, section two attempts to define bilingualism and second language acquisition (henceforth, L2) as related items as well as tackle the hypotheses and theories related to the complexities that third year primary school pupil's may face when acquiring French and English simultaneously. Finally, section three is concerned with the parents' points of view about multiple FL teaching to children.

### **1.1. Section One: The French Language and the English Language in Algeria**

This section illustrates the status of French and English in Algeria, mainly in the educational sector. We shed light on the main differences and similarities between the two languages as a way to detect any complexities on the part of primary school pupils. However, we must give an overview of Algeria's linguistic situation.

#### **1.1.1. Mother Tongue, Second language and Foreign Language**

The native language is the language that a person has grown up speaking from early childhood because it is spoken in the family, i.e., his/her immediate surroundings. Ashworth

(1986) claimed that the language a person learns in infancy and typically uses as a default mode of thought and communication is referred to as their native language.

Moreover, the Free Dictionary defined the L2 as an additional language that a person has learned later, after their first language (henceforth, L1). The L2 is a socially dominant language, i.e. it is an L2 to those who have acquired a different language at home. It usually maintains an official status in a given country. For instance, French is viewed as an L2 in Algeria.

The FL is a language that is neither an official language nor a social language of a country. The country's native speakers must usually acquire it through conscious learning. It is noted that a FL is taught as a school subject for educational purposes. For instance, English is considered as a FL in Algeria.

Furthermore, some scholars used the terms L2 and FL interchangeably to refer to the non-native language that people learn rather than two different kinds of language statutes. Ellis (1997, as cited in Setiyadi, 2020) argued that the term L2 is used to describe all languages succeeding one's L1. Therefore, our study is built upon using the term L2 to refer to both the French and English language.

### **1.1.2. The Sociolinguistic Situation in Algeria**

Many nations worldwide use multiple languages to communicate within their speech communities. Algeria is not an exception; its complicated linguistic situation mirrors the long colonial era producing a diversity of languages namely: Modern Standard Arabic, Dialectal Arabic, Berber and French.

### **1.1.2.1. Modern Standard Arabic**

The language of the holy Qur'an is known as Standard Arabic, it is consistently acknowledged as the most significant foundation of written Arabic. According to Islamic beliefs, Standard Arabic is seen as a higher variety of Arabic from a linguistic standpoint. This form has been somehow simplified and is currently called Modern Standard Arabic. Currently, this recent form is only spoken during religious rituals, educational settings, news; it is not employed in the Algerians' daily lives.

### **1.1.2.2. Dialectal Arabic**

Algerian dialectal Arabic or vernacular is commonly known as "El Darija". It is a dialectal variety of Arabic which belongs to the Maghrebi Arabic dialect continuum. The Algerian Dialectal Arabic is used in informal situations and daily communications.

### **1.1.2.3. Berber**

Berbers managed to preserve and defend their language against all the conquering groups especially the Arabs during the Islamic expansions. Yet, this language is not largely used. Chaker (2003) stated that the number of Berber speakers performs 25% of the total Algerian population. Berber became a national language in 2001 and an official language in 2015. Similar to other Algerian languages, Berber has a varied range of dialects mainly:

- a) Kabyle spoken in Tizi Ouzou and Bejaia, East of Algieria
- b) Chaouia spoken in the Aures.
- c) Mozabit spoken in Chardaia, Mzab.
- d) Tamasheq, the mother tongue of Touareg is spoken in the Sahara Desert.
- e) Chenwiya or Chenoa spoken around Mount Chenoua, near Cherchell and Tipaza.

#### **1.1.2.4. French**

Algeria is considered as the second largest Francophone nation in the world. Calvet (1997, as cited in Van den Avenne, 2012) maintained that Algeria is the most francophone country among the old colonies. Although Algeria has gained independence since 1962, the spoken and written forms of the French language continue to be significantly present in all domains. In reality, it is not just employed in ordinary communication but also in administration, media, government, business, and higher education particularly in fields like physics, math, and medicine.

#### **1.1.3. The Position of the English Language in Algeria**

English is not a true component of the sociolinguistic situation in Algeria because it exists neither in people's daily lives nor employed as a FL in official contexts. English is a language that was introduced in Algeria without any historical connection between the Algerians and the Anglo-Saxon world (Benrabah, 2013). In spite of the fact that the English language took the third position after the French language as an L2 in the Algeria, the country's openness to globalization provided opportunities for this language to flourish within the Algerian speech community. The English language serves as a gate through which science and technology could evolve in Algeria. In this vein, Benrabah (2014) argued that "where French to decline in Algeria, it is English and not Arabic which would replace it as the language of economic power" (p. 53).

#### **1.1.4. French and English in the Algerian Educational System**

Algeria is the only Arab country, which was subject to an assimilationist colonial authority for one hundred and thirty two years, from 1830 to 1962. Prior to the French colonialism, education was restricted to the Quranic schools where Algerians used to learn Quranic verses, thus, the Arabic language. During the colonial era, the French colonizer



attempted to wipe the existence of the Arabic language by destroying local Quranic schools. This situation remained until the independence when Algeria planned for the Arabisation policy in 1970s so that Modern Standard Arabic reigns over French.

According to Bellalem (2012), the status of the French language in the Algerian educational system underwent numerous changes after the Arabisation. From 1980 to 1991 the French language, the country's first FL, used to be taught from the fourth grade in the primary school onwards. In the period from 1992 through 1999, there were attempts to replace the French language with the English language at the primary level until the educational reform in 2001, when French started to be taught in the second grade in primary schools. Later on, in the 2000s, French was changed again to be taught from the third year at the primary level onwards and continued to be taught as such until the present day.

The English language was introduced in the Algerian educational system for the first time as the second FL in 1972 for the eighth grade middle school pupils. The Algerian government hired teachers from all over the world to teach EFL to compensate the lack of teachers (Bouhadiba, 2006). Moreover, the educational reform of 1993, introduced English in primary schools alongside with French; however, it failed since it was not chosen by parents as a mandatory subject for their children; they selected French instead. Benrabah (2014) stated that "the competition between the two European languages turned in favor of French" (p. 51). Furthermore, the national reconciliation in 2001 announced that English was to be eliminated in the primary school and taught in middle school starting from the first grade onwards. In 2023, the Minister of National Education declared the reintroduction of the English language simultaneously with French for third year primary school pupils.

We shed more light now on the situation of English in higher education. Previously, French dominated most educational curricula. This year, the Ministry of Higher Education

and Scientific Research revealed new procedures in order to generalize teaching English in a number of disciplines at the Algerian universities. In essence, intensive language learning centers and an online platform were the procedures implemented this academic year (2022/2023) for the sake of preparing university teachers and PhD students to reach levels B2 and C1 of proficiency. This was done according to international standards in order to start teaching scientific and human and social sciences modules in English starting from the next year 2023/2024.

### **1.1.5. Differences and Similarities between the French and English Languages**

French and English belong to different sub-groups of Indo-European languages. To be noted, Lawless (2006) affirmed that English is a Germanic language influenced by Latin and French whereas French is a Latin language with German and English influences; it belongs to the Romance languages. Although French and English are classified under two different linguistic families, they do show some similarities due to many reasons. For instance, the English vocabulary has been affected by the French language due to French invasions; this latter was carried out by William the Conqueror in the eleventh century, and he took control over the language of the Royal court and the ruling class (Rodrigues, 2014). In fact, the French language contributed in forming the English language vocabulary since the Normans invasion. However, 75% of the English vocabulary items have survived and are still being used in present-day English (Baugh & Cable, 2002).

#### **1.1.5.1. Lexical Level**

The influence of the French language over the English language creates cognates. Echeverria (2012) illustrated that “cognates are items of vocabulary in two languages that have the same roots and can be recognized as such” (p. 1). French cognates are words which

are spelled or pronounced exactly or very closely to an equivalent English word. They can be true cognates, false cognates, or partial cognates.

#### 1.1.5.1.1 True Cognates

True cognates or true friends are words in French and English that share the same spelling and meaning. They can be phonologically and orthographically somewhat different or completely similar. Table 1.1 illustrates some cases of this kind.

**Table 1.1**

*Examples of French-English True Cognates*

<b>English</b>	<b>French</b>
<b>Agent</b>	Agent
<b>Adorable</b>	Adorable
<b>Absent</b>	Absent
<b>Direct</b>	Direct
<b>Final</b>	Final

#### 1.1.5.1.1. False Cognates

Koessler and Derocquigny (1928, as cited in Sabino, 2016) introduced the term “false friends” in a French book called *‘Les Faux Amis’*. False cognates are bilingual homophones or homographs i.e., words that belong to different languages or different dialects and share the same written form or pronounced in the same way but differ in meaning.

**Table 1.2***Examples of False French-English Cognates*

<b>The word in English</b>	<b>Its meaning in French</b>	<b>The word in French</b>	<b>Its meaning in English</b>
<b>To assist</b>	Aider	Assister	To attend
<b>Car</b>	Voiture	Un car	Bus
<b>Chair</b>	Une Chaise	La chair	Flesh
<b>Coin</b>	Une pièce de monnaie	Un coin	Corner
<b>College</b>	L'université	Le college	Middle school/high school

**1.1.5.1.2. Partial Cognates**

Partial cognates are words in English and French that are sometimes identical in meaning; they lie between true cognates and false cognates.

**Table 1.3***Example of French-English Partial Cognates*

<b>Word in English</b>	<b>Its meaning in French</b>	<b>Word in French</b>	<b>Its meaning in English</b>
<b>Corps</b>	Body	Corps	Dead body
<b>Factor</b>	Component	Facteur	Mailman

### 1.1.5.2. Pronunciation Level

#### 1.1.5.2.1. Alphabet

Although French and English languages share the same Latin alphabet, each letter is articulated differently. However, some letters in the French alphabet make the same sound as their English counterparts.

- The hard [G] is identically pronounced in both French ‘garçon’ and English ‘garden’.
- The letters [L], [M], [N], [O], [S], and [F] are articulated in the same way in both French and English.
- The letter [a] is articulated differently in French and English.

#### 1.1.5.2.2. Nasal Vowels

Nasal vowels are produced due to lowering the soft palate so that the air flows through the nose and mouth simultaneously. Nasal vowels are common in the French and English phonology. On the one hand, the French nasal vowels are followed by the sounds /m/ and /n/, which are not pronounced. For instance, the vowel [õ] in the word ‘bouton’ meaning ‘button’, and the vowel [ã] in the word ‘blanc’ meaning ‘white’. On the other hand, the English nasalized consonants /m/ and /n/ are pronounced after nasal vowels.

