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**A Comparative Study on English Language Teaching and French
Language Teaching in Algerian Primary Schools: Case of 3rd Year
Pupils at BELFATMI AHMED School, AIN EL HOUTZ**

*Dissertation submitted as a partial fulfillment of the requirement of Master's degree in
Didactics of Foreign Languages*

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Dedications

I dedicate this work:

To everyone who supported, encouraged, and walked beside me throughout this journey.

To my parents, who taught me the value of hard work and perseverance

To my husband, daughter and sons—their patience, love and belief in me have been my
greatest motivation.

To my sisters and brothers, for their constant support

To my friends

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This achievement would not have been possible without all of you

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Abstract

This dissertation presents a comparative study of English and French language teaching in Algerian primary schools, with a specific focus on third-year pupils. The research aimed to explore the differences and similarities between the two language programs in terms of teaching methods, learners' motivation, classroom activities, and pedagogical resources. Using a qualitative approach based on interviews with primary school teachers, the study investigated how the introduction of English as a new subject interacts with the long-established teaching of French. The findings revealed that pupils showed higher motivation towards English, which was often associated with novelty and global relevance. Meanwhile, French instruction remained rooted in traditional grammar-based methods. The research highlighted the influence of teaching one language on the learning of the other, particularly in areas such as vocabulary transfer and language interference. Based on the results, the study offered recommendations for improving language instruction by adopting more communicative, learner-centered approaches and better training for teachers. This work contributes to a deeper understanding of language policy implementation and early language education in multilingual contexts.

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List of Abbreviations and Acronyms

CLI: Cross-Language Influence

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

FFL: French as a Foreign Language

FLT: French Language Teaching

FSL: French as a Second Language

SLA: Second language Acquisition

T1 : Teacher 1

T2 : Teacher 2

T3 : Teacher 3

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General Introduction

Foreign language teaching in Algerian primary schools has gained increasing attention in recent years, particularly following recent curriculum reforms. Traditionally, French has been the first foreign language taught at the primary level, reflecting the Algerian colonial history and enduring linguistic ties with France. However, with the introduction of English as a subject in the third year of primary school, the language learning landscape is undergoing a significant transformation.

Despite growing interest in foreign language education in Algeria, little research has been conducted on how English and French are taught and perceived at the primary level, particularly since the recent introduction of English in the third year of schooling. This lack of comparative studies creates a gap in understanding the practical realities of language teaching in early education. The proposed study aims to address this gap by examining differences in pupils' motivation, teaching methods, and the possible influence of one language on the learning of the other. The choice of this topic is justified by the current educational reforms, which require teachers and policymakers to rethink language instruction in a multilingual context. By focusing on actual classroom practices and pupils' responses, the study sheds light on how teaching approaches impact learners' engagement and cross-language dynamics.

The research is significant because it does not only inform local educational practices but also contributes to the broader theoretical discussion on early multilingual education, language transfer, and communicative language teaching. It adds empirical evidence from unique sociolinguistic context, enriching understanding of how young learners navigate and experience multiple foreign languages in the same educational setting.

The purpose of this study is to explore and compare the teaching of English and French in Algerian Primary schools, with a particular focus on third-year pupils. It aims to investigate three main aspects: pupils' motivation toward learning each language, the teaching methods used in English and French classes, and the extent to which the teaching of one language may influence the learning of the other. By observing classroom practices and gathering insights from teachers, the study seeks to

identify similarities and differences in how the two languages are taught and received. Ultimately, the goal is to provide a deeper understanding of the challenges and opportunities within early foreign language education in Algeria and to offer practical recommendations for improving language instruction in multilingual primary school settings.

This study is guided by three central research questions:

- (1) Are third year pupils as motivated in learning English as in learning French?
- (2) What is the difference between English teaching methods and French ones?
- (3) What is the impact of teaching French on teaching English and vice versa?

Based on these questions, the study puts forward the following hypotheses:

H1: Third year pupils are more motivated in learning English than in learning French.

H2: English teaching focuses on Communicative Language Teaching (CLT), speaking, interaction, and real-life communication, whereas French teaching incorporates traditional methods; grammar drills and writing practices.

H3: Teaching French influences the teaching of English and vice versa; due to linguistic similarities, and language transfer.

