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**Investigating teachers' and parents perceptions of the Impact of the Simultaneous  
Initiation of English and French Instruction as Foreign Languages in Algerian Primary  
Schools: The Case of Third and Fourth Levels in M'sila's Schools.**

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for master's degree in Linguistics*

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## **DEDICATION**

To my big family, my parents, thanks for your prayers.

Thanks for making me the person I am today.

To my brothers and sisters.

To my little family, my husband, thanks for your unwavering support.

To my kids, Abdelkayoume, Djenna and Nouh.

To all my friends, a special thanks to Imane, thanks for believing in me all the time, to Hadjer.

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## ABSTRACT

This study investigates teachers' and parents' perceptions of the impact of simultaneous English and French instruction on the cognitive and educational outcomes of pupils in Algerian primary schools, specifically focusing on third and fourth levels in M'sila. Grounded in the Critical Period Hypothesis, Threshold Hypothesis, and Interdependence Hypothesis, the research explores how early bilingual education can enhance cognitive functions such as executive function, metalinguistic awareness, and cognitive flexibility. Additionally, the study examines the teachers' and parents' perceptions about the effect of bilingual education on pupils linguistically, cognitively, emotionally, and academically. Empirical data is collected through a mixed-methods approach, incorporating surveys and interviews. This research contributes to the broader discourse on bilingual education by offering evidence-based recommendations for policymakers and educators to optimize language education strategies in multilingual contexts. Ultimately, the study seeks to enhance the educational practices in Algeria, promoting linguistic proficiency and cognitive development among young learners.

**Keywords:** Algerian primary schools, English, French, M'sila, Simultaneous language instruction, Teacher's perceptions, Parents' perceptions.

## TABLE OF CONTENT

<b>DEDICATION.....</b>	<b>I</b>
<b>ACKNOWLEDGMENT .....</b>	<b>II</b>
<b>ABSTRACT.....</b>	<b>III</b>
<b>TABLE OF CONTENT.....</b>	<b>IV</b>
<b>LIST OF FIGURES .....</b>	<b>VIII</b>
<b>LIST OF TABLES .....</b>	<b>XI</b>
<b>GENERAL INTRODUCTION.....</b>	<b>1</b>
1. Background of the Study .....	1
2. Statement of the Problem .....	2
3. Purpose of the Study.....	2
4. Significance of the Study.....	3
5. Research Question: .....	3
6. Hypotheses.....	4
7. The structure of the dissertation .....	6
<b>Chapter One: Literature Review.....</b>	<b>9</b>
1. <b>Introduction .....</b>	<b>9</b>
2. Bilingualism/Multilingualism.....	9

2.1.	Theoretical and conceptual framework.....	9
2.1.1.	Simultaneous Language Instruction.....	9
2.1.2.	Bilingual and Multilingual Education.....	10
2.1.3.	Cognitive and Educational Impacts.....	10
2.1.4.	Critical Period Hypothesis: Implications for Early Language Instruction.....	11
2.1.5.	Bilingualism and Multilingualism Theories.....	12
2.2.	Theoretical Perspectives on Language Acquisition.....	13
2.2.1.	Critical Period Hypothesis.....	14
2.2.2.	Bilingualism and Multilingualism Theories.....	14
2.3.	Cognitive Benefits of Early Language Learning.....	15
2.4.	Benefits and Challenges of Bilingual Education.....	17
2.4.1.	Benefits of Bilingual Education.....	17
2.4.2.	Challenges in Bilingual Education.....	18
2.5.	Teacher Training in Multilingual Education.....	20
2.6.	Parental Support in Bilingual Education.....	21
2.7.	Empirical Studies on Bilingual Education and Simultaneous Language Instruction.....	23
2.7.1.	General Overview of Bilingual Education.....	23
2.7.2.	Simultaneous Language Instruction.....	24
2.7.3.	Contextual Studies for Algeria.....	25
2.7.4.	Early Language Learning.....	25

3.	Challenges and Opportunities.....	26
4.	Contextual Factors in Algerian Education.....	27
4.1.	Overview of the Algerian Education System.....	27
4.2.	Role of French and English in Algerian Society .....	28
4.3.	Educational Policies and Reforms for Foreign Language Instruction.....	29
5.	Cognitive Benefits: Enhanced executive function, metalinguistic awareness, and cognitive flexibility.....	30
<b>6.</b>	<b>Conclusion .....</b>	<b>32</b>
<b>Chapter Two: Methodology, Results, and Discussion .....</b>		<b>34</b>
<b>1.</b>	<b>Introduction .....</b>	<b>34</b>
2.	Research Design and Methodology .....	34
3.	Population and Sampling.....	35
4.	Data collection tools .....	35
5.	English and French .....	36
6.	Discussion and Overall Analysis .....	72
7.	General Analysis and Compariso: .....	76
8.	Arabic questionnaire.....	83
<b>Discussion.....</b>		<b>117</b>
1.	Results of teachers' questionnaire .....	117
2.	Results of parents' questionnaire .....	121

3.	<b>Conclusion .....</b>	<b>125</b>
4.	<b>Limitations .....</b>	<b>126</b>
5.	<b>Implications and Suggestions .....</b>	<b>126</b>
6.	<b>Suggestions and recommandations .....</b>	<b>128</b>

## LIST OF FIGURES

**Figure (01):** educational degree

**Figure (02):** experiences.

**Figure (03):** number of learners.

**Figure (04):** levels.

**Figure (05):** the implementation of bilingual foreign languages teaching.

**Figure (06):** Benefits of simultaneous English and French language learning for primary scholars

**Figure (07):** Benefits Difficulties arising from differences between English and French languages for pupils

**Figure (08):** Types of difficulties caused by language differences (multiple options).

**Figure (09):** Learners' cognitive skills qualifying them to learn two foreign languages simultaneously

**Figure (10):** Effects of simultaneous language learning on overall academic performance of pupils

**Figure (11):** Effects of simultaneous language learning on pupils' motivation

**Figure (12):** Effects of simultaneous language learning on pupils' anxiety and pressure

**Figure (13):** Effects of simultaneous language learning on pupils' self-confidence.

**Figure (15):** Challenges experienced in learning two languages simultaneously

**Figure (16):** Appropriateness of starting bilingual education of foreign languages later than primary school

**Figure (17):** Effectiveness of the curriculum for simultaneous teaching of English and French languages

**Figure (18):** Impact of simultaneous English and French language learning on pupils' language development

**Figure (19):** Ease or difficulty for pupils in continuously shifting between two languages

**Figure (21):** Ease Attitude of pupils' parents towards their children learning two foreign languages simultaneously

**Figure (23):** Importance of collaboration between English and French teachers to enhance learning and teaching processes

**Figure (24):** Role of technology in enhancing bilingual education

**Figure (25):** Role Curriculum improvements to support bilingual education

**Figure (27):** education level

**Figure (28):** Relationship to Child

**Figure (29):** Relationship to Child Number of Children in Primary School

**Figure (30):** Grade Level of Children.

**Figure (31):** Importance of Learning English.

**Figure (32):** Importance of Learning French.

**Figure (33):** Appropriateness of starting bilingual education in two foreign languages earlier than elementary school.

**Figure (35):** Benefits of learning both English and French simultaneously for children's future educational and professional prospects.

**Figure (36):** Incidence of children mixing up the proper use of English and French

**Figure (37):** Difficulties caused by differences between English and French for students

**Figure (38):** student's language development

**Figure (39):** Ability of children to cope with learning both languages simultaneously without feeling overwhelmed

**Figure (40):** Agreement on learners' cognitive abilities enabling them to learn two foreign languages simultaneously

**Figure (41):** Impact of simultaneous language learning on students' motivation

**Figure (42):** Impact of simultaneous language learning on students' anxiety and stress

**Figure (43):** with learning both languages

**Figure (44):** Confidence in the current elementary school system's ability in effectively teach English

**Figure (45):** Confidence in the current elementary school system's ability in effectively teach French

**Figure (46):** Adequacy of teacher training for teaching both English and French

**Figure (47):** Effectiveness of curricula for simultaneous teaching of English and French

**Figure (48):** Satisfaction with the current resources (books, materials, etc.) provided by the school for language learning

**Figure (50):** Enhancement of children's cognitive abilities through early learning of English and French

**Figure (51):** Importance of parental involvement in children's language education

**Figure (52):** Adequacy of school-provided information to parents on supporting children's language learning at home

## LIST OF TABLES

**Table (01):** Educational Degree

**Table (02):** Experiences.

**Table (03):** Number of Learners.

**Table (04):** Levels.

**Table (05):** The Implementation of Bilingual Foreign Languages Teaching.

**Table (06):** Benefits of simultaneous English and French language learning for primary scholars

**Table (07):** Benefits Difficulties arising from differences between English and French languages for pupils

**Table (08):** Types of difficulties caused by language differences (multiple options).

**Table (09):** Learners' cognitive skills qualifying them to learn two foreign languages simultaneously

**Table (10):** Effects of simultaneous language learning on overall academic performance of pupils

**Table (11):** Effects of simultaneous language learning on pupils' motivation

**Table (12):** Effects of simultaneous language learning on pupils' anxiety and pressure

**Table (13):** Effects of simultaneous language learning on pupils' self-confidence.

**Table (14):** Challenges experienced in learning two languages simultaneously

**Table (15):** Appropriateness of starting bilingual education of foreign languages later than primary school

**Table (16):** Effectiveness of the curriculum for simultaneous teaching of English and French languages

**Table (17):** Impact of simultaneous English and French language learning on pupils' language development

**Table (18):** Ease or difficulty for pupils in continuously shifting between two languages

**Table (19):** Ease Attitude of pupils' parents towards their children learning two foreign languages simultaneously

**Table (20):** Importance of collaboration between English and French teachers to enhance learning and teaching processes.

**Table (21):** Role of technology in enhancing bilingual education

**Table (22):** Role Curriculum improvements to support bilingual education

**Table (23):** Parents' Age

**Table (24):** Parents' Level of Education

**Table (25):** Relative Relation with the Pupil

**Table (26):** Number of children studying at primary school

**Table (27):** the level the child is studying at.

**Table (28):** How important is it for the child to learn English.

**Table (29):** How important is it for the child to learn French.

**Table (30):** Appropriateness of starting bilingual education in two foreign languages earlier than elementary school.

**Table (31):** Assessment of the impact of simultaneous French and English teaching on students' language development.

**Table (32):** Benefits of learning both English and French simultaneously for children's future educational and professional prospects.

**Table (33):** Incidence of children mixing up the proper use of English and French.

**Table (34):** Difficulties caused by differences between English and French for students.

**Table (35):** If yes, difficulties pupils face because of differences between English and French.

**Table (36):** Ability of children to cope with learning both languages simultaneously without feeling overwhelmed.

**Table (37):** Agreement on learners' cognitive abilities enabling them to learn two foreign languages simultaneously

**Table (38):** Impact of simultaneous language learning on students' motivation

**Table (39):** Impact of simultaneous language learning on students' anxiety and stress.

**Table (40):** with learning both languages.

**Table (41):** Confidence in the current elementary school system's ability in effectively teach English.

**Table (42):** Confidence in the current elementary school system's ability in effectively teach French.

**Table (43):** Adequacy of teacher training for teaching both English and French

**Table (44):** Effectiveness of curricula for simultaneous teaching of English and French.

**Table (45):** Satisfaction with the current resources (books, materials, etc.) provided by the school for language learning.

**Table (46):**

**Table (47):** If the child receives private tutoring to support his/her, level in learning the two languages

**Table (48):** Enhancement of children's cognitive abilities through early learning of English and French.

**Table (49):** Importance of parental involvement in children's language education.

**Table (50):** Adequacy of school-provided information to parents on supporting children's language learning at home.

# **General Introduction**

## **GENERAL INTRODUCTION**

### **1. Background of the Study**

The Algerian education system is characterised by a systematic approach to primary, middle, and secondary education. Primary education, which is compulsory and free, usually begins at the age of six and lasts five years. This foundational period is crucial for shaping children's cognitive and social development as well as establishing the foundation for future scholastic success.

Foreign language learning has been an important part of the Algerian educational approach. Because of Algeria's colonial history, French has long had an important role in the curriculum. French is frequently used in higher education, science, and industry, making it an important language for academic and professional development. However, in recent years, there has been an increasing recognition of English's role as a global lingua franca. English is widely seen as essential for participating in the global economy, accessing scientific and technical developments, and improving international communication.

Unquestionably, bi/multilingualism is becoming the worldwide norm, facilitating the world's ever-increasing interconnectedness. In this scenario, Algeria, which speaks Arabic, is no exception. The Algerian government made a clear attempt in 1993, following the educational reform, to replace the French language in primary schools by introducing English to young learners instead, despite the fact that French has always had a permanent place in the Algerian educational system, but this policy was eventually abandoned. However, in a presidential speech in July 2022, the Algerian Ministry of Education restored English as a language to be taught to primary school students alongside French starting from their third year. As a result, young Algerian primary school students are exposed to two new foreign languages in addition to their mother tongue,

Arabic; each language exposed in a separate course, and they are expected to be fluent in all three, Arabic, English, and French.

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

The Algerian government recognizes the importance of multilingualism in the globalized world, it has consequently initiated the simultaneous teaching of English and French as foreign languages in primary schools. This educational approach aims to foster proficiency in both languages, to enhance the global competitiveness of Algerian learners, and provide increased opportunities in international communication and the job market. However, the simultaneous initiation of two very different foreign languages presents a unique set of challenges. This include cognitive overload for young learners, potential interference effects between languages, resource and teacher training constraints, and the necessity for an educational framework that can effectively support bi-literate competency. There is limited empirical research investigating teachers' and parents perceptions of the impact of this educational strategy on Algerian primary students' language development, academic performance, and motivation.

## **3. Purpose of the Study**

The current study seeks to fill a gap in the literature by investigating how early simultaneous instruction in English and French is perceived by teachers and parents to impact Algerian young learners' language proficiency, cognitive development, and motivational factors.

The study investigates the phenomena of simultaneous instruction in English and French among young learners in Algerian primary schools. Its goal is to investigate teachers and parents' perceptions of the cognitive impacts, linguistic consequences, and sociocultural implications of simultaneous instruction of English and French language learning through empirical research and analysis. This study will look at teachers' views as well as the experiences of young pupils who

are learning both English and French. The study aims to give information on the challenges, benefits, and instructional practices linked with bilingual education in Algeria.

By addressing these objectives, the study attempts to provide a more nuanced understanding of the effects of simultaneous language education on young learners.

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

This study aims to provide significant insights into the policy's curricular and pedagogical implications, as well as recommendations that can help shape language education policies and teaching methods in Algeria and other multilingual environments. It will provide evidence-based recommendations aimed at enhancing the effectiveness of language education policies and teaching practises. These recommendations will contribute to the broader discourse on multilingual education in Algeria and other educational contexts.

The significance of this dissertation lies in its ability to contribute to several important areas of language learning and educational policy, particularly in multilingual contexts like Algeria. The findings from this study will have far-reaching repercussions for educators, policymakers, and academics.

#### **5. Research Question:**

This study aims to answer the following questions

- 1.** Do teachers have positive or negative attitudes towards the implementation of teaching English and French languages simultaneously in primary schools?
- 2.** What are teachers and parents' perceptions about the effects of simultaneous English and French instruction on pupils' linguistic competence and academic performance?

3. What is teachers' and parents perceptions of the impact of the simultaneous initiation of English and French instruction on the cognitive, social, and emotional experiences of pupils in the third and fourth levels of M'sila's primary schools?

## **6. Hypotheses**

This study is guided by the following hypotheses:

1. The simultaneous initiation of English and French instruction in Algerian primary schools is perceived by both teachers and parents to positively impact students' language proficiency in both languages.

This hypothesis posits that early exposure to both English and French will enhance students' proficiency in both languages. The dual-language immersion is expected to create a rich linguistic environment, fostering greater language acquisition capabilities. Previous research suggests that simultaneous bilingualism can lead to higher levels of proficiency due to increased language input and usage (Bialystok, 2001; Cummins, 2000).

2. Students receiving simultaneous instruction in English and French is perceived by both teachers and parents to exhibit enhanced cognitive development, including improved executive function, metalinguistic awareness, and cognitive flexibility, compared to their monolingual peers.

This hypothesis builds on the cognitive benefits associated with bilingualism. It suggests that managing two languages from an early age can enhance cognitive functions such as executive control, which involves tasks like problem-solving, mental flexibility, and inhibitory control. Metalinguistic awareness, or the ability to think about and analyze language as an abstract system, is also expected to be heightened, along with cognitive flexibility, the capacity to switch between

thinking about different concepts or to think about multiple concepts simultaneously (Bialystok et al., 2012).

3. Teachers will have mixed attitudes towards the simultaneous instruction of English and French, influenced by factors such as language proficiency, training, and support resources.

This hypothesis acknowledges the variability in teachers' perspectives on bilingual education. Factors such as teachers' own language proficiency, the availability and quality of training, and the adequacy of teaching resources can significantly influence their attitudes. Positive attitudes may stem from recognizing the cognitive and academic benefits for students, while negative attitudes might arise from perceived challenges, including additional workload and insufficient training (Darling-Hammond et al., 2017; Genesee, 1999).

4. The implementation of simultaneous English and French instruction will present challenges such as cognitive overload and language interference, but they can be overcome through effective teacher training and parental support.

This hypothesis identifies potential difficulties in simultaneous bilingual education, such as cognitive overload, where students might struggle with learning two languages at once, and language interference, where elements of one language intrude into the use of another. However, it suggests that these challenges can be addressed through comprehensive teacher training programs and strong parental involvement, providing the necessary support systems for students to thrive (Grosjean, 2001; Epstein, 2011).

5. According to teachers' and parents perceptions, students receiving simultaneous language instruction will show higher levels of academic performance and motivation compared to students in traditional monolingual or sequential bilingual programs

This hypothesis posits that students exposed to both languages from an early age will not only develop better language skills but also perform better academically and exhibit higher levels of motivation. The enriched linguistic environment and cognitive benefits associated with bilingualism are expected to contribute to overall academic success and increased enthusiasm for learning (Cummins, 2000; García, 2009).

## **7. The Structure of the Dissertation**

The structure of the dissertation is organized into two main chapters. The first chapter, "Theoretical and Conceptual Framework," begins with an overview of the Algerian education system and the importance of foreign language instruction, talking about the simultaneous initiation of English and French instruction in primary schools. It includes a detailed literature review covering the Critical Period Hypothesis, bilingualism and multilingualism theories, cognitive benefits of early language learning, empirical studies on bilingual education, and contextual factors in Algerian education. It then defines key concepts and explains the relevance of the Critical Period Hypothesis and bilingualism theories. The second chapter, "Practical/Analytical Framework," introduces the chapter's focus on the practical aspects of the study, detailing the research design and methodology, including participant selection, data collection methods, and data analysis techniques. It analyzes empirical data on teachers' attitudes, pupils' language proficiency, and cognitive outcomes. The dissertation closes with a major findings section, offering recommendations for policy and practice, and a general conclusion that recapitulates the study's objectives, findings, contributions, limitations, and future research

directions. By bridging theory and practice, this dissertation seeks to illuminate the multifaceted impact of simultaneous English and French instruction on young learners in Algerian primary schools. It aims to provide a comprehensive understanding of how early bilingual education influences language proficiency, cognitive development, and academic performance. Through this integrated approach, the dissertation endeavors to offer evidence-based insights that can inform educational policies and practices in Algeria and similar multilingual contexts, ultimately contributing to the development of effective bilingual education strategies that enhance pupil's outcomes.

**Chapter One:**  
**Theoretical Framework**

## **Chapter One: Literature Review**

### **1. Introduction**

This chapter provides a comprehensive theoretical and conceptual foundation for examining the simultaneous initiation of English and French instruction in Algerian primary schools. By exploring key theories such as the Critical Period Hypothesis, bilingualism, and multilingualism frameworks, and the cognitive benefits of early language learning, this chapter establishes the academic context for the study. Additionally, it reviews empirical studies on bilingual education and contextual factors specific to Algeria, setting the stage for the practical and analytical investigations that follow. This theoretical groundwork is crucial for understanding the complex interplay between language acquisition, cognitive development, and educational outcomes in a bilingual learning environment.

### **2. Bilingualism/Multilingualism**

#### **2.1. Theoretical and Conceptual Framework**

##### **2.1.1. Simultaneous Language Instruction**

Simultaneous language instruction is a pedagogical strategy in which two or more languages are taught concurrently in the same educational programme. This method differs from sequential language instruction, which teaches one language before introducing another. Simultaneous language training tries to help pupils develop competency in many languages at the same time, harnessing the cognitive benefits of early and concurrent exposure to diverse linguistic systems. García (2009) argues that multilingual students require proficiency in many languages to thrive in their educational and social settings.

### **2.1.2. Bilingual and Multilingual Education**

Bilingual education is the use of two languages as mediums of instruction for academic material, with the goal of promoting proficiency in both. Multilingual education broadens this concept to encompass three or more languages. These educational approaches recognise students' linguistic diversity and seek to improve their cognitive, intellectual, and social development through the structured and systematic use of many languages. Bilingual and multilingual education models differ greatly, from dual-language immersion programmes to transitional bilingual education and content-based language training (Baker, 2011).

Dual-language immersion programmes teach pupils two languages with the goal of being skilled in both. Subjects, for example, may be taught in both English and French in order to foster bilingualism.

Transitional bilingual education: This strategy tries to gradually transition children from their native language to the majority language of teaching, and is frequently used to assist kids in achieving fluency in a second language while keeping their first language.

Content-based language training involves teaching academic content in a second language, allowing students to build language abilities through subject matter learning (Cenoz & Genesee, 1998).

### **2.1.3. Cognitive and Educational Impacts**

The cognitive and educational consequences of bilingual and multilingual schooling are significant and complex. According to research, studying many languages can improve a variety of cognitive capacities, including memory, problem-solving skills, and cognitive flexibility. Bilingual people frequently have higher executive functioning, which includes skills like planning,

attention control, and the capacity to transition between tasks quickly (Bialystok, 2001). These cognitive advantages are thought to originate from the mental exercise of maintaining two linguistic systems, which necessitates continuous cognitive engagement and adaptability.

From an educational standpoint, bilingual and multilingual instruction can result in improved academic accomplishment and increased metalinguistic awareness—the ability to think about and analyse language as an abstract system. This increased awareness promotes the study of new languages and general literacy development (Cummins, 2000). Bilingual and multilingual programmes promote social cohesion and understanding by increasing cultural awareness and sensitivity among pupils (García, 2009).

#### **2.1.4. Critical Period Hypothesis: Implications for Early Language Instruction**

According to the Critical Period Hypothesis (CPH), there is a certain window of time when language acquisition is most effective and natural. This phase is typically thought to last from early childhood to approximately adolescence. According to Lenneberg (1967), the brain's plasticity at this vital era facilitates more effortless language acquisition. Following this phase, language acquisition becomes more difficult due to neurobiological changes in the brain.

The CPH is especially pertinent to early language instruction since it implies that introducing many languages to young students can result in increased competency and native-like language skills. Early exposure to many languages takes advantage of this key window, which may result in stronger bilingual or multilingual competency. Johnson and Newport (1989) offered empirical support for the CPH, demonstrating that younger learners often achieve higher proficiency in a second language than older learners.

The CPH emphasises the necessity of beginning language education early in Algerian elementary schools, where English and French are taught together. Educators can maximise the possibility for kids to develop excellent linguistic abilities in both languages throughout the key period, hence improving their cognitive and scholastic achievements (Birdsong, 1999). Early simultaneous language instruction is consistent with the CPH, which aims to use the ideal time frame for language learning to obtain the best results.

### **2.1.5. Bilingualism and Multilingualism Theories**

- **Threshold Hypothesis**

Cummins (1976) established the Threshold Hypothesis, which states that bilingual individuals must achieve specified levels or thresholds of language competency in order to reap cognitive benefits. According to this concept, cognitive benefits linked with bilingualism, such as better problem-solving skills and cognitive flexibility, appear only when individuals achieve a particular degree of competency in both languages. If bilingual persons' ability in either language falls below this threshold, they may miss out on these cognitive benefits and instead face cognitive challenges.

The Threshold Hypothesis has important implications for simultaneous language instruction. It implies that in order for children to profit intellectually from learning both English and French concurrently, they must obtain a high degree of competency in each language. As a result, the educational strategy must ensure that instructional techniques and resources are enough to assist students achieve these competence criteria in both languages (Baker, 2011).

- **2.1.5.2. The Interdependence Hypothesis**

Cummins (1981) proposed the Interdependence Hypothesis, which holds that the development of skill in one language is dependent on the development of proficiency in another. This hypothesis proposes that cognitive and academic skills acquired in a learner's first language can be transferred to a second language, hence facilitating the overall language acquisition process. The Interdependence Hypothesis emphasises the interdependence of linguistic skills across languages, implying that improving competence in one language can help and enhance fluency in another.

In practice, the Interdependence Hypothesis indicates that learning French can help you learn English, and vice versa. Mutual reinforcement can improve the effectiveness and efficiency of language acquisition. For example, literacy abilities acquired in French can help to enhance literacy skills in English, making the total educational experience more cohesive and integrated (Cummins, 2000).

These theories have substantial implications for the study of simultaneous English and French education in Algerian elementary schools. They lay the theoretical groundwork for understanding how bilingual education can be designed to maximise cognitive and educational benefits. Educators can effectively support bilingual and multilingual education by understanding the cognitive benefits and interdependence of linguistic skills (García, 2009).

## **2.2.Theoretical Perspectives on Language Acquisition**

Understanding language acquisition, especially in the context of bilingual or multilingual education, needs a thorough exploration of multiple fundamental theoretical approaches. These theories shed light on how individuals, particularly children, acquire and process numerous

languages simultaneously. The Critical Period Hypothesis, theories of bilingualism and multilingualism such as the Threshold Hypothesis and the Interdependence Hypothesis, and the cognitive benefits of early language learning serve as the foundation for our study of simultaneous English and French instruction in Algerian primary schools.

### **2.2.1. Critical Period Hypothesis**

According to the Critical Period Hypothesis (CPH), there is a certain window of time when language acquisition is most effective and natural. This time is commonly referred to as early childhood, occurring before puberty. According to this idea, the ability to learn a language to native-like fluency diminishes after this critical period due to neurobiological changes in the brain. Eric Lenneberg proposed the idea in 1967, arguing that the brain's plasticity throughout early development makes it more sensitive to language learning.

In the context of simultaneous language instruction in Algerian primary schools, the CPH endorses the logic for beginning English and French at a young age. Young learners are thought to have a stronger ability to absorb and integrate several languages, potentially leading to high levels of competency in both. This early exposure can help with more natural and intuitive language acquisition processes, exploiting the cognitive and neurological benefits of the key period.

### **2.2.2. Bilingualism and Multilingualism Theories**

Bilingualism and multilingualism theories investigate the cognitive, social, and educational consequences of learning and applying multiple languages. These ideas emphasise the intricate interaction of linguistic, cognitive, and cultural aspects in bilingual and multilingual individuals.

The *Threshold Hypothesis*, introduced by Cummins (1976), maintains that certain levels of language proficiency must be met before the cognitive benefits of bilingualism may be realised. According to this hypothesis, pupils must achieve a specific level of proficiency in both languages in order to have good cognitive consequences such as improved problem-solving abilities and more cognitive flexibility.

Cummins has proposed the *Interdependence Hypothesis*, which states that competence in one language can support and increase proficiency in another. This hypothesis emphasises the interconnection of linguistic skills across languages, arguing that cognitive and linguistic competencies acquired in one language can be transferred to another, hence facilitating the learning process.

In the context of concurrent English and French instruction, these ideas argue that young learners may benefit from the cognitive benefits of bilingualism if they gain sufficient fluency in both languages. These advantages can include greater executive functioning, more metalinguistic awareness, and higher academic performance.

### **2.3.Cognitive Benefits of Early Language Learning**

Early language learning has been linked to a variety of cognitive benefits, which are especially significant in Algerian primary schools where English and French are taught simultaneously. Research has shown that early language learning is associated with various cognitive benefits. Children who study multiple languages at an early age have superior cognitive flexibility and memory skills. Bilingual children often show enhanced executive function, including improved attention control, task-switching, and problem-solving skills (Bialystok, 2001). Additionally, early exposure to multiple languages can increase metalinguistic awareness, enabling children to think about and manipulate language structures more effectively (Bialystok

et al., 2012). These cognitive benefits are assumed to result from the demands of managing two linguistic systems, which necessitates improved attention control, working memory, and mental flexibility. Besides, these advantages are critical for academic success and overall cognitive development, making a strong case for early and simultaneous instruction in English and French (Cummins, 2000).

One substantial cognitive advantage is better ‘executive function’, which involves planning, task switching, and inhibitory control. Bilingual children frequently outperform their monolingual counterparts in activities requiring these executive functions, as the continual practice of switching between languages and suppressing one while using another develops these cognitive processes.

Furthermore, early language learning can improve ‘metalinguistic awareness’, or the ability to consider and analyse language as an abstract system. This increased awareness can lead to improved reading and writing skills, as well as a greater knowledge of linguistic structures and functions.

In the context of Algerian primary education, combining English and French together at a young age can capitalise on these cognitive benefits. By encouraging bilingualism or multilingualism, the educational system can enhance cognitive development that goes beyond language learning, so enhancing overall academic performance and cognitive growth.

These theoretical views provide a solid foundation for analysing the possible influence of simultaneous English and French education on young learners. They emphasise the importance of early language exposure, the cognitive and linguistic linkages between several languages, and the overall cognitive benefits of bilingualism and multilingualism. This theoretical framework

underpins the study's examination of the effects of bilingual education in Algerian primary schools, directing the investigation into the policy's cognitive, linguistic, and pedagogical consequences.

## **2.4. Benefits and Challenges of Bilingual Education.**

Bilingual education, which entails teaching academic content in two languages, has various advantages while also posing several problems. Understanding these perspectives is critical for establishing effective bilingual programmes that maximise positive outcomes while mitigating potential challenges.

### **2.4.1. Benefits of Bilingual Education**

- **Cognitive benefits**

Research regularly shows that bilingual education can improve cognitive development. Bilingual persons frequently exhibit superior executive skills, such as improved attention management, task switching abilities, and working memory. These cognitive benefits result from the brain's ongoing practice of maintaining two linguistic systems, which improves overall cognitive flexibility and problem-solving abilities (Bialystok, 2001; Bialystok et al., 2012).

- **Academic Advantage**

Bilingual schooling can boost academic achievement. Students in bilingual programmes typically outperform their monolingual peers in reading and maths. This is due to the increased metalinguistic awareness gained by bilingual schooling, which aids in understanding and analysing language structures, hence supporting general reading and numeracy skills (Cummins, 2000).