#### 1.1.5.2.3. Stress

The French language has influenced English pronunciation in terms of the placement of stress. Odlin (1989) revealed that the French speakers tended to accent syllables at the end or close to the end of the English words. Truly, that tendency accords with the stress patterns of the French language. Such a tendency suggests that cognate forms (e.g., motor and moteur)

might often be unrecognizable when listeners (be they native or non-native speakers) do not take into account differences in stress patterns.

**Table 1.4**

*Word Stress in French-English Cognates*

<b>Words in English</b>	<b>Words in French</b>
<b>Normandy</b> /'nɔ:mændɪ/	Normandie /nɔRmãdi/
<b>Paris</b> /'pæris/	Paris/paRi/
<b>Atlantic</b> /ət'lætɪk/	Atlantique/at.lã.tik/

## **1.2. Section Two: Bilingualism and Second Language Acquisition**

Bilingualism can occur either by acquiring two languages at the same time since childhood or by learning an additional language(s) after having learned the L1. In Algeria, children start learning the French language in a formal context in the third grade at the primary school simultaneously with the English language. This is, SLA is at play, here.

Section two ties bilingualism to SLA with regard to the Algerian child's simultaneous acquisition of two FLs at the primary level. It explores the problems related to the bilingual child from numerous scholars' viewpoints specialized in different fields.

### **1.2.1. Bilingualism**

The capacity of individuals to speak more than one language is called bilingualism. This term has been the subject matter of numerous research papers, which has given way to a variety of definitions.

The idea of the perfect bilingual has been presented by Webster's Dictionary (1961) as the individual's mastery of two languages in everyday life. In the same vein, Bloomfield

(1935, as cited in Mackey, 2000) argued that bilingualism is "the native-like control of two languages" (p.56).

In contradiction, MacNamara (1967) claimed that a bilingual individual is one who maintains minimal proficiency in at least one of the four skills in a second language. Similarly, Haugen (1953) defined bilinguals as ones who "can produce complete meaningful utterances in the other language" (p.7). People with varied levels of L2 proficiency may fall under these classifications.

A centrally located definition between the perfect and the L2 minimally competent bilingual states that a bilingual is one who can converse in an L2 while following the syntax of that language rather than imitating his or her L1. (Titone, 1972, as cited in Hamers & Blanc, 2000).

### **1.2.2. Early Bilingualism**

The sustained development of language acquisition and learning during children's first years is crucial. In fact, early bilingualism emerges along with experiencing two languages, either from birth or onward

According to De Houwer (1990) and Meisel (1989), children who are regularly exposed to different ways of speaking since birth go through the process of bilingual L1 acquisition, dealing with two first languages with no chronological L1 or L2, which is known as simultaneous bilingualism. However, children who have been introduced to an L2 at a later age, after their L1 is pretty much entirely established, go through the process of early SLA, which is known as sequential bilingualism (De Houwer, 2009).

McLaughlin (1978) suggested a criterion to differentiate between the types of acquisition involved in bilingualism, which is the age of acquisition. This criterion has been adopted by many scholars: acquiring two languages before the age of three refers to simultaneous bilingualism, whereas acquiring an L2 after age three is called sequential bilingualism. Regardless of whether or not the L1 is completely acquired by this age, the child has a considerable linguistic package in the L1 and is still considered to be a bilingual.

### **1.2.3. Second Language Acquisition as a Road to Bilingualism**

Simply stated, SLA is the process of producing sequential bilinguals by acquiring any L2 beyond the L1. Taken into account, the term L2 is applied for both French and English languages based on what has been explained before. Therefore, SLA refers to the acquisition of French and English languages by Algerian third year primary school pupils since they are learning these two languages simultaneously.

The argument is to link the role of age in the child's language development and how this relates to the amount of progress in SLA stages. Precisely, the issue is whether or not the human's brain capacity of processing an additional language is constantly available for absorbing new information in a certain amount of time. In SLA, there is an idea revolves around the existence of an optimal age period beyond which acquiring a native like competence is difficult. This realization assists educators and learners in setting realistic language teaching learning programs and expectations.

Children encounter gradually several stages of acquiring a L2; this idea was introduced by Krashen and Terrell (1983, as cited in Hill & Flynn, 2006) in their book which is entitled "The Natural Approach". Indeed, linking classroom activities with these stages along with knowing which acquisition stage children have reached is critical in differentiating



instruction for learners and ensuring that teachers do not expect utterances beyond or beneath their level of acquisition.

### **1.2.3.1. The Critical Period Hypothesis**

The concept of the critical period hypothesis was originally proposed in the neurolinguistics literature by Penfield and Robert (1959), who supported the claim of the younger the better by pointing out to the laws of plasticity in the human brain. The latter, during a specific point in one's life, has a unique eagerness to pay closer attention to particular environmental situations. Similarly, Lennberg (1967) stated that individuals are equipped to acquire an L2 during a certain period in their early life, where the process can be easier and more successful than any other time. This quality fades away around puberty due to the adolescent's brain developing structure.

The critical period hypothesis supports acquiring an L2 in early childhood that children have an intrinsic ability to retain vocabulary better than adults and they have a high sensitivity to sounds which allows them to utter words properly. Moreover, children have the capacity to learn grammatical rules implicitly. As a result, in terms of native-like competence, learning an L2 gets more challenging as children reach adolescence.

#### **1.2.3.1.1. The Exercised vs. the Maturational State Hypothesis**

To begin with, Johnson and Newport (1989) offered two interpretations of the critical period hypothesis and they ended up proposing two names: the exercised hypothesis and the maturational hypothesis. Their work was meant to reach clear answers to the questions of age-related impact on language proficiency associated with puberty. Firstly, the exercised hypothesis holds that humans have a higher potential to learn languages early in life. However, it fades or disappears with maturation, but remains intact through exercise. In other words, if the individual builds a strong foundation in terms of language learning capacities

during childhood, acquiring additional languages will work effectively later on. Secondly, the maturational state hypothesis claims that the child's ability to acquire an L2 vanishes, if not exercised during the critical period.

On the surface, these two hypotheses seem to be similar, but they bring different interpretations for the critical period hypothesis. According to the exercised hypothesis, adults have formulated a solid base of language abilities; therefore, they should be better L2 learners. However, the maturational state hypothesis claims that children are better than adults when it comes to L2 learning. Because since they have not reached maturation yet, their maximum capacity has not been consumed.

#### **1.2.3.1.2. The Sensitive Period Hypothesis**

Oyama (1979) introduced another age-related hypothesis, different from the critical period hypothesis regarding the disappearance rate of the learner's innate ability to acquire a L2. The sensitive period hypothesis suggests that the child's ability to acquire an L2 may gradually decrease throughout childhood and adolescence, rather than being abruptly lost at puberty. However, the sensitive period hypothesis proposes that there are a number of opportunity windows that mark the effectiveness of language acquisition. Additionally, this hypothesis claims that there are certain language aspects that could be more sensitive to time than others, for example, phonology is more sensitive than syntax, since phonology is learnt through listening and practicing which is mostly influenced by early life exposure to L2.

#### **1.2.3.2. Second Language Acquisition Stages**

Krashen and Terrell (1983) divided the SLA process into five stages that every child must go through; each stage is characterized by a contradiction in timing. The amount of progress in the SLA stages varies from one child to another. Besides, the time frame is imprecise by virtue of personality traits, cognitive abilities, and social factors.

In the act of teaching French and English languages simultaneously in the Algerian primary schools in the academic year 2022/2023, the pupils are supposed to complete the first two acquisition stages that Krashen and Terrell (1983) have identified, namely: the preproduction stage and the early production stage in a one-year period, whereas the following stages are beyond reach due to time constraints reflecting on the pupils themselves. To expand more, during the first two stages, the pupils are most likely able to grasp some vocabulary but not syntax. Therefore, our study deals only with vocabulary and pronunciation as the main linguistic aspects.

#### **1.2.3.2.1. Preproduction Stage**

In the first six months of the SLA process, children face a silent phase. Despite the availability of lexis, they cannot communicate with others. They are able to recognize and mimic gestures and movements to demonstrate understanding, though. For this reason, listening comprehension and vocabulary development should be highly stressed; consequently, learners will need plenty of repetition and training.

Building on what has been explained about this stage, both French and English teachers should be aware that third year primary school pupils are silent during the preproduction period. Absorbing everything around them without producing any speech, they start to memorize the alphabet in combination with some basic vocabulary related to names of family members, school objects, colors, numbers, days, and frequently used verbs and adjectives like: look, listen, tick, circle, and small, big, etc. Usually, pupils depend on gestures, flash cards, and their teacher's body language to understand the meaning of the new words. Teachers at this point are expected to rely heavily on non-verbal methods since the emphasis is on listening and speaking.

#### **1.2.3.2.2. Early Production Stage**

Most of the time, children make progress in a FL after six months or one year of studying it. Learners' vocabulary expands, in spite of their inability to articulate words well. Often, children employ the vocabulary they have learned so far to construct short and simple sentences in order to communicate with others.

At the early production stage, third year primary school pupils start to use the French and English languages' vocabulary that they have learned to produce utterances. They formulate one-or-two-word sentences as a reaction to what they see or hear from their teachers by using flash cards, writing on the board, or listening to native speakers in contexts related to their level of competence. They can identify all the familiar aspects they have dealt with before, for instance, they can reproduce the memorized dialogues, which revolve around topics from the textbook.

#### **1.2.3.2.3. Speech Emergence**

Speaking becomes increasingly a commonplace. Although learners mainly rely on familiar topics, they produce longer phrases in the speech emergence phase. Their cognition improves, along with an enhancement in their vocabulary and a decrease in their errors. After one to three years of studying the FL, teachers must regularly offer comprehension assessments and stimulate language production. Of note, the population of the current research (i.e. the third year primary school pupils) has reached neither this stage nor the next two ones.

#### **1.2.3.2.4. Intermediate Fluency**

After dealing with the L2 for a period that ranges between three and five years, communication becomes fluent, along with demonstrating higher order thinking skills. At this

stage, learners are able to express themselves almost fluently in new situations; their vocabulary deepens as they make very few errors. Teachers must consider various learning strategies to encourage learners' new information acquisition processes by engaging them in reading and writing activities.