This study adopted a comparative study through a qualitative approach to examine the teaching of English and French in Algerian primary schools. The aim was to explore differences and similarities in teaching methods, pupils' motivation, and cross-language influence between the two foreign languages. Data were collected through a classroom observation and a semi-structured interview with third-year primary school teachers of both English and French languages. The observation focused on instructional strategies, pupils' engagement, use of resources, and instances of language transfer. The interview complemented this data by providing insights into teachers' experiences, beliefs, and challenges. A purposive sampling method was used to select schools where both languages are taught, allowing for a meaningful comparison in similar context. The data were analyzed thematically through coding, with a focus on identifying patterns across the two language classrooms. The

comparative approach made it possible to highlight key contrasts and overlaps, offering a deeper understanding of multilingual teaching practices in the Algerian primary school system.

This research work is divided into two main chapters. Chapter one provides the theoretical framework, with a focus on English as foreign and second language, as well as second language acquisition (SLA) theories. It also explores the teaching of French, followed by an analysis of the historical, sociolinguistic, and educational context of both languages in Algeria. Special attention is given to language policies, curriculum design, learner motivation, and the cognitive and linguistic interactions between English and French.

Chapter two presents the practical part of the research which includes the research methodology and setting. It details the sample population; the tools used for data collection- namely classroom observation and teacher interviews- and the procedures for data analysis using thematic coding. The chapter concludes with a discussion of key themes including pupil motivation, teaching methods, and cross-language influence, providing insights drawn from classroom practices and teacher perspectives.

Chapter 1

English Language Teaching Vs French Language Teaching

1.1. Introduction

The field of language teaching and learning is deeply rooted in history and shaped by various schools of thought, reflecting both cultural heritage and its ongoing evolution. Among the most widely spoken and studied languages globally, certain languages—such as English and French—are frequently prioritized in educational curricula. However, the methods employed, the challenges encountered, and the objectives pursued in teaching these languages vary considerably. These differences are largely attributable to the distinctive linguistic features of each language, the cultural context in which it is used, and its significance on the global stage.

As an international lingua franca, English is often taught with a focus on communication and practicality, and this can be traced back to its use in business, technology, and global interactions. While it has relatively simple grammar and a free structure that make it easy to learn, an enormous amount of vocabulary and inconsistent pronunciation can make it difficult. English language teaching (ELT) emphasizes fluency, adaptability, and cultural competence, often combining technology with immersive techniques.

In the other hand, French language teaching (FLT) is intimately connected to the cultural and historical prestige of that language. French, which is often associated with diplomacy, philosophy, and the arts, is known for its grammatical complexities as well as its literary tradition. Consequently, FLT strongly stresses grammar, correctness, and cultural odyssey. Though French also serves a purpose for practical communication, its teaching often emphasizes its intellectual and artistic pedigree.

This chapter elaborates the parallels and contrasts in English and French language pedagogy, experiences, and English and French in the Algerian educational context. Through the examination of these languages of significant impact, insights can be gained into language education responsiveness to learners' needs and to the shifting demands of a multilingual society.

1.2. English Language Teaching (ELT)

The need of learning English has been increasing more and more. It is showing that English has an important position in life. English Language Teaching is defined as the practice of teaching English to non-native speakers with the dual objectives of enhancing language proficiency and equipping learners with the skills necessary to communicate effectively across various contexts (Collins Dictionary). That is to say, ELT refers to the activity and industry of teaching English to non-native speakers. It has a dynamic role in teaching students how to understand English skills effectively.

As the importance of English language education is growing significantly in today's globalized technological world, similarly, the need of preparing young children to achieve a high level integration and language proficiency is also growing, emphasizing the teaching of English as a foreign language (EFL) if it is not taught as a second language (ESL), as in the case of the Algeria is important.

English Language Teaching (ELT) is a field aiming at teaching English as a second or foreign language, focusing on speaking, listening, reading, and writing skills, along with intercultural communication. Effective ELT incorporates various strategies, giving priority to communication skills and cultural understanding. Researchers highlight the benefits of programs emphasizing communication and culture, showing the field's continuous evolution to improve language acquisition. ELT encompasses academic approaches like communicative language teaching and task-based learning to adapt instruction to learners' needs and encourage linguistic skills. Research supports the efficiency of integrating communicative language teaching and technology in improving English proficiency. The implementation of controlling principles like communicative competence, learner-centeredness, integration, and interaction helps create attractive learning environments. In fact, EFL and ESL are two key acronyms in the world of English language teaching, each representing a different learning context.