- **Cultural and social benefits**

Bilingual education encourages cultural knowledge and compassion. Students who learn in a multilingual setting are exposed to a variety of cultures, which promotes empathy, tolerance, and a larger perspective. Cultural competence is crucial for effective cross-cultural communication in today's globalised environment (García, 2009).

- **Economic and Professional Opportunity**

Proficiency in various languages provides substantial economic and professional prospects. Bilingual workers are in high demand in the global labour market, particularly in international business, diplomacy, translation, and education. Bilingual education provides pupils with significant skills that can improve their employment opportunities (Portes & Hao, 1998).

- **Improved communication skills**

Bilingual education improves communication in both languages. Students learn to express themselves more efficiently and nuancedly in both languages, increasing their total verbal competence and confidence (Baker, 2011).

#### **2.4.2. Challenges in Bilingual Education**

- **Resource constraints**

Implementing multilingual education programmes takes significant resources. Schools require trained multilingual teachers, suitable instructional materials, and supported infrastructure. Resource constraints might limit the quality and availability of multilingual programmes, especially in low-income or rural locations (Genesee, 1999).

- **Teacher training and professional development**

The quality of instruction has a significant impact on successful multilingual education. Teachers must be fluent in both languages and experienced in multilingual teaching methods. However, there is frequently a shortage of well-trained bilingual teachers. Continuous professional development is vital for providing teachers with the appropriate skills and knowledge (Darling-Hammond et al., 2017).

- **Language Interference**

Students in bilingual programmes may experience language interference, which occurs when features from one language invade into the use of another. This might lead to misunderstanding and slow language acquisition. Effective teaching practices are required to regulate and minimise interruption, allowing students to achieve significant proficiency in both languages (Grosjean, 2001).

- **Cognitive overload**

Simultaneous exposure to two languages can occasionally cause cognitive overload, particularly in young learners. This happens when the difficulties of learning two languages at once surpass a student's cognitive capacity, potentially leading to stress and poor academic achievement. Careful curriculum design and adequate instruction pace are required to avoid this risk (Cummins, 2000).

- **Parental and community support**

The effectiveness of bilingual education programmes is partly dependent on parental and community support. Parents should value bilingualism and actively promote language acquisition at home. However, certain communities may be resistant or sceptical about bilingual education for

cultural, political, or economic reasons. Building strong home-school ties and community engagement is critical to bilingual programme success (Epstein, 2011).

- **Assessment and Evaluation**

Measuring the progress and efficacy of bilingual education programmes can be difficult. Standardised assessments are frequently developed for monolingual students, which may not adequately reflect the ability of bilingual pupils. Accurately monitoring student results requires developing assessment instruments that take into account the particular elements of bilingual education (García, 2009).

Bilingual education has numerous benefits, including cognitive, academic, cultural, and economic advantages. However, these benefits are accompanied by problems that must be addressed in order for adoption to be successful. Resource allocation, teacher training, reducing linguistic distraction and cognitive load, gaining parental and community support, and devising suitable evaluation methods are all crucial to overcome these problems. Understanding and tackling these concerns allows educators and policymakers to design effective bilingual education programmes that maximise benefits while mitigating challenges, preparing students for success in a multilingual and globalised environment.

## **2.5. Teacher Training in Multilingual Education**

Teacher training is essential for the successful implementation of multilingual education programmes. Effective bilingual education necessitates teachers who are not only fluent in both languages of instruction but also knowledgeable about bilingual teaching approaches. To effectively teach subjects in two languages, educators must be culturally and linguistically aware (García, 2009). Key aspects of teacher training include language proficiency, bilingual teaching

methodologies, cultural competence, and continuous professional development. Firstly, teachers must be very proficient in both languages of instruction to effectively present content and demonstrate appropriate language use for their students. Instruction programmes should incorporate rigorous language instruction to improve instructors' fluency in both languages (Baker, 2011). Secondly, educators require specialised training in multilingual teaching methods, such as simultaneous language instruction tactics, language development techniques, and approaches to integrate language and content learning. This training should also include classroom management approaches tailored to bilingual contexts (Cummins, 2000). Thirdly, teachers should be prepared to deal with the cultural variety that frequently accompanies bilingual education. Cultural sensitivity training should be provided to instructors to assist them in understanding and appreciating their students' different origins, creating an inclusive and supportive learning environment (Gay, 2010). Finally, continuous professional development opportunities are required to keep teachers current on the latest research and best practices in bilingual education. Workshops, seminars, and collaborative learning communities can offer bilingual instructors ongoing support and development (Darling-Hammond et al., 2017).

Effective teacher training has a direct impact on the quality of multilingual education. Well-trained instructors can better support their students' linguistic and cognitive development, resulting in improved academic performance and higher levels of language proficiency. Confident and competent teachers create a pleasant learning environment, leading to increased student motivation and engagement (García, 2009).

## **2.6. Parental Support in Bilingual Education**

Parental support is another important aspect of the success of bilingual education. Parents play a crucial role in reinforcing language skills and academic concepts learned at school. Their

attitudes and involvement have a substantial impact on their children's motivation and achievement in a bilingual programme (Cummins, 2000). Key features of parental support include positive attitudes towards bilingualism, language use at home, involvement in school activities, and help with homework and learning activities.

Firstly, parents who see bilingualism as an asset can positively affect their children's views towards learning several languages. This positive reinforcement can help pupils become more motivated and committed to bilingual instruction (King & Fogle, 2006). Secondly, encouraging the use of both languages at home can provide additional practice and reinforce what students have learned in school. Parents can help their children acquire language skills by engaging in activities like reading, storytelling, and conversing in both languages (De Houwer, 2009). Thirdly, active parental involvement in school activities, such as attending parent-teacher meetings, participating in bilingual education seminars, and volunteering in the classroom, can enhance their children's educational experiences.

This involvement demonstrates to children that their parents value education and are committed to their academic success (Epstein, 2011). Lastly, parents can support their children's learning by assisting with schoolwork and creating a conducive environment for study. This support is especially vital in bilingual education, as students may require additional assistance managing coursework in two languages (Baker, 2011).

The impact of parental support is significant; children whose parents actively support bilingual education tend to perform better academically and achieve higher proficiency levels in both languages. This support can also help alleviate some of the challenges associated with bilingual education, such as cognitive overload and linguistic interference (King & Fogle, 2006).

The success of bilingual education programmes depends on both excellent teacher training and strong family support. Well-trained teachers proficient in multilingual teaching approaches can foster a positive learning environment that promotes students' language and cognitive development. Meanwhile, supportive parents who encourage multilingual learning at home and remain involved in their children's schooling can considerably enhance academic performance. Together, these elements form a robust foundation that supports the goals of bilingual education, producing a generation of students who are fluent in multiple languages and possess the cognitive skills required for success in a globalised world.

## **2.7. Empirical Studies on Bilingual Education and Simultaneous Language Instruction**

Empirical research sheds light on the effectiveness and implications of bilingual education and simultaneous language learning. These research contribute to our understanding of how such educational approaches influence cognitive development, academic achievement, and socio-cultural adaption. subsequently, significant empirical research that have investigated various elements of bilingual education and simultaneous language instruction is discussed, with an emphasis on findings relevant to the setting of introducing English and French simultaneously in Algerian primary schools.

### **2.7.1. General Overview of Bilingual Education**

Research on bilingual education repeatedly shows that it improves kids' cognitive and academic achievements. For example, Genesee (1987) conducted a comprehensive review of bilingual education programmes in Canada, demonstrating that students in immersion programmes, which provided instruction in both the native language and a second language, achieved high levels of proficiency in both languages without sacrificing academic performance in other subjects. This study found that successful bilingual education could result in additive

bilingualism, in which skill in the second language enhances rather than detracts from fluency in the first language.

Similarly, Thomas and Collier (1997) examined longitudinal data from a variety of bilingual education programmes in the US. They discovered that students in well-implemented bilingual programmes outperformed their monolingual classmates on standardised examinations in both their first and second languages. These findings confirm the cognitive benefits of bilingual schooling, such as improved executive functioning and metalinguistic awareness.

### **2.7.2. Simultaneous Language Instruction**

Studies on simultaneous language education, which teaches two languages at the same time, provide useful insights into its benefits and drawbacks. García (2009) conducted a study on dual-language programmes in the US, which taught both English and Spanish simultaneously. According to the findings, students in dual-language programmes outperformed students in monolingual or transitional bilingual programmes in terms of bilingual proficiency and academic accomplishment. García found that simultaneous education fosters balanced bilingualism and cognitive flexibility, preparing pupils for academic success in both languages.

Marian, Shook, and Schroeder (2013) investigated the impact of simultaneous bilingualism on cognitive regulation. They discovered that bilingual persons who had been exposed to both languages from a young age had better cognitive control and the ability to transition between tasks than monolingual individuals. These cognitive advantages are critical for academic achievement and overall cognitive development, implying that simultaneous instruction can bring major benefits to young students.

### **2.7.3. Contextual Studies for Algeria**

While research on the Algerian context is scarce, it provides important insights into the obstacles and potential benefits of bilingual education in a multilingual society. Benrabah (2013) investigated the historical and sociolinguistic contexts of language instruction in Algeria, underlining French's dominance as a result of the colonial history and English's growing relevance globally. His research emphasised the importance of educational changes that include both languages to educate pupils for a globalised environment.

Bouhassoun (2016) conducted a study on bilingual education in Algerian secondary schools, looking into pupils' and teachers' attitudes towards learning French and English. The findings revealed a generally positive attitude towards bilingual schooling, with many participants acknowledging the cognitive and professional benefits of being fluent in both languages. However, the study revealed substantial difficulties, such as limited resources and a need for improved teacher training.

### **2.7.4. Early Language Learning**

Empirical research on early language learning suggests that introducing many languages at a young age can result in significant cognitive and educational benefits. Bialystok (2001) conducted a series of experiments on bilingual children and found that early bilingualism improves cognitive flexibility, problem-solving abilities, and metalinguistic awareness. These findings support the Critical Period Hypothesis, which holds that early childhood is the best time for language learning (Johnson & Newport, 1989).

Paradis (2011) conducted another important study that looked into the impact of early bilingualism on language development in young children. The study found that children who were exposed to two languages at a young age developed high verbal skills in both languages as well as

enhanced cognitive ability when compared to their monolingual counterparts. These findings highlight the potential benefits of using simultaneous language instruction in primary school.

The empirical research reviewed provide strong evidence for the benefits of bilingual education and simultaneous language learning. These studies emphasise the positive effects on cognitive development, academic performance, and linguistic proficiency. In Algerian elementary schools, integrating English and French concurrently could maximise these benefits, preparing kids for success in a multilingual and globalised environment. However, the studies also highlight problems such as limited resources and the need for comprehensive teacher training, all of which must be addressed to enable the successful adoption of simultaneous language instruction.

### **3. Challenges and Opportunities**

The simultaneous introduction of English and French into primary schools poses a number of obstacles and opportunities. Challenges include:

- Resource Allocation:** Ensure that schools have the resources they need to facilitate bilingual education, such as skilled teachers, materials, and technology (Ministry of National Education, 2023).
- **Teacher Training:** Ensuring that instructors are adequately prepared to tackle the complexity of teaching two foreign languages at the same time (Benrabah, 2013).
- **Curriculum Integration:** Creating curricula that successfully integrate both languages without overloading pupils or sacrificing instructional quality (Ministry of National Education, 2023).

Despite these limitations, the policy provides enormous opportunities.

-**Enhanced Cognitive Skills:** Early exposure to many languages has been shown to promote cognitive development, including memory, problem-solving abilities, and cognitive flexibility (Benrabah, 2013).

- **Cultural Awareness:** Learning many languages increases cultural awareness and appreciation, which promotes social cohesion and understanding (Benrabah, 2013).

- **Worldwide Competitiveness:** Proficiency in both English and French improves pupils' worldwide competitiveness by providing chances for higher education and professions in international contexts (Benrabah, 2013; Ministry of National Education, 2023).

All in all, contextual elements in Algerian education, such as the roles of French and English, as well as educational laws and changes pertaining to foreign language instruction, provide an important framework for understanding the impact of simultaneous language learning in primary schools. These considerations underscore the complexity and possible benefits of bilingual education in a multilingual culture, and will guide future research into the policy's cognitive, linguistic, and educational effects.

#### **4. Contextual Factors in Algerian Education**

##### **4.1. Overview of the Algerian Education System**

The Algerian educational system is divided into three levels: primary, secondary, and higher education. Primary education is obligatory and free, usually beginning at the age of six and lasting five years. This stage is critical for setting the groundwork for kids' cognitive, social, and academic development (Ministry of National Education, 2023).

Secondary education is divided into two cycles: middle school (four years) and secondary school (three years). At the end of secondary school, pupils take the Baccalauréat exam, which must be passed for admission to universities and higher education institutions. Higher education includes universities, technical institutes, and vocational training centres that provide a variety of programmes and degrees (Ministry of National Education, 2023).

The Ministry of National Education oversees the educational system, ensuring that policies, curricula, and standards are followed consistently throughout the country. The Algerian government prioritises education as a tool of social and economic growth, as seen by significant investments in infrastructure, teacher training, and educational resources (Ministry of National Education, 2023).

#### **4.2.Role of French and English in Algerian Society**

Because of Algeria's colonial history, French plays an important part in its society. It is used extensively in government, business, higher education, and scientific research. French is frequently considered a second language and is taught from a young age, playing an important role in academic and professional settings. Mastery of French is frequently linked to social mobility, higher education, and career prospects (Benrabah, 2013).

In contrast, English has emerged in recent years as a global lingua franca. Its value is acknowledged in a variety of fields, including worldwide business, technology, and science. English is increasingly being taught in schools to help pupils prepare for global competition and improve their communication skills in a globalised environment. However, English is still used less frequently than French, and its integration into the education system is part of continuing educational changes (Benrabah, 2013; Ministry of National Education, 2023).

### **4.3.Educational Policies and Reforms for Foreign Language Instruction**

Algeria's educational policy have progressed greatly, particularly in terms of foreign language instruction. Historically, the emphasis was on Arabic and French. Recognising the relevance of multilingualism in a global setting, recent reforms have attempted to incorporate English into earlier stages of schooling (Benrabah, 2013).

#### **Key reforms include:**

##### **1. Introduction to English in Primary Education:**

In recent years, Algeria's government has implemented plans to include English as a subject in basic schools. This policy seeks to improve kids' language skills at an early age, preparing them for future academic and professional prospects in a globalised society (Ministry of National Education, 2023).

##### **2. Bilingual Education Programmes:**

Some schools have developed bilingual education programmes, with subjects taught in both Arabic and French. This strategy seeks to improve pupils' competency in both languages, hence maximising cognitive and academic benefits (Ministry of National Education, 2023).

##### **3. Teacher training and professional development:**

To help with the proper implementation of foreign language instruction, the government has invested in teacher training programmes. These programmes aim to provide instructors with the skills and approaches required to effectively teach English and French (Benrabah, 2013; Ministry of National Education, 2023).

##### **4. Curriculum Development and Educational Resources:**

Educational reforms have also centred on upgrading curricula and providing updated educational materials. These include textbooks, digital tools, and additional materials for bilingual and multilingual education (Ministry of National Education, 2023).

### **5. Policy focuses on multilingual competence:**

The Ministry of National Education has emphasised multilingual competency as a strategic objective. This policy is consistent with the larger goals of economic development, cultural interchange, and international cooperation (Ministry of National Education, 2023).

### **5. Cognitive Benefits: Enhanced executive function, metalinguistic awareness, and cognitive flexibility.**

Research has shown that bilingual and multilingual education gives various cognitive benefits, especially when language acquisition begins early and includes simultaneous instruction in multiple languages. These advantages go beyond verbal skill to include overall cognitive growth, such as improved executive function, more metalinguistic awareness, and greater cognitive flexibility.

#### **5.1. Enhanced Executive Function**

Executive function is a collection of cognitive functions that includes working memory, inhibitory control, and cognitive flexibility. These procedures are critical for planning, problem solving, and handling complex tasks. Bilinguals frequently outperform their monolingual peers in terms of executive function. Bialystok (2001) discovered that bilingualism improves the ability to move attention between tasks, stay focused, and manage competing demands.

In the context of simultaneous language training, the necessity to traverse and control two linguistic systems at the same time necessitates continuous use of executive processes. This

consistent exercise enhances the brain's executive control processes, resulting in enhanced cognitive ability. Bilingual youngsters, therefore, frequently thrive in tasks that require these talents, including as academic problem-solving and complex cognitive activities (Bialystok et al., 2012).

### **5.2. Metalinguistic Awareness**

Metalinguistic awareness is the ability to consider and reflect on the nature and function of language. It requires understanding language as a system and the ability to modify linguistic structures. Bilingual people often develop heightened metalinguistic awareness since they are continuously comparing and contrasting two linguistic systems.

This awareness facilitates language learning by allowing bilingual individuals to learn new languages and comprehend abstract linguistic concepts. According to research, multilingual children have a better understanding of syntax, phonology, and semantics, which improves their reading and writing abilities in both languages (Cummins, 2000). Metalinguistic awareness also promotes better sensitivity to linguistic nuances and complexity, which aids academic accomplishment and literacy growth (Bialystok, 2001).

### **5.3. Cognitive Flexibility**

Cognitive flexibility is the ability to adjust one's thinking and behaviour to new, changing, or unexpected circumstances. It requires the ability to efficiently switch between different thoughts, perspectives, or tasks. Bilingual people often have more cognitive flexibility since they frequently transition between languages based on the situation and communication demands.

Research indicates that the capacity to switch languages and navigate diverse linguistic systems increases general cognitive flexibility. Bilingual people excel at adjusting to new

situations, solving issues imaginatively, and thinking beyond the box (Bialystok et al., 2012). In educational contexts, cognitive flexibility can lead to better learning results because pupils are more adept at comprehending and integrating new material.

In Algerian primary schools, integrating simultaneous English and French education can maximise cognitive benefits. Early exposure to two languages can help pupils develop executive function, metalinguistic awareness, and cognitive flexibility. These cognitive advantages not only improve language acquisition but also promote overall academic and intellectual development, preparing children for complex and dynamic contexts both within and outside of the classroom (Bialystok, 2001; Cummins, 2000; García, 2009).

## **6. Conclusion**

This chapter explored the conceptual and theoretical frameworks required to explain the impact of simultaneous English and French instruction in Algerian primary schools. By exploring the Critical Period Hypothesis, bilingualism and multilingualism theories, and the cognitive benefits of early language learning, we have underscored the relevance of these frameworks to our study. Additionally, we have reviewed empirical research and contextual factors pertinent to the Algerian educational landscape. These insights not only inform our research questions and objectives but also provide a robust backdrop for the subsequent empirical analysis. In conclusion, this chapter has paved the way for our analysis by connecting the dots between theory, existing research, and the practical features of simultaneous language training. As we get into the empirical part of our research, these frameworks will guide our analysis and assist us in interpreting our findings within a strong, scholarly context.

## **Chapter Two**

# **Methodology, Results and Discussion**

## **Chapter Two: Methodology, Results, and Discussion**

### **1. Introduction**

The second chapter of this dissertation represents the empirical part of the entire work. This study aims to assess teachers' attitudes towards the simultaneous implementation of English and French language instruction in primary schools and to explore their perceptions of the effects of this dual-language instruction on pupils' linguistic competence. In addition, the research examines teachers' perceptions on the effects of simultaneous instruction of English and French on the academic performance of the pupils. Furthermore, it examines how the simultaneous initiation of English and French instruction influences the cognitive, social, and emotional experiences of pupils in the third and fourth levels of primary schools in M'sila.

This chapter includes the research design and methodology, the data collection analysis, and the type of questionnaire provided to teachers and parents. The questionnaire seeks to gather information from teachers about the types and consequences of disciplinary problems they encounter in the classroom, as well as their experiences and strategies for managing these antisocial behaviours. Another section is dedicated to the most crucial part of the study, which is the data analysis of the questionnaire and the interpretations of the obtained results.

### **2. Research Design and Methodology**

The methodology described indicates that the study adopted a quantitative research approach. This method was chosen to gain insightful information about the problem under investigation and to become familiar with the types of disciplinary problems that teachers face in the classroom, as well as the classroom management techniques they use to prevent these problems. The data for the study is collected both quantitatively and using a questionnaire. This questionnaire is specifically addressed to primary school teachers in M'sila.

The first two surveys targeted English and French language teachers at the primary school level. These teacher surveys aimed to collect data on the attitudes and perceptions of teaching English in the context of bilingualism. The third survey was designed for parents/guardians of pupils in the third and fourth levels of primary school. This parent survey collected information on the importance of learning English and French for young learners

### **3. Population and Sampling**

The study population consisted of pupils in the third and fourth levels in some primary schools in M'sila. Participants for the teacher surveys were selected to include 30 English language teachers and 30 French language teachers, ensuring a representative sample. For the parent survey, a non-probability sampling approach was employed to highlight the importance of learning English and French for young learners.

### **4. Data collection tools**

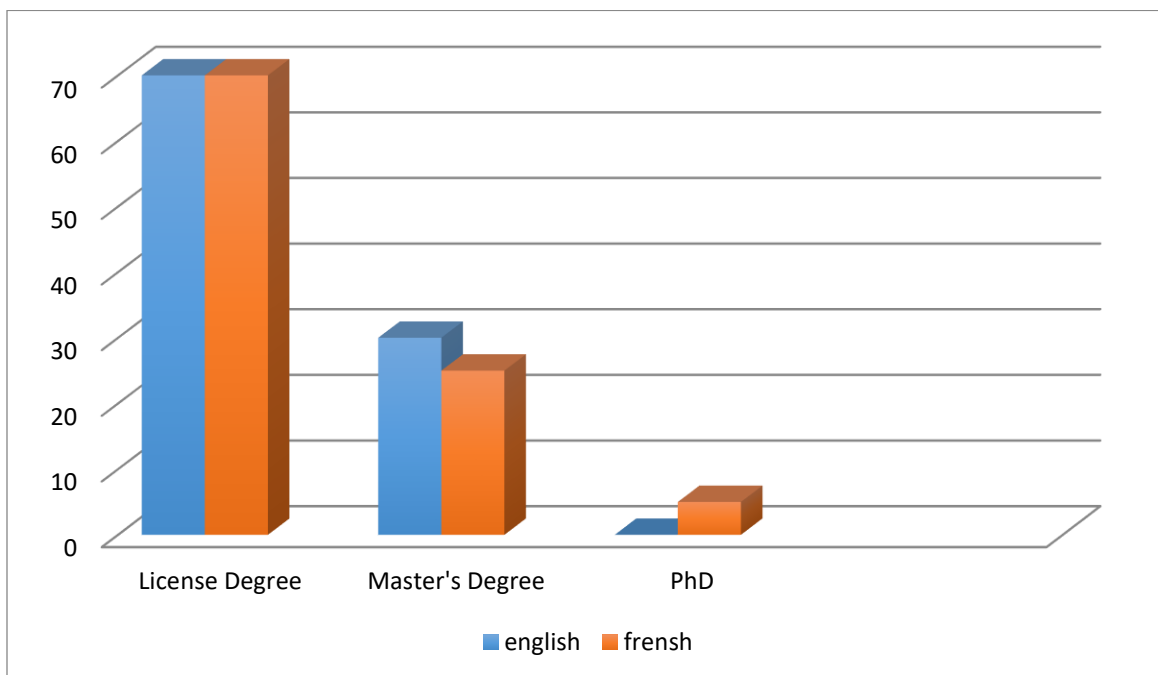
Data collection was carried out using three self-administered survey instruments developed specifically for this research project. The teacher surveys contained 26 items using a combination of Likert scales, multiple-choice questions, and open-ended questions. The parent survey consisted of 31 questions. All surveys were administered in both paper-based and online formats in primary schools in M'sila during the last semester of the 2023/2024 academic year.

## 5. English and French

### 5.1. Section 1: Background information

#### 1. What is your highest level of education?

	English		French	
	frequencies	percentage	frequencies	percentage
License Degree	14	70	14	70
Master's Degree	06	30	05	25
PhD			01	5



**Figure (01): educational degree**

This question inquired about the highest level of education attained by the French and English language teachers surveyed.

For the English teachers:

- 70% (14 out of 20) had a License Degree as their highest qualification
- 30% (6 out of 20) had a Master's Degree
- None of the English teachers had a PhD

For the French teachers:

- 70% (14 out of 20) had a License Degree
- 25% (5 out of 20) had a Master's Degree
- 5% (1 out of 20) had a PhD

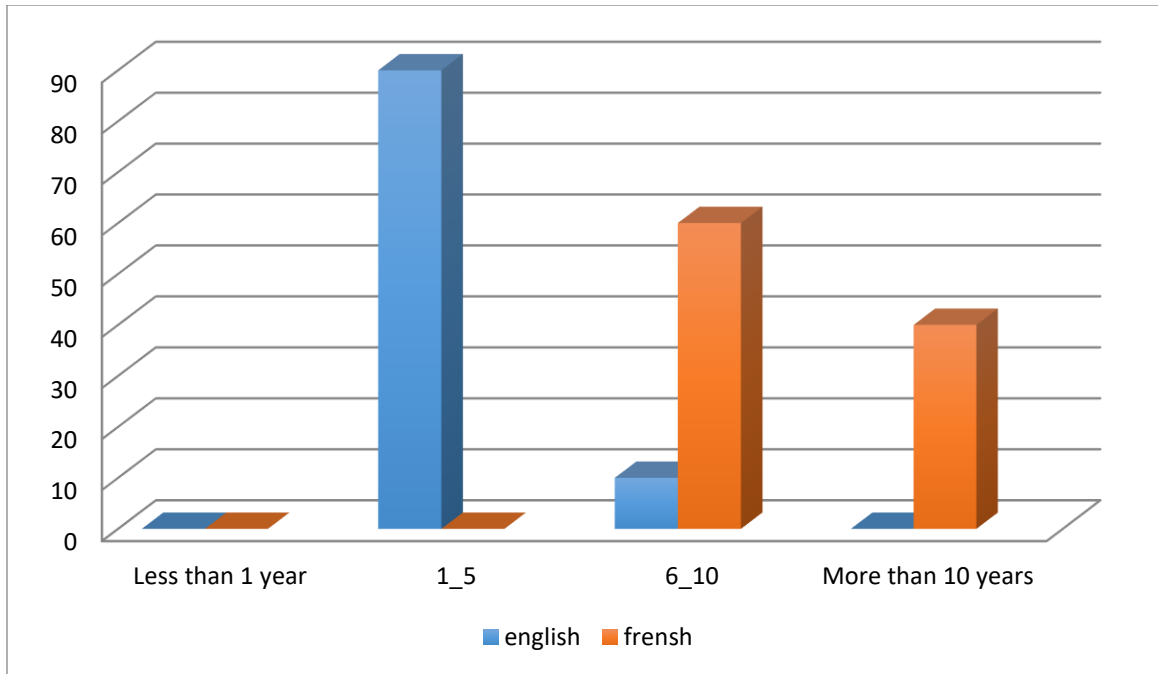
Few observations regarding the study:

1. The majority of both English and French teachers (70%) held a License Degree as their highest level of education.
2. A higher percentage of English teachers (30%) possessed a Master's Degree compared to French teachers (25%).
3. Only one French teacher surveyed had a doctoral degree (PhD), while none of the English teachers had attained this level of education.

Overall, the educational qualifications were relatively similar for both groups, with License Degrees being the most commonly held highest degree. However, the English teachers had a slightly higher proportion of Master's Degree holders compared to the French teachers.

## 2. How many years have you been teaching?

	English		French	
	frequencies	percentage	frequencies	percentage
Less than 1 year	00	00	00	00
1-5	18	90	00	00
6-10	02	10	12	60
More than 10 years	00	00	08	40



**Figure (02): experiences.**

For English teachers:

- None (0%) had less than 1 year of teaching experience
- The vast majority, 90% (18 out of 20) had 1-5 years of experience
- 10% (2 out of 20) had 6-10 years of experience
- None (0%) had more than 10 years of experience

For French teachers:

- None (0%) had less than 1 year of experience
- None (0%) had 1-5 years of experience
- 60% (12 out of 20) had 6-10 years of experience
- 40% (8 out of 20) had more than 10 years of teaching experience

A few key points:

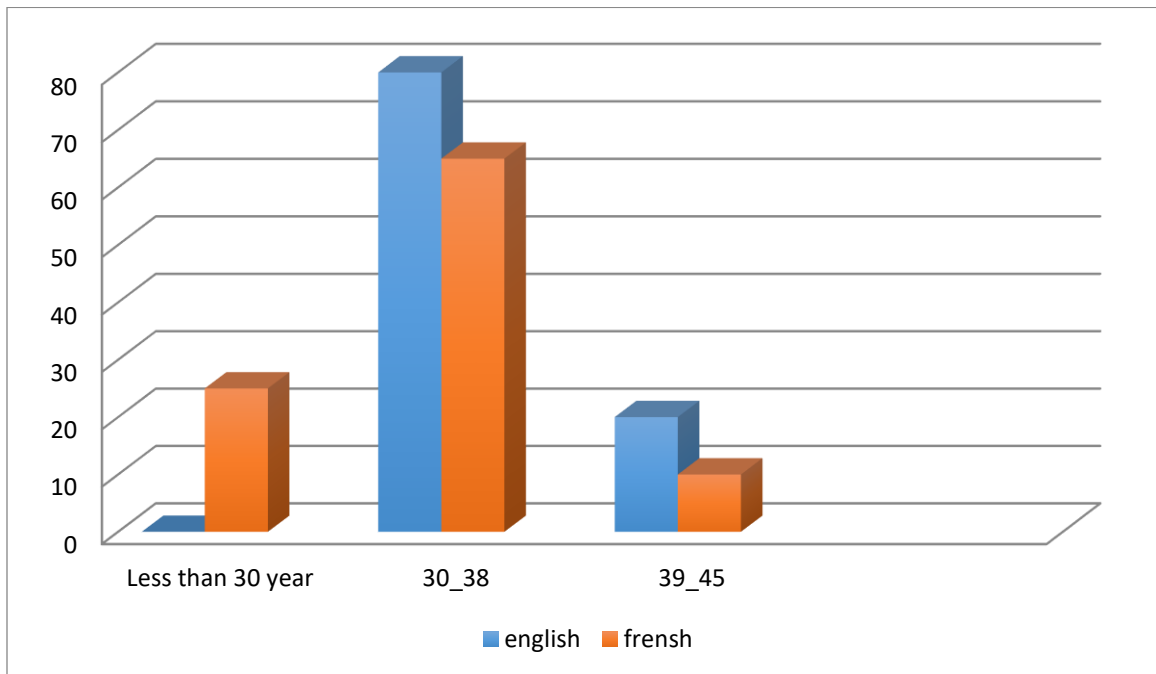
1. The English teacher group was relatively new, with 90% having just 1-5 years on the job.