#### **1.2.3.2.5. Advanced Fluency**

Learners' vocabulary and grammar usage mirror that of native speakers over a period that extends from five to seven years of language learning. They are able to operate effectively in all contexts. Mainly, the learner ought to become essentially fluent, maintaining an accent and using idiomatic expressions. Teachers should guarantee that all learners benefit from a variety of opportunities to use the target language on a regular basis in order to boost both their fluency and confidence.

#### **1.2.4. Contrastive Analysis vs. Error Analysis**

Contrastive analysis (henceforth, CA) highlights the influence of the learners' L1 over the L2 acquisition process by comparing between the structures of these languages and indentifying the similarities and differences between them. Through this comparison between the learners' L1 and L2, CA tends to predict and explain the errors made by L2 learners in order to achieve an effective L2 teaching. The similarities between the L1 and L2 facilitate the acquisition process whereas the differences between the two language systems cause errors to emerge. The idea of CA was propounded by Robert Lado (1957) in his book *Linguistic across Cultures*; however; it was highly criticized since it only predicts learners' errors coming from one reason i.e.; the learners' L1 as the direct source of errors.

The concept of error analysis (henceforth, EA) has been developed by Corder (1967) to complement CA. Put explicitly, EA identifies and explains different sources of errors made

by L2 learners'. According to Corder (1967), errors are not avoidable; rather, they represent a learning process itself.

### 1.2.4.1. Types of Errors

Corder (1973) organized errors committed by learners into four types.

#### 1.2.4.1.1. Omission and Addition

Omission occurs at the level where learners fail to include compulsory items in the sentence, whereas, addition is resulted from inserting superfluous words or phrases.

**Table 1.5**

*Examples of Omission and Addition*

Sentences	Type of error	Error analysis
My son did not <u>wanted</u> to study	Addition	The learner added the past simple ending morpheme 'ed' to the main verb after the auxiliary verb 'DID', where it should be in the infinitive form.
My mother <u>cooking</u> dinner	Omission	The learner used (the present continuous) inaccurately, omitting the verb 'to be'

### 1.2.4.1.2. Misinformation and Misordering

Misinformation takes place when the learner uses words or expressions in an inappropriate context while misordering is marked by the wrong position of a morpheme or a group of morphemes in an utterance.

**Table 1.6**

*Examples of Misinformation and Misordering*

Sentences	Type of error	Error Analysis
Language is a tool <u>to communicate</u>	Misinformation	Wrong word choice, the learner must use the noun 'communication' instead of the verb 'to communicate'
I live in <u>house the most beautiful</u> in Mila	Misordering	The learner uses 'house the most beautiful' instead of 'the most beautiful house in Mila' misordering the words in the sentence because of the unawareness of grammar rules which implies that the adjective should be placed before the noun.

### 1.2.5. Interlanguage Hypothesis

Many scholars suggest that L2 learners may develop a fully independent linguistic entity varied from that of their native and target languages. This idea was introduced using several terms. Nemser (1969) named it 'approximative system', Corder (1971) called it 'idiosyncratic dialects'. However, the term interlanguage was coined by Selinker (1972) based on the 'latent psychological structure' which was hypothesized by Lenenberg (1967) as

a tendency in the human brain which is activated when one starts acquiring the L2. The expressions produced are neither similar to the native speakers' nor interpreted from the learner's L1 perspective; that is, it is a unique system which emerges.

According to Selinker (1972), interlanguage is a term that refers to the language mistakes made by non-native speakers trying to use L2 rules, which are invented as temporary and sufficiently workable alternatives to the right answers. Therefore, the former are considered to be 'correct, normal, and inevitable' in an interlanguage hypothesis context. Davies (1989) suggested that interlanguage possesses three main characteristics "permeability, dynamism, and systematicity" (p. 461), since it links between the one's L1 and L2 as the learner commits predictable yet changeable mistakes.

Cook (1993) pointed out that as the learner's interlanguage progressively approaches the target language aiming at achieving competency, it will be stabilized at a certain point due to a number of causes. The state of no change is referred to as fossilization. It occurs when the learner is continually committing the same mistakes, frozen in a manner of incorrect language use because of the absence of feedback that enables the learner to differentiate between the interlanguage and the target language. This, usually creates barriers to successful acquisition process

#### **1.2.6. Interlanguage Hypothesis Implications for Children**

The original interlanguage hypothesis concerns only adult L2 learners; however, the emphasis has shifted to include L2 young acquirers. Swain (2005) made linguistic claims about the extension of the interlanguage hypothesis to children who are learning an L2 in a setting that lacks L2 native speakers. As a response to Swan's claims, Ellis (2005) investigated the interlanguage grammar of Kindergarten children of Mondial Education Semarang; Tarone (2018) conducted a study about children involved in The French



Immersion Programs, whereas Jordan and Bittner (2018) analyzed the interlanguage system of children learning Dutch and German. All these studies revealed that children's interlanguage can be fossilized where the degree of fossilization and their mother tongue has a remarkable influence on their L2 speech production. Moreover, mental processes such as strategies of language transfer, simplification, and overgeneralization of L2 rules tend to shape the child's interlanguage as it became as systematic as that of adults.

### **1.2.6.1. Language Transfer**

From a behaviorist perspective, language transfer is the individual's tendency to pass on habits from the L1 to L2. However, Odlin (1989) criticized the behaviorists' definition of transfer proclaiming that "transfer is not simply a consequence of habit formation" (p. 25). He presented his own definition declaring that language transfer results from similarities and differences between the learner's L1 and L2 being learnt and therefore, these similarities lead to a 'positive transfer' however the differences produce 'negative transfer'.

Selinker (1983) stressed the nature of transfer as a cognitive process in SLA, distinguishing between positive and negative transfer. As claimed by Odlin (1989), positive transfer occurs when there are similarities between the L1 and the L2. In other words, whenever L2 features are equivalent to the L1 system, these equivalents are acquired with ease by the learner. However, the lack of equivalents may cause a negative transfer. The latter occurs as a reaction to the differences between the two languages i.e.; the L1 and L2. Odlin (1989) assumed that: "negative transfer involves divergences in norms in the target language" (p. 36). In fact, negative transfer is associated with error production and difficulties in the acquisition process unlike positive transfer.

### **1.2.6.2. Overgeneralization**

Overgeneralization is a strategy used by pupils to overcome difficulties concerning all target language forms through inventing new rules. For example, the general rule of the past tense is adding the morpheme [ed] at the end of the verb. However, the pupil does not know about the exceptions of the rule; as a result, the past tense marker-ed will be added to both regular and irregular verbs (walked, goed, laughted, liked). In other words, overgeneralization implies the deletion of language structures; therefore, it is sometimes considered as a specific instance of simplification.

### **1.2.6.3. Simplification**

Simplification is the pupils' tendency to either omit or add auxiliaries, pronouns, morphemes, or articles to facilitate the L2 acquisition process they neither transform the L1 structures into simpler ones nor replace the difficult L2 forms by others that suit their level of competence. For example, omitting ('nife' for 'knife') or adding (I do not like neither coffee nor tea).

## **1.2.7. Teaching Strategies to Facilitate the Simultaneous Acquisition of French and English in Primary Schools**

Currently, in Algeria, third year primary school pupils are considered sequential bilinguals because they start acquiring the French and English languages at once at the age of eight years old. To meet the teaching objectives, various teaching strategies and media are used such as songs, flashcards, and games.

Teachers' implementation of songs in L2 classrooms was highly stressed by Murphey (1992), who linked the verbal rehearsal with Piaget's egocentric language (2003) and Vygotsky's inner speech (1934). He considers songs as the fastest way to teach vocabulary to young learners. Moreover, Sharpe (2001) asserts that the listening skill must be prioritized

by FL teachers because songs represent a direct contact with language patterns and structures in an amusing way.

Similarly, flashcards are handy tools to evaluate and rehearse vocabulary at every stage of the lesson (Budden, 2004). The use of flashcards guarantees the pupils' engagement with the lesson as they create suspense and boost curiosity. Furthermore, Wright (1989) advocates that flashcards work as reference point of what is being taught inside the language classroom, creating a language bridge between the context and the language. Brinton (2001) emphasizes the use of pictures in teaching foreign words as they connect the pupils' L1 and L2. In this case, translation will not be needed and extreme explanation will be avoided.

Games improve bilingualism through providing a relaxing and amusing environment that boosts the learners' motivation towards learning new languages. Pound (2005) asserts that playing games can be seen as a reward for the pupils' advancement throughout the acquisition process. Ersoz (2000) illustrates the importance of games for practicing different language skills. However, he stressed the fact that games are supplementary activities during the language sessions. Teachers must be careful in choosing the appropriate games that suit their learners' level of competency.

### **1.3. Section Three: Caregivers' Standpoints Regarding the Simultaneous Introduction of Two Foreign Languages in Primary Schools**

This section draws attention to the factors that have a direct influence on the parents' attitudes toward teaching their children multiple FLs at an early age. It also emphasizes the significant role of parents in increasing their children's interest in learning FLs in order to expand their views of the world.

### **1.3.1. Family Language Policy**

Family Language Policy (henceforth, FLP) is a theory that is primarily inspired by language policy theories and it also incorporates research in the area of language acquisition and children. In reality, language policy is concerned with the use of language in public settings and the impact of laws and regulations on language change. In the beginning, language policy was known as "language planning". At the time, linguists worked to assist newly independent governments in resolving their linguistic difficulties and the languages to be used at home which is one of the most essential domains when it comes to language use. Fishman (1991) stated that the family's language is unavoidably the foundation for how the family defends itself against outside forces.

### **1.3.2. Factors Influencing Family Language Policy**

Numerous factors that are strongly tied to family history and may affect language policy within families have been found. The family structure, culture and customs, and parents' educational background are highlighted in this section as the three key elements

#### **1.3.2.1. The Structure of the Family**

Family structure is one of the important variables that significantly affects FLP. The term "family" can refer to both immediate family members, such as grandparents, uncles, aunts, siblings, and other close relatives, as well as nuclear family members, such as simply the parents (the mother and the father) and their children living together in a single home (Hirsch & Lee, 2018). According to Georgas et al. (2001), members of extended families frequently participate in each other's personal affairs and activities, including clothes and appearance, independence, and money management. They may even participate in the child's language development. Grandparents typically have various viewpoints on children's language habits, which frequently center on the L1 habits. They think that by encouraging

kids to speak their mother tongue and form a sense of national identity, they can pass along our linguistic and cultural heritage to upcoming generations. On the other hand, today's kids might not like these beliefs because they want to speak and acquire an L2 and because they want to interact in the same languages as their peers to fit in (Asselt et al., 2017).