1.2.1. English as a Foreign Language (EFL)

According to Cambridge University Press (n.d.), ‘English as a foreign language: English as taught to people whose main language is not English and who live in a country where English is not the official main language’. In other words, EFL refers to the teaching and learning of English language in a country where English is not the primary language, which means that learners have limited exposure to English in their daily lives, and the language is studied more as an academic or a foreign subject. This is especially true in many non-English-speaking nations in which English is learned in the service of international business, travel, and study (Richards & Schmidt, 2013). The worldwide spread of English has resulted in its identification as an essential skill for those who wish to participate in the global economy and access numerous cultural and information-related resources (Graddol, 2006). As a result, EFL programs need to deal with the specific difficulties of learners who are likely to have little or no contact with the language outside the classroom.

The various approaches to EFL teaching have developed to meet the needs of a range of learners in different situations. Methods such as the grammar-translation approach that advocate repetition techniques to memorize vocabulary and grammar rules fail to recognize the significance of communicative competences (Larsen-Freeman, 2000). However, nowadays pedagogical approaches, for example; communicative language teaching (CLT) and task-based language teaching (TBLT), emphasize interaction and authentic language production (Nunan, 2004). These methodologies promote student practice of authentic communication through contextual use of the language in all four skills (speaking, listening, reading, and writing). Students do not take tests in the first scenario and EFL instructors emphasize the use of authentic materials in their teaching. Therefore, EFL instructors receive further encouraging learner-focused teaching that has students collaborating and thinking critically, with a goal of helping students use the language in real life.

Although EFL pedagogies have achieved great progress, many challenges also exist in the practical teaching and learning. One of the major difficulties is the diverse level of ability and motivation among students, which can be detrimental to classroom dynamics and involvement (Dörnyei, 2005). Moreover, limited English exposure outside of the educational setting may reduce the chance to practice and reinforce the language, and as a result, hinder language retention and fluency (Baker, 2011). Furthermore, socio-cultural factors, such as learners' perceptions toward English and how it relates to their lives, also play a role in motivating the learners to engage in their learning (Gardner, 2001). To meet this gap, EFL teachers need to employ DI (Differentiated Instruction) strategies as well as to construct caring learning environments where learners of different learning backgrounds and learning intentions acknowledge and appreciate each other.

1.2.2. English as a Second Language (ESL)

According to Cambridge Dictionary, English as second language is English as taught to people whose main language is not English and who live in a country where English is an official or main language.

In an increasingly interconnected world, the ability to communicate across cultures and languages has become more vital than ever. English as a Second Language (ESL) plays an important role in facilitating this communication, serving as a bridge for individuals from diverse backgrounds. With over 1.5 billion speakers globally, English is not only the most widely spoken language but also a dominant force in business, education, and culture. As a result, proficiency in ESL has evolved from a desirable skill to a necessity in many aspects of life. The significance of ESL is explored by examining its impact on global communication, educational opportunities, career advancement, cultural exchange, and social integration (Morley, 1991). That is why, it is important to deal with ESL theories.

1.2.2.1. Second Language Acquisition (SLA) Theories

Second language acquisition (SLA) refers to the process through which individuals learn a language other than their native tongue. Understanding the various theories of SLA is essential for educators, linguists, and learners alike, as these theories offer insights into how languages are acquired and the factors that influence this complex process. This part will explore several prominent theories of second language acquisition, including behaviorist, cognitive, constructivist, and sociocultural perspectives. By examining these theories, we can better appreciate the diverse approaches to language learning and the implications they hold for educational practices.

● **Behaviorist Theory**

Behaviorism, rooted in the works of B.F. Skinner, posits that learning occurs through interaction with the environment and is primarily a response to stimuli. In the context of SLA, behaviorist theory emphasizes imitation, reinforcement, and habit formation. According to Skinner (1957), language learning is a result of conditioning, where correct responses are rewarded and incorrect ones are penalized. This means that learners are trained to be rewarded for correct answers and punished for incorrect ones.