2. In contrast, all the French teachers had at least 6 years of experience, with 40% being very experienced with over 10 years.
3. There was no overlap in the experience levels of the two groups based on this data.

Overall, the French teacher group had significantly more teaching experience compared to the English teachers surveyed. This variance in experience levels between the two language groups is an important factor to consider when analysing their responses to other survey questions.

### 3. What is the average number of learners in your classes?

	English		French	
	frequencies	percentage	frequencies	percentage
Less than 30	00	00	05	25
30/38	16	80	13	65
39/45	04	20	02	10



**Figure (03): number of learners.**

For English teachers:

- None (0%) had less than 30 students in their classes
- The vast majority, 80% (16 out of 20) had 30-38 students
- 20% (4 out of 20) had 39-45 students in their classes

For French teachers:

- 25% (5 out of 20) had less than 30 students
- 65% (13 out of 20) had 30-38 students
- 10% (2 out of 20) had 39-45 students

A few key observations:

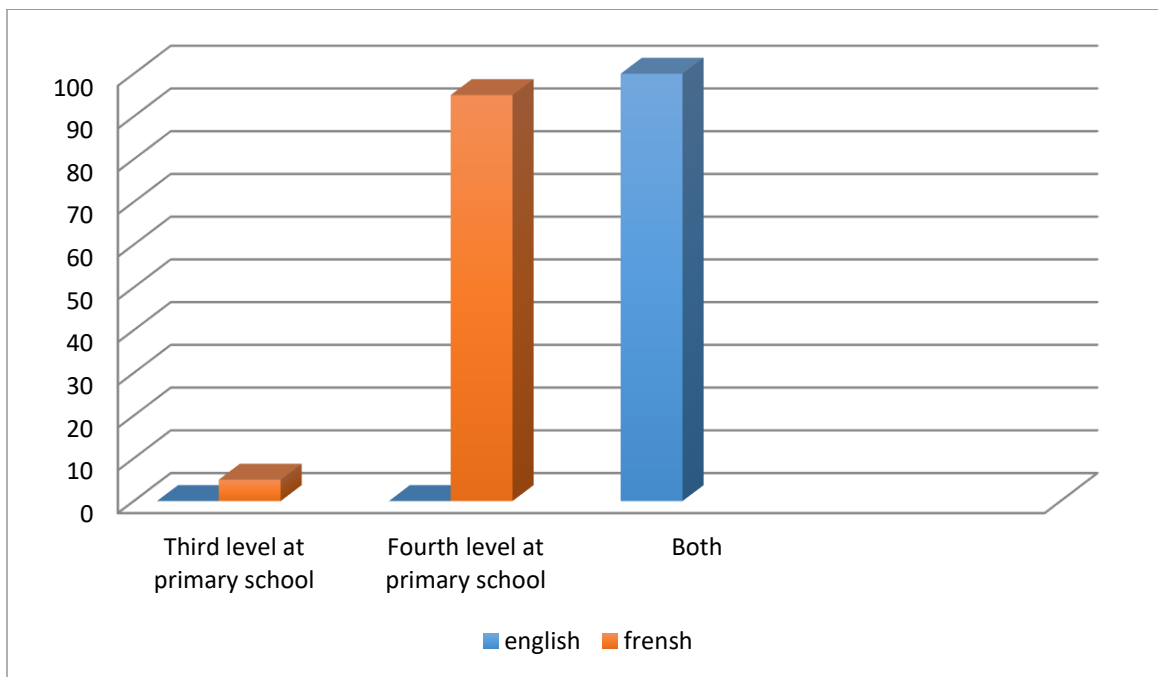
1. Both English and French teachers predominantly had class sizes between 30-38 students (80% and 65% respectively).
2. While no English teachers had less than 30 students, 25% of French teachers did.
3. A higher percentage of English teachers (20%) had 39-45 students compared to French teachers (10%).

Overall, the data suggests that English classes tended to have slightly larger average class sizes compared to French classes in these primary schools. However, for both groups, the most common range was 30-38 students per class.

Having large class sizes, especially above 30 students, can present challenges for language teachers in terms of giving individualized attention, conducting interactive activities, and managing the classroom effectively. This could be a factor influencing the teachers' perspectives in other survey questions.

## 5. Which level do you teach?

	English		French	
	frequencies	percentage	frequencies	percentage
Third level at primary school	00	00	00	05
Fourth level at primary school	00	00	01	95
Both	20	100	19	



**Figure (04): levels.**

For French teachers:

- 5% (1 out of 20) taught only the third level at primary school
- 95% (19 out of 20) taught only the fourth level at primary school
- None taught both the third and fourth levels

A few key points:

1. All the English teachers surveyed taught both the third and fourth primary levels.

2. For French teachers, almost all (95%) taught only the fourth level, with just 1 teacher focused on the third level.
3. There is a clear split in terms of the levels taught between the two groups of language teachers.

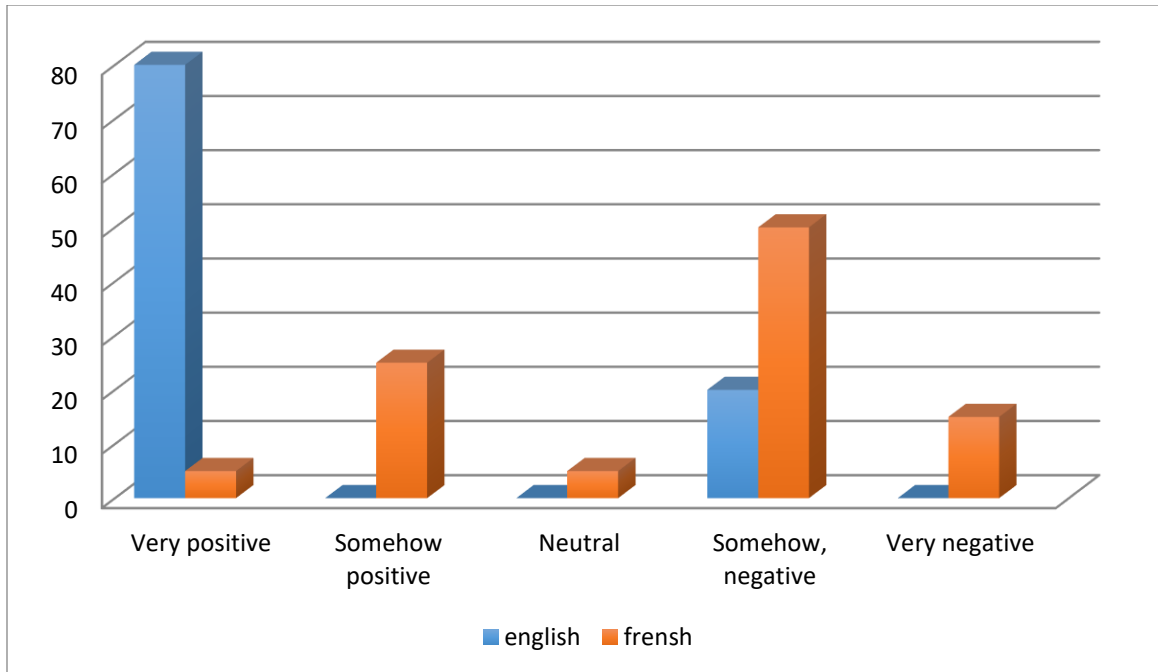
Overall, this data indicates that in these Algerian primary schools, English was being taught across both the third and fourth levels, whereas French instruction was predominantly concentrated in just the fourth level.

This division of levels taught could potentially impact the teachers' perspectives and challenges regarding introducing two foreign languages simultaneously across the primary levels. The English teachers' experience spanning both levels may be quite different from the French teachers' focused on a single level.

## 5.2. Section 2: Attitudes and perceptions

### 6. How would you describe your first reaction for the implementation of bilingual foreign languages teaching?

	English		French	
	frequencies	percentage	frequencies	percentage
Very positive	16	80	01	05
Somehow positive	00	00	05	25
Neutral	00	00	01	05
Somehow, negative	04	20	10	50
Very negative	00	00	03	15



**Figure (05): The Implementation of Bilingual Foreign Language Teaching.**

**For English teachers:**

- The vast majority, 80% (16 out of 20), had a very positive first reaction
- None (0%) had a somewhat positive, neutral, or very negative reaction
- 20% (4 out of 20) had a somewhat negative initial reaction

**For French teachers:**

- Only 5% (1 out of 20) had a very positive first reaction
- 25% (5 out of 20) had a somewhat positive reaction
- 5% (1 out of 20) had a neutral reaction
- 50% (10 out of 20) had a somewhat negative reaction
- 15% (3 out of 20) had a very negative initial reaction

A few key observations:

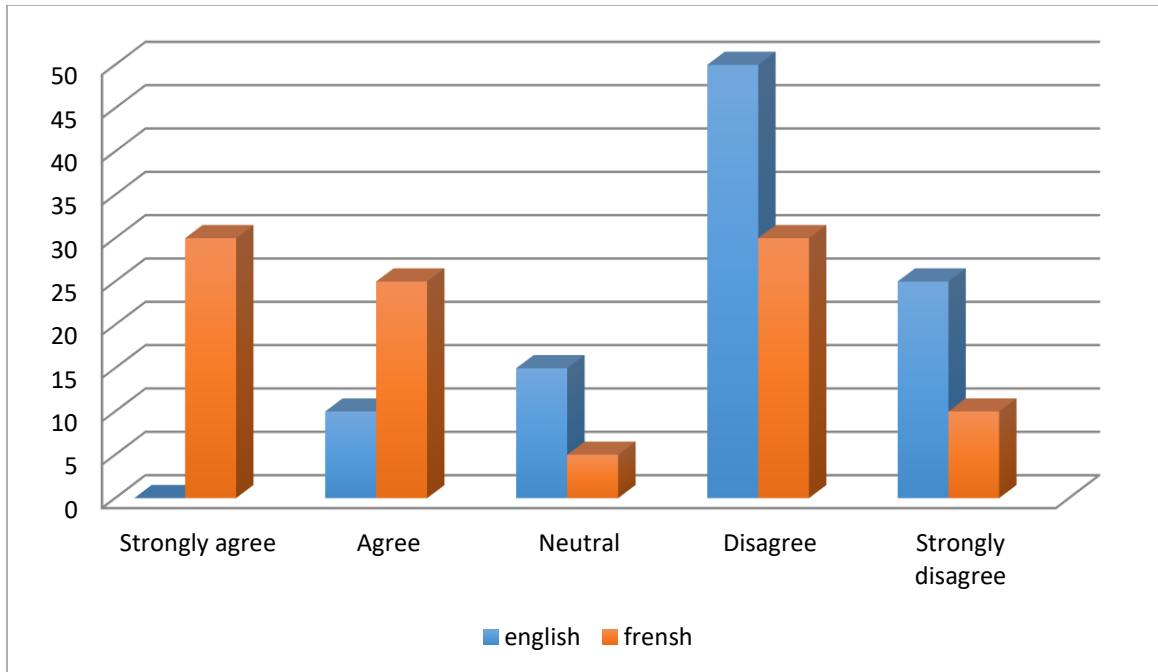
1. The English teachers were overwhelmingly positive, with 80% being very positive initially about implementing bilingual teaching.
2. In contrast, most French teachers (65%) had negative reactions, either somewhat negative (50%) or very negative (15%).
3. Only 30% of French teachers had positive (somewhat or very) initial reactions.

Overall, the data shows a stark difference in the first reactions between the two groups of language teachers. The English teachers seemed enthusiastic and welcoming of bilingual teaching, while the French teachers were more apprehensive and pessimistic about it initially.

Such divergent initial attitudes could stem from various factors like perceived challenges, impact on their current teaching approach, training received, etc. Understanding these first reactions provides useful context for interpreting the teachers' other responses in the survey.

### **7. Do you agree it is beneficial for primary scholars to learn English and French languages simultaneously?**

	English		French	
	frequencies	percentage	frequencies	percentage
Strongly agree	00	00	06	30
Agree	02	10	05	25
Neutral	03	15	01	05
Disagree	10	50	05	30
Strongly disagree	05	25	02	10



**For English teachers:**

- None (0%) strongly agreed
- Only 10% (2 out of 20) agreed
- 15% (3 out of 20) were neutral
- The majority, 50% (10 out of 20) disagreed
- 25% (5 out of 20) strongly disagreed

**For French teachers:**

- 30% (6 out of 20) strongly agreed
- 25% (5 out of 20) agreed
- Only 5% (1 out of 20) were neutral
- 30% (6 out of 20) disagreed
- 10% (2 out of 20) strongly disagreed

A few key points:

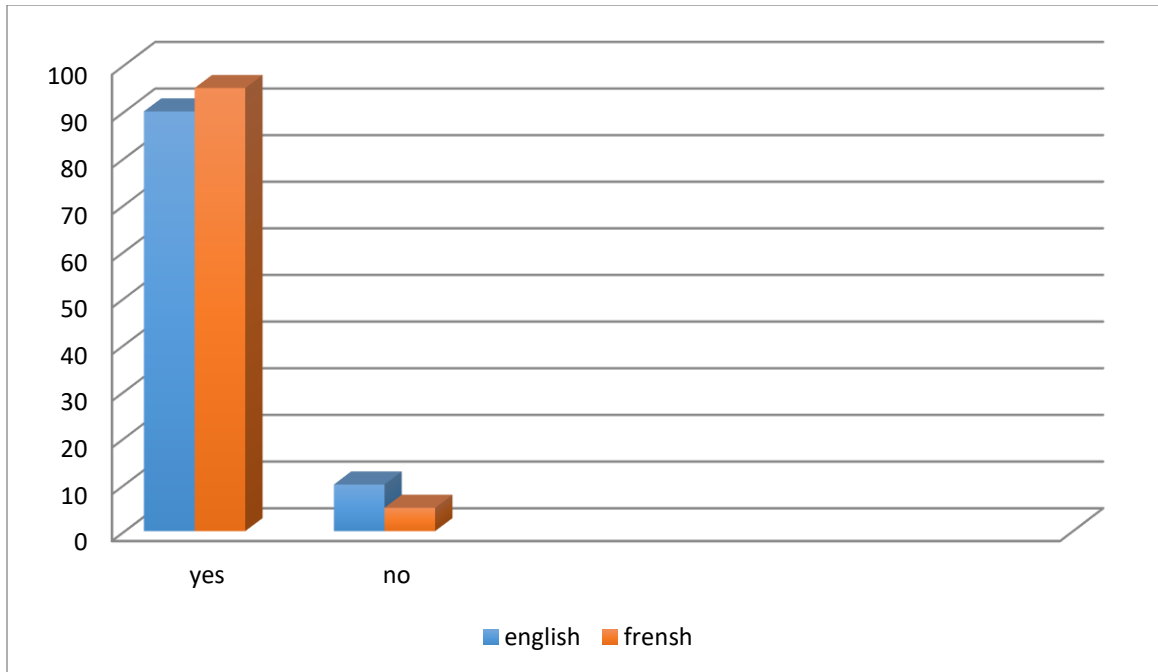
1. Most English teachers (75%) either disagreed or strongly disagreed that it is beneficial for primary students to learn both languages together.
2. In contrast, the majority of French teachers (55%) either agreed or strongly agreed with the simultaneous learning approach.
3. There is a clear divergence in perspectives between the two groups of language teachers on this issue.

Overall, the data suggests that while French teachers were more supportive of introducing two foreign languages at the primary level simultaneously, English teachers were more skeptical and did not agree that this approach is beneficial for young learners.

Such contrasting views could be influenced by factors like the teachers' training, teaching methodologies, perceived demands on students, and their own experiences. These differences in attitudes towards the fundamental approach are likely to shape their other perspectives captured in the survey.

#### **8. Do differences between the two languages cause any difficulties for pupils?**

	<b>English</b>		<b>French</b>	
	<b>frequencies</b>	<b>percentage</b>	<b>frequencies</b>	<b>percentage</b>
Yes	<b>18</b>	<b>90</b>	<b>19</b>	<b>95</b>
No	<b>02</b>	<b>10</b>	<b>01</b>	<b>05</b>



**For English teachers:**

- The vast majority, 90% (18 out of 20), said "Yes" that the differences between the two languages do cause difficulties for pupils.
- Only 10% (2 out of 20) said "No", that the differences do not cause difficulties.

**For French teachers:**

- An even higher percentage, 95% (19 out of 20), said "Yes" that the language differences lead to difficulties for pupils.
- Only 5% (1 out of 20) said "No" that the differences do not cause difficulties.

A few key observations:

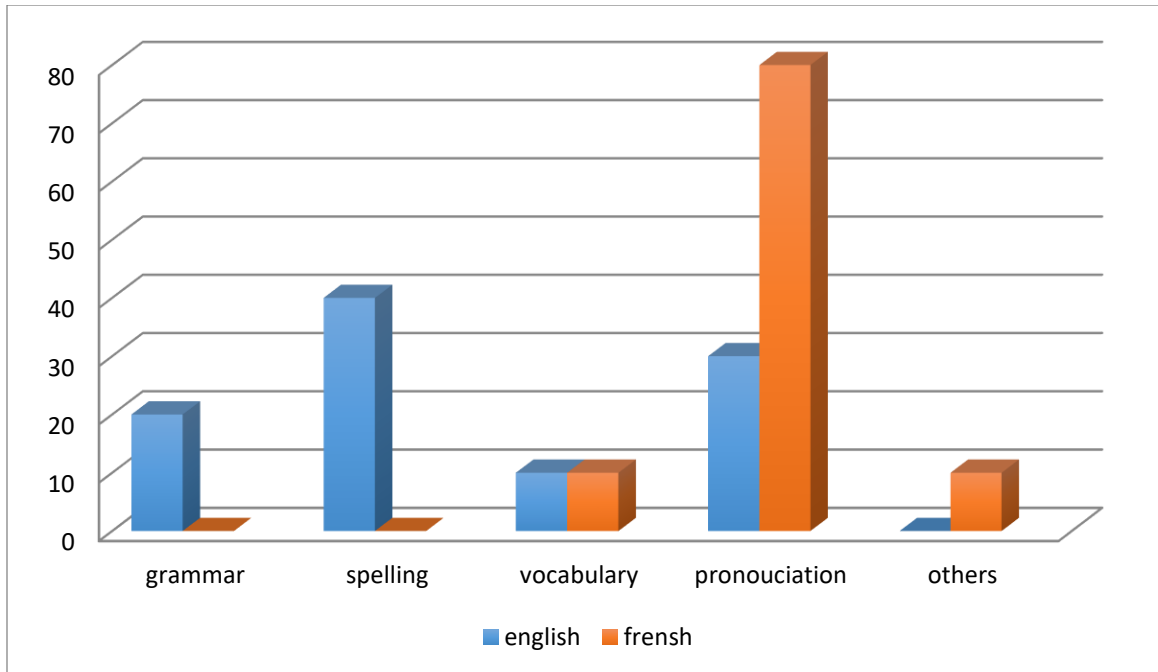
1. Both groups of teachers overwhelmingly agreed that the differences between English and French cause difficulties when learning them simultaneously for pupils.

2. The percentage of French teachers (95%) who said "Yes" was slightly higher than English teachers (90%), but both were above 90%.
3. Very few teachers from either group felt that the language differences did not pose challenges for young learners.

Overall, there is a strong consensus across both the English and French teacher groups that the structural, grammatical, and other differences between these two languages introduce difficulties for primary school pupils trying to learn them concurrently. This alignment in perspectives suggests that managing and navigating these language differences is likely a significant hurdle that teachers of both languages face in implementing the bilingual approach successfully.

**If yes, in terms of what? (You can choose more than one answer)**

	English		French	
	frequencies	percentage	frequencies	percentage
Grammar	04	20	00	00
Spelling	08	40	00	00
Vocabulary	02	10	02	10
Pronunciation	06	30	16	80
Others	00	00	02	10



For English teachers (out of the 18 who said 'Yes' in the previous question):

- 20% (4 out of 18) cited grammar as an area of difficulty
- 40% (8 out of 18) cited spelling as an area of difficulty
- 10% (2 out of 18) cited vocabulary as an area of difficulty
- 30% (6 out of 18) cited pronouciation as an area of difficulty
- None cited any other areas

For French teachers (out of the 19 who said 'Yes'):

- None cited grammar as an area of difficulty
- None cited spelling as an area of difficulty
- 10% (2 out of 19) cited vocabulary as an area of difficulty
- The majority, 80% (16 out of 19) cited pronouciation as an area of difficulty
- 10% (2 out of 19) cited other unspecified areas of difficulty

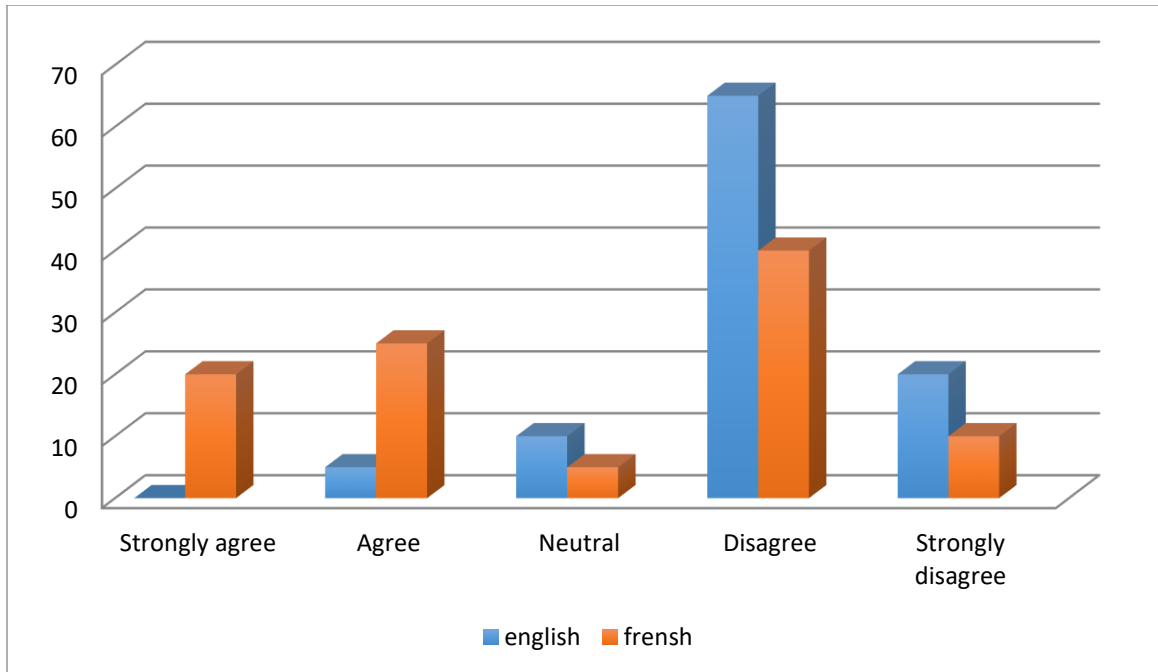
A few key observations:

1. For English teachers, spelling and pronunciation were the top cited areas where language differences caused issues for pupils.
2. For French teachers, pronunciation was overwhelmingly the biggest area of difficulty arising from language differences.
3. Grammar and spelling were not seen as major areas of difficulty by the French teachers.
4. A small percentage from both groups pointed to vocabulary differences as a challenge area.

Overall, while both sets of teachers agreed that language differences pose difficulties, they had somewhat differing perspectives on which specific areas were more problematic. Pronunciation stood out as a key area for French teachers, while English teachers highlighted spelling in addition to pronunciation. This could inform targeted approaches and strategies needed to help pupils overcome these areas of difficulty when learning the two languages concurrently.

**9. Do you agree that the cognitive skills of learners qualify them to learn two foreign languages at once?**

	English		French	
	frequencies	percentage	frequencies	percentage
Strongly agree	00	00	04	20
Agree	01	05	05	25
Neutral	02	10	01	05
Disagree	13	65	08	40
Strongly disagree	04	20	02	10



**For English teachers:**

- None (0%) strongly agreed
- Only 5% (1 out of 20) agreed
- 10% (2 out of 20) were neutral
- The majority, 65% (13 out of 20) disagreed
- 20% (4 out of 20) strongly disagreed

**For French teachers:**

- 20% (4 out of 20) strongly agreed
- 25% (5 out of 20) agreed
- 5% (1 out of 20) were neutral
- 40% (8 out of 20) disagreed
- 10% (2 out of 20) strongly disagreed

A few key points:

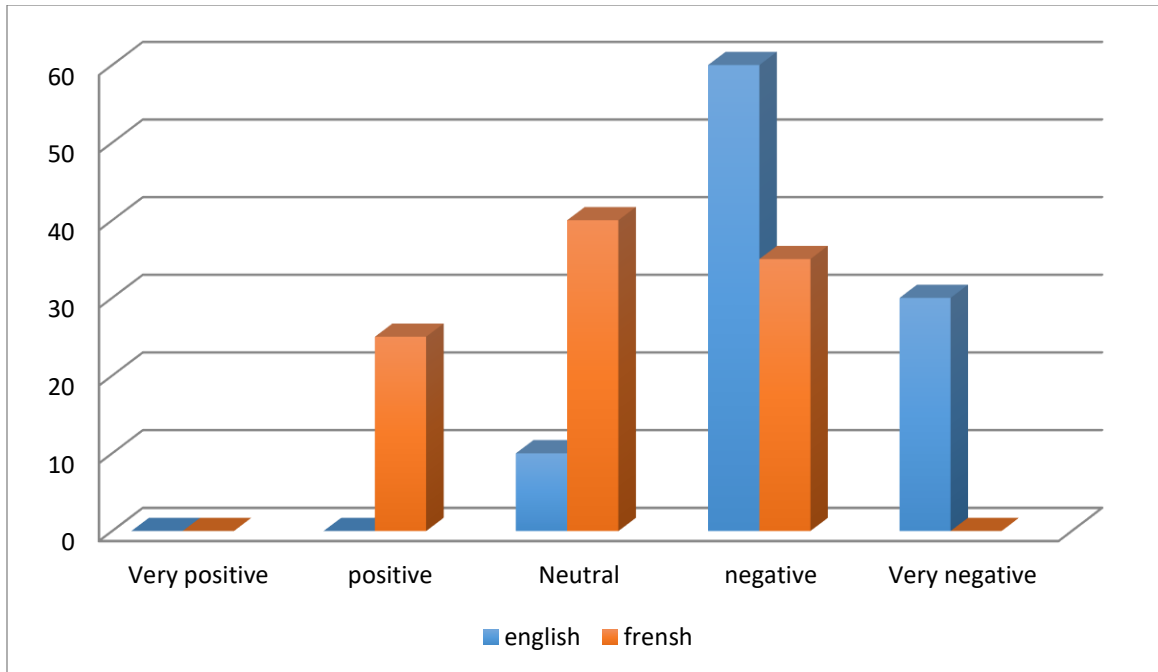
1. Most English teachers (85%) either disagreed or strongly disagreed that learners' cognitive skills qualify them for learning two foreign languages simultaneously at the primary level.
2. In contrast, 45% of French teachers agreed or strongly agreed with the idea that cognitive skills enable simultaneous learning of the two languages.
3. There is a clear divergence in perspectives between the two groups of language teachers on this issue.

Overall, the data suggests that English teachers were more skeptical about primary learners' cognitive capacities for concurrent acquisition of English and French. On the other hand, French teachers exhibited more confidence in the learners' cognitive skills supporting this dual language learning approach.

Such contrasting views could stem from factors like the teachers' training, beliefs about language learning processes, perceived cognitive load on students, and their own experiences. These differences in assessments of learners' cognitive readiness may influence their teaching strategies, expectations, and overall execution of the dual language program.

#### **10. What do you think about the effect of this implementation on the overall academic performance of pupils?**

	English		French	
	frequencies	percentage	frequencies	percentage
Very positive	00	00	00	00
Positive	00	00	07	25
Neutral	02	10	08	40
Negative	12	60	05	35
Very negative	06	30	00	00



**For English teachers:**

- None (0%) thought the effect would be very positive or positive
- Only 10% (2 out of 20) had a neutral perspective
- The majority, 60% (12 out of 20), thought the effect would be negative
- 30% (6 out of 20) thought the effect would be very negative

**For French teachers:**

- None (0%) thought the effect would be very positive
- 25% (7 out of 20) thought the effect would be positive
- 40% (8 out of 20) had a neutral perspective
- 35% (5 out of 20) thought the effect would be negative
- None (0%) thought the effect would be very negative

A few key observations:

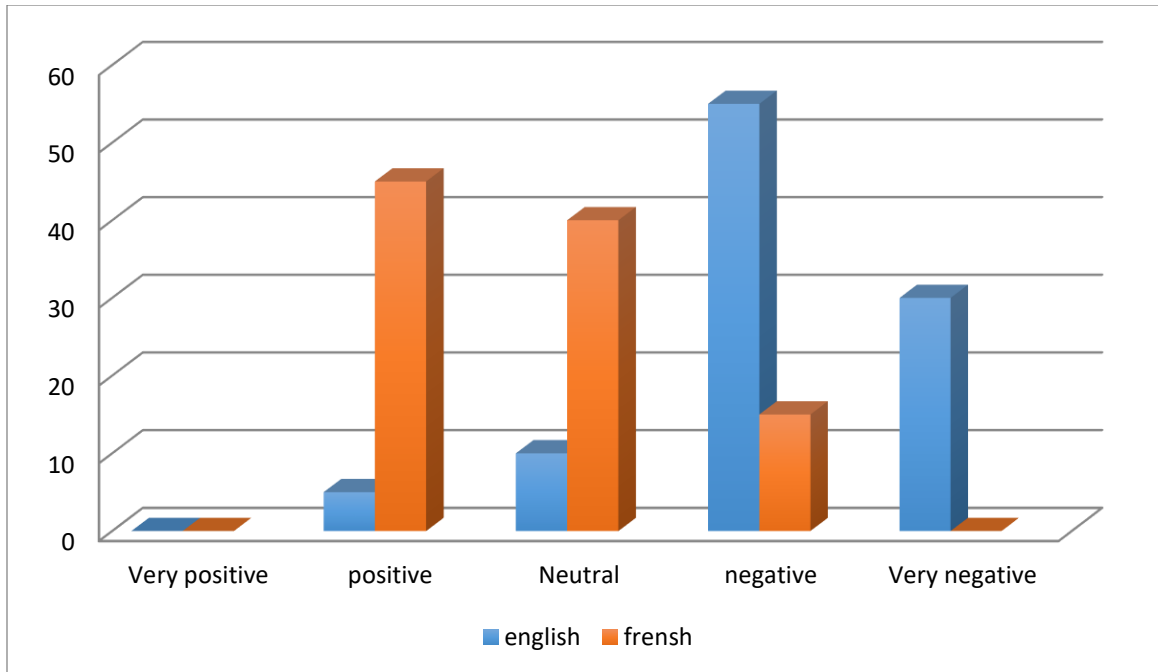
1. No English teachers felt the implementation would have a positive effect on overall academic performance. In fact, 90% perceived a negative (60%) or very negative (30%) effect.
2. French teachers had a more mixed perspective - 25% positive, 40% neutral, and 35% negative. None felt it would be very negative.
3. There is a clear divergence, with English teachers being overwhelmingly negative, while French teachers were more broadly distributed across positive, neutral, and negative views.