### **1.3.2.2. Parents' Educational Level**

Lan Curdt-Christiansen and Huang (2020) claimed that parents' educational level is one of the most crucial elements that affect FLP since it has a direct correlation with parental involvement and commitment in the process of language learning and development. Some parents have graduated from a higher level of education, which enables them to impart precise knowledge to their kids. On the other side, some parents have inadequate educational backgrounds and are unable to teach their children with proper information (Zhou, 2020). To make this point clear Forey (2016) focused on their study in which they spoke with parents to determine whether or not their educational backgrounds are sufficient to instruct their kids in other languages. According to the uneducated parents who lacked the necessary abilities and language proficiency, they are unable to assist their children in learning an L2 because they lack the information necessary to do so, especially when it comes to mastering the four language skills of speaking, listening, reading, and writing.

### **1.3.2.3. Culture**

The cultural factor refers to the family's cultural traditions and social norms. Several nations around the world have diverse cultures, traditions and identities. Consequently, children learning an L2 will have a variety of socio-cultural perspective. Zhou et al. (2020) declared that each family has a different cultural background therefore; the views of parents regarding children learning an L2 will vary.

### **1.3.3. Teaching Children Multiple Languages at once: The Parents' Viewpoints**

Usually parents engage in their children's language teaching either actively or passively (Bartram, 2006). As stressed by Gardner (1968), two parental roles have been distinguished 'passive role' and 'active role' which mirrors the parents' attitudes towards multiple language teaching.

Actively involved parents are those who display positive perspectives about their children's progress in multiple language acquisition frameworks. Gardner (1968) believed that the active role is conceptualized through monitoring the child's performance in language learning in every way possible. These parents are creating a rich environment for their children's linguistic growth.

Unlike the active parents, passively involved parents question the importance of bilingualism and convey negative thoughts about multiple language teaching through showing no interest in a L2. According to Gardner (1968), the parents' passive role is linked with their viewpoint about the L2 speech community, which means that if they have non-pleasant ideas about the speakers of a given language or community, they will not encourage their children to acquire that language.

### **Conclusion**

This chapter tackled the Algerian diversified linguistic situation, where varieties of languages are used in daily communication. It addresses issues related to the appropriate age for children to acquire an L2 as well as those related to the linguistic interference that may take place when learning L2. The idea of interference is based on CA and EA hypotheses. Additionally, this chapter illustrates factors that usually influence the caregivers' attitudes towards teaching FLs to their children at schools.

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## **Chapter Two : Data Analysis and Discussion**

### **Introduction**

This chapter is devoted to the practical side of the research, it reports the answers related to the research questions set forth at the beginning that concern the simultaneous learning of two FLs at the primary level in Algeria. Much importance is given to both teachers and caregivers' viewpoints about the success of the English language implementation in the primary school. This chapter portrays the methodology used to answer the research questions, describes both teachers and caregivers' questionnaires, analyzes the data and discusses the results. In addition, the limitations of this study and the recommendations for teachers, parents, and the educational authorities wrap up the whole research.

### **2.1. Research Design and Method**

The current research endeavor adopts an exploratory approach and is subscribed within the mixed method design because it gathered both quantitative and qualitative data.

### **2.2. Participants**

To gather data, two online questionnaires were conducted with third year primary school FL teachers in Algeria. Exactly, 32 English and another 32 French teachers took place in the study. Besides, 33 caregivers volunteered to respond to the online questionnaire. We think that these samples are enough to give us an insight about the topic.

### **2.3. Pilot Study**

A pilot study is a small study designed to test the feasibility and practicality of various aspects of the methods selected for implementing the research on a larger sample in a more rigorous way (Arain, Campbell, Cooper, & Lancaster, 2010). The pilot study of the current



research was the first step toward the preparation for the data collection and analyses phases. After examining the research topic and setting forth for the research questions, we conducted a pilot study in order to gain insight about the validity of our research method. The pilot study was carried out with a group of participants other than those who participated in the real phase of data collection. For more details, those who took place in the pilot study phase are third year English and French primary school teachers and the caregivers' whose children are enrolled at the same level. This pilot study was conducted in six primary schools namely: Chaibi Mohamed Cherif, Abdelhamid Ben Badis, Ziani Said, and Messai Saleh in the town of Mila, Wilaya of Mila, in addition to Djamoune Aissa and Regaii Ayache primary schools in the town of Tadjenanet, Wilaya of Mila. These primary schools were selected for their easy access as they are located near our residence where transportation is available.

The purpose behind this pilot study was to assess the research method and see it is realistic and workable as well as to identify any defects before moving to the data collection phase. This pilot study took place over a period of two weeks using a semi-structured interview with both FL teachers and a questionnaire with caregivers as well as uncontrolled observations in the French and English classrooms to explore the situation.

The results of this pilot study revealed that the chosen research methods (questionnaire, interviews, and observations) needed to be changed due to a number of reasons. The first one is related to the unavailability of the English language teachers; one teacher of English works in more than one primary school. There are only seven teachers of English in the town of Mila, the Wilaya of Mila. Therefore, the number of teachers with whom we conduct interviews or make observations in their language class is not sufficient. The second reason is pertinent to the unwillingness of the caregivers to answer the printed questionnaire arguing that they cannot answer immediately or they do not have time, it was impossible to fix appointments with them. The above limitations urged us to opt for online

questionnaires which proved to be very practical. We gained time and gathered the required data in three days effortlessly. The questionnaires was created in light of our observations and interviews in the pilot study as we could elicit valuable information about the topic and the reality of teaching two FLs simultaneously in primary schools.

## **2.4. Data Collection**

The questionnaires was created in light of our observations and interviews in the pilot study as we could elicit valuable information about the topic and the reality of teaching two FLs simultaneously in primary schools. In fact, online questionnaires reach people quickly, are cost-efficient, provide anonymous answers, and grant flexibility for the respondents. They were posted on Facebook groups that have numerous following from both FL teachers and caregivers of third year primary school pupils. The Facebook groups are: الانجليزي الصغير (*The little English*), مدرسو اللغة الانجليزية في الابتدائي (*Teachers of English in primary School*), and Profs de Français (3\_4\_5) AP (*French Teachers (3-4-5) PS*). These posts were deleted as soon as we gathered the appropriate number of participants (32 teachers of English, 32 teachers of French, and 33 caregivers). The teachers' questionnaire is written in English; however, a French version was delivered to the teachers of French to be able to express their thoughts. The caregivers' questionnaire was designed in English; yet, an Arabic version was submitted as the latter is their mother tongue.

## **2.5. Teachers' Questionnaire**

### **2.5.1. Description of the Teachers' Questionnaire**

The teachers' questionnaire comprises twelve questions divided into three sections each question revolves around a specific idea. The three sections are: teachers' profile, teachers' perceptions, and pupils' confusion. For more details about this questionnaire, it includes eight close-ended questions, whereby teachers are requested to select one or more

answers from the prearranged options. We also decided on two open-ended questions removing boundaries from the respondents' answers so that they could express themselves freely. Two other questions were included as a mixture between close-ended and open-ended form, where options were given to teachers but justifications were demanded.

The aim behind the first section as the title suggests, is collecting personal information about teachers, starting with the FL they teach to classify the sample into two categories: teachers of English and English. This question acts in accordance with stating the teachers' highest academic level and years of experience which mirrors their performance as they achieve a smooth flow of the teaching learning process. Moreover, these questions serve as an icebreaker in an attempt to make the respondents more open to answer on the questions deeply and frankly.

The second section serves as key to unlock one of the research questions stated in the memoire, which is the manner in which the teachers view English and French simultaneous learning by third year primary school pupils. This section contains five questions; they seek to investigate the consequences of pupils' young age on L2 acquisition from the teachers' angle. Then, the questions go deeper asking about the pupils' cognitive capacity whether or not it will be distressed. After that, teachers are asked to give their opinions before and after dealing with this new teaching experience. Furthermore, they are requested to compare the amount of exposure to the two languages (i.e., English and French) in third-year primary school classrooms.

The third section is devoted mainly to the pupils' reaction when encountering English and French at the same time. The teachers are asked about the confusion, if any, and the linguistic aspect at which pupils confuse between the two languages. Afterwards, the teachers are required to mention the teaching strategies that they opt for in order to avoid such confusion.

## 2.5.2. Analysis of Teachers' Questionnaire

### Section One: Teachers' Profile

#### Q1: Are you?

**Table 2.1**

*Teachers of French and English as Participants*

Teachers	Number	Percentage
Teachers of English	32	50%
Teachers of French	32	50%
<b>Total</b>	<b>64</b>	<b>100%</b>

As table 2.1 shows, the participants consist of 32 teachers of English (50%) and another 32 teachers of French (50%). This is to guarantee them equal chances in expressing their opinions about the simultaneous learning of French and English languages at the primary school level.

#### Q2: What is your educational degree?

**Table 2.2**

*Teachers' Educational Degree*

Educational Degree	Percentage	
	Teachers of English	Teachers of French
Bachelor degree	28%	34%
Master degree	12%	38%
ENS graduated	60%	28%
<b>Total</b>	<b>100%</b>	<b>100%</b>

Table 2.2 addresses the educational degree of both teachers of French and English as a way to determine their various levels of proficiency. First, the dominant category among the teachers of French is that of the Master degree holders with 38%, followed by that of the Bachelor degree with 34% and then by that of ENS degree graduated teachers with 28%. Second, the majority of the teachers of English are ENS degree graduated teachers (60%) because of the decisions of the Ministry of Education in Algeria (2022) that prioritized unemployed ENS graduated teachers to be recruited to third year primary school level, while 28% of them hold a Bachelor degree, and only 12% of them hold a Master degree. These results indicate that both FL teachers are qualified which allows us to obtain more concrete information.

### **Q3: How long have you been teaching English/French?**

**Table 2.3**

*Teachers' Years of Experience in Teaching*

<b>Years of Experience</b>	<b>Teachers Percentage</b>	
	Teachers of English	Teachers of French
<b>More than five years</b>	19%	63%
<b>Less than five years</b>	81%	37%
<b>Total</b>	100%	100%

This question aims at determining the teaching years of experience of the participants. Table 2.3 demonstrates a high rate of novice teachers of English (81%) who had a teaching experience that lasted for less than five years, while 19% of them have been teaching for more than five years. However, the majority of the teachers of French (63%) have longer teaching career for more than five years because teaching the French language in primary

schools has existed for long decades; whereas, 37% of them claim that they have taught the French language for less than five years.