From the strength of the behaviorist approach is its clear methodology, which can be applied in classroom settings. For instance, repetitive drills and practice exercises often lead to improved language skills. However, this theory has been criticized for oversimplifying the learning process and neglecting the cognitive aspects involved in language acquisition. Critics argue that language learning is more than just a series of conditioned responses; it involves understanding meaning, context, and nuance (Ellis, 2008).

● **Cognitive Theory**

Cognitive theory shifts the focus from external stimuli to internal mental processes. Key figures such as Jean Piaget and Lev Vygotsky have contributed significantly to this perspective. Piaget's theory of cognitive development suggests that individuals must reach certain cognitive stages before they can

effectively learn a language. Vygotsky, in contrast, focuses on the social nature of learning, proposing ideas like the Zone of Proximal Development (ZPD), which underscores how individuals can enhance their understanding by engaging with more knowledgeable peers (Vygotsky, 1978).

Cognitive theory has led to an understanding of language acquisition as a complex cognitive process, involving memory, problem-solving, and the ability to conceptualize abstract ideas. This perspective has practical implications for teaching methodologies, encouraging practices that foster critical thinking and collaborative learning. However, some critics argue that cognitive theory may overlook the emotional and social factors that also play a significant role in language learning (Lightbown & Spada, 2013).

● **Constructivist Theory**

Constructivism posits that knowledge is constructed through experiences and social interactions. This theory suggests that learners actively engage in the learning process, building their understanding through meaningful experiences. Prominent figures in this field include Jerome Bruner and Lev Vygotsky, who both emphasize the importance of interaction and collaboration in learning (Bruner, 1996).

In SLA, constructivist approaches encourage learners to use language in authentic contexts, promoting real communication rather than rote memorization. This perspective supports the idea that learners benefit from working together, sharing ideas, and negotiating meaning. One of the strengths of constructivism is its focus on learner autonomy and engagement, fostering a sense of ownership over the learning process. However, some educators find it challenging to implement constructivist strategies in traditional classroom settings that prioritize standardized testing and rigid curricula (Lantolf, 2000).

● **Sociocultural Theory**

Sociocultural theory, primarily attributed to Vygotsky, emphasizes the influence of social interaction and cultural context on language acquisition. According to this theory, learning occurs through collaborative interactions

where learners engage with peers and teachers, internalizing knowledge and language structures through social contexts (Vygotsky, 1978).

This perspective highlights the importance of cultural relevance in language learning, suggesting that learners are more likely to succeed when instruction is connected to their cultural backgrounds and experiences. Sociocultural theory has profound implications for language teaching, advocating for practices that promote cultural awareness and inclusivity. However, critics argue that sociocultural theory may not adequately address individual differences in learning styles and preferences (Thorne, 2005).

In conclusion, the study of second language acquisition theories reveals a multifaceted landscape of understanding how individuals learn additional languages. Each theory—behaviorist, cognitive, constructivist, and sociocultural—offers unique insights and implications for language education. Recognizing the strengths and limitations of these theories can help educators create more effective and inclusive language learning environments. Ultimately, a comprehensive approach that incorporates elements from multiple theories may be the most beneficial for learners, fostering a deeper understanding and mastery of a second language. All those theories highlight the significance of Second Language Acquisition.

1.2.2.2. Importance of ESL

In an ever-increasing global community, the instruction of English as a Second Language (ESL) has assumed a prominent role, as English functions as a primary mode of communication in business, government, finance, education, and religion. Knowing English enables non-native speakers to participate in debates around the world, to promote cooperation and to learn about other cultures. As Crystal (2003) points out, English has become the world lingua franca that facilitates cross – linguistic communication between people. This pervasive culture of English serves not only understanding between people but

also ensures more business and mobility over the world to a person adopting the language.

Furthermore, ESL is considered as a need for students in non-English-speaking countries whose second language is English for academic purpose. Research indicates that students who participate in ESL programs develop better literacy skills and do better in their classes than LEP students (Schmitt, 2002). In most educational systems, proficiency in English is a requirement for admission to university and for professional development. Therefore, the acquisition of language through ESL helps learners master other learning skills that are conducive to performance in their academic studies and therefore better equipped for the increasingly competitive academic world. This educational benefit highlights the importance of having successful ESL programs in every school in the world.