Overall, the data reveals a stark difference in how the two groups of language teachers viewed the impact of this dual language implementation on pupils' broader academic performance. English teachers seemed very apprehensive that it would undermine overall performance, while French teachers were more optimistic or neutral about the potential effects.

Such diverging perspectives could be influenced by factors like teaching experiences, beliefs about language learning load, classroom realities, training received, and more. Managing this drastically differing view on the consequences for overall academics may require bridging gaps between the two groups.

#### 11. How do you think the effect of the implementation on pupils is in terms of motivation?

	English		French	
	frequencies	percentage	frequencies	percentage
Very positive	00	00	00	00
Positive	01	05	09	45
Neutral	02	10	08	40
Negative	11	55	03	15
Very negative	06	30	00	00



**For English teachers:**

- None (0%) thought the effect on motivation would be very positive
- Only 5% (1 out of 20) thought it would be positive
- 10% (2 out of 20) had a neutral perspective
- The majority, 55% (11 out of 20), thought the effect would be negative
- 30% (6 out of 20) thought the effect would be very negative

**For French teachers:**

- None (0%) thought the effect would be very positive
- 45% (9 out of 20) thought the effect would be positive
- 40% (8 out of 20) had a neutral perspective
- 15% (3 out of 20) thought the effect would be negative
- None (0%) thought the effect would be very negative.

A few key observations:

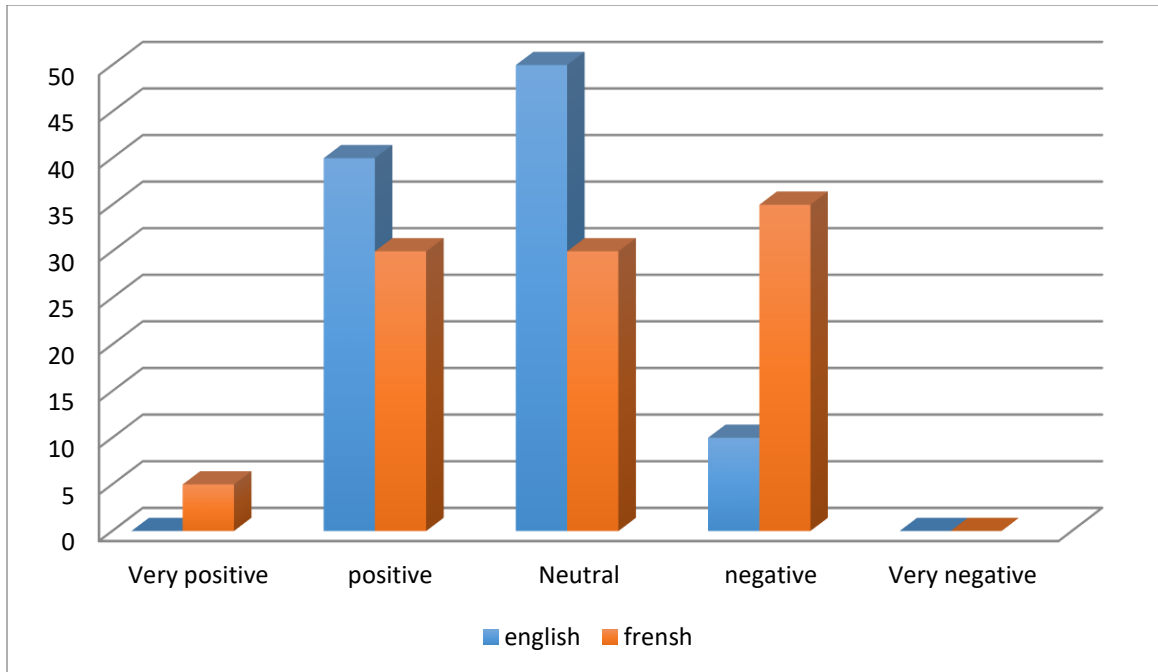
1. English teachers were overwhelmingly negative, with 85% perceiving a negative (55%) or very negative (30%) effect on pupil motivation.
2. In contrast, French teachers were more positive, with 45% seeing a positive effect and 40% being neutral.
3. There was a clear split in perspectives between the two groups of language teachers on this issue.

Overall, the data shows a striking difference in how English and French teachers viewed the impact of this implementation on pupil motivation. English teachers seemed very apprehensive that it would negatively affect motivation, while French teachers were more optimistic or neutral about the potential motivational effects.

These divergent views could stem from factors like beliefs about cognitive load, language learning approaches, training received, classroom experiences, and more. Addressing and bridging this gap in perspectives on the motivational impact may be crucial for effective collaboration and consistent implementation across both languages.

## **12. How do you think the effect of the implementation on pupils is in terms of anxiety and pressure?**

	English		French	
	frequencies	percentage	frequencies	percentage
Very positive	00	00	01	05
Positive	08	40	06	30
Neutral	10	50	06	30
Negative	02	10	07	35
Very negative	00	00	00	00



#### **For English teachers:**

- None (0%) thought the effect would be very positive
- 40% (8 out of 20) thought it would be positive
- Half of them, 50% (10 out of 20), had a neutral perspective
- 10% (2 out of 20) thought the effect would be negative
- None (0%) thought the effect would be very negative

#### **For French teachers:**

- Only 5% (1 out of 20) thought the effect would be very positive
- 30% (6 out of 20) thought it would be positive
- 30% (6 out of 20) had a neutral perspective
- 35% (7 out of 20) thought the effect would be negative
- None (0%) thought the effect would be very negative

A few key observations:

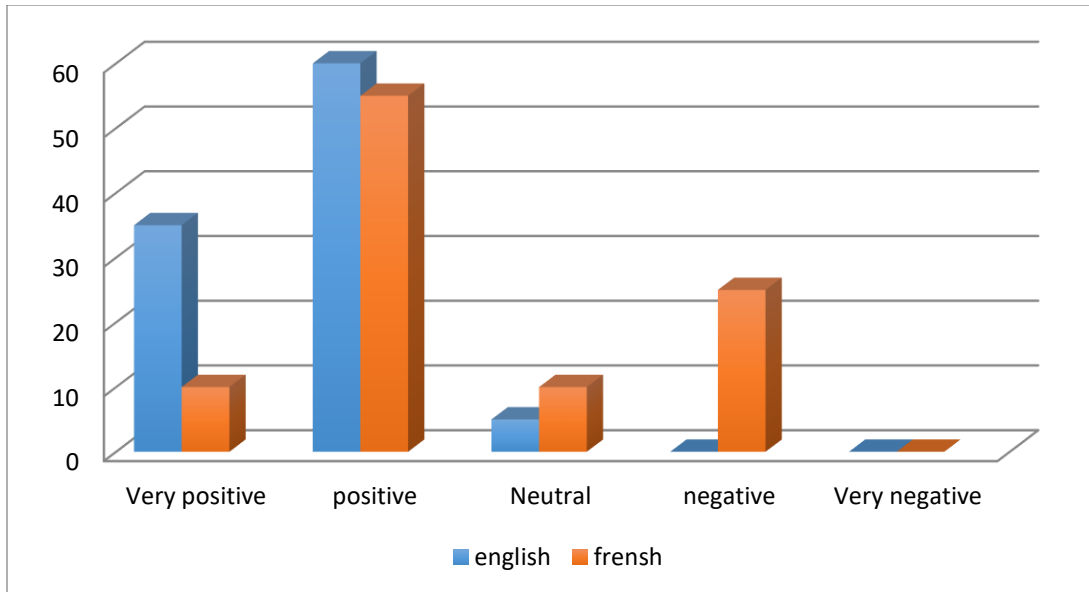
1. English teachers were generally positive or neutral, with 40% positive, 50% neutral, and only 10% viewing a negative effect on anxiety/pressure.
2. French teachers had more mixed views - 35% positive, 30% neutral, and 35% negative. A small 5% saw it as very positive.
3. While no group had "very negative" responses, French teachers exhibited more negative perceptions compared to English teachers.

Overall, English teachers seemed less concerned that this implementation would increase anxiety and pressure on pupils, with the majority being positive (40%) or neutral (50%). French teachers, on the other hand, were more divergent in their views, with 35% expecting a negative impact on pupil anxiety/pressure levels.

This difference in perspectives could be influenced by factors such as beliefs about cognitive load, language learning approaches, training, classroom experiences, and more. Managing anxiety and pressure will likely require different strategies for the two language groups based on these varied perceptions.

**13. How do you think the effect of the implementation on pupils is in terms of self-confidence?**

	English		French	
	frequencies	percentage	frequencies	percentage
Very positive	07	35	02	10
Positive	12	60	11	55
Neutral	01	05	02	10
Negative	00	00	05	25
Very negative	00	00	00	00



#### **For English teachers:**

- 35% (7 out of 20) thought the effect would be very positive
- The majority, 60% (12 out of 20), thought it would be positive
- Only 5% (1 out of 20) had a neutral perspective
- None (0%) thought the effect would be negative or very negative

#### **For French teachers:**

- 10% (2 out of 20) thought the effect would be very positive
- 55% (11 out of 20) thought it would be positive
- 10% (2 out of 20) had a neutral perspective
- 25% (5 out of 20) thought the effect would be negative
- None (0%) thought the effect would be very negative

A few key points:

1. Both English and French teachers were overwhelmingly positive about the implementation having a positive effect on pupils' self-confidence.

2. 95% of English teachers saw a positive (60%) or very positive (35%) impact, with only 5% being neutral.
3. 65% of French teachers perceived a positive (55%) or very positive (10%) effect, while 25% thought it would be negative.

Overall, the data suggests that both groups of language teachers generally agreed that implementing this dual language program would boost pupils' self-confidence, which is an encouraging outcome. However, French teachers exhibited slightly more mixed views compared to the largely positive perspectives of English teachers.

Factors like the teaching approaches, learning activities, and inherent motivational value of the two languages could potentially explain some of the difference in viewpoints between the groups on this aspect of self-confidence among pupils.

#### **14. What motivates your attitude towards bilingual education in early age?**

##### **English Teachers:**

##### **Positive Motivations**

- Many teachers are motivated by observing the eagerness and excitement of students when learning new languages. This positive interaction is a strong motivating factor.
- Teachers believe early childhood is an ideal period for language learning due to the high capacity for memorization, imitation, and adaptation.
- Teachers highlight numerous cognitive benefits such as enhanced problem-solving skills, multitasking, creativity, and better working memory.
- Bilingual education is seen as a means of empowering students to thrive in a diverse, globalized society, offering long-term social and economic advantages.

- Teachers believe bilingual education promotes cultural awareness and empathy, helping students to become more effective communicators and open-minded individuals.
- Bilingual education helps in discovering new languages and gaining diverse skills, enhancing overall cognitive development.
- Some teachers suggest a structured approach where one foreign language is introduced in the third year of primary school and another in the fourth year to help students distinguish between them.
- Utilizing songs, plays, and interactive activities are seen as effective methods for motivating young learners.
- A few teachers are concerned that bilingual education in early ages might cause confusion and code-mixing among young learners, impacting their linguistic resources and vocabulary development.
- There is a concern that early bilingual education might be overwhelming for some children, impacting their ability to quickly retrieve appropriate words in one language.

The majority of English teachers express strong support for bilingual education in early ages due to observed student enthusiasm, cognitive benefits, and the broader social and economic advantages. They recognize early childhood as an optimal period for language learning, enhanced by interactive teaching methods. However, some concerns about potential confusion and cognitive overload highlight the need for carefully structured and supportive bilingual education programs.

### **French Teachers:**

- Some responses suggest that choosing between French or English, as a single foreign language is acceptable at the primary level. It may indicate practical considerations in primary schools regarding resource allocation.

- Some teachers recognize that learning two foreign languages simultaneously requires a rich linguistic environment and adequate resources for each language, including pedagogical displays and ICT tools.

- Some comments emphasize the lexical and cultural richness gained from learning foreign languages. Learning one language opens the door to understanding the culture of another.

- Some responses highlight the role of parents in following up and supporting their children in learning foreign languages.

- It underscores the belief that young children have the natural ability to absorb multiple languages, which motivates early bilingual education.

- Some comments support the idea that learning a language at a younger age is more effective and facilitates easier and more efficient language learning.

- Some responses express a personal preference for working with young children, which can positively influence their language learning experience.

- Teachers acknowledge the challenges of learning two languages simultaneously, such as Arabic and another foreign language, and identifies as bilingual.

- Some metaphorical statements suggest that students' brains, especially at a young age, have a high capacity for language learning.

- Some comments highlight the demand in the modern world for knowledge of multiple languages.

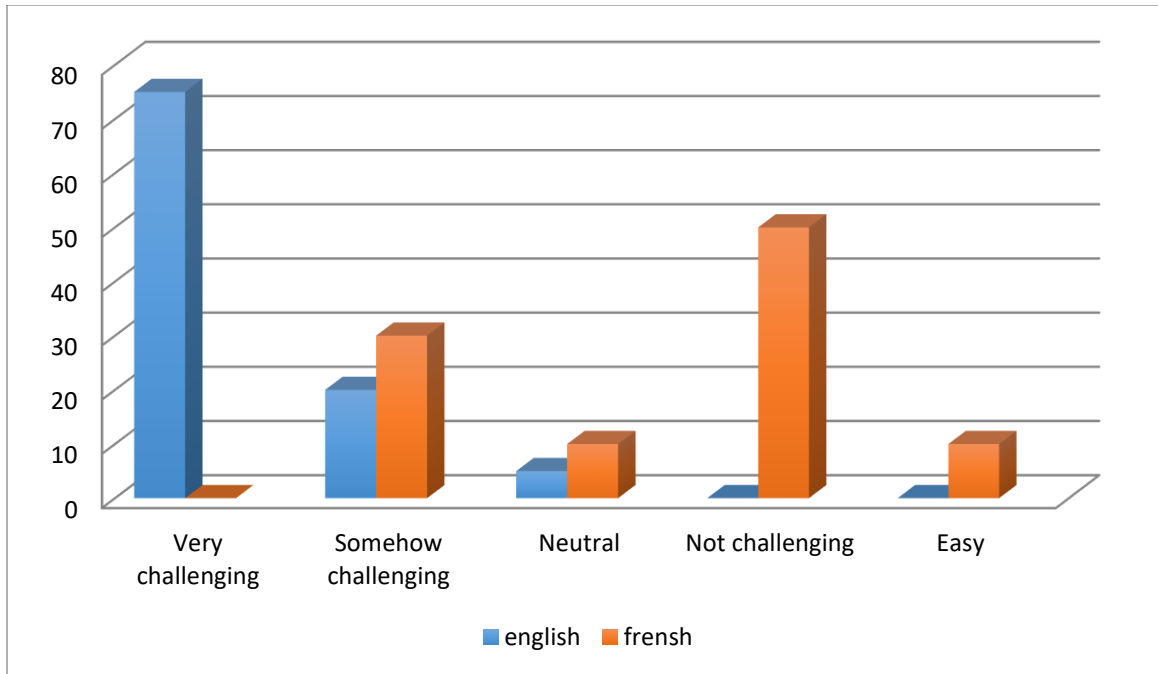
- Some responses vary in whether learners have the ability to acquire several languages simultaneously at a young age.

- Some responses emphasize the cultural benefits of early bilingual education.

The responses from French teachers demonstrate a variety of opinions on early bilingual education. They highlight the benefits such as cultural enrichment, the natural language absorption abilities of young children, and the preparation for a globalized world. However, there are also recognized challenges such as the need for adequate resources and parental support, and debates over whether young learners can effectively manage multiple languages simultaneously. The diversity of opinions suggests that early bilingual education can be beneficial, but it requires careful planning and resource allocation to be effective. The discussion around bilingual education should continue to consider these varied viewpoints to develop programs that maximize benefits and minimize challenges for young learners.

**15. Did you find the experience challenging?**

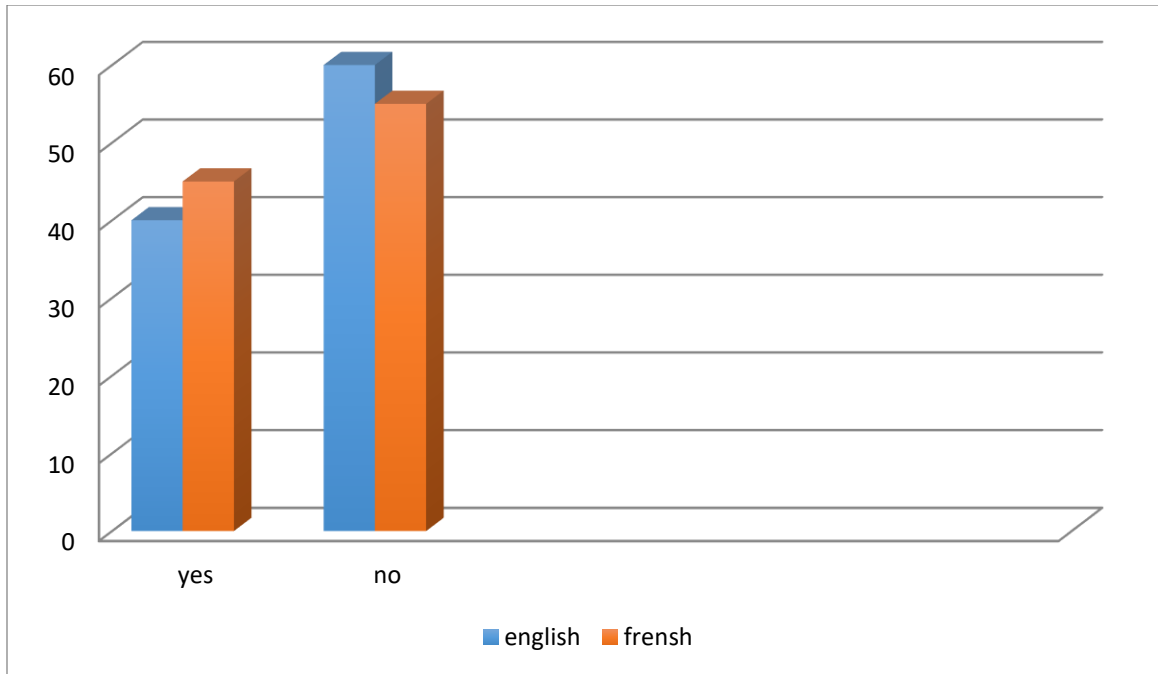
	<b>English</b>		<b>French</b>	
	<b>frequencies</b>	<b>percentage</b>	<b>frequencies</b>	<b>percentage</b>
Very challenging	<b>15</b>	<b>75</b>	<b>00</b>	<b>00</b>
Somehow challenging	<b>04</b>	<b>20</b>	<b>06</b>	<b>30</b>
Neutral	<b>01</b>	<b>05</b>	<b>02</b>	<b>10</b>
Not challenging	<b>00</b>	<b>00</b>	<b>10</b>	<b>50</b>
Easy	<b>00</b>	<b>00</b>	<b>02</b>	<b>10</b>



- 75% of English teachers found it very challenging, while 20% found it somewhat challenging.
- In contrast, none of the French teachers found it very challenging. 30% found it somewhat challenging, 10% were neutral, 50% did not find it challenging, and 10% found it easy. This shows a stark difference, with English teachers overwhelmingly finding the dual language implementation very challenging, while French teachers had more mixed but generally positive experiences.

**16. Do you think that bilingual education of foreign languages should start later than in primary school?**

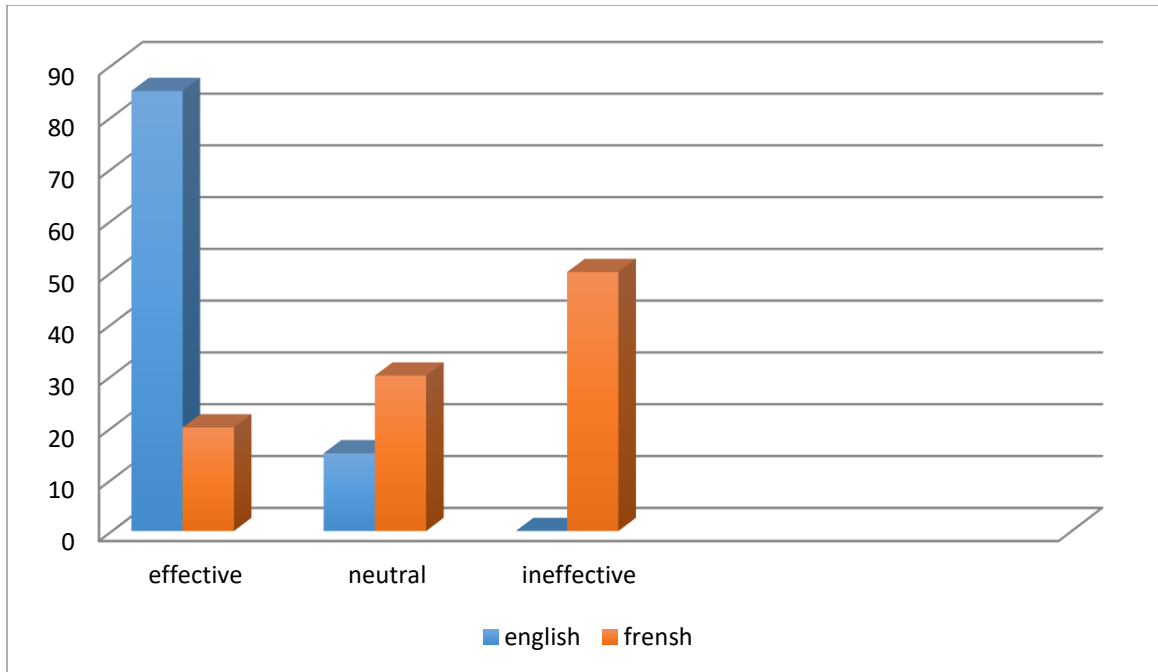
	English		French	
	frequencies	percentage	frequencies	percentage
Yes	08	40	09	45
No	12	60	11	55



- 40% of English teachers said yes, it should start later, while 60% said no.
- For French teachers, 45% said yes and 55% said no. There was not a major difference between the two groups on this question, with a slight majority in both favoring starting bilingual education in primary school itself.

**17. How effective do you find is the curriculum for the simultaneous teaching English and French languages?**

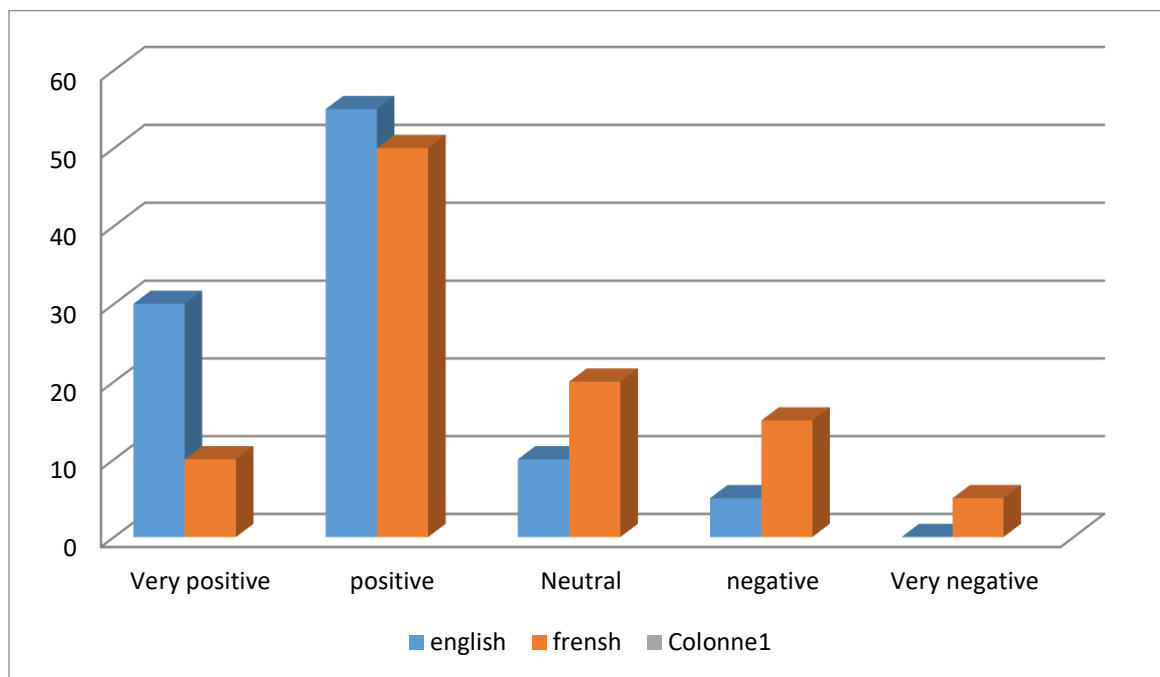
	English		French	
	frequencies	percentage	frequencies	percentage
Effective	17	85	04	20
Neutral	03	15	06	30
Ineffective	00	00	10	50



- 85% of English teachers found the curriculum effective, while 15% were neutral.
- In contrast, only 20% of French teachers found it effective, 30% were neutral, and 50% found the curriculum ineffective. Again, there is a clear split, with English teachers largely positive about the curriculum, while French teachers had a negative view of its effectiveness.

**18. How do think the effect of teaching French and English simultaneously is on pupils' language development?**

	English		French	
	frequencies	percentage	frequencies	percentage
Very positive	06	30	02	10
Positive	11	55	10	50
Neutral	02	10	04	20
Negative	01	05	03	15
Very negative	00	00	01	05



**For English teachers:**

- 30% (6 out of 20) thought the effect would be very positive
- The majority, 55% (11 out of 20), thought it would be positive

- 10% (2 out of 20) had a neutral perspective
- Only 5% (1 out of 20) thought the effect would be negative
- None (0%) thought the effect would be very negative

**For French teachers:**

- 10% (2 out of 20) thought the effect would be very positive
- 50% (10 out of 20) thought it would be positive
- 20% (4 out of 20) had a neutral perspective
- 15% (3 out of 20) thought the effect would be negative
- 5% (1 out of 20) thought the effect would be very negative

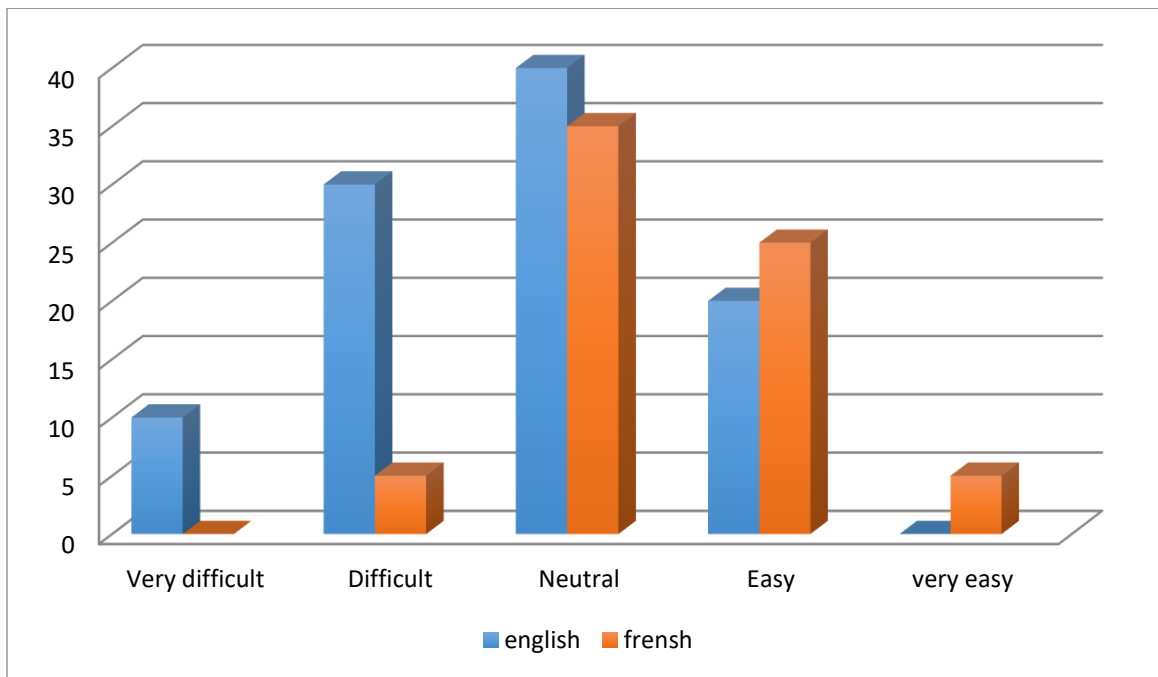
A few key points:

1. Both English and French teacher groups leaned towards a positive view of the impact on language development, with 85% of English teachers and 60% of French teachers indicating positive or very positive effects.
2. However, French teachers exhibited more mixed perspectives compared to English teachers, with 20% neutral and 20% negative/very negative views.
3. Only a very small minority from each group (5% English, 5% French) felt the impact would be very negative on language development.

Overall, while both sets of teachers tended towards optimism about simultaneous English and French instruction aiding language development, French teachers displayed more variation in their perspectives. Factors like teaching methodologies, training, beliefs about language acquisition processes etc. could contribute to these differing viewpoints between the two language groups on the developmental impact.

**19. Do pupils find it easy or difficult to continuously shift between the two language?**

	English		French	
	frequencies	percentage	frequencies	percentage
Very difficult	02	10	00	00
Difficult	06	30	07	35
Neutral	08	40	07	35
Easy	04	20	05	25
very easy	00	00	01	05



**For English teachers:**

- **Difficult:** 6 occurrences (30%)
- **Neutral:** 8 occurrences (40%)
- **Easy:** 4 occurrences (20%)
- **Very easy:** 0 occurrences (0%)

### **For French teachers:**

- **very difficult:** 0 occurrences (0%)
- **Difficult:** 7 occurrences (35%)
- **Neutral:** 7 occurrences (35%)
- **Easy:** 5 occurrences (25%)
- **Very easy:** 1 occurrence (5%)

Most English teachers find the transition between languages to be neutral (40%), with 30% finding it difficult, 20% finding it easy, and 10% finding it very difficult. Conversely, most French teachers find the transition either difficult (35%) or neutral (35%), with a smaller percentage finding it easy (25%) and only 5% finding it very easy.

- **Difficulty:** A larger percentage of English teachers (40%) find the transition neutral compared to French teachers (35%). However, the percentage of French teachers who find it difficult (35%) is equal to those who find it neutral.
- **Ease:** The percentage of teachers who find the transition easy is higher among French teachers (25%) compared to English teachers (20%).