## Section Two: Teacher's Perceptions

**Q4: Are the pupils at this age capable of acquiring two foreign languages simultaneously?**

**Table 2.4**

*The Age Factor in Language Acquisition*

Options	Percentage	
	Teachers of English	Teachers of French
Yes	75%	63%
No	25%	37%
<b>Total</b>	100%	100%

This question tends to obtain information about the respondents' perception towards this new policy of the simultaneous learning of two foreign languages in primary school. As table 2.4 illustrates, the majority of the respondents (75% of the English teachers and 63% of the French teachers) consider that third year primary school pupils are capable of handling this simultaneous acquisition process by virtue of their young age. Pupils at this age are curious and eager to learn new languages according to their brain flexibility in processing new information. On the contrary, 25% of the English teachers and 37% of the French teachers find that the pupils at this age are unable to complete this task successfully because they are facing two separate language systems at the same time which may cause confusion in addition to the newly introduced subjects which cause a heavy load for them.

**Q5: How can teaching the French and English languages at this age affect the child's thinking abilities?**

**Table 2.5**

*The Effect of the Simultaneous Language Acquisition on Third Year Primary School Pupils'*

*Thinking Abilities*

Options	Percentage	
	Teachers of English	Teachers of French
Positively	91%	84%
Negatively	9%	16%
<b>Total</b>	100%	100%

This question seeks to investigate the simultaneous language acquisition effect on third year primary school pupils' cognitive abilities from the teachers' perspective. The findings show that the totality of L2 teachers (91% of the teachers of English and 84% of the teachers of French) think that there exist a positive impact on pupils' cognitive skills since they are processing two languages simultaneously where a higher working memory is needed. Additionally, communicating through two languages leads to different thinking styles and thoughts and to easily switch between different tasks. However, a group of teachers that consist of 9% of English teachers and 16% of French teachers say that there is a negative impact over the pupils' cognitive abilities; which imply a decrease in the amount of assimilation.

**Q6: At the beginning, did you find this experience challenging?****Table 2.6***The Teachers' Opinions about the experience at the Beginning of the School Year*

Options	Teachers' Percentage	
	Teachers of English	Teachers of French
No	72%	63%
Yes	28%	37%
<b>Total</b>	100%	100%

The purpose behind this question is to evaluate the participants' experience in introducing two FLs simultaneously at the onset of the school year. Table 2.6 attempts to detect various viewpoints concerning the challenges faced by the FL teachers. The majority of the participants (i.e., 72% of the English teachers and 63% of the French teachers) agree that the new experience was not challenging for them, they were highly motivated. They found that the experience was amusing and the pupils' natural eagerness to learn new languages made things facile from the very beginning. However, the other 28 % of the teachers of English and 37% of the Teachers of French disagree. They faced difficulties in dealing with pupils who make a reference to the other L2 interference especially in terms of pronunciation



**Q7: After dealing with the situation, to which extent is the simultaneous learning of two foreign languages successful in Algeria?**

**Table 2.7**

*The Degree of Success of the Child's Exposure to both English and French in the Algerian Primary Program*

	Percentage	
	Teachers of English	Teachers of French
<b>Successful</b>	51%	44%
<b>Not successful</b>	15%	12%
<b>Depends on the pupils' individual differences</b>	9%	13%
<b>Too early to make judgments</b>	25%	31%
<b>Total</b>	100%	100%

The aim of this question is to generate a view about third year primary school pupils' degree of success concerning the simultaneous acquisition of French and English. Various themes have emerged after analyzing the answers to this question. Explicitly, the themes range between the success of the experience, the nonsuccess of the experience, the pupils' unique traits and the inability to make judgments at this early stage.

It was found that most of L2 teachers (i.e., 51% of the English teachers and 44% of the French teachers) announced the success of the English language implementation project in primary school simultaneously with the French language. They justified their claims with the extreme need of expanding the Algerian child's knowledge and cultural awareness about other countries since an early age. Moreover, the teachers highly emphasized the benefits of

this experience, since it boosts the child's ability to multitask through enhancing creativity, critical thinking and memory improvement. By contrast, some teachers (15% of the English teachers and 12% of the French teachers) admit the failure of the project asserting that it is not successful because of the same obstacles mentioned earlier: the problem of the age and languages interference. Moreover, an idea that was presented by both language teachers revolves around the relativity of success. A percentage of 9% of the English teachers and 13% of the French teachers hinted to individual differences among pupils, which affected this learning process. The rest of the participants are neutral. Precisely 25% of the English teachers and 31% of the French teachers declared that they could not determine yet, although signs of success are likely to rise on the long run.

**Q8: How do you find the time dedicated to English since it is less than that allotted to French?**

**Table 2.8**

*English Session Timing in Primary School*

Options	Percentage	
	Teachers of English	Teachers of French
Enough	25%	34%
Not enough	75%	66%
Total	100%	100%

It is worth noting that the French session is scheduled four times a week and each session lasts for 45 minutes while the English session is scheduled only twice per week with 45 minutes each. Therefore, this question is structured to ask the participants about the sufficiency of time devoted to the English session for third year primary school pupils.

Teachers, who opted for the inadequacy of the time allotted to English, represent the major part in both language teachers' categories (75% of the English teachers and 66% of the French teachers). Teachers believed that English should have the same timing as French i.e., 4 days a week rather than twice in order to have equal exposure opportunities. Another portion of teachers (25% of the English teachers and 34% of the French teachers), assumed that a forty-five- minute session twice a week is enough regarding the content presented in the textbook along with the pupils' age claiming that young learners should not be overcharged with constant teaching of FLs.

### Section Three: Pupil's Confusion

**Q9: Do your pupils get confused while shifting from the English to the French session or vice versa?**

**Table 2.9**

*Teachers' Views about the Pupils' confusion between the English and French Languages*

Options	Percentage	
	Teachers of English	Teachers of French
Yes	66%	59%
No	34%	41%
<b>Total</b>	100%	100%

The purpose behind this question is to know whether or not third year primary school pupils face confusion when shifting from the French to the English session. As indicated in table 2.9, a great deal of teachers (66% of the English teachers and 59% of the French teachers) confirmed that the pupils usually confuse between French and English. However, the rest of the sample (34% of the English teachers and 41% of the French teachers) thought

that there is no confusion between the two languages on the part of the pupils. It seems that the majority of the pupils mix things up when shifting from the English session to the French session or vice versa. Perhaps, they do so in various aspects like vocabulary and pronunciation.

### Q10: which linguistic aspect?

**Table 2.10**

*The Linguistic Aspect at which the Confusion is concerned*

Linguistic Aspect	Percentage	
	Teachers of English	Teachers of French
a. Pronunciation	44%	53%
a. Vocabulary	36%	13%
a + b	20%	34%
<b>Total</b>	100%	100%

This question aims at exploring the linguistic aspect at which the pupils confuse the most between the French and English languages from the teachers' point of views. Table 2.10 shows all the statistics of the answers related to the question stated above. On the one hand, most of the participants ticked one option. To be explicit, the majority of the teachers' choices (44% of the English teachers and 53% of the French teachers) were directed towards pronunciation. A percentage of 36% of the English teachers and 13% of the French teachers opted for vocabulary in the sense that both languages share certain lexical items. On the other hand, the participants were free to select more than one option. Therefore, the rest of the sample (20% of the English teachers and 34% of the French teachers) ticked more than one linguistic aspect; pronunciation and vocabulary. Evidently, the correct spelling of new words should be accompanied by their correct articulation.

**Q11: In your language class, when do your pupils shift to the other foreign language?****Table 2.11***The Pupils' Tendency to Confuse between French and English*

Options	Percentage	
	Teachers of English	Teachers of French
<b>At the beginning of the school year only</b>	53%	44%
<b>Still exists</b>	47%	56%
<b>Total</b>	100%	100%

This question allowed us to determine the stage at which the pupils opt most for the other FL inside the classroom. Table 2.11 shows that the majority of the English language teachers (53%) pointed out that the inappropriate switch from French to English or vice versa happened at the beginning of the year only. The French teachers who ticked the same option represent 44% of the sample. Clearly, this confusion occurs due to the simultaneous introduction of French and English in primary schools. The pupils started constructing different linguistic codes that leads them to a confusion, which is a normal phase in their acquisition journey. Such confusion vanishes over time with continuous practice and the gradual escalation in the ladder of proficiency. However, the majority of the French teachers (56%) as well as less than the half of the English teachers (47%) considered this confusion as an ongoing obstacle, which still exists in L2 classrooms through the entire academic year. Perhaps, the teachers' last point of view is based on the pupils' individual differences and the capacity of each to differentiate between the two language systems in their brains, which is a matter of cognitive ability and the time spent in practice not only inside the classroom but also outside.

**Q12: As a French or English teacher, what are the strategies that you follow to help pupils avoid such a confusion?**

**Table 2.12**

*Strategies Used to Aid Pupils Avoid Confusion*

Strategies	Percentage	
	Teachers of English	Teachers of French
<b>Recalling</b>	62%	50%
<b>Teacher's correction and motivation</b>	28%	34%
<b>Nonverbal methods (songs, flashcards, and games)</b>	10%	16%
<b>Total</b>	100%	100%

The purpose behind this question is to obtain information about the strategies those teachers of English and French implement in order to aid pupils in getting rid of confusion. The majority of the sample (62% of the English teachers and half of the French teachers) considered that the most beneficial strategy to aid the pupils avoid confusion is recalling. Teachers of English and French maintained that repeating vocabulary items at the beginning of every session along with the continuous reminder of the differences between the two languages assist the learners in making the correct differentiations. A group of 28% of the English teachers and 34% of the French teachers maintained that the teacher's correction and motivation help engrave the information in the pupils' heads. Bluntly, teachers tend to stop the pupils whenever they produce incorrect responses to establish correct linguistic right from the beginning. A percentage of 10% of the English teachers and 16% of the French teachers opted for using flashcards, song, and games, etc to explain the lesson and avoid any

misunderstanding on the part of the pupils; however, these materials are not available inside the classroom. Therefore, the teachers provide the materials from their own financial means.

### **2.5.3. Discussion of the Teachers' Questionnaire**

The analysis of the teachers' questionnaire provided profound insights into their attitude towards introducing the English language simultaneously with French at the Algerian primary schools. Based on the analysis, we reached some results about our research.