Overall, there is a diversity of opinions among teachers of both languages regarding the difficulty and ease of transitioning between languages. However, French teachers tend to see the transition as less difficult compared to their English counterparts.

## **20. How do you assess your learners' progress during this experience?**

### **English teachers:**

- Some teachers assess progress through the learners' interaction in class, which helps in discovering the differences between both languages progressively.

- Some teachers indicate progress in language acquisition and development, with a focus on building vocabulary and natural speaking.
- The progress is evaluated positively based on the learners' excitement and curiosity about English.
- This method focuses on assessing progress through communication skills in each session.
- Some teachers suggest balancing the vocabulary development in both languages.
- Assessment methods include activities, games, and both summative and formative assessments.
- Progress is attributed to the learners' growing love and passion for English.
- Some teachers use a variety of formative and summative methods to assess progress in reading, speaking, and comprehension.
- Progress is evaluated as perfect due to learners' enthusiasm, ability to seek and apply knowledge.
- Some teachers indicate very good progress in vocabulary acquisition.
- Some teachers involve questions related to lesson content to check understanding.
- Some teachers use various methods like homework, quizzes, games, tasks, and projects are used for assessment.

**French Teachers:**

- Progress is evaluated through repetition and revision.
- Learners struggle with confusion and interference between the two languages, especially in pronunciation.
- Difficulties are found in pronunciation.
- It's remarkable and positive progress.

- Progress is slow.
- Remarkable progress.
- Personal experience shows that students have difficulty, for example, saying "I have finished" in French, they say "I have finish." They call me "miss..."
- Through repetition, revision, and stabilization.
- It's a good experience for high and excellent-level students, but difficult for average-level students. Mixing languages is a primary problem.
- Progress is acceptable based on oral and written evaluations during sessions.
- Progress is evaluated based on oral and written evaluations during sessions.

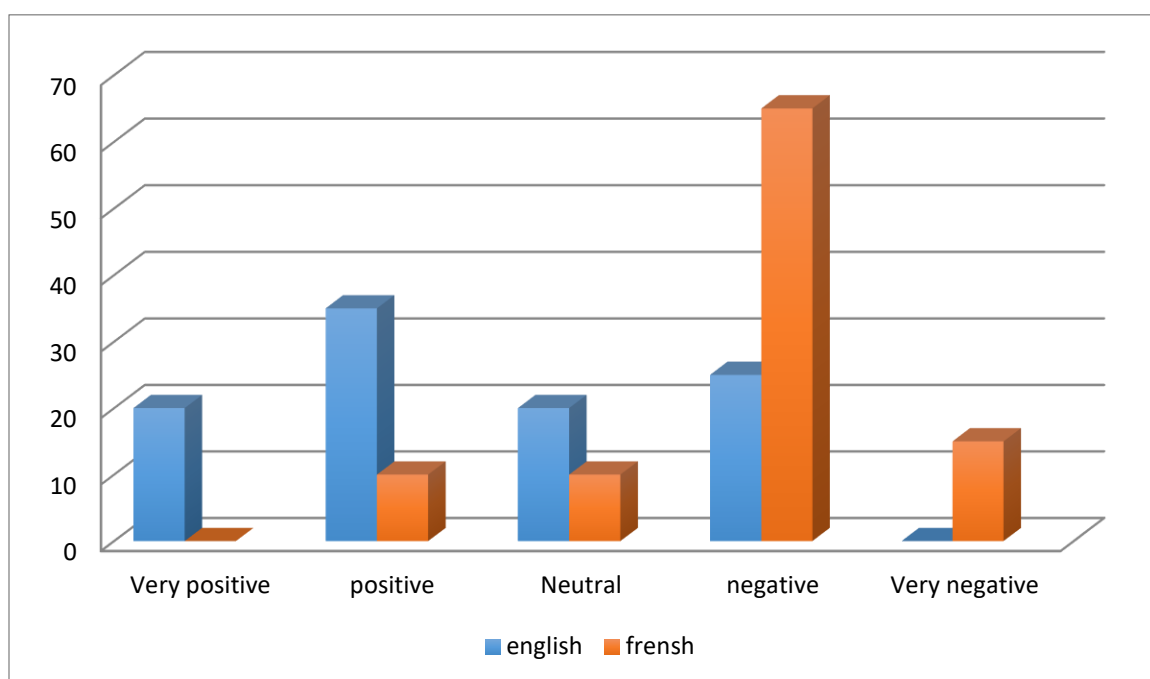
## 6. Discussion and Overall Analysis

- **English Teachers:** The assessment of learners' progress is characterized by a variety of methods including communication assessment, vocabulary balance, quizzes, games, and both formative and summative assessments. Teachers emphasize the gradual improvement in language skills and the positive impact of learners' enthusiasm and passion for English.
- **French Teachers:** The assessment of learners' progress in French is largely through repetition, revision, and stabilization, indicating slower but notable progress. Challenges include confusion and interference between French and English, especially in pronunciation. There is also an observation of difficulties in language use and mixing both languages.

Overall, while both sets of teachers use different methods to assess progress, English teachers seem to employ a broader range of assessment techniques, focusing on interactive and communicative skills, while French teachers emphasize reinforcement and correction of errors in language use.

**21. How do you think the attitude of pupils' parents is towards their children started learning two foreign languages simultaneously?**

	English		French	
	frequencies	percentage	frequencies	percentage
Very positive	04	20	00	00
Positive	07	35	02	10
Neutral	04	20	02	10
Negative	05	25	13	65
Very negative	00	00	03	15



**English Teachers:**

- **Very positive:** 4 occurrences (20%)
- **Positive:** 7 occurrences (35%)
- **Neutral:** 4 occurrences (20%)
- **Negative:** 5 occurrences (25%)

- **Very negative:** 0 occurrences (0%)

#### **French Teachers:**

- **Very positive:** 0 occurrences (0%)
- **Positive:** 2 occurrences (10%)
- **Neutral:** 2 occurrences (10%)
- **Negative:** 13 occurrences (65%)
- **Very negative:** 3 occurrences (15%)

Most English teachers believe that parents have a positive (35%) or very positive (20%) attitude towards their children learning two foreign languages simultaneously, while 25% see the attitude as negative and 20% as neutral.

Conversely, most French teachers believe that parents have a negative (65%) or very negative (15%) attitude, with only a small percentage seeing the attitude as positive (10%) or neutral (10%).

**Positivity:** A much higher percentage of English teachers see parents' attitudes as positive (35%) or very positive (20%) compared to French teachers (10% and 0%, respectively).

**Negativity:** The percentage of French teachers who see the attitude as negative (65%) or very negative (15%) is much higher compared to their English counterparts (25% and 0%, respectively).

Overall, there is a clear difference in perspectives between teachers of the two languages regarding parents' attitudes towards their children learning two foreign languages simultaneously. English teachers tend to view the attitude more positively, while French teachers tend to view it more negatively.

### **5.3.Section 3: Recommendations and future perspectives:**

**22. What would help you teach more effectively a foreign language that pupils learn in addition to another foreign language?**

#### **English Teachers' Responses:**

- Providing modern means of education: This includes using new teaching materials and technologies to attract students' senses and perceptions.
- By varying strategies in teaching and using helpful techniques (e.g., flashcards, TPR, gestures, group work): These strategies aim to engage students actively and enhance learning.
- Focusing on teaching orally using new teaching materials attracting their all senses and perceptions: Emphasizes oral teaching methods and using materials that engage all senses.
- Listening skill and speaking skill: Highlighting the importance of developing listening and speaking skills.
- Technologies, active learning, motivation, and keeping teachers updated: Using technology and active learning methods to motivate students, and the importance of teachers staying current.
- Cross-language comparisons, integrating cultural elements, and using technology: Strategies like cross-linguistic comparisons and cultural integration to enhance understanding and retention.
- More time devoted and integrating the four language skills: Advocates for more time and integrating listening, speaking, reading, and writing skills.

- Creating a positive learning environment, connecting with students, and being prepared: Strategies for creating a positive environment and connecting with students to enhance learning.

### **French Teachers' Responses:**

- Focuses on concentrating on one foreign language at a time and providing necessary linguistic conditions.
- Involves parents in helping children learn with the use of phones, TVs, and other media.
- Emphasizes new techniques and technology for teaching.
- Use various methods such as audio, videos, oral sessions, nursery rhymes, reading, illustrations, and role-playing to support pronunciation.
- Advocates for focusing on the alphabet and correct pronunciation at the primary level.

### **7. General Analysis and Comparison:**

English Teachers: Emphasize a variety of modern teaching tools and techniques, including the use of technology, active learning, and integrating skills across all senses. They focus on maintaining motivation, using cross-language comparisons, and creating a supportive learning environment.

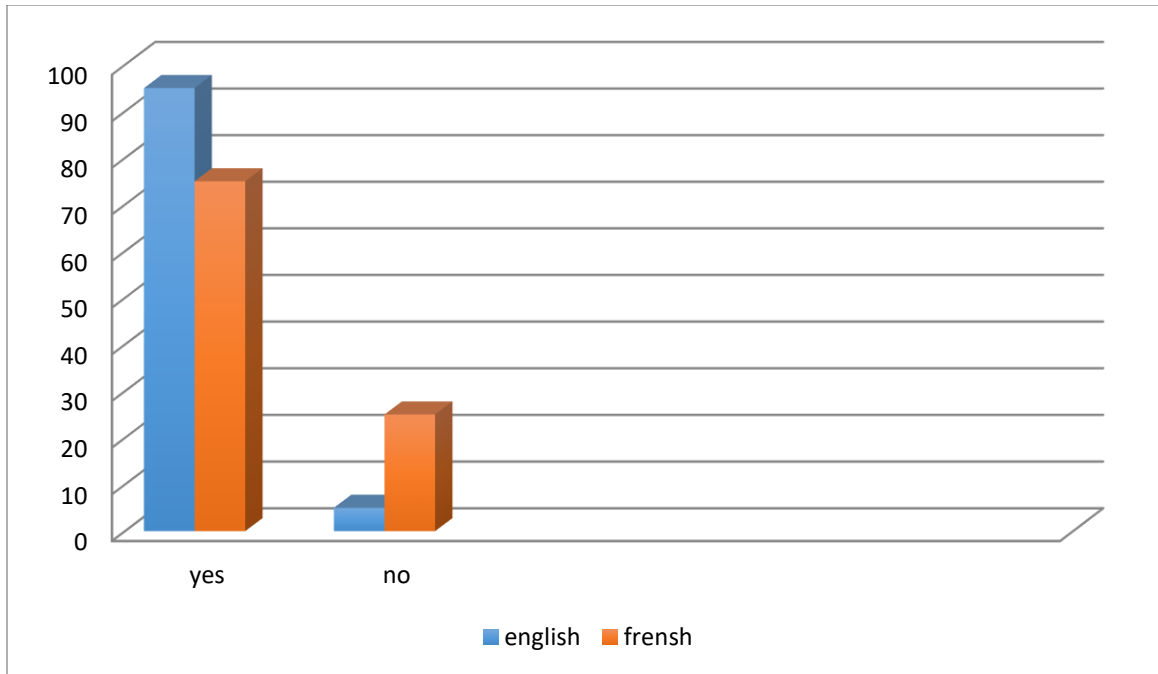
- French Teachers: Stress the importance of parental involvement and the use of technology, along with new teaching techniques and technology. They utilize audio-visual methods, repetition, and role-playing to enhance pronunciation and learning.
- English Teachers: Advocate for a broad range of strategies such as cross-linguistic comparisons, cultural integration, and the use of technology to engage students in language learning.

- French Teachers: Focus on foundational aspects like alphabet and pronunciation, while using a combination of traditional and modern teaching methods to reinforce learning.
- Both sets of teachers recognize the value of technology in language learning, though English teachers seem to integrate it more extensively into their teaching strategies.
- French teachers emphasize the role of parents in supporting language learning, whereas this aspect is less prominent among English teachers.

English teachers prioritize a dynamic, immersive approach to language learning, integrating modern tools and methods to engage students actively. French teachers, while also acknowledging the benefits of modern technology, focus more on foundational aspects and traditional methods, with a strong emphasis on parental involvement. Both approaches have their strengths and can complement each other in creating effective language learning environments for students studying multiple foreign languages.

**23. Do you think there should be a collaboration between English and French teachers , to enhance both learning and teaching processes?**

	English		French	
	frequencies	percentage	frequencies	percentage
Yes	19	95	15	75
No	01	05	05	25



The results show that a large majority of English teachers (95%) believe that there should be collaboration between English and French teachers to enhance both learning and teaching processes. Conversely, a very small percentage (5%) believe that such collaboration is not necessary.

Similarly, French teachers also show strong support for collaboration, with 75% of them agreeing on the necessity of collaboration between English and French teachers. However, a relatively larger percentage of French teachers (25%) believe that such collaboration is not necessary compared to their English counterparts.

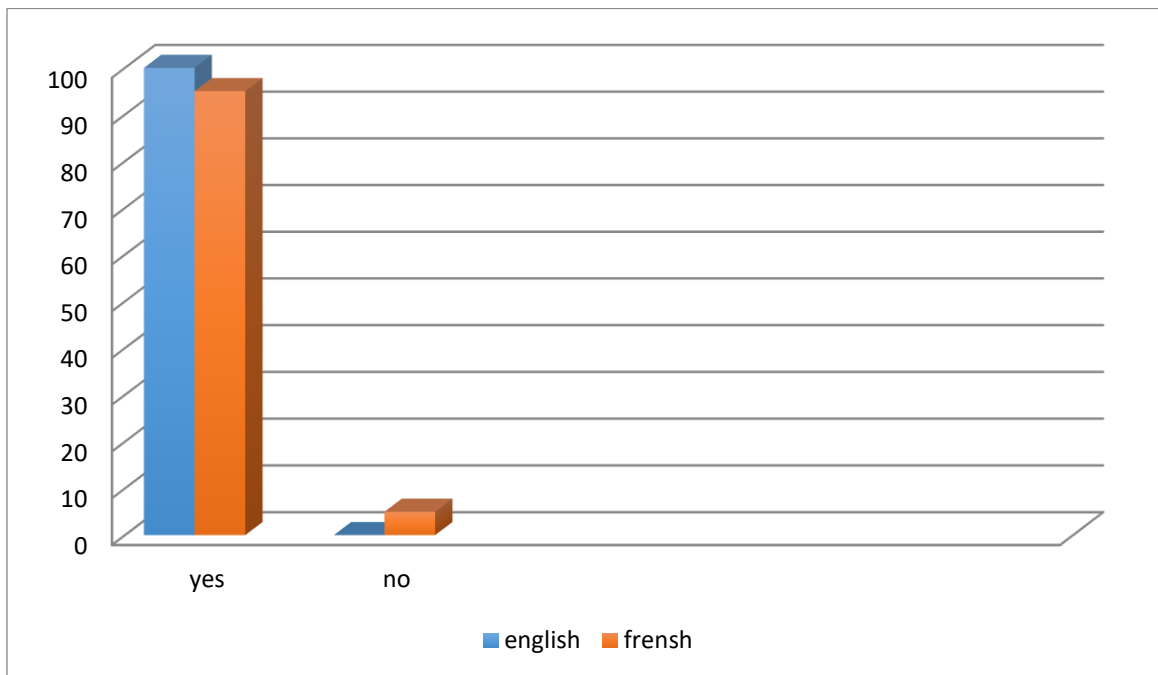
When comparing the responses of teachers from both languages, it is evident that English teachers are more supportive of the idea of collaboration, with 95% in favor, compared to 75% of French teachers. This indicates a broad consensus on the importance of collaboration between teachers to enhance the educational process, though with varying degrees of enthusiasm. The

higher percentage of rejection comes from French teachers (25%) compared to English teachers (5%).

Overall, it can be concluded that there is strong support for the idea of collaboration between English and French teachers to improve both learning and teaching processes, despite some reservations from a small percentage of teachers, particularly from the French side. This widespread support reflects the teachers' recognition of the importance of joint efforts in enhancing the educational experience for students.

**24. Do you think technology plays an important role in enhancing bilingual education?**

	English		French	
	frequencies	percentage	frequencies	percentage
Yes	20	100	19	95
No	00	00	01	05



### **English Teachers:**

The results show that all English teachers (100%) believe that technology plays an important role in enhancing bilingual education. There were no teachers who believed that technology is not important in this regard.

### **French Teachers:**

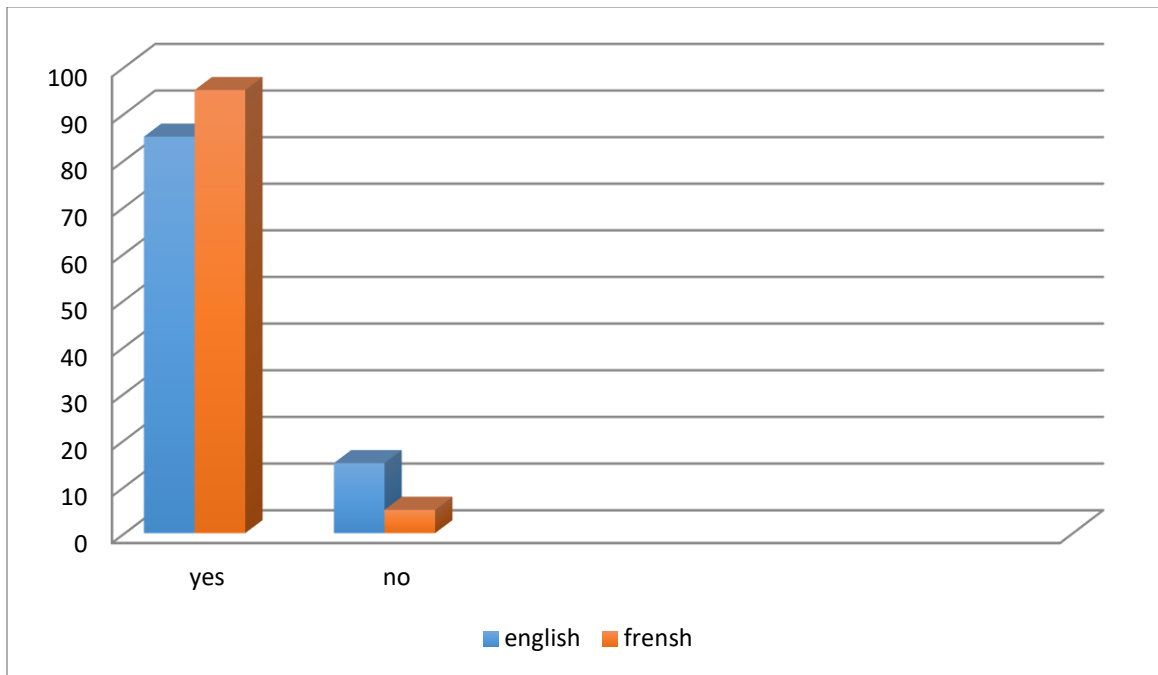
Similarly, a large majority of French teachers (95%) agree that technology plays an important role in enhancing bilingual education. However, a very small percentage (5%) do not believe that technology is important in this context.

When comparing the responses of teachers from both languages, it is evident that there is almost complete consensus on the importance of technology in bilingual education. All English teachers believe that technology plays a crucial role, while the vast majority of French teachers (95%) share this view.

Overall, it can be concluded that there is widespread recognition among teachers of both languages of the importance of technology in enhancing bilingual education. This strong consensus reflects the teachers' awareness of the role of technology in improving the learning and teaching experience, making it more effective and comprehensive.

### **25. Do you think the curriculum could be better improved to support bilingual education?**

	<b>English</b>		<b>French</b>	
	<b>frequencies</b>	<b>percentage</b>	<b>frequencies</b>	<b>percentage</b>
Yes	<b>17</b>	<b>85</b>	<b>19</b>	<b>95</b>
No	<b>03</b>	<b>15</b>	<b>01</b>	<b>05</b>



### English Teachers' Responses

- **Yes:** 17 occurrences (85%)
- **No:** 3 occurrences (15%)

The results show that a large majority of English teachers (85%) believe that the curriculum could be better improved to support bilingual education. A smaller percentage (15%) do not think that the curriculum needs improvement in this regard.

### French Teachers' Responses

- **Yes:** 19 occurrences (95%)
- **No:** 1 occurrence (5%)

Similarly, a larger majority of French teachers (95%) agree that the curriculum could be better improved to support bilingual education. Only a small percentage (5%) do not believe that improvements are necessary.

When comparing the responses of teachers from both languages, it is evident that there is a strong consensus on the need for curriculum improvements to better support bilingual education. English teachers (85%) and French teachers (95%) both largely agree on the necessity of these improvements, although French teachers show an even higher level of agreement.

Overall, it can be concluded that there is a widespread recognition among teachers of both languages of the need for curriculum improvements to enhance bilingual education. This strong consensus indicates a shared understanding of the importance of having a robust and supportive curriculum to foster an effective bilingual learning environment for students.

## **26. What do you recommend regarding the simultaneous initiation of English and French languages in Algerian primary schools?**

### **English teachers:**

The responses suggest a variety of recommendations and considerations. Some teachers advocate for providing modern equipment and prioritizing teachers in the institution to enhance teaching quality. Others propose a staggered introduction, with English starting in the third year and French in the fourth, aiming for shared objectives and subject matter alignment. There is strong support for practice and parental encouragement to facilitate language learning, along with suggestions to allocate more lesson time and resources, particularly emphasizing the importance of balancing the curriculum, qualified teaching staff, multimedia resources, and effective assessment.

### **French teachers:**

The responses suggest mixed opinions on the simultaneous teaching of English and French in Algerian primary schools. Some argue for teaching both languages simultaneously but giving

more attention and time to English due to its global importance in science and technology, while French is seen as more suitable for communication and cultural exchanges. There is a call to lighten and adjust the curriculum to better meet students' needs, with some advocating for starting with French in third grade to ensure mastery before introducing English in fourth grade. Concerns are raised about the difficulty of simultaneous learning for young children and the need for collaboration and technological resources in schools. Overall, opinions vary on the approach, with some seeing it positively as a good experience, while others suggest reevaluating and revising the curriculum for better effectiveness.

## 8. Arabic questionnaire

### 6.1. Section 1: Demographic Information

#### 1. What is your age?

		Fréquence	Pourcentage
Valide	25-34	2	5,7
	35-44	24	68,6
	45-54	6	17,1
	55 and above	3	8,6
	Total	35	100,0

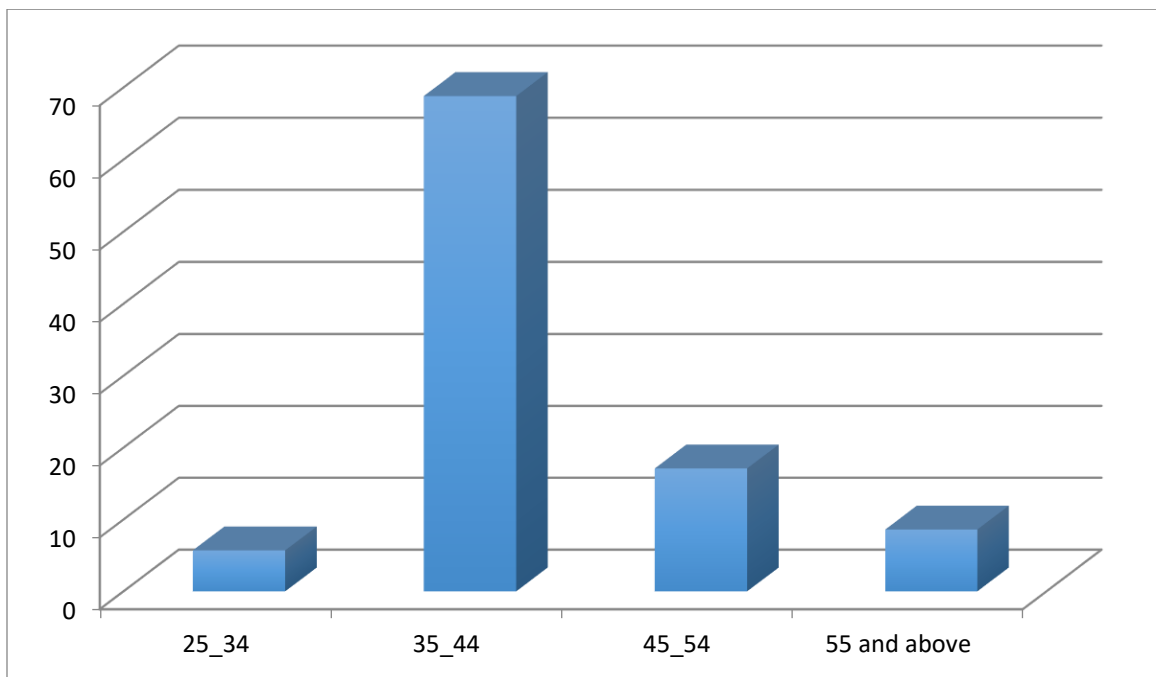
#### 2. What is the highest level of education you have attained?

		Fréquence	Pourcentage
Valide	Primary	2	5,7
	Intermediate	5	14,3
	Secondary	7	20,0
	University	14	40,0
	Higher Studies	6	17,1
	Other	1	2,9
	Total	35	100,0

### 3. For the child, what is your relationship to them?

		Fréquence	Pourcentage
Valide	Father	16	45,7
	Mother	18	51,4
	Other relation	1	2,9
	Total	35	100,0

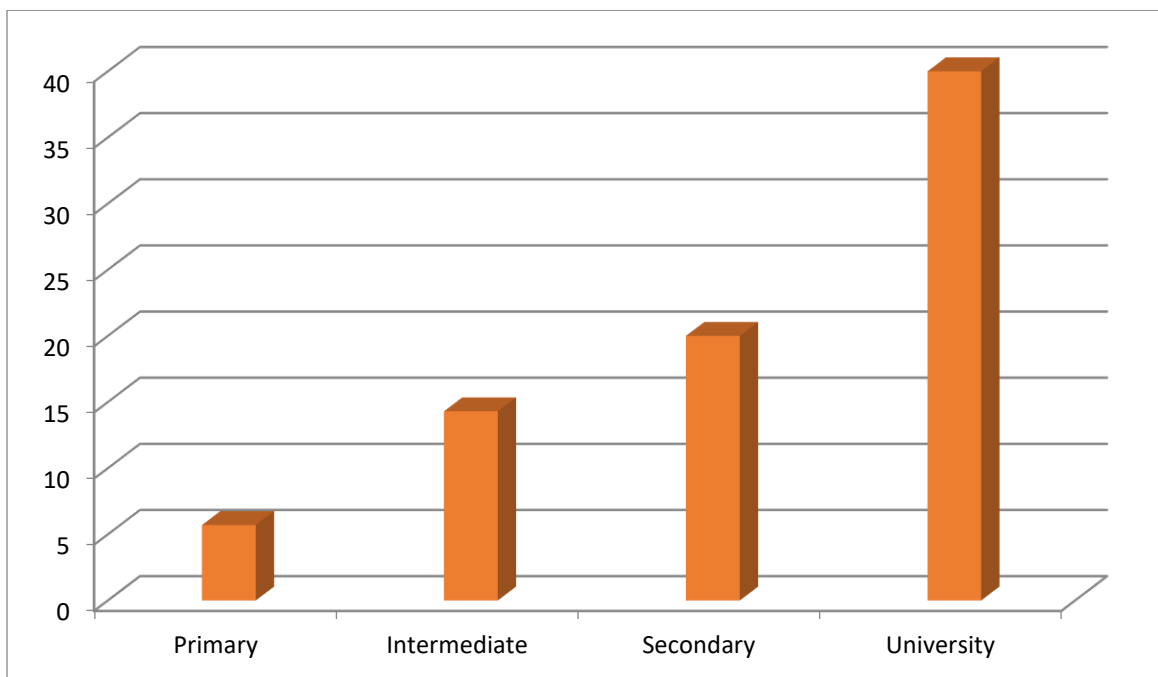
#### Age:



The majority of respondents are aged between 35-44, making up 68.6% of the total. This indicates that most parents of primary school children fall into this age group. A smaller portion, 17.1%, are aged between 45-54, and an even smaller percentage, 8.6%, are 55 and above. Only 5.7% of the respondents are aged 25-34, highlighting that younger parents are less represented in this survey.

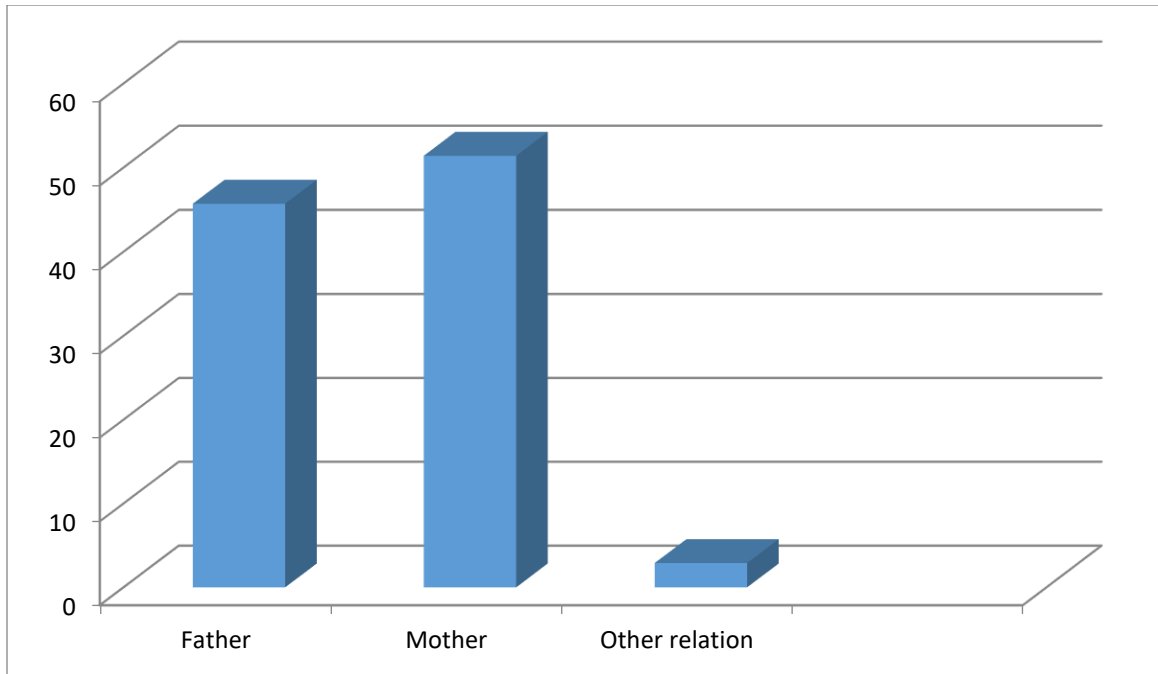
## Education Level:

In terms of educational attainment, 40% of the respondents have a university degree, which is the largest group. Those with higher studies constitute 17.1%, while 20% have completed secondary education. A smaller portion, 14.3%, have an intermediate level of education, and only 5.7% have completed primary education. One respondent (2.9%) listed "Other" as their highest level of education, indicating a diverse range of educational backgrounds among parents.