First and foremost, the findings reveal that the majority of teachers of English are beginners with relatively few years of experience whereas the teachers of French are more experienced in dealing with primary school pupils than those of English.

Building on the teachers' answers, we came to the realization that the majority of them strongly support the simultaneous introduction of English along with French in the primary school. According to them, third year primary school pupils are capable to build two separate language codes by virtue of their young age. The pupils at this age are equipped with the faculties and capabilities that permit them to acquire an L2 effortlessly. These results support Lennberg's (1967) hypothesis that emphasizes the existence of a critical period in one's life during which L2 acquisition is easy.

Besides, the findings indicate that the simultaneous acquisition of two FLs in primary schools has a profound effect on the pupils' cognitive ability. Teachers of English and French emphasize the positive effects of teaching multiple FLs for the pupils at this age. Clearly, third year primary school pupils can easily develop certain cognitive skills by which they can switch between different tasks i.e.; from English to French or vice versa.

Because the data were collected towards the end of the academic year, pupils have already had their results for examinations and tests; therefore, the teachers' declarations about the success of introducing English simultaneously with French at the primary school are

confirmed. Most of FL teachers announced the success of implementing this language plan despite noticing the confusion between French and English that is made by the pupils. This confusion occurs at the level of certain linguistic aspects, mainly pronunciation due to the fact that both languages are written in the Latin alphabet yet some common words are articulated differently. We think that this confusion is not only related to the similarities and differences between French and English but also to the frequency of using French in the Algerian society as a product of the colonial era. Of note, the confusion does not cover syntax because the latter is not dealt with at all by the teachers at this level. Moreover, the results reveal the teachers' dissatisfaction about the time allotted to English sessions. Two forty-five sessions per week are not enough to expose the pupils' to English as it should be; as a result, confusion would increase as the lessons get harder.

Furthermore, it seems that FL teachers are completely aware that the best strategy to help third year primary school pupils is using some materials like: songs, flash cards, pictures, etc. Considering the pupils' age, their cognitive abilities have not developed fully yet; hence, they can only deal with concrete objects rather than abstract ideas. To use Piaget's (2003) terms, they are still in the concrete operational stage where teaching relia are necessary. However, such materials are not always available to provide learning-by- doing opportunities for the pupils; therefore, the majority of the teachers tend to repeat vocabulary items and correct pronunciations of words at the beginning of every session to assist them avoid confusion as much as possible.

All in all, third year primary school pupils are able to, some extent, succeed in overcoming the complexities of acquiring two FLs simultaneously at this young age. This is the answer to the second research question. However, the pupils do face two main challenges. The first one is confusing the pronunciation of French words with that of the English ones. Yet, they are still beginners and we expect that they can get rid of such a problem later on.



The second one is the limited time allotted to the English sessions at school. That was the answer to the third research question. Since that this is the status quo, we assume that the simultaneous learning of two languages for third year primary school pupils is successful in Algeria. We turn now to the caregivers's questionnaire analysis to see if it confirms and validates those results.

## **2.6. Caregivers' Questionnaire**

### **2.6.1. Description of the Caregivers' Questionnaire**

The caregivers' questionnaire is composed of eight questions divided into three sections in order to obtain valuable information on the part of the caregivers concerning the simultaneous acquisition of French and English in primary school. The three sections are: caregivers' profile, caregivers' attitude, and caregivers' involvement. Explicitly, the questionnaire consists of five closed-ended questions where caregivers are free to pick more than one answer. We opted for only one open-ended question so that the respondents can feel free to express themselves. Two more questions were added as a combination of closed-ended and open-ended questions where options were given to teachers but justifications were demanded.

The first section (questions from one to three) elicits general information about the caregivers' levels of education, the structure of the families, and the language used at home among members of each family. These identified the extent to which the Algerian parents are interested in FL teaching in primary schools.

The second section addresses the perspectives of the caregivers about the simultaneous learning of French and English by their children. They were asked to mention the challenges or the lack thereof, faced by their children during the simultaneous acquisition of two FLs.

The third section examines the involvement of the caregivers in their children's education especially concerning learning FLs. Reference, here, is due to the methods used by parents to aid their children in their simultaneous acquisition of two FLs in primary school. Additionally, they were asked to express their opinions concerning the outcomes of introducing English on the child's interest in French.

## 2.6.2. Analysis of the Caregivers' Questionnaire

### Section One: Caregivers' Profile

#### Q1: What is your educational level?

**Table 2.13**

*Caregivers' Educational Level*

Caregivers' educational level	Percentage
University level	73%
Below university level	27%
<b>Total</b>	<b>100%</b>

This question aims at investigating the effect of the parents' educational level on their attitude toward multiple language teaching at primary schools. As indicated in table 2.13, the majority of the caregivers (73%) are university graduates whereas 27% of the them stopped their studies at the primary, middle or high school level. These results indicate that the majority of the sample is well educated; as a result; it can provide us with valuable information.

**Q2: What is your family structure?****Table 2.14***Caregivers' Family Structure*

<b>Family structure</b>	<b>Percentage</b>
<b>Extended</b>	33%
<b>Nuclear</b>	67%
<b>Total</b>	100%

The purpose behind this question is to know whether or not the family structure has an impact on the caregivers' linguistic choices and points of view about raising bilingual children. Findings in table 2.14 show that 67% of the caregivers live in nuclear families (i.e.; father, mother, and children only) while 33% of them live in extended families (parents, grand-parents, and children, etc.). This means that most of them are the only people who decide what language(s) to use at home and to focus on in their children's studies.

**Q3: Which language do you speak at home?****Table 2.15***The Spoken Language(s) among Family Members*

<b>Language</b>	<b>Caregivers' Percentage</b>
<b>a. Only Dialectal Arabic</b>	70%
<b>b. Dialectal Arabic and French</b>	20%
<b>c. Dialectal Arabic and English</b>	10%
<b>Total</b>	100%

This question aims at identifying the spoken language(s) among family members of third year primary school pupils. Table 2.15 shows that 70% of the families tend to use only dialectal Arabic to communicate with each other at home. Whereas, 20% of them use dialectal Arabic and French. A percentage of 10% of the pupils' families use dialectal Arabic and English in their daily conversation. By this, they mean that they insert some English words in their speech, perhaps. It is a clear indication of the parents intellectual capabilities. The majority of them are university graduates (see table 2.13); therefore, they have a certain linguistic package that enables them to use few French and English words within their every day speech.

### **Section Two: Caregivers' Attitudes**

**Q4: After announcing that English will be taught simultaneously with French, where did you stand from this decision?**

**Table 2.16**

*Caregivers' Attitudes toward the Simultaneous Acquisition of French and English at the Primary School*

<b>Caregivers' opinions</b>	<b>Caregivers' percentage</b>
<b>With the decision</b>	61%
<b>Against the decision</b>	39%
<b>Total</b>	100%

This question attempts to investigate the caregivers' attitudes towards the simultaneous teaching of French and English at the primary school. As indicated in table 2.16, the majority of the caregivers (61%) were satisfied with the Educational Ministry's decision about changing the situation of English in the Algerian educational sector i.e.; from

a subject taught at the middle school to a one to be taught simultaneously with French at the primary school. The caregivers consider that their children can easily cope with the demands of the situation despite their young age. The rest of the sample (39 %) was against the decision; they said that the pupils' young age might hinder the simultaneous acquisition of two FLs.

**Q5: On the basis of what you have encountered so far, is your child coping with the situation?**

**Table 2.17**

*Caregivers' Points of View about the Pupils' Capacity to Cope with the Situation*

Caregivers' opinion	Percentage
Yes	76%
No	24%
<b>Total</b>	<b>100%</b>

This question aims to know whether or not the pupils' are capable of acquiring French and English simultaneously at third year primary school level from the caregivers' perspective. Table 2.17 illustrates that the majority of the respondents (76%) claimed that their children are able to acquire two FLs simultaneously without confusion due to their brain flexibility as well as their inner eagerness to learn new languages at this age. Only a percentage of 24% of the caregivers have experienced the opposite with their children. They discovered that their third year primary school pupils could not cope with the exigencies of the situation; that is, they confuse between French and English due to their inability to make a clear distinction between the two language codes.

### Section Three: Caregivers' Involvement

#### Q6: What are the challenges confronted by your child under these circumstances?

**Table 2.18**

*Challenges Faced by Third-Year Primary School Pupils*

Challenges	Caregivers' Percentage
<b>a. Age boundaries</b>	6%
<b>b. Similarities between French and English</b>	46%
<b>c. Insufficiency of time allotted to English session</b>	36%
<b>d. b + c</b>	12%
<b>Total</b>	100%

This question sought to find out the difficulties that face third year primary school pupils during L2 acquisition process. Table 2.18 displays all the statistics for the responses to the question mentioned above. Clearly, most of the caregivers preferred to tick only one option although they were free to select more than one option. To start with, less than half of the participants (46%) opted for the similarities between French and English. They declared that their children find some difficulties at the lexical and pronunciation level as many English and French words originate from Latin. A percentage of 36% of the caregivers consider that the time allotted to the English session is not enough. As explained before (see table 2.8), two forty-five-minute sessions per week are not sufficient. Besides, only 6% of the sample consider the pupils' age a challenge. This category of the participants mentioned that language acquisition is much more difficult and less successful at this age. The rest of the sample, which is estimated by 12% of it, ticked more than one challenge: they regarded each

of the similarities between French and English and the insufficiency of the time allotted to English sessions as the main causes for the pupils' inability to succeed in learning two FLs. In order to overcome the confusion between the two languages, third year primary school pupils should benefit from an equal exposure to the English language as that of the French language inside the classroom.

### Section Three: Caregivers' Involvement

#### Q7: What are your plans to aid your child in the foreign language acquisition process?

**Table 2.19**

*Caregivers' Plans to Enhance their Children's Simultaneous Acquisition of Two Foreign Languages*

Caregivers' Plans	Percentage
a. Private Schools	20%
b. Books and Dictionaries	9%
c. Online Platforms	55%
d. a + c	16%
<b>Total</b>	<b>100%</b>

Table 2.19 demonstrates the statistical analysis of caregivers' plans and practices to help their children acquire French and English simultaneously. Explicitly, a percentage of 55% of the caregivers selected online platforms. The most adopted strategy among them is downloading mobile applications like Duolingo and using online platforms and lessons that enhance L2 acquisition. In other words, the caregivers placed importance on the use of technology to sustain imagination that leads to a greater independence for the child. Only 20% of the sample considered private schools to be complementary to public schools. They

boost the pupils' exposure to the L2. A percentage of 9% of the caregivers considered that buying books and dictionaries could facilitate the acquisition of FLs on the part of the pupils as they experience direct contact with the language. It should be noted that the rest of the sample (16%) opted for private schools and using online platforms. The informants claimed that they help their children acquiring French and English simultaneously by using technology in combination with registering their children in private schools without relying only on the curriculum taught in public schools. These methods are considered as the most appropriate plans adopted by parents for a successful implementation of the Ministry's decisions about FL teaching at primary schools. It appears that parents strongly support the idea of teaching English, which is an international language, to their kids at early stages in their educational career.