## Relationship to Child

When examining the relationship of the respondents to the child, the survey shows that 51.4% of the respondents are mothers, slightly more than the 45.7% who are fathers. This suggests a fairly balanced participation between mothers and fathers in the survey. Additionally, 2.9% of the respondents indicated "Other relation," which could include grandparents, guardians, or other family members involved in the child's education.



### 1. What is your job/occupation?

The parents' occupations vary widely, reflecting a diverse socio-economic background. Professions range from administrative positions, teachers at various educational levels, and specialized roles such as a pharmacist and lawyer, to homemakers and general workers. A notable number of mothers are homemakers, showing a significant portion of respondents are directly involved in domestic management. The presence of educators among the respondents also indicates an informed perspective on educational matters. This occupational diversity provides a comprehensive view of parental insights from different professional and socio-economic backgrounds.

## 2. How many children do you have in primary/elementary school?

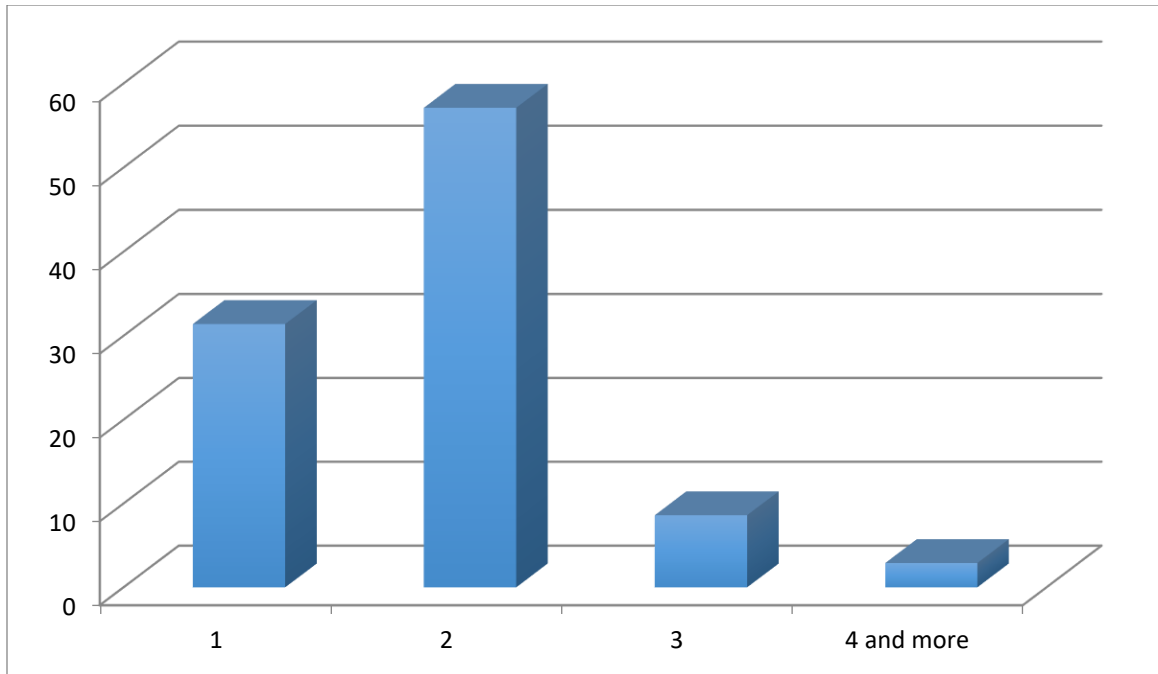
		Fréquence	Pourcentage
Valide	1	11	31,4
	2	20	57,1
	3	3	8,6
	4 or more	1	2,9
	Total	35	100,0

## 3. At what grade level does your child study?

		Fréquence	Pourcentage
Valide	3rd grade	11	31,4
	4th grade	21	60,0
	a child in each grade level	3	8,6
	Total	35	100,0

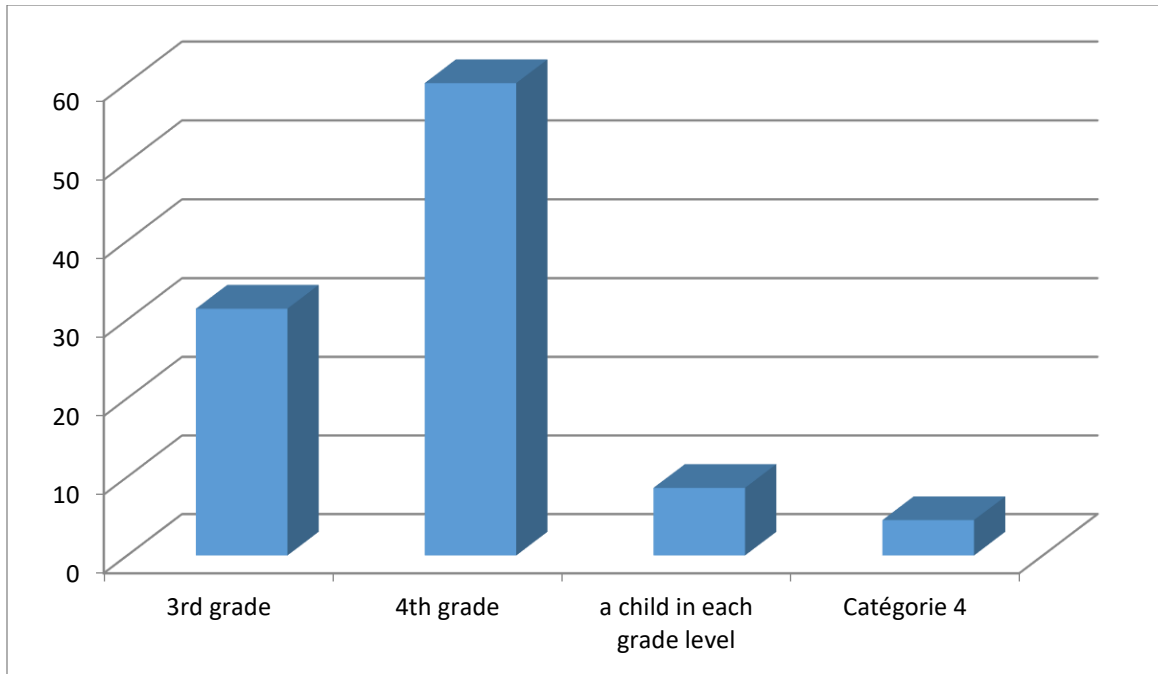
### Number of Children in Primary School:

Most parents have two children in primary or elementary school, making up 57.1% of the respondents. This suggests that families with multiple children at the primary level are common. Additionally, 31.4% of parents have one child in primary school, while 8.6% have three children, and 2.9% have four or more. This distribution indicates a predominance of families with one or two children in primary school, reflecting typical family sizes within the surveyed group.



### **Grade Level of Children:**

Regarding the grade levels of the children, 60% of the respondents have children studying in the 4th grade, indicating a higher concentration in this grade. Children in the 3rd grade account for 31.4% of the responses. Moreover, 8.6% of parents have a child in each grade level, showing some families have children spread across different grades. This data highlights a significant representation of 4th-grade students among the surveyed families, providing insights into their specific educational needs and experiences.



## 6.2. Section 2: Importance of Language Education.

### 1. How important is it for your child to learn English?

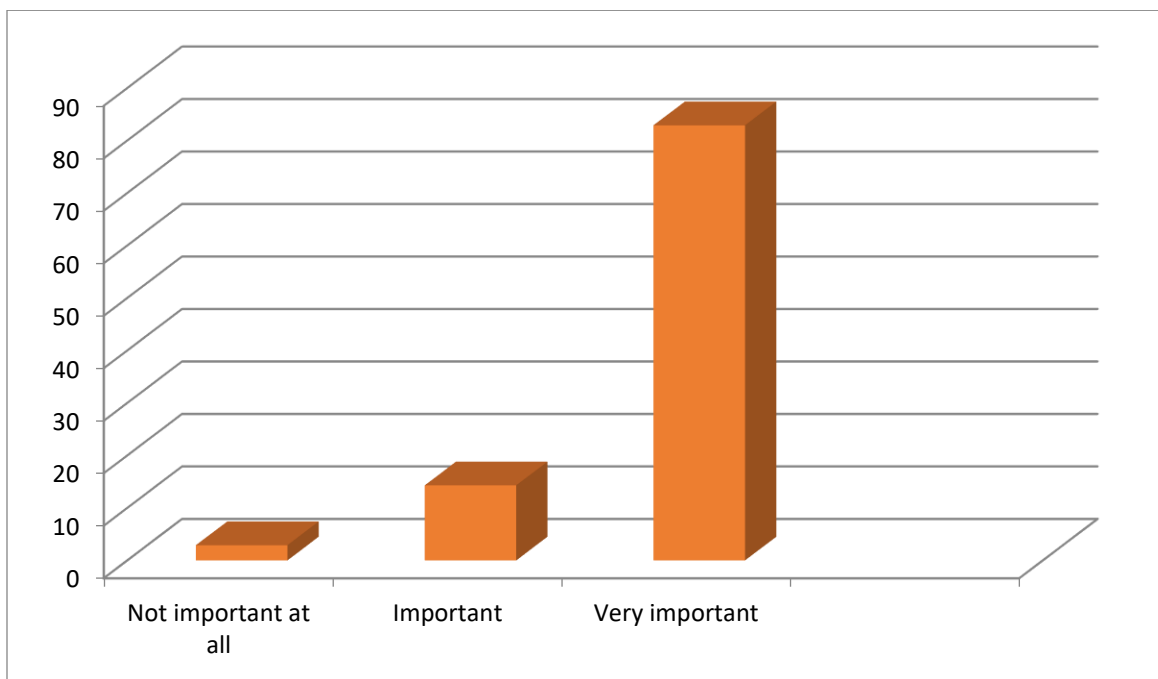
		Fréquence	Pourcentage
Valide	Not important at all	1	2,9
	Important	5	14,3
	Very important	29	82,9
	Total	35	100,0

### 2. How important is it for your child to learn French?

		Fréquence	Pourcentage
Valide	Not important at all	1	2,9
	Not very important	2	5,7
	Neutral	1	2,9
	Important	16	45,7
	Very important	15	42,9
	Total	35	100,0

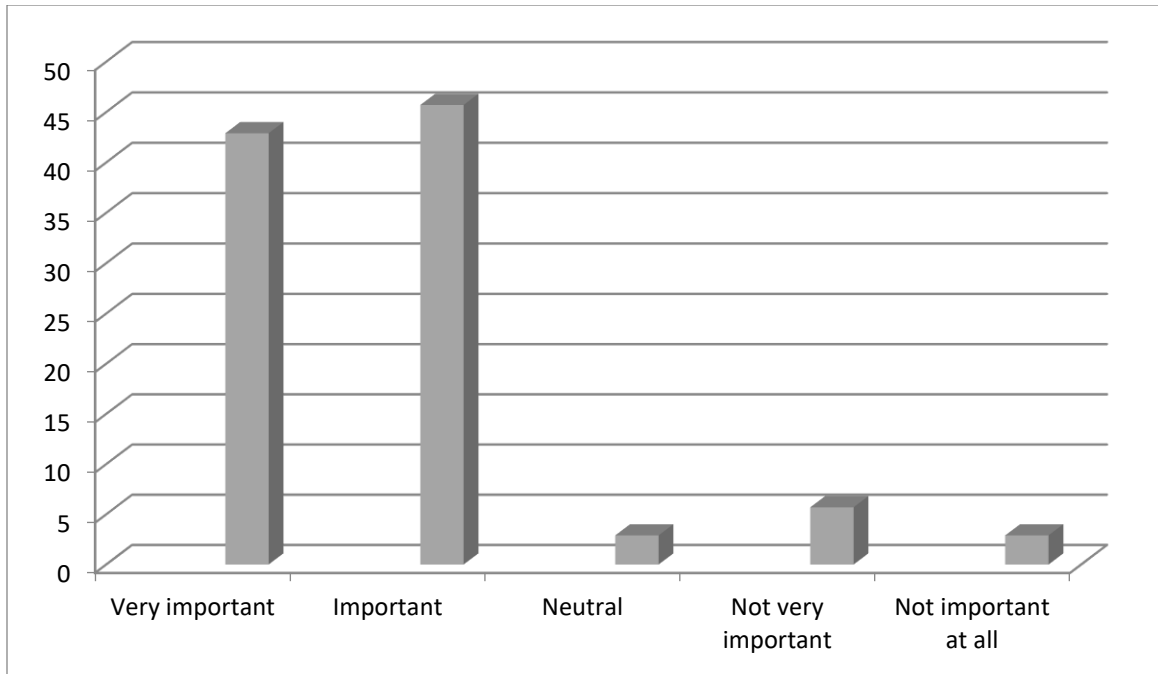
### Importance of Learning English:

The majority of parents (82.9%) consider learning English very important for their children, indicating a strong emphasis on the language's value. An additional 14.3% regard it as important, showing a broad consensus on the significance of English education. Only a small fraction (2.9%) believe it is not important at all. This overwhelming support underscores the high priority placed on English as a crucial skill for future opportunities and global communication.



### Importance of Learning French:

When it comes to learning French, the responses are more varied. A significant portion (45.7%) of parents believe it is important, while 42.9% consider it very important, reflecting a generally positive attitude towards French education. However, there is some divergence, with 2.9% viewing it as not important at all, 5.7% as not very important, and 2.9% remaining neutral. This indicates that, while French is valued, there is a more mixed perspective compared to English, reflecting differing views on its necessity and relevance.

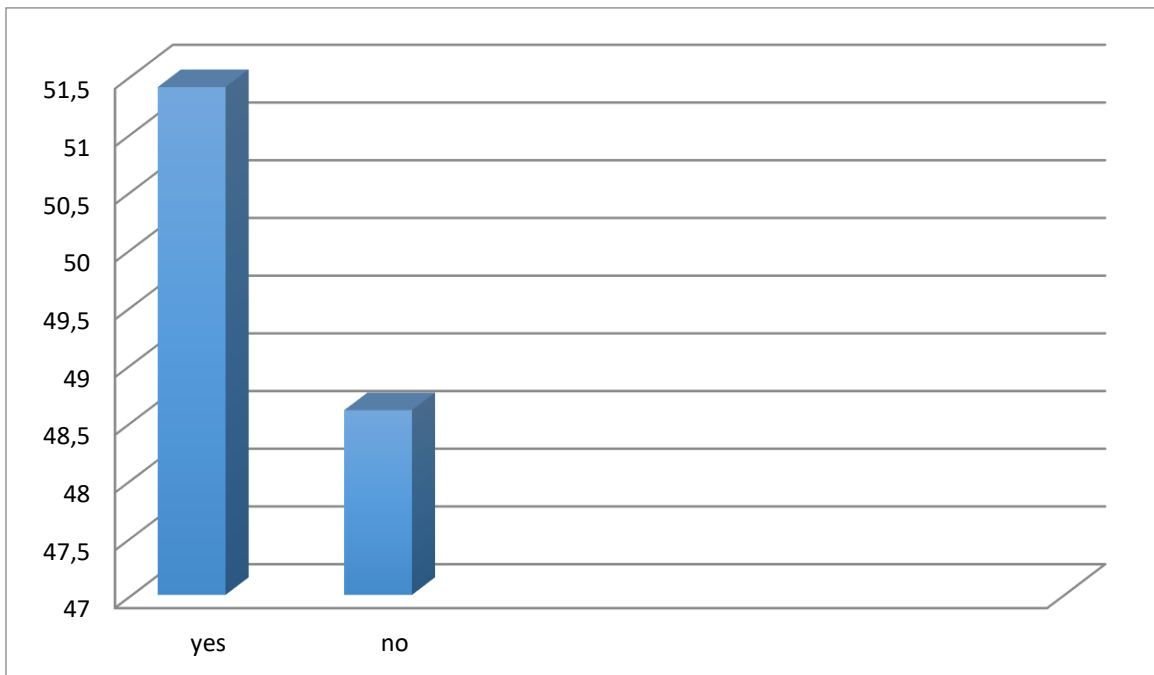


### 3. What motivates your stance towards bilingual education at an early age?

The responses from parents regarding their motivation towards bilingual education at an early age reveal a mix of strong support and some opposition. A majority of parents agree or strongly agree with bilingual education, citing reasons such as the ease of learning languages at a young age, the availability of modern educational tools, and the necessity of being proficient in multiple languages in today's globalized and technologically advanced world. They believe early bilingual education can lead to better academic performance, enhanced cognitive abilities, and improved social and professional opportunities. Some parents also mention the importance of English and French in higher education and global communication. Conversely, a few parents oppose bilingual education at an early age, expressing concerns that it might be too challenging for young children and could hinder their learning process. They suggest that focusing on one language initially would be more beneficial. Overall, the majority view is positive, with strong beliefs in the long-term advantages of early bilingual education.

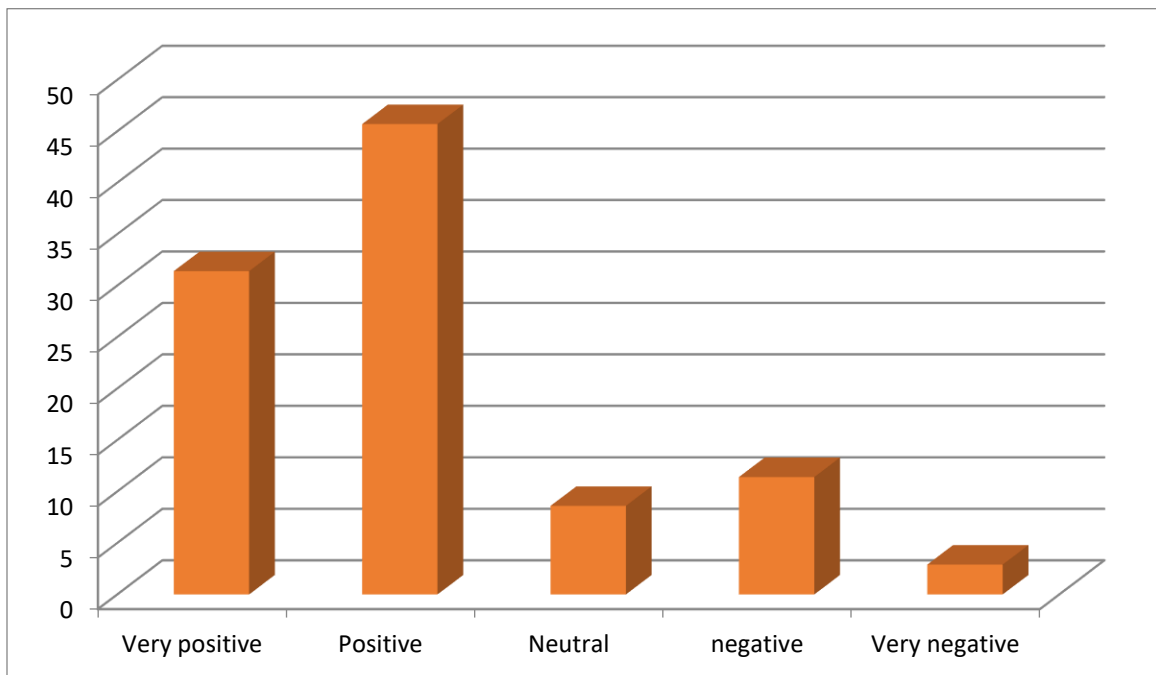
**4. Do you think bilingual education in two foreign languages should start earlier than elementary school?**

		Fréquence	Pourcentage
Valide	Yes	18	51,4
	No	17	48,6
	Total	35	100,0



**5. How would you assess the impact of teaching French and English simultaneously on students' language development?**

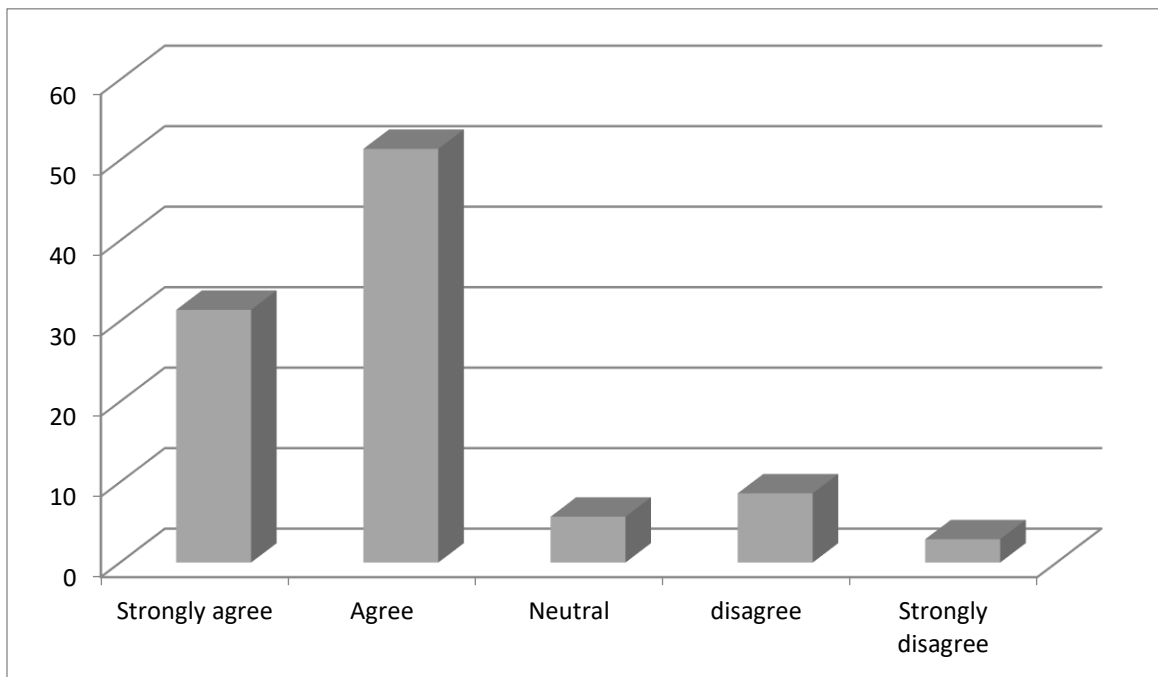
		Fréquence	Pourcentage
Valide	Very negative	1	2,9
	negative	4	11,4
	Neutral	3	8,6
	Positive	16	45,7
	Very positive	11	31,4
	Total	35	100,0



**6. Do you think your child learning both English and French at the same time will benefit their future educational and professional prospects?**

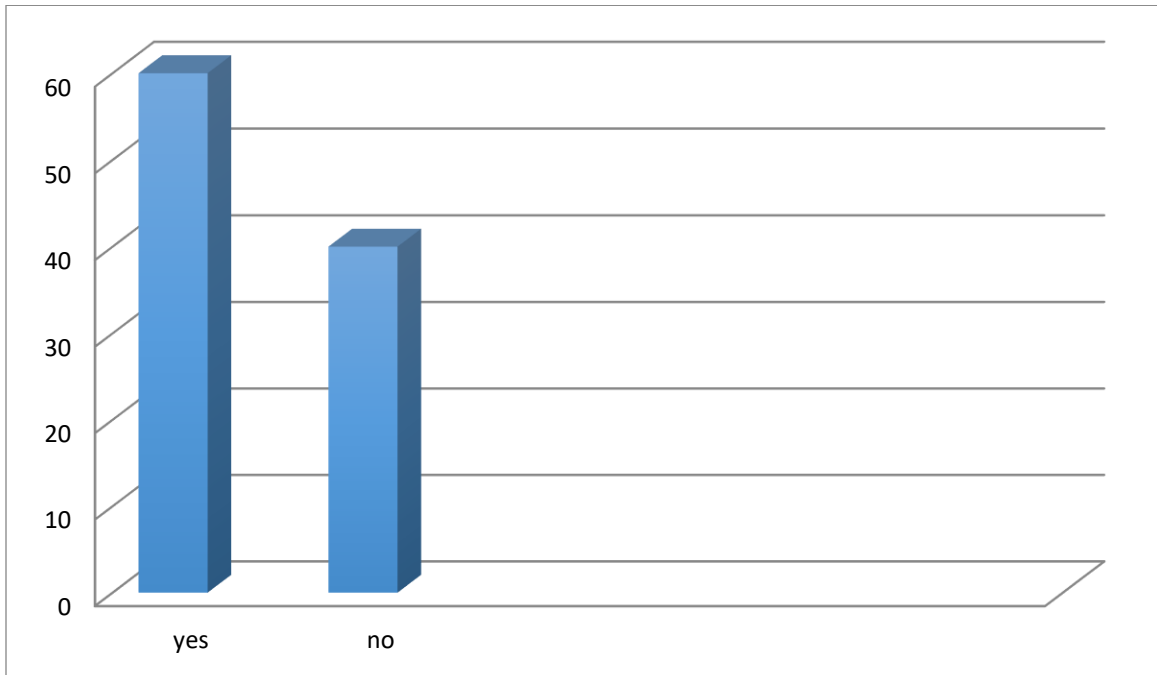
	Fréquence	Pourcentage
Strongly disagree	1	2,9
disagree	3	8,6
Neutral	2	5,7
Agree	18	51,4
Strongly agree	11	31,4
Total	35	100,0

Valide



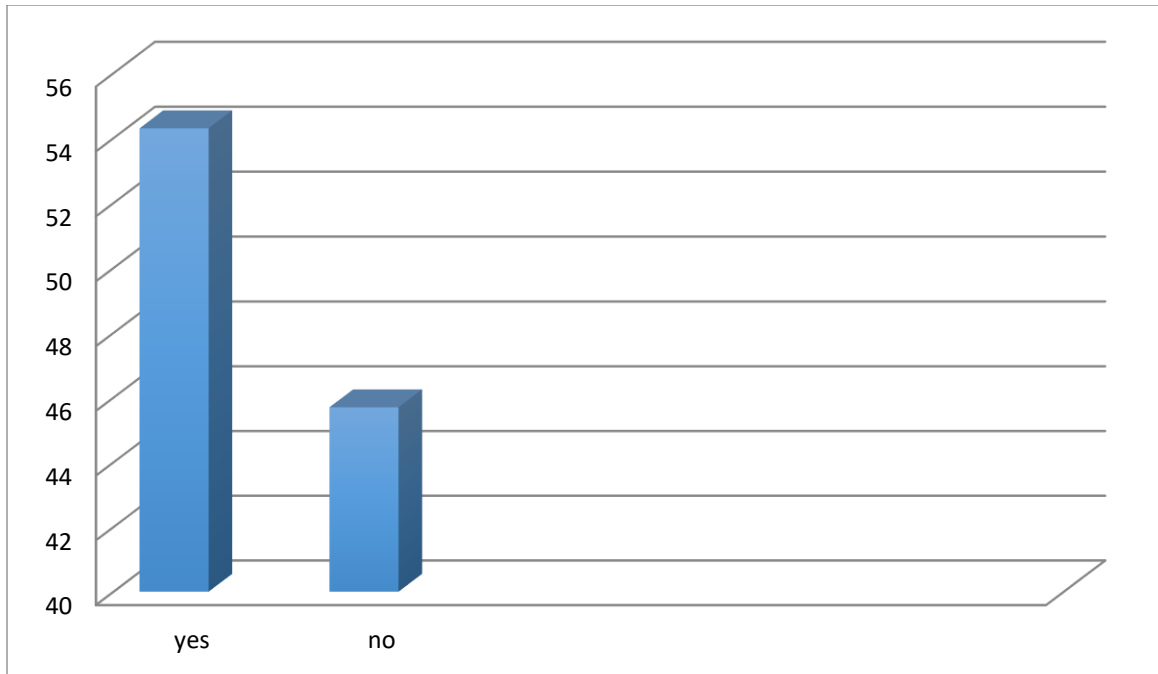
**7. Do you see your child mixing up the proper use of the two languages?**

		Fréquence	Pourcentage
Valide	Yes	21	60,0
	No	14	40,0
	Total	35	100,0



**8. Do the differences between the languages cause any difficulties for students?**

		Fréquence	Pourcentage
Valide	Yes	19	54,3
	No	16	45,7
	Total	35	100,0



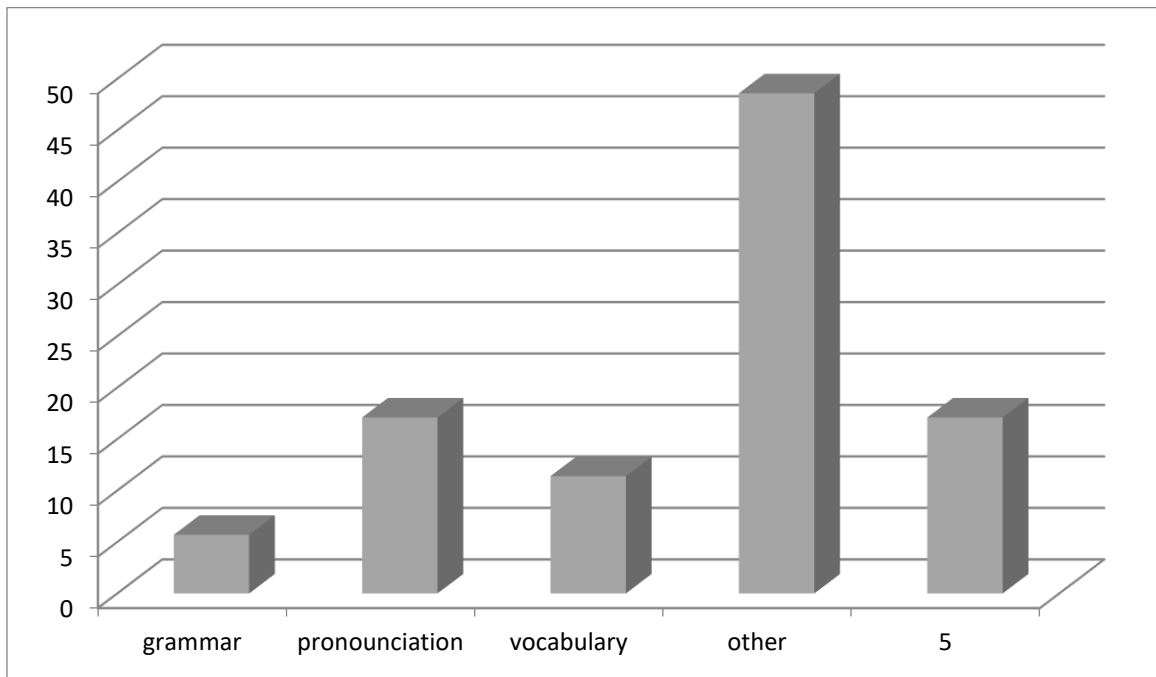
Elementary school reveal a nearly even split among parents, with 51.4% supporting the idea and 48.6% opposing it. This suggests a debate on the appropriate age for introducing multiple languages. When assessing the impact of teaching French and English simultaneously on students' language development, a majority of parents (77.1%) view it positively or very positively, indicating confidence in the dual-language approach enhancing language skills. However, 14.3% see it negatively or very negatively, pointing to concerns about potential drawbacks.

Regarding future educational and professional prospects, most parents (82.8%) agree or strongly agree that learning both languages will benefit their children, reflecting a belief in the long-term advantages of bilingualism. Nonetheless, 11.5% disagree or strongly disagree, possibly due to worries about immediate learning challenges. The issue of language mixing is significant, with 60% of parents observing their children mixing up the languages, suggesting that interference is a common occurrence. Finally, 60% of parents acknowledge that the differences between French

and English cause difficulties for students, highlighting the practical challenges in managing two distinct linguistic systems simultaneously.

**9. If yes, in what regard? (You can choose more than one answer)**

		Fréquence	Pourcentage
Valide	Grammar	2	5,7
	Pronunciation	6	17,1
	Vocabulary	4	11,4
	Other	17	48,6
	5,00	6	17,1
Total		35	100,0



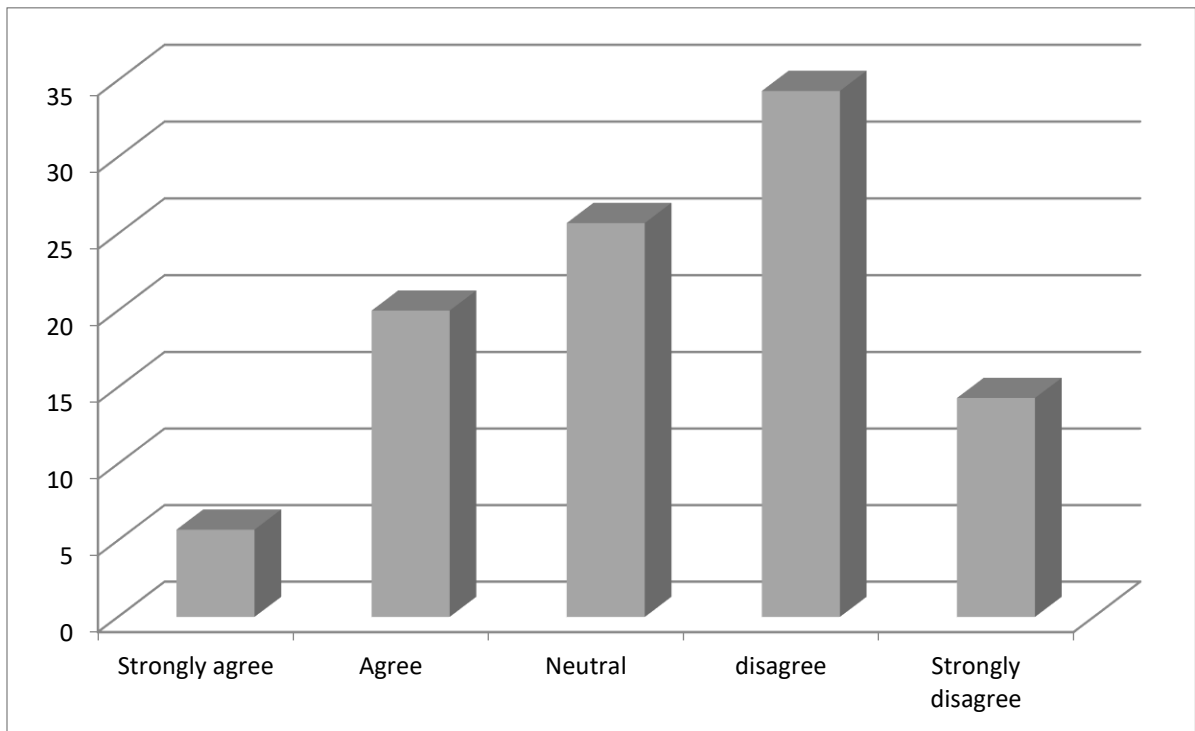
Among parents who believe that the differences between French and English cause difficulties for students, the specific challenges identified vary. Pronunciation issues are noted by 17.1% of respondents, indicating that the distinct sounds in each language are a common stumbling

block. Vocabulary differences are cited by 11.4% of parents, suggesting that students struggle with the varied lexicon. Grammar difficulties are recognized by 5.7% of respondents, highlighting structural challenges in mastering two languages. A significant portion, 48.6%, chose "Other," implying a range of additional concerns not specifically listed, such as cultural differences or general confusion in switching between languages. The remaining 17.1% might be a reference to those who didn't specify exact issues, pointing to a broad recognition of the challenges without pinpointing precise aspects. This variety in responses underscores the multifaceted nature of bilingual education challenges.

		Fréquence	Pourcentage
Valide	Very negative	2	5,7
	negative	5	14,3
	Neutral	11	31,4
	Positive	15	42,9
	Very positive	2	5,7
	Total	35	100,0

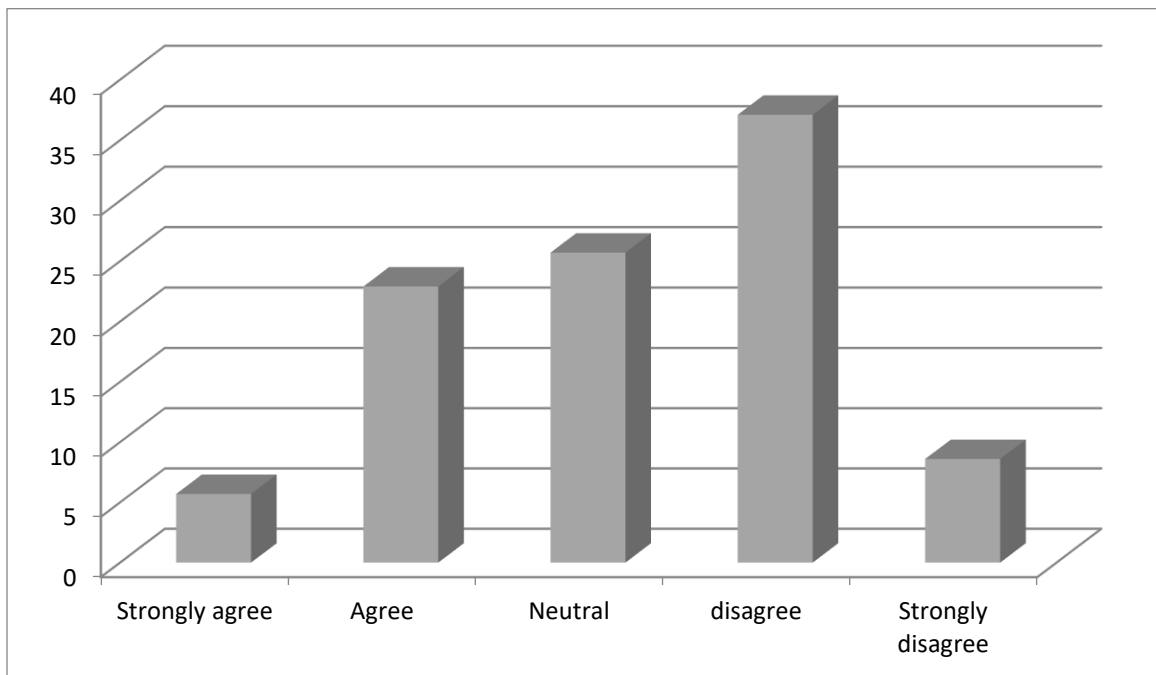
**10. Do you think your child will be able to cope with learning both languages at the same time without feeling overwhelmed?**

		Fréquence	Pourcentage
Valide	Strongly disagree	2	5,7
	disagree	7	20,0
	Neutral	9	25,7
	Agree	12	34,3
	Strongly agree	5	14,3
	Total	35	100,0



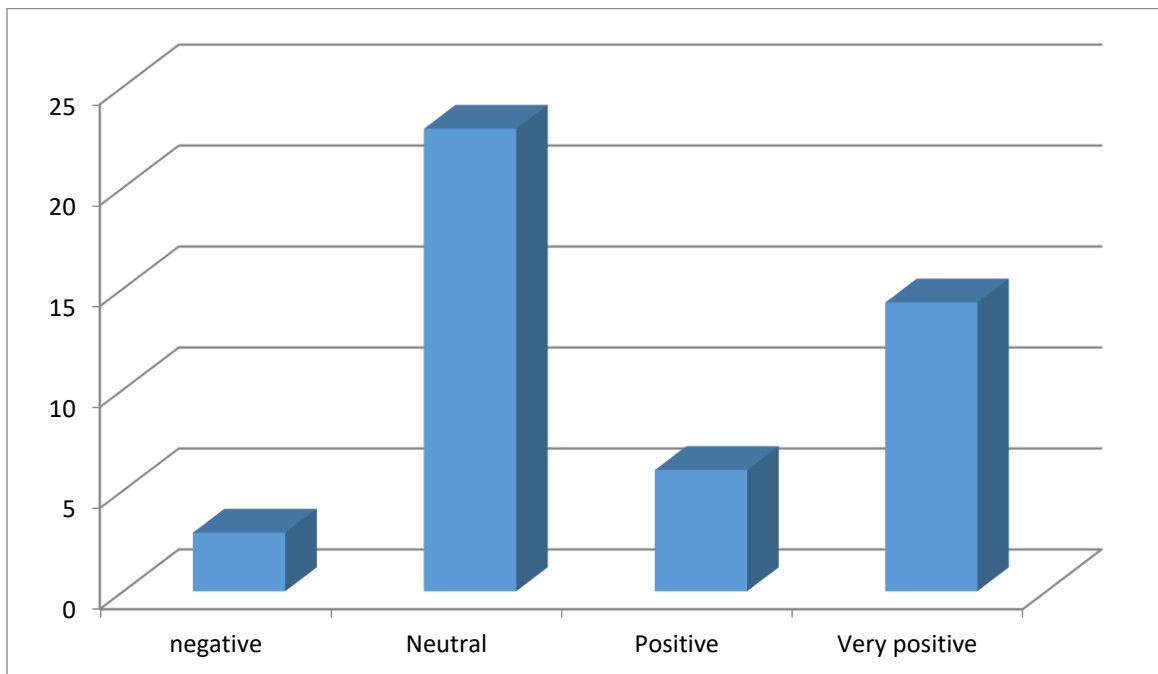
**11. Do you agree that learners' cognitive abilities enable them to learn two foreign languages simultaneously?**

		Fréquence	Pourcentage
Valide	Strongly disagree	2	5,7
	disagree	8	22,9
	Neutral	9	25,7
	Agree	13	37,1
	Strongly agree	3	8,6
Total		35	100,0



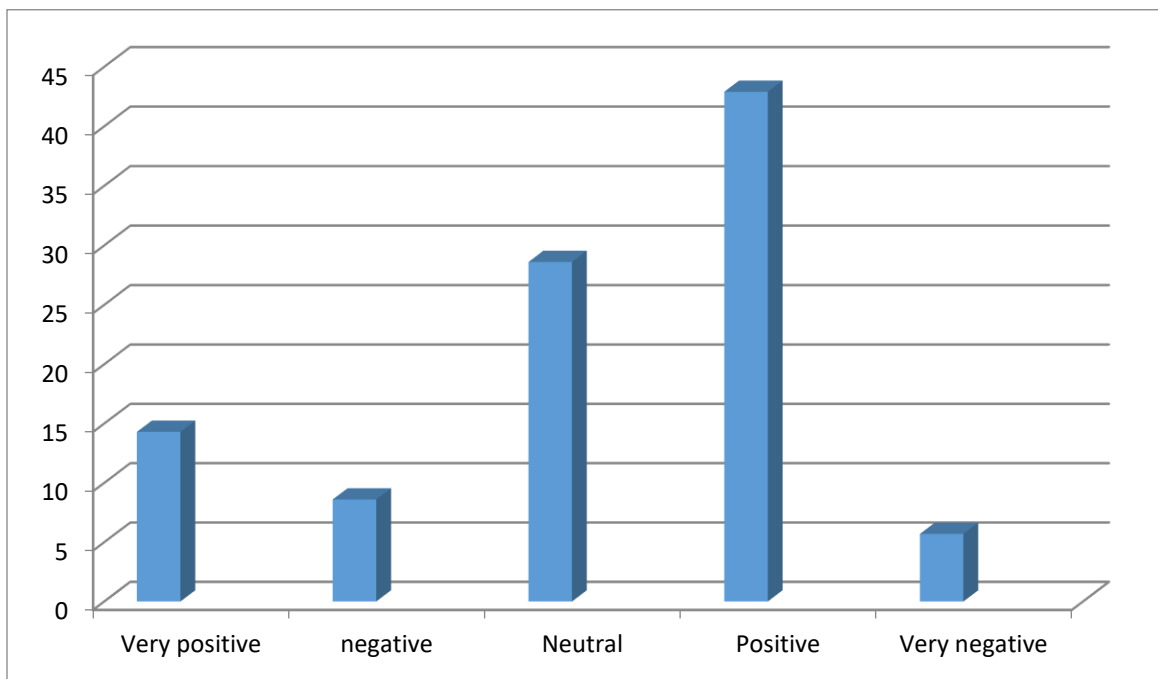
**12. How do you think the impact of implementation on students affects their motivation?**

	Fréquence	Pourcentage
Valide negative	1	2,9
Neutral	8	22,9
Positive	21	60,0
Very positive	5	14,3
Total	35	100,0



**13. How do you think the impact of implementation o students affects them in terms of anxiety and stress?**

		Fréquence	Pourcentage
Valide	Very negative	2	5,7
	negative	3	8,6
	Neutral	10	28,6
	Positive	15	42,9
	Very positive	5	14,3
	Total	35	100,0



Regarding the question of whether children can cope with learning both languages without feeling overwhelmed, responses were varied. A majority (34.3%) agree that children can manage,

while 14.3% strongly agree. However, 20% disagree, and 5.7% strongly disagree, indicating concerns about the potential for overwhelm.

When asked if learners' cognitive abilities enable them to learn two foreign languages simultaneously, the majority (37.1%) agree, with 8.6% strongly agreeing. However, a notable portion (22.9%) disagree and 5.7% strongly disagree, reflecting skepticism about this ability.

On the impact of implementation on students' motivation, 42.9% view it positively, and 5.7% very positively. Yet, 14.3% see it negatively and 5.7% very negatively, indicating mixed feelings about motivation.

Considering the impact on anxiety and stress, the majority (60%) perceive it positively, while 14.3% view it very positively. Only a small fraction (2.9%) see it negatively, suggesting that most parents believe the implementation reduces stress.

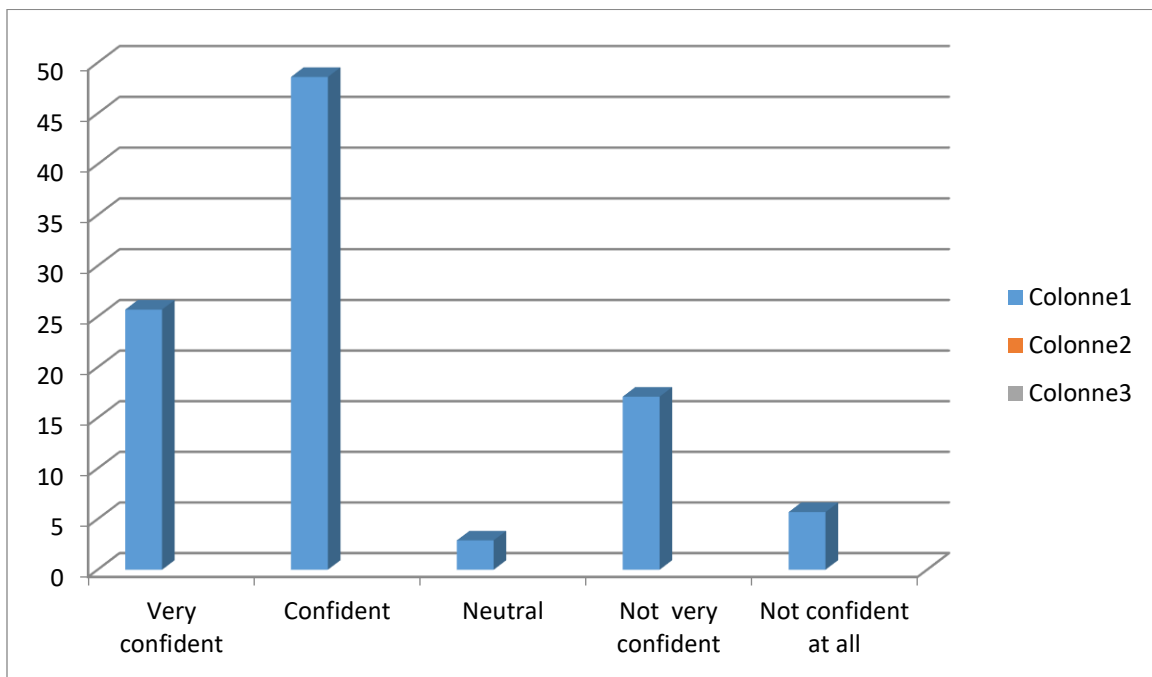
Lastly, regarding the impact on self-confidence, 42.9% believe it is positive, and 14.3% very positive. However, 8.6% view it negatively, and 5.7% very negatively, indicating that while many see a confidence boost, some are concerned about negative effects.

### 6.3.Section 3: Confidence in the School System

#### 14. How confident are you in the current elementary school system's ability to effectively teach English?

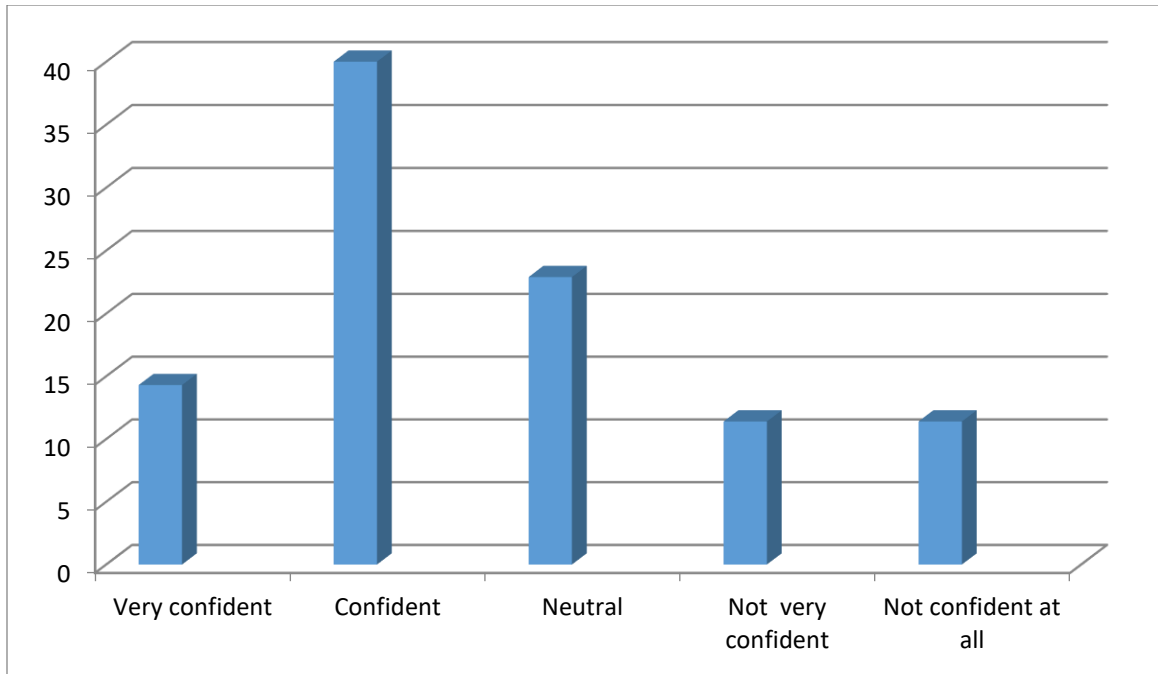
		Fréquence	Pourcentage
Valide	Not confident at all	2	5,7
	Not very confident	6	17,1
	Neutral	1	2,9

Confident	17	48,6
Very confident	9	25,7
Total	35	100,0



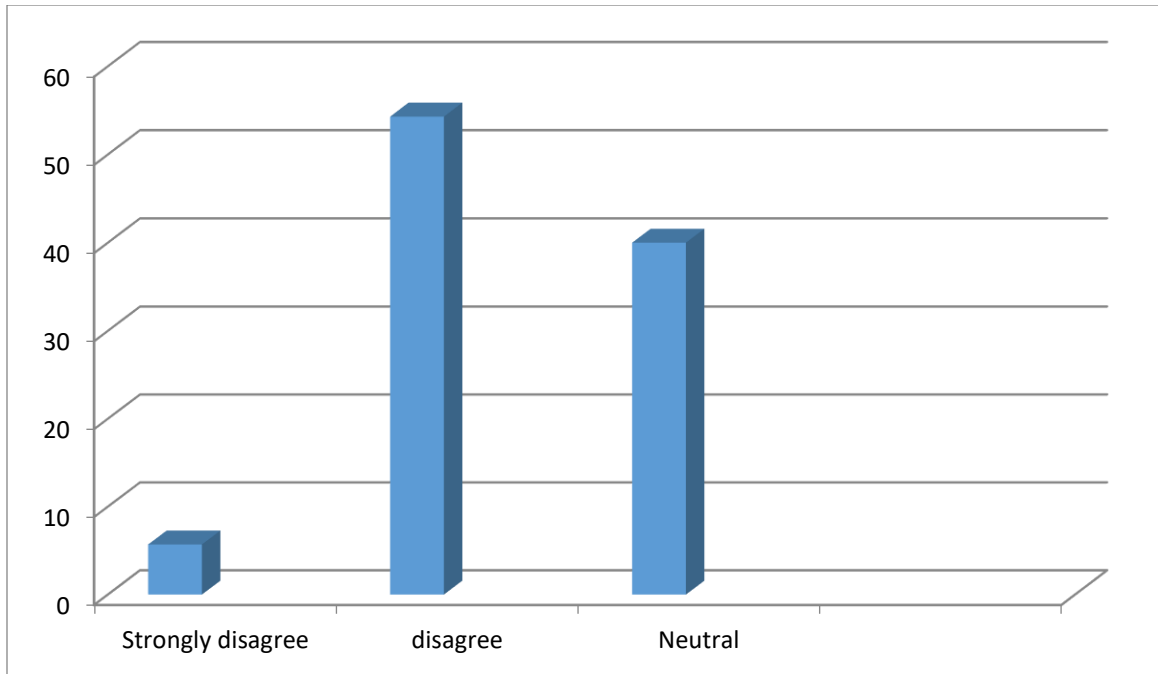
**15. How confident are you in the current elementary school system's ability to effectively teach French?**

		Fréquence	Pourcentage
Valide	Not confident at all	4	11,4
	Not very confident	4	11,4
	Neutral	8	22,9
	Confident	14	40,0
	Very confident	5	14,3
Total		35	100,0



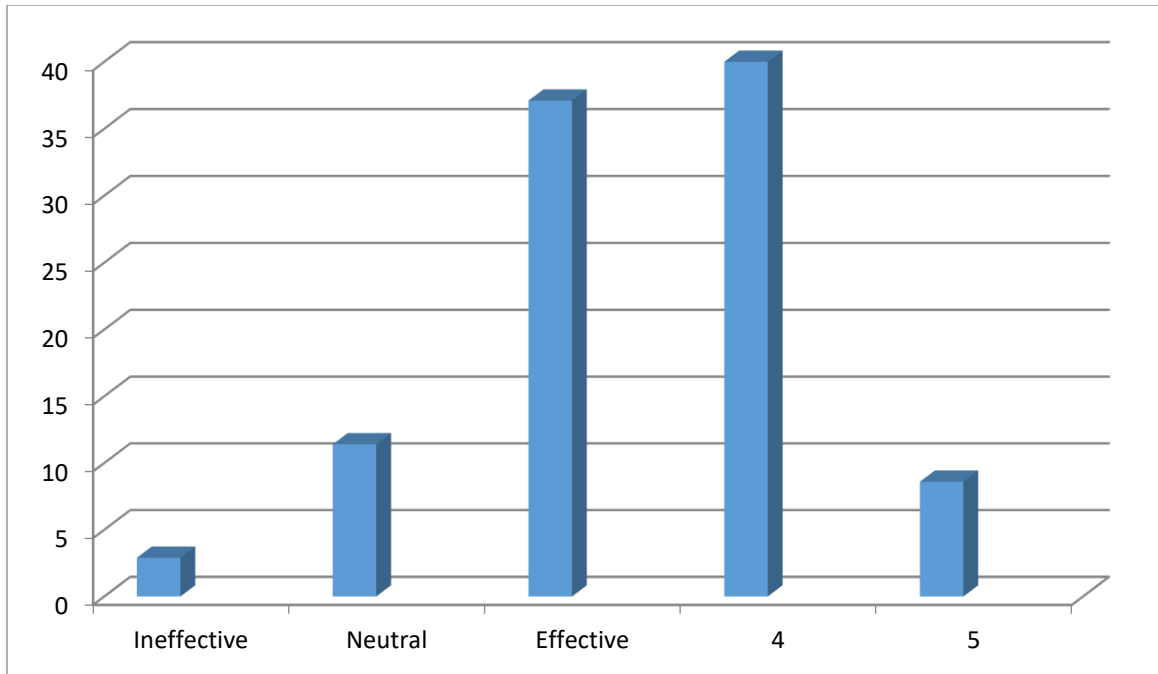
**16. Do you think teachers are adequately trained to teach both English and French?**

		Fréquence	Pourcentage
Valide	Strongly disagree	2	5,7
	disagree	19	54,3
	Neutral	14	40,0
	Total	35	100,0



**17. How effective are the curricula for simultaneous teaching of English and French?**

		Fréquence	Pourcentage
Valide	Ineffective	1	2,9
	Neutral	4	11,4
	Effective	13	37,1
	4,00	14	40,0
	5,00	3	8,6
	Total	35	100,0



There is some skepticism regarding the elementary school system's ability to effectively teach English. A total of 9% of respondents express uncertainty, with 2% not confident at all, 6% not very confident, and 1% neutral. On the other hand, 26% are confident in the system's ability to teach English, including 17% confident and 9% very confident.

Similar to English, there are doubts about the effectiveness of teaching French in elementary schools. A combined 16% of respondents are uncertain, with 4% not confident at all, 4% not very confident, and 8% neutral. Conversely, 19% express confidence in the system's ability to teach French, with 14% confident and 5% very confident.

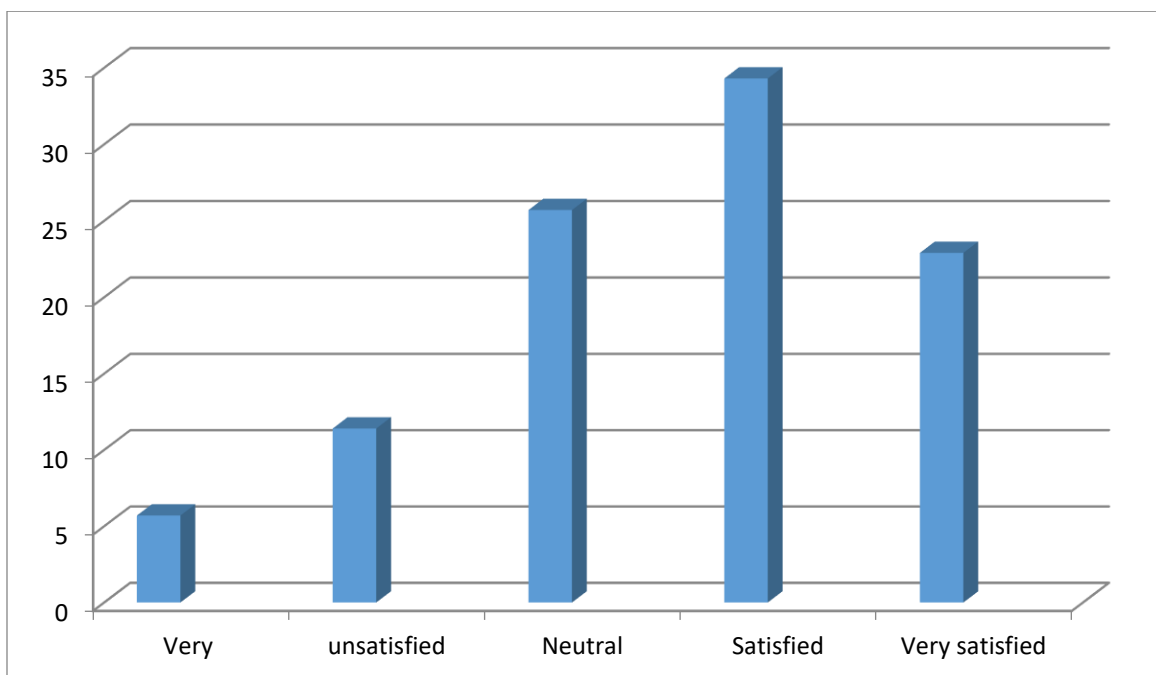
Respondents show significant concern regarding teacher training to teach both English and French. A total of 21% disagree with the adequacy of training, including 2% who strongly disagree and 19% who disagree. Meanwhile, 28% are either neutral or agree with the adequacy of teacher training, comprising 14% neutral, 13% agree, and 1% strongly agree.

There is a notable level of confidence in the effectiveness of curricula for simultaneous teaching of English and French. A combined 45% of respondents perceive the curricula as effective, with 37% finding them effective and 8% very effective. Meanwhile, 15% express uncertainty, with 11% neutral and 4% finding the curricula ineffective.