**Q8: Do you think that the introduction of English has a negative impact on the child's interest in French?**

**Table 2.20**

*The Impact of English on the Pupils' French Language Performance in Primary School*

Caregivers' points of view	Percentage
<b>a. No impact</b>	76%
<b>b. Limited impact</b>	12%
<b>c. Neutral</b>	8%
<b>Total</b>	100%

The objective of this question is to detect the impact of English on French, if any, concerning the pupils' performance at school. Three main answers emerged after analyzing the answers to the above question. To be explicit, the majority of the informants (76%)



argued that the English language exerts no impact on the pupils' performance in French. Building on what was explained before (see table 2.7), third year primary school pupils are successfully coping with the demands of the situation. Moreover, 16% of the caregivers claimed otherwise. They argued that the pupils' low educational achievement in the French language is due to the child's exposure to another L2 i.e.; English. Finally, yet equally important, the rest of the sample, which is estimated by 8%, is neutral. They did not express their attitudes vis-à-vis this point.

### **2.6.3. Discussion of the Caregivers' Questionnaire**

The analysis of the caregivers' questionnaire set out to provide a picture about their attitudes toward introducing primary school pupils to two foreign languages at once.

To start with, the results obtained from the first section of the questionnaire indicate that the majority of the caregivers are well educated; thus, they provided valuable information concerning the importance of exposing their children to multiple FLs at an early age. The majority of the respondents live in nuclear families where parents are the only authority to decide which language(s) to be spoken at home. There is a clear indication that the parents' educational level and type of family level are reflected on the language(s) they use to communicate with their children. Despite the fact that most of them use only dialectal Arabic, there is a tendency among third year primary school pupils' families to insert some French or even English words into their speech.

Moreover, the findings reveal the caregivers' positive attitude toward the simultaneous introduction of two FLs in the primary school. The majority of the caregivers view that teaching two FLs to their children at this age is essential, especially English whom they want their children to be exposed to the most. Most of them supported the decision of the Ministry of Education as it opens doors for their children's professional and educational

career. Clearly, there is an increasing awareness among the Algerian society members about the importance of English as the language of technology and science.

The pupils' age is not considered as a challenge that hinders the simultaneous acquisition of two FLs on the part of the caregivers. They consider their young age a privilege that facilitates the acquisition process, as the children are curious and flexible. However, the pupils' encounter some confusion due to the similarities and differences between English and French that they could not fully overcome because of the limited exposure to English compared to that of French. In this vein of thought, the caregivers set forth some strategies to aid their children. Mainly, they resorted to the private schools and the use of online platforms which indicates that the public school's curriculum and/or instructors is/are not satisfactory from the parents' points of view or they want their children's to be heavily exposed to FLs.

Drawing on the findings discussed above, we find out that they do not contradict with the results obtained from the teachers' questionnaire. In other words, the answers we advanced to the research questions at the end of section 2.2.3 are confirmed by the findings obtained from the caregivers' questionnaire. This gives more credibility, reliability and validity to our research findings. It is the aim behind triangulation. In a way, the caregivers' ideas gave more insights to the subject as they showed that they, on their part, aid and support their children in their acquisition of FLs by all means.

## **2.7. Limitations of the Study**

No study is without limitations; therefore, we provide the following.

- The sample size is not so large that it is not very representative. Hence, the results are not generalizable and we call other researchers to investigate this topic with other samples in other regions, be it in Algeria or elsewhere.

- Questionnaires may not be enough for exploring the topic of this dissertation. More research tools like interviews and observations could have brought more valid, reliable and triangulated data.

## **2.8. Recommendations**

Building on the results of the teachers' questionnaire and the caregivers' questionnaire, we advance some recommendations for FL teachers, caregivers and decision makers.

### **2.8.1. Recommendations for Teachers**

Teachers must realize that the confusing between French and English among third year primary school pupils is normal and predictable since they are learning the two FLs simultaneously. Teachers should try to overcome the lack of materials by using body language and continuously explain the differences between the languages and avoid confusion. Additionally, teachers must place a high importance on L2 acquisition stages in order to properly scaffold further development and assist the learners to pass through the stages with ease. Moreover, teachers must take into consideration the pupils' young age when designing the lesson, especially English English who have little experience in dealing with pupils at this age.

### **2.8.2. Recommendations for Caregivers**

Parents should be aware of their children's needs at this age concerning FL teaching. Exposing their children to learning-by-doing experiences is highly demanded. For example, games, puzzles can be useful at beginner stages. The parents' role is not limited to providing the suitable materials; therefore, they must constantly follow their children's academic achievement to overcome any complexities.

### **2.8.3. Recommendations for Decision Makers**

The number of English sessions per week is not enough to practice the language properly. More time should be allotted to English as a subject in the primary school curriculum so that pupils would be equally exposed to both the FLs.

If the first recommendation is to be implemented, then, the Ministry of Education must recruit more teachers of English to equalize their number with those of the French teachers and to reduce the pressure that every primary school English teacher suffers from. They are responsible for teaching a huge number of pupils in more than three primary schools located in different regions in the same Wilaya where the means of transportation are not always available.

Moreover, the number of pupils in each group needs to be revised. Crowded classrooms hinder the teaching/learning experience at all levels: the teachers may not be able to pay close attention to each pupil individually and the pupils find it difficult to interact and participate inside the classroom.

### **Conclusion**

For the sake of providing adequate answers for the research questions, this chapter was devoted to analyse and discuss the data that were obtained from the online questionnaires. Building on of the caregivers and teachers' questionnaires, it is clear that the majority of the respondents confirm the success of introducing English simultaneously with French in primary schools. The pupils' optimal age and natural tendency as well as the vast encouragement they receive on the part of their teachers and caregivers has contributed to this success.

## General Conclusion

The sociolinguistic situation in Algeria is the result of a long history which shapes the languages spoken by its people. Being fully aware of the importance of EFL, especially, as the world has become a small village, the Algerian decision makers incorporated the English language in the third year primary school level; hence, it has started to be taught simultaneously with the French since September 2022. Whether the implementation of this decision is feasible without big hindrances or not is the topic of the current dissertation.

This work consists of two chapters: one chapter for the literature review and a second one for the fieldwork. To start with, the literature review is divided into three sections which are: the simultaneous acquisition of two foreign languages in Algeria, bilingualism and SLA, and caregivers' standpoints concerning the simultaneous introduction of two FLs at the primary schools. The second chapter introduces the methodology, analysis, discussion of the results, limitations and recommendations of the study.

Any research should be driven by research questions: here are the ones we formulated: (1) To which extent is the simultaneous learning of two languages for third year primary school pupils is successful in Algeria? (2) Can third year primary school pupils in Algeria cope with the demands of the situation? And (3) Do third year primary school pupils in Algeria face any challenges when acquiring the French and English languages simultaneously? If yes, what are they? To answer these research questions, data had to be gathered. As a first step, we conducted two online questionnaires with 64 French and English primary school teachers and 33 caregivers. Of note, the study followed the mixed method design.

After the analysis of the collected data, it became incredibly obvious that despite the pupils' confusion between French and English, the majority of FL teachers declared the

success of introducing English at the primary school. As a result, third year primary school pupils in Algeria are able to cope with the demands of the situation. Moreover, the majority of the pupils' caregivers agreed with the Ministry of Education's choice since it will sustain their children' professional and academic careers.

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## Appendices

### Appendix A: Teacher' Questionnaire

Dear teacher,

This questionnaire is built based on our observations inside third year English and French primary school classes. It is a part of a study that aims at investigating the simultaneous learning of French and English languages at third year primary school level. Your collaboration is extremely needed to accomplish the investigation goals. Please note that all of your answers are kept anonymous and dealt with confidentially for the sake of research purposes. You are kindly asked to answer the following questions by ticking the right answer or provide short sentences; you can choose more than one answer. Your cooperation will be highly appreciated!

#### Section One: Teachers Profile

1. Are you?
  - a. English teacher
  - b. French teacher
2. What is your educational degree?
  - a. Bachelor degree
  - b. Master degree
  - c. ENS graduates
3. How long have you been teaching English?  
  
..... Years

#### Section Two: Teachers' Perceptions

1. Are the pupils at this age capable of acquiring two foreign languages simultaneously?

a. Yes

b. No

Justify .....

2. How can teaching French and English languages at this age affect the child's thinking abilities?

a. Positively

b. Negatively

3. At the beginning, did you find this experience challenging?

a. Yes

b. No

Justify .....

4. After dealing with the situation, to which extent is the simultaneous learning of two foreign languages successful in Algeria?

.....  
.....

4. How do you find the time dedicated to English compared to French?

a. Enough

b. Not enough

### Section Three: Pupil's Complications

1. Do your pupils get confused while shifting from the English to the French language or vice versa?
  - a. Yes
  - b. No
2. In your language class, when did your pupils shift to the other foreign language?
  - A. At the beginning of the year only
  - B. Still exists
3. In which linguistic aspect?
  - A. Pronunciation
  - B. Grammar
  - C. Vocabulary
4. As a French or English teacher, what are the strategies that you follow to help pupils avoid such confusion?

.....

.....

.....

## **Appendix B : Teachers' Questionnaire (French Version)**

Chers Professeurs,

Ce questionnaire est construit sur la base de nos observations dans les salles de classe d'Anglais et de Français de troisième année de l'école primaire. On vous demande de bien vouloir répondre aux questions suivantes en cochant la bonne réponse ou en fournissant des phrases courtes ; vous pouvez choisir plus d'une réponse. Votre coopération sera très appréciée !

### **Première Section : Profil des Enseignants**

1. Êtes-vous?