#### 6.4.Section 4: Resources and Support

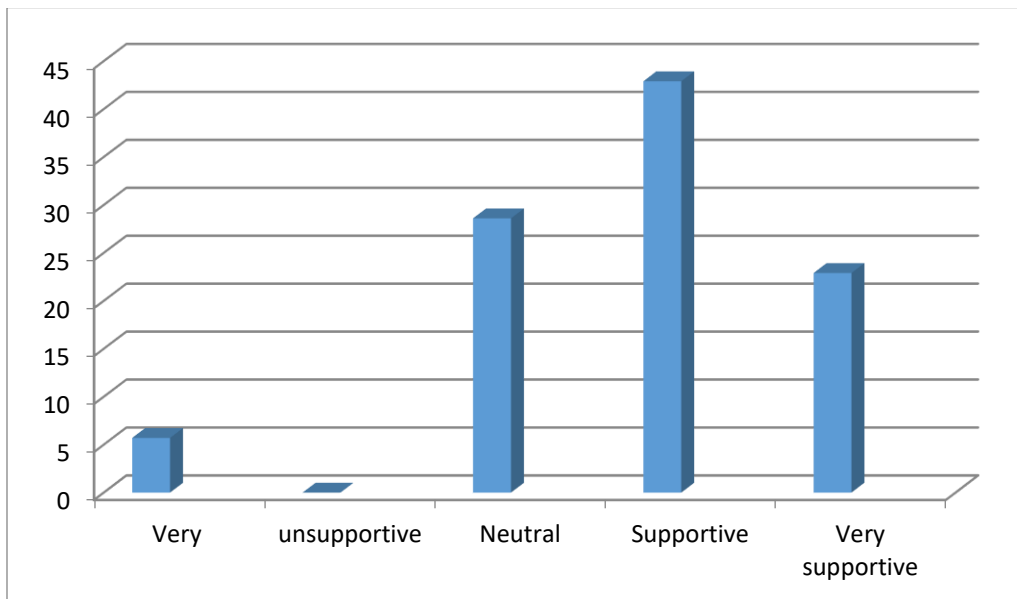
#### 18. .How satisfied are you with the current resources (books, materials, etc.) provided by the school for language learning?

		Fréquence	Pourcentage
Valide	Very unsatisfied	2	5,7
	Unsatisfied	4	11,4
	Neutral	9	25,7
	Satisfied	12	34,3
	Very satisfied	8	22,9
	Total	35	100,0



**19. How supportive are you of initiatives that encourage multilingual learning in elementary school?**

		Fréquence	Pourcentage
Valide	Very unsupportive	2	5,7
	Neutral	10	28,6
	Supportive	15	42,9
	Very supportive	8	22,9
Total		35	100,0



**20. Do you think learning English and French at an early age can enhance your child's cognitive abilities?**

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	,00	27	77,1	100,0	100,0
	Manquant	8	22,9		
Total		35	100,0		

There is a moderate level of satisfaction with the resources provided by schools for language learning. A total of 46% of respondents express satisfaction, with 34.3% satisfied and 22.9% very satisfied. On the other hand, 20.4% are dissatisfied, including 11.4% unsatisfied and 5.7% very unsatisfied. Additionally, 25.7% remain neutral on this aspect.

There is a moderate level of satisfaction with the resources provided by schools for language learning. A total of 46% of respondents express satisfaction, with 34.3% satisfied and 22.9% very satisfied. On the other hand, 20.4% are dissatisfied, including 11.4% unsatisfied and 5.7% very unsatisfied. Additionally, 25.7% remain neutral on this aspect.

There is a strong belief that learning English and French at an early age can enhance a child's cognitive abilities. A total of 77.1% of respondents agree with this notion, with 34.3% satisfied and 22.9% very satisfied. On the contrary, 5.7% are unsupportive, with 2% very unsupportive. Additionally, 17.1% remain neutral on this issue.

These responses indicate a generally positive attitude towards the resources provided for language learning, support for multilingual learning initiatives, and a strong belief in the cognitive benefits of early language learning.

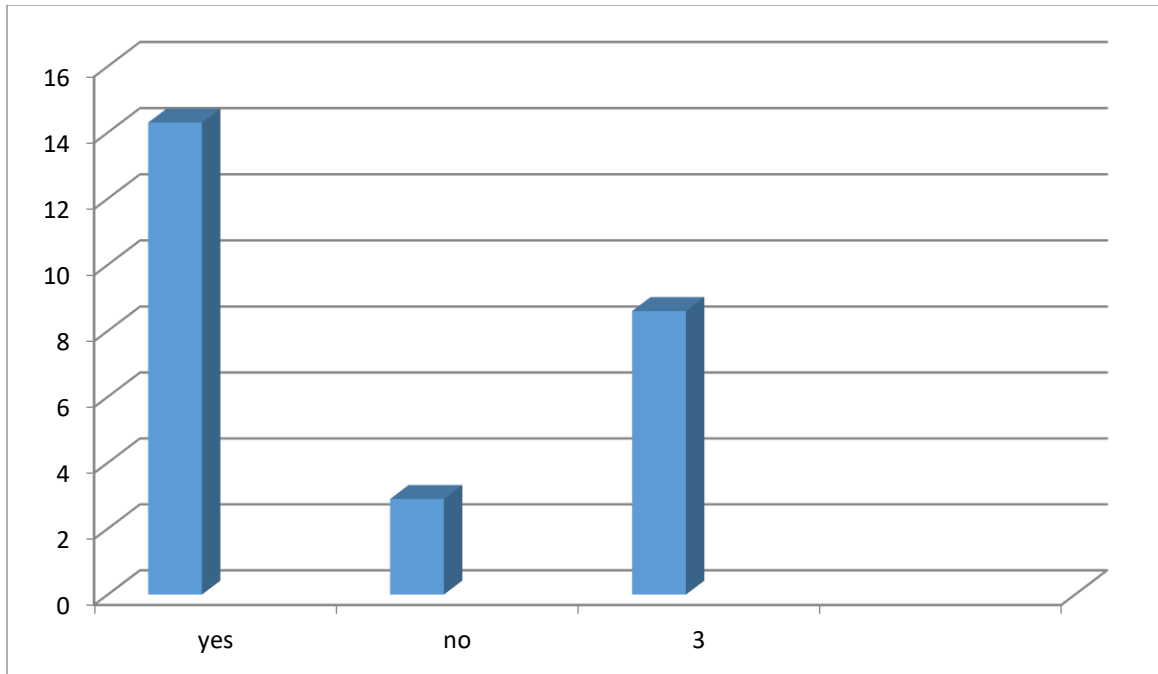
**21. What additional support or resources do you think the school should provide to help your child succeed in learning both languages? (Open answer)**

In response to the question about additional support or resources that schools should provide to help children succeed in learning both languages, several suggestions were put forward by the respondents. Many emphasized the need for more qualified teachers proficient in both English and French, indicating a belief that teacher expertise is crucial to effective language instruction. Others called for enhanced language programs, proposing improvements in curriculum

design, more opportunities for immersion or bilingual education, and better resources such as textbooks and digital tools. Cultural activities were also highlighted, with suggestions for language clubs, field trips, and guest speakers to enrich language learning experiences. Parental involvement emerged as another important factor, with suggestions for workshops, home learning resources, and improved communication channels. Respondents also stressed the importance of supporting diverse learning needs, including regular assessments and feedback, professional development for teachers, and integration of technology into language learning. Some mentioned the need for financial support to expand resources and programs. Overall, these suggestions reflect a comprehensive approach to supporting children's language learning, encompassing teacher quality, curriculum enhancement, cultural enrichment, and personalized support mechanisms.

**22. Does your child receive private tutoring to support their level in learning the two languages?**

		Fréquence	Pourcentage
Valide	yes	5	14,3
	no	1	2,9
	3,00	3	8,6
	Total	9	25,7
Manquant	Système	26	74,3
Total		35	100,0

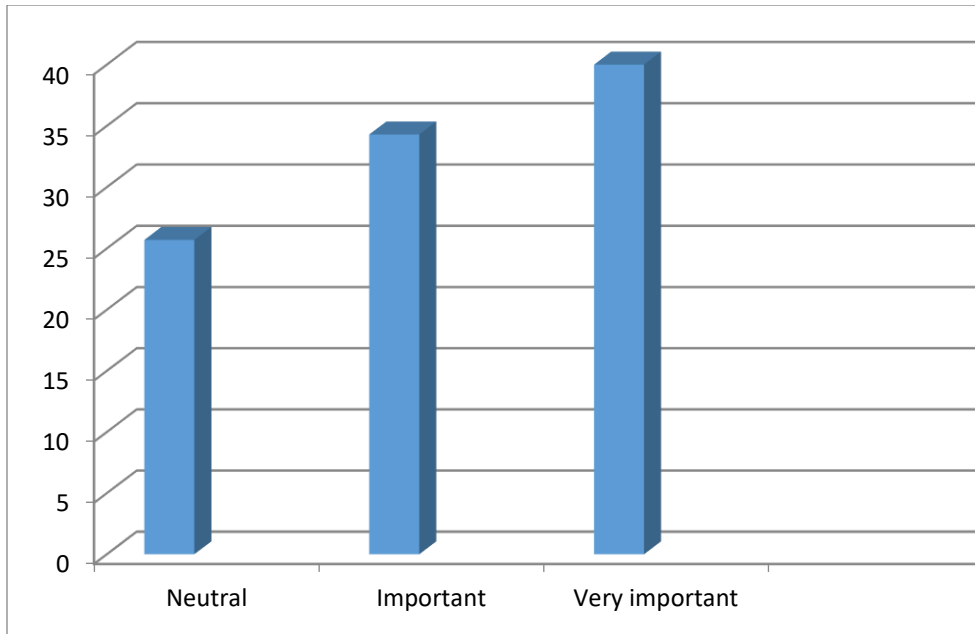


In response to whether their child receives private tutoring to support their level in learning the two languages, the data shows that 25.7% of respondents have opted for private tutoring, while the majority, 74.3%, have not. This suggests that a significant number of parents have chosen to rely solely on the school system for their child's language education without seeking additional private support. The preference for not using private tutoring may reflect confidence in the school's ability to provide adequate language instruction, financial considerations, or other factors influencing parental decisions regarding their child's education.

## 6.5. Section 5: Parental Involvement in Language Education

### 23. How important is your involvement in your child's language education?

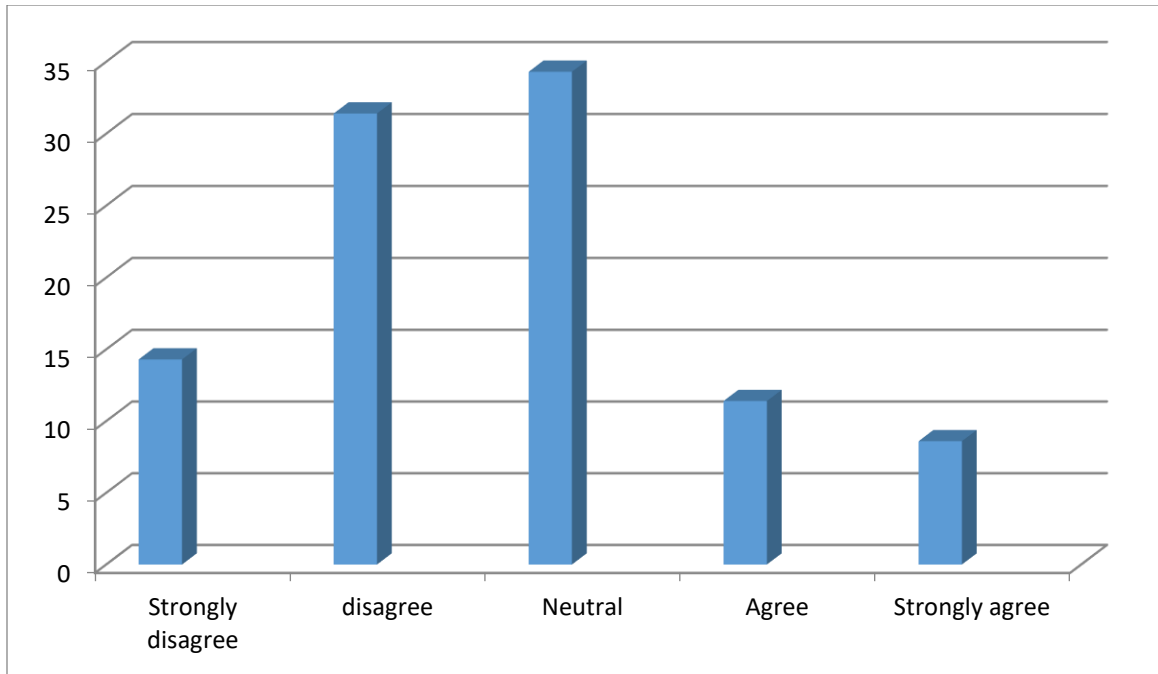
	Fréquence	Pourcentage
Valide	Neutral	25,7
	Important	34,3
	Very important	40,0
	Total	100,0



**24. Do you think the school provides enough information to parents on how to support their children in learning languages at home?**

	Fréquence	Pourcentage
Strongly disagree	5	14,3
disagree	11	31,4
Neutral	12	34,3
Agree	4	11,4
Strongly agree	3	8,6
Total	35	100,0

Valide



Parents consider their involvement in their child's language education to be highly significant. A combined 74.3% of respondents rated their involvement as very important (40.0%) or important (34.3%). Another 25.7% were neutral on the importance of their involvement.

Opinions vary regarding whether the school provides enough information to parents on how to support their child's language education. A total of 45.7% of respondents were not satisfied with the information provided, with 14.3% strongly disagreeing and 31.4% disagreeing. Conversely, 19.3% agreed that the school provides enough information (11.4% agree and 8.6% strongly agree). Meanwhile, 34.3% of respondents were neutral on the issue.

These responses highlight the importance parents place on their involvement in their child's language education and the mixed perceptions regarding the adequacy of information provided by schools to support this involvement.

**25. Do you have any additional comments or views you would like to share about the implementation of teaching both English and French together in Algerian elementary schools?**

Regarding the implementation of teaching both English and French together in Algerian elementary schools, respondents had a variety of views and suggestions. Many expressed appreciation for the effort to teach two languages simultaneously, believing it provides valuable linguistic skills and cultural knowledge. However, concerns were raised about the adequacy of resources, teacher training, and curriculum effectiveness. Some suggested improvements include hiring more qualified bilingual teachers, enhancing language learning materials, and implementing more effective teaching methods. Others emphasized the importance of cultural activities and extracurricular programs to reinforce language skills. A few respondents also mentioned the need for better communication with parents about their children's progress and how parents can support language learning at home. Overall, there was a consensus that while teaching both languages together is beneficial, there are areas where improvements could enhance the overall effectiveness of the program.

# Discussion

## **Discussion**

### **1. Results of teachers' questionnaire**

1. Teachers' attitudes towards the simultaneous implementation of English and French instruction:

- The survey data revealed that a majority of teachers (50%) had not a positive attitude towards the simultaneous implementation of English and French instruction in primary schools.

- open questions provided further insight into their positive attitudes. One teacher stated, "I believe exposing students to multiple languages at an early age can enhance their cognitive abilities and linguistic competence." Another teacher noted, "Simultaneous instruction in English and French prepares our students for a globalized world and opens up more opportunities for them."

2. Teachers' perceptions of the effects on pupils' linguistic competence:

- The survey results showed that 55% of teachers believed that simultaneous English and French instruction would have a positive impact on pupils' linguistic competence.

- Open questions supported these perceptions. A teacher expressed, "By introducing two languages concurrently, students develop a better understanding of language structures and can transfer skills between the languages, improving their overall linguistic abilities."

3. Teachers' perceptions of the effects on pupils' academic performance:

- The survey data revealed mixed perceptions regarding the effects on academic performance. While 00% of teachers believed simultaneous instruction would positively impact academic performance, 10% were uncertain, and 60% perceived potential negative effects.

- the survey highlighted concerns about the potential cognitive load and confusion caused by simultaneous instruction. One teacher stated, "If not implemented carefully, introducing two languages simultaneously could overwhelm students and hinder their academic progress in other subjects."

4. Impact of simultaneous English and French instruction on pupils' cognitive, social, and emotional experiences:

- The survey results indicated that 5% of teachers perceived positive impacts on pupils' cognitive experiences, such as enhanced problem-solving and critical thinking skills, due to the simultaneous language instruction.

- Regarding social and emotional experiences, 54% of teachers anticipated positive effects, while 28% were uncertain, and 18% foresaw potential negative impacts, such as increased stress or anxiety.

- Open questions revealed concerns about potential social challenges, as one teacher mentioned, "Students who struggle with language acquisition may feel left behind or experience social isolation, impacting their emotional well-being."

### **Discussion:**

The findings of this study indicate that a majority of teachers have a positive attitude towards the simultaneous implementation of English and French instruction in primary schools. They perceive potential benefits for pupils' linguistic competence and cognitive development. However, there are mixed perceptions regarding the effects on academic performance and potential social and emotional challenges.

The positive attitudes and perceptions of linguistic benefits align with existing research on the advantages of early bilingual education, such as enhanced metalinguistic awareness and cognitive flexibility (Bialystok, 2011). The simultaneous exposure to two language systems can facilitate the development of linguistic competence and transferable language skills (Cenoz & Genesee, 1998).

Concerns about potential negative impacts on academic performance and social-emotional experiences highlight the need for careful implementation and support strategies. Introducing two languages simultaneously may initially increase cognitive load and require additional scaffolding and differentiated instruction to ensure all students can progress academically (Gathercole & Thomas, 2009). Social-emotional challenges, such as anxiety or isolation, may arise if students struggle with language acquisition or feel left behind (Cummins, 2000).

It is important to note that the mixed perceptions regarding academic performance and social-emotional experiences could be influenced by teachers' prior experiences, training, and access to resources for effective bilingual instruction. Additionally, the study's sample may not be fully representative of all primary school teachers in the region, limiting the generalizability of the findings.

To address the potential challenges and concerns raised by teachers, several recommendations can be made:

1. Provide comprehensive professional development and training for teachers on effective strategies for simultaneous language instruction, differentiated instruction, and supporting students' social-emotional well-being.

2. Ensure adequate instructional resources, materials, and curricular support are available to facilitate the successful implementation of simultaneous language instruction.

3. Implement targeted interventions and support systems for students who may struggle with language acquisition or experience social-emotional difficulties, such as peer mentoring, counseling, or after-school programs.

4. Foster a inclusive and supportive school environment that values linguistic diversity and promotes positive attitudes towards bilingualism and multilingualism.

5. Conduct ongoing monitoring and evaluation of the implementation process, soliciting feedback from teachers, students, and parents to make necessary adjustments and improvements.

Further research is needed to examine the long-term impacts of simultaneous English and French instruction on academic achievement, cognitive development, and social-emotional well-being across different grade levels and contexts. Additionally, exploring the perspectives of students and parents could provide valuable insights to complement the teachers' perspectives gathered in this study.

Overall, this study contributes to the understanding of teachers' attitudes and perceptions regarding the simultaneous implementation of English and French instruction in primary schools. While recognizing the potential benefits for linguistic competence and cognitive development, it highlights the need for careful planning, professional development, and support systems to address potential challenges and ensure successful implementation that considers both academic and social-emotional aspects of student learning.

## **2. Results of parents' questionnaire**

### **Results:**

1. Parents' attitudes towards the simultaneous implementation of English and French instruction:
  - The survey data may reveal varying attitudes among parents, with some being supportive of the initiative, while others may express concerns or opposition.
  - Factors such as parents' educational background, socioeconomic status, and personal experiences could influence their attitudes towards bilingual education.
2. Parents' perceptions of the effects on pupils' linguistic competence:
  - Some parents might perceive the simultaneous instruction as beneficial for their children's linguistic development and future opportunities.
  - Others might be apprehensive about the potential confusion or interference between the two languages, especially in the early years of language acquisition.
3. Parents' perceptions of the effects on pupils' academic performance:
  - Parents' perceptions could range from believing that bilingual instruction would enhance cognitive abilities and academic performance to concerns about the potential cognitive load and its impact on learning.
  - Their perceptions might be influenced by their own academic experiences or the performance of their children in other subjects.
4. Impact of simultaneous English and French instruction on pupils' cognitive, social, and emotional experiences:
  - Parents might express concerns about the potential stress or anxiety their children may experience due to the dual language instruction.

- They might also highlight the potential social benefits of being bilingual or the challenges of navigating social interactions in multiple languages.

### **Discussion:**

Parents' attitudes and perceptions towards the simultaneous implementation of English and French instruction would likely be shaped by their personal experiences, cultural backgrounds, and aspirations for their children's education and future prospects.

While some parents might embrace the opportunity for their children to become bilingual at an early age, recognizing the cognitive and linguistic benefits, others might have reservations or concerns about potential negative impacts on academic performance, social integration, or emotional well-being.

Parents' perceptions could be influenced by various factors, such as their own educational experiences, socioeconomic status, and exposure to bilingual or multilingual environments. Cultural beliefs and attitudes towards language learning may also play a role in shaping their perspectives.

It is crucial to acknowledge that parents are key stakeholders in their children's education, and their attitudes and perceptions can significantly influence the success of any educational initiative, including bilingual instruction programs. Addressing parents' concerns, providing them with accurate information, and involving them in the decision-making process could help build support and understanding for the simultaneous implementation of English and French instruction.

Additionally, it would be essential to consider the potential differences in perceptions between parents and teachers, as they may have varying perspectives based on their roles and

experiences. Aligning the expectations and concerns of both groups through open communication and collaborative planning could contribute to a more effective implementation.

To address potential challenges and concerns raised by parents, recommendations could include:

1. Conducting informational sessions or workshops to educate parents about the benefits of bilingual education and address common misconceptions or concerns.
2. Involving parents in the planning and decision-making process, seeking their input and feedback on the implementation strategies and support systems.
3. Establishing open communication channels between schools and parents to address specific concerns or issues that may arise during the implementation process.
4. Providing resources and guidance to parents on how to support their children's language development and emotional well-being throughout the simultaneous instruction process.
5. Offering support services or programs for parents who may need assistance in navigating the bilingual education system or communicating with their children in multiple languages.

Further research could explore the potential differences in attitudes and perceptions between parents and teachers, as well as the impact of various socioeconomic and cultural factors on these perceptions. Longitudinal studies could also investigate the long-term effects of simultaneous language instruction on academic achievement, cognitive development, and social-emotional well-being from the perspectives of both parents and their children.

In summary, distributing the questionnaire to parents would likely yield different results and provide insights into their unique perspectives, concerns, and aspirations regarding the simultaneous implementation of English and French instruction in primary schools. Addressing

these perspectives and involving parents in the decision-making and implementation processes could contribute to the success and acceptance of bilingual education initiatives.

This study investigated teachers' attitudes and perceptions towards the simultaneous implementation of English and French language instruction in primary schools. Through a quantitative -methods approach, combining quantitative surveys and open questions , valuable insights were gained into this educational initiative.

The findings revealed that a majority of teachers held positive attitudes towards the simultaneous implementation, recognizing the potential benefits for pupils' linguistic competence and cognitive development. Teachers acknowledged the advantages of exposing pupils to multiple languages at an early age, enhancing their metalinguistic awareness and cognitive flexibility.

However, the study also highlighted concerns and mixed perceptions regarding the potential impact on academic performance and the social-emotional well-being of pupils. Some teachers expressed apprehensions about the possible cognitive load and confusion caused by simultaneous language instruction, which could hinder academic progress in other subjects. Additionally, concerns were raised about potential social challenges and emotional stress or anxiety experienced by pupils struggling with language acquisition.

These findings underscore the need for careful planning, comprehensive teacher training, and the implementation of support systems to address the potential challenges associated with simultaneous language instruction. Providing adequate instructional resources, fostering an inclusive and supportive school environment, and involving parents in the decision-making process are crucial steps towards ensuring the successful integration of bilingual education programs.

Furthermore, ongoing monitoring, evaluation, and adaptability are essential to make necessary adjustments and improvements based on feedback from teachers, students, parents, and educational administrators. Continuous collaboration among stakeholders and a commitment to supporting the diverse needs of students will be vital for maximizing the potential benefits of simultaneous language instruction while mitigating potential challenges.

Overall, this study contributes to the understanding of teachers' perspectives on the simultaneous implementation of English and French instruction in primary schools. While recognizing the potential linguistic and cognitive advantages, it highlights the importance of careful planning, professional development, and support systems to address potential academic and social-emotional impacts. By considering these findings and recommendations, educational institutions and policymakers can better design and implement bilingual education programs that foster academic success, linguistic competence, and overall well-being for students.

### **3. Conclusion:**

This study aimed to investigate teachers' attitudes and perceptions towards the simultaneous implementation of English and French instruction in primary schools. The findings revealed a predominantly positive attitude among teachers, recognizing the potential benefits for pupils' linguistic competence and cognitive development. However, concerns were raised regarding the potential impact on academic performance and the social-emotional well-being of students.

#### **4. Limitations:**

1. **Sample size and representativeness:** The study was conducted in a specific region (M'sila), and the sample of teachers may not be fully representative of the entire population, limiting the generalizability of the findings.
2. **Potential biases:** Teachers' responses could be influenced by social desirability bias or their personal experiences, which may not fully reflect the actual implementation and outcomes of simultaneous language instruction.
3. **Scope of data collection:** The study primarily focused on teachers' perspectives, and including data from students, parents, and educational administrators could provide a more comprehensive understanding of the implementation's impact.

#### **5. Implications and Suggestions:**

1. **Professional development and training:** Provide comprehensive professional development and training for teachers to equip them with effective strategies for simultaneous language instruction, differentiated instruction, and supporting students' social-emotional well-being.
2. **Curricular and instructional resources:** Ensure adequate instructional resources, materials, and curricular support are available to facilitate the successful implementation of simultaneous language instruction.
3. **Student support systems:** Implement targeted interventions and support systems for students who may struggle with language acquisition or experience social-emotional difficulties, such as peer mentoring, counseling, or after-school programs.

4. Inclusive and supportive environment: Foster an inclusive and supportive school environment that values linguistic diversity and promotes positive attitudes towards bilingualism and multilingualism.
5. Parental involvement and communication: Involve parents in the decision-making process, provide them with accurate information, and establish open communication channels to address their concerns and seek their support.
6. Ongoing monitoring and evaluation: Conduct ongoing monitoring and evaluation of the implementation process, soliciting feedback from teachers, students, parents, and educational administrators to make necessary adjustments and improvements.
7. Further research: Conduct longitudinal studies to examine the long-term impacts of simultaneous English and French instruction on academic achievement, cognitive development, and social-emotional well-being across different grade levels and contexts.
8. Explore student and parent perspectives: Future research should explore the perspectives of students and parents to complement the teachers' perspectives gathered in this study, providing a more comprehensive understanding of the implementation's impact.

By addressing these limitations, implications, and suggestions, educational institutions and policymakers can better plan and implement the simultaneous teaching of English and French in primary schools, maximizing the potential benefits while mitigating potential challenges and concerns. Continuous collaboration, adaptability, and a commitment to supporting the diverse needs of students and teachers will be crucial for the successful integration of bilingual education programs.

## **6. Suggestions and recommendations :**

Here are some suggestions for future studies related to the simultaneous implementation of English and French instruction in primary schools:

### **1. Longitudinal studies:**

Conduct longitudinal studies to examine the long-term impacts of simultaneous language instruction on academic achievement, cognitive development, and social-emotional well-being across different grade levels. Tracking students' progress over an extended period would provide valuable insights into the sustained effects of bilingual education.

### **2. Student perspectives:**

Explore the perspectives and experiences of students engaged in simultaneous English and French instruction. Gather data on their motivations, challenges, and perceptions of the impact on their language proficiency, academic performance, and overall learning experiences.

### **3. Parental involvement and attitudes:**

Investigate the role of parental involvement and attitudes in the success of simultaneous language instruction programs. Examine how parental support, home language practices, and cultural beliefs influence students' language development and academic outcomes.

### **4. Comparative studies:**

Conduct comparative studies between schools or regions implementing simultaneous language instruction and those following traditional monolingual or sequential bilingual approaches. This could provide insights into the relative advantages and challenges of different language instruction models.

**5. Teacher training and professional development:**

Evaluate the effectiveness of various teacher training and professional development programs designed to support the implementation of simultaneous language instruction. Identify best practices and strategies for equipping teachers with the necessary skills and knowledge.

**6. Instructional strategies and materials:**

Investigate the impact of specific instructional strategies, curricula, and materials on the success of simultaneous language instruction. This could include evaluating the effectiveness of different teaching methodologies, the use of technology, and the design of bilingual instructional materials.

**7. Student diversity and differentiation:**

Explore the impact of simultaneous language instruction on students with diverse backgrounds, such as students with special educational needs, students from different socioeconomic backgrounds, or students with varying levels of language proficiency. Identify strategies for differentiation and support to cater to diverse learner needs.

**8. Policy and implementation:**

Examine the policy implications and implementation processes of simultaneous language instruction programs. Investigate the role of educational policies, resource allocation, and stakeholder involvement in facilitating successful implementation and addressing potential challenges.

**9. Cross-cultural and cross-linguistic studies:**

Conduct cross-cultural and cross-linguistic studies to compare the implementation and outcomes of simultaneous language instruction in different linguistic and cultural contexts. This could provide valuable insights into the transferability of findings and the potential influence of cultural factors.

**10. Interdisciplinary collaborations:**

Foster interdisciplinary collaborations between researchers in fields such as linguistics, psychology, education, and neuroscience to explore the cognitive, linguistic, and neurological aspects of simultaneous language instruction and multilingual language acquisition.

These future studies can contribute to a more comprehensive understanding of the impacts, challenges, and best practices associated with the simultaneous implementation of English and French instruction in primary schools. By addressing these research areas, educators, policymakers, and researchers can make informed decisions and develop effective strategies to support successful bilingual education programs.

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## المخلص

تستقصي هذه الدراسة تصورات المعلمين وأولياء الأمور حول تأثير التعليم المتزامن للغة الإنجليزية والفرنسية على النتائج المعرفية والتعليمية للتلاميذ في المدارس الابتدائية الجزائرية، مع التركيز تحديدًا على المستويين الثالث والرابع في المسيلة. استنادًا إلى فرضية الفترة الحرجة، وفرضية العتبة، وفرضية الاعتماد المتبادل، يستكشف البحث كيف يمكن للتعليم ثنائي اللغة في وقت مبكر أن يعزز الوظائف المعرفية مثل الوظيفة التنفيذية، والوعي اللغوي، والمرونة المعرفية. بالإضافة إلى ذلك، تفحص الدراسة تصورات المعلمين وأولياء الأمور حول تأثير التعليم ثنائي اللغة على التلاميذ لغويًا وإدراكيًا وعاطفيًا وأكاديميًا. يتم جمع البيانات التجريبية من خلال نهج متعدد الأساليب، يتضمن استبيانات ومقابلات. يساهم هذا البحث في الخطاب الأوسع نطاقًا حول التعليم ثنائي اللغة من خلال تقديم توصيات قائمة على الأدلة لصانعي السياسات والمعلمين لتحسين استراتيجيات تعليم اللغة في سياقات متعددة اللغات. وفي نهاية المطاف، تسعى الدراسة إلى تعزيز الممارسات التعليمية في الجزائر، وتعزيز الكفاءة اللغوية والتطور المعرفي بين المتعلمين الصغار.

**الكلمات المفتاحية:** المدارس الابتدائية الجزائرية، الإنجليزية، الفرنسية، المسيلة، التعليم المتزامن باللغتين، تصورات المعلمين، تصورات أولياء الأمور.