- a. Professeur d'Anglais
- b. Professeur de Français

2. Quel est votre diplôme ?

- a. Baccalauréat
- b. Master
- c. Diplômés de l'ENS

3. Depuis combien de temps enseignez-vous le Français ?

..... Années

4. Est ce que les apprenants sont ils capables de maitriser 2 langues au même temps?

- a. Oui
- b. Non

## Section Deux : Perceptions des Enseignants

1. Les élèves de cet âge sont-ils capables d'acquérir simultanément deux langues étrangères ?

a. Oui

b. Non

Justifier .....

2. Comment l'enseignement du Français et de l'Anglais à cet âge peut-il affecter les capacités de réflexion de l'enfant ?

a. Positivement

b. Négativement

3. Au début, avez-vous trouvé cette expérience difficile ?

a. Oui

b. Non

Justifier .....

4. Après avoir traité de la situation, dans quelle mesure l'apprentissage simultané de deux langues étrangères réussit-il en Algérie ?

.....

.....



4. Comment trouvez-vous le temps consacré à l'Anglais par rapport au Français ?

a. Assez

b. Pas assez

**Section Trois : Complications de l'élève**

1. Vos élèves s'embrouillent-ils en passant de l'Anglais au Français ou vice versa ?

a. Oui

b. Non

2. Dans votre classe de langue, quand vos élèves sont-ils passés à l'autre langue étrangère ?

a. Au début de l'année seulement

b. Existe toujours

3. Dans quel aspect linguistique ?

a. Prononciation

b. Grammaire

c. Vocabulaire

4. En tant que professeur de Français ou d'Anglais, quelles sont les stratégies que vous suivez pour aider les élèves à éviter une telle confusion ?

.....  
.....

## **Appendix C : Caregivers' Questionnaire (English Version)**

Dear Caregivers,

This questionnaire revolves around outlining caregivers' attitudes towards introducing English as a subject simultaneously with French in the Algerian primary school along with their involvement in facilitating their children language acquisition process. You are kindly asked to answer these questions as part of our dissertation in master two. Please note that all your answers are anonymous for the sake of research purposes by ticking the right answer or provide short sentences; you can choose more than one answer. Your cooperation will be highly appreciated!

### **Section One: Caregivers' Profile**

1. What is your educational level?
  - a. Primary School
  - b. Middle School
  - c. High School
  - d. University
2. What is your family Structure
  - a. Nuclear
  - b. Extended
3. Which language do you speak at home?
  - a. Only dialectal Arabic
  - b. French and Arabic
  - c. English

**Section Two: Caregivers' Attitude**

1. How do you consider foreign languages teaching at primary school?
  - a. Essential
  - b. Optional
  - c. Useless
  
2. After announcing that English will be taught simultaneously with French, where did you stand from this decision?
  - a. With the decision
  - b. against the decision

Justify .....

3. On the basis of what you encountered so far, is your Child coping with the situation?
  - a. Yes
  - b. No

Justify.....

4. What are the challenges confronted by your child under these circumstances?
  - a. Age boundaries
  - b. Similarities between the languages
  - c. Insufficiency of Time scheduled for English lessons

**Section Three: Caregivers' Involvement**

1. What are your plans to aid your child in foreign language acquisition process?
  - a. Private schools
  - b. Books, dictionaries
  - c. Mobile applications and programs

2. Do you think that the introduction of English has a negative impact on the child's interest in French?

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

## Appendix D : Caregivers' Questionnaire (Arabic Version)

أعزائي أولياء الأمور،

يتمحور هذا الاستبيان حول تحديد مواقف أولياء الأمور اتجاه إدراج اللغة الإنجليزية كلغة أجنبية ثانية إلى جانب اللغة الفرنسية في المدارس الابتدائية الجزائرية، إلى جانب مشاركتهم في تسهيل عملية اكتساب اللغة لأطفالهم. يطلب منك الإجابة على هذه الأسئلة كجزء من بحث للحصول على شهادة الماستر في تعليمية اللغة الأجنبية. يرجى ملاحظة أن جميع إجاباتك تبقى مجهولة الهوية، الرجاء الإجابة عن طريق اختيار الإجابة الصحيحة أو تقديم جمل قصيرة؛ يمكنك اختيار أكثر من إجابة واحدة. سيكون تعاونكم موضع تقدير كبير!

### القسم الأول: ملف تعريف أولياء الأمور

3. ما هو مستواك التعليمي؟

e.  الطور الابتدائي

f.  الطور المتوسط

g.  الطور الثانوي

h.  التعليم العالي

4. ما هو هيكل عائلتك؟

c.  نووية

d.  ممتدة

3- ما هي اللغة التي تتحدثها في المنزل؟

d.  اللغة العربية فقط

e.  اللغة العربية واللغة الفرنسية

f.  اللغة العربية واللغة الإنجليزية

### القسم الثاني: سلوك أولياء الأمور

5. كيف تدرس اللغات الأجنبية في المدرسة الابتدائية؟

d.  أمر أساسي

e. أمر اختياري

f. لا منفعة منها

6. بعد الإعلان عن أن اللغة الإنجليزية سيتم تدريسها تزامنا مع اللغة الفرنسية، هل أنت مع أو ضد هذا القرار؟

c. مع القرار

d. ضد القرار

..... علل إجابتك

7. اعتمادا على ما مررت به منذ بداية السنة الدراسية إلى الآن. هل استطاع طفلك أن يتعامل مع اللغتين الأجنبيتين

بشكل جيد؟

c. نعم

d. لا

..... علل إجابتك

8. ماهي الصعوبات التي واجهها طفلك خلال هذه التجربة؟

d. صغر السن

e. أوجه التشابه بين اللغتين

f. تخصيص وقت غير كافي للغة الإنجليزية مقارنة مع اللغة الفرنسية

القسم الثالث: مشاركة أولياء الأمور

3. كيف تساعد طفلك في اكتساب هاتين اللغتين؟

d. المدارس الخاصة

e. الكتب والمعاجم

f. المنصات الإلكترونية

4. هل تعتقد أن إدراج اللغة الإنجليزية له تأثير سلبي على اهتمام الطفل باللغة الفرنسية؟

.....  
.....  
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## Résumé

Le système éducatif Algérien a été récemment modifié. Une plus grande attention est accordée à l'enseignement des langues étrangères, principalement l'Anglais. La position de l'Anglais est passée d'une matière enseignée dans les collèges à une matière introduite dans les écoles primaires, où le Français fait partie des programmes. Ainsi, les élèves sont désormais tenus d'apprendre simultanément deux langues étrangères : le Français et l'Anglais. La présente étude vise à savoir si cette expérience est réussie ou non jusqu'à présent. Pour répondre à cet objectif, trois questions de recherche ont été posées : (1) Dans quelle mesure l'apprentissage simultané de deux langues pour les élèves de troisième primaire est-il réussi en Algérie ? (2) Les élèves de troisième année du primaire en Algérie peuvent-ils faire face aux exigences de la situation ? (3) Les élèves de troisième année du primaire en Algérie rencontrent-ils des difficultés lors de l'acquisition simultanée des langues française et anglaise ? Si oui, quels sont-ils ? Une étude exploratoire a été réalisée afin de répondre à ces questions. La méthode de recherche choisie consistait en deux questionnaires en ligne qui ont obtenu des données quantitatives et qualitatives. Il convient de noter que 64 enseignants EFL et Français de troisième année du primaire et 33 aides-soignants ont participé au processus de collecte de données. Après l'analyse des données, les résultats ont révélé que les élèves Algériens de troisième année du primaire sont capables de surmonter les défis de l'apprentissage simultané de deux langues étrangères à cet âge précoce. Ceci est à la fois du point de vue des enseignants de langues étrangères et des soignants. Plusieurs recommandations et limites de l'étude ont été avancées à la fin.

**Mots-clés** : Acquisition simultanée de deux langues étrangères, élèves de troisième primaire, professeurs d'Anglais, professeurs de Français, système éducatif Algérien.

## ملخص

لقد تم في الأونة الاخيرة إجراء بعض تعديلات على النظام التعليمي الجزائري من بينها تدريس لغات اجنبية أخرى بالإضافة إلى اللغة الفرنسية حيث لقت الكثير من الاهتمام إذ نتحدث هنا عن اللغة الانجليزية، حيث تم من خلال هذا التعديل تغيير موقع هذه الأخيرة من مادة تدرس في مرحلة الطور المتوسط إلى مادة تدرس في مرحلة الطور الابتدائي، وهذا بعد أن كانت اللغة الفرنسية اللغة الأجنبية الوحيدة التي تدرس في هذه المرحلة من التعليم إلا أنه أصبح على عاتق التلميذ الجزائري تعلم لغتين اجنبيتين في آن واحد " ألا وهما اللغة الفرنسية و الانجليزية معا". حيث أن هذه الدراسة التي بين أيدينا تهدف إلى معرفة مدى نجاح هذه التجربة حتى الآن لتحقيق هذا الهدف، تم تحديد عدة أسئلة بحثية نذكر منها:

(1) إلى أي مدى يكون التعليم المترام لتلميذ السنة الثالثة من الطور الابتدائي ناجحا في التعليم الجزائري، (2) هل يستطيع تلميذ في الطور الابتدائي بالأخص في الصف الثالث من مواجهة متطلبات هذا الوضع؟ (3) هل يواجه تلاميذ هذا الصف أي الصف الثالث من الطور الابتدائي في الجزائر صعوبات خلال التعليم المترام للغتين أجنبيتين، إذا كان الجواب نعم فيما تتمثل هاته الصعوبات؟ وللإجابة على الأسئلة السابق ذكرها أجريت دراسة استكشافية حيث كانت طريقة البحث المختارة عبارة عن استبيانين عبر الإنترنت استخرجنا من خلالهما بيانات كمية وأخرى نوعية. إذ أنه بعد تحليل تلك البيانات المستخرجة كشفت النتائج بأن تلاميذ الصف الثالث الابتدائي في الجزائر قادرين على التغلب على صعوبات تعلم لغتين أجنبيتين في آن واحد رغم صغ السن، هذا وفقا لوجهة نظر كل من أساتذة اللغتين الأجنبيتين إضافة إلى أولياء الأمور وقد تم تقديم العديد من التوصيات والقيود للدراسة في النهاية.

**الكلمات المفتاحية:** اكتساب لغتين أجنبيتين في نفس الوقت، تلاميذ الصف الثالث ابتدائي، أساتذة اللغة الإنجليزية،

أساتذة اللغة الفرنسية، نظام التعليم في الجزائر