Other than the academic gains, ESL has a number of personal and social repercussions. Studying English can make you feel more confident and improve the way you communicate with others. Hinkel (2005) suggests that good speaking ability enhances social inclusiveness as it makes the learner more likely to participate in community events and strike up relationships with onsite speakers. This social network formation is especially important for immigrants and refugees to adjust to new surroundings and form supportive relationships. The promotion of the crucial interactivity between peoples and cultures is an additional aim of ESL curricula that attempt to prepare citizens of the world, and for which ESL education serves as a realization.

Finally, the digital era has accentuated the ESL. As the internet is dominated by English, mastery of the language facilitates access to enormous resources such as academic writings, news, and cultural items (Internet World Stats, 2021). This availability increases cross-learning and also provides for lifelong learning and adjusting to changing labour markets. In summary, there can be no far-fetched clarity of how essential ESL education is as it helps in academic

excellence, promoting social integration, and enabling individuals to maneuver the dynamics of a cosmopolitan world.

There is so much emphasis on English as a second language (ESL), even more so with the world becoming a global village. English ability can be associated with access to a good education and academic resources (Hu and McKay, 2012), as well as being able to study at institutions that deliver courses taught in English, and that have higher quality learning and broader content (Huang, 2018). In addition, many elite scholarships and academic programs have established a minimum standard of English proficiency, so ESL has become an essential part of academic training for students seeking to go on to tertiary education in Anglophone (Kirkpatrick, 2014). In the working place, it is enforceable that English language as a skill has becoming something essential and now many employers prefers applicants who can write and speak well English as it also will be an added advantage to the candidates to acquire job and progress in the career (Baker, 2015). Further, ESL allows people to access the vast amount of knowledge and information available in English (such as research, literature, and digital materials) that is important for personal and professional growth (Matsuda, 2012). Thus, the value of being able to utilize ESL extends beyond acquiring a language: it is both a critical means for empowerment, as people seek to become successful in both their personal and professional lives in a world that is increasingly globalized.

1.3. French Language Teaching (FLT)

The teaching of French as a Foreign Language has progressed with time, shaped from different pedagogical theories and approaches. Classical methods of teaching have evolved into more communicative approaches that focus on interaction and functional use of the language. As Littlewood (1981) points out, communicative language teaching promotes genuine communication, which helps learners to be more fluent and confident in speaking. In addition, technology in language teaching has paved the way for immersive learning

opportunities. According to Godwin-Jones (2018), digital applications such as language learning applications and environments make learning personalized and more student-centered. In addition, aspects of culture in the French-speaking world are increasingly considered to be an important part of successful language learning. While cultural knowledge enriches language learning, it also has an impact on the development of intercultural competence, as pointed out by Kramsch (1993) and it is important in the world of globalization.

Because of its global importance, many people learn French either as a second language or as a foreign language.

1.3.1. French as Foreign Language (FFL)

Learning French as a Foreign Language (FFL) is increasingly popular and, considering the international orientation and deep cultural resonance of the French language and culture, still growing. The French language ranks not only as the fourth most spoken language in the world, but also is one of the 2nd official languages for various international organizations such as the United Nations UN or Council of European Union EU (Council of Europe, 2020). According to studies, the knowledge of French can create different job prospects, making someone more employable, for example in areas such as international relations, tourism, and business (Graham, 2019). In addition, positive effects of early bilingual acquisition have been well-established in terms of e.g., memory or problem solving skills (Bialystok, 2017). Issues still exist with FFL learning, especially with regard to resource availability or learner motivation, which are crucial factors in the progress of the learning of a language (Dewaele, 2018). Innovative teaching approaches need to take these challenges into consideration and provide language instruction that can respond to all learner needs to promote the effective teaching of French as a Foreign Language (Vandergrift, 2016).

The methodologies of teaching the French language vary around the world and various pedagogies of teaching French have been adapted to the unique situation in the classrooms. One of the most well-known methods is the Communicative approach, which attaches great importance to interaction in the process of language acquisition. According to Littlewood (2004), this method enables learners to use the language in a real context, that is, to communicate in real life. This emphasis on talking helps you learn new words quickly and gets you deep into the culture as only understanding a language can do. Offering students the chance to talk, listen, read, and write in a real context and context teaching process that will help students become more involved in their studies.

Task-based Language Teaching (TBLT) has also become popular in French classrooms, along with the communicative-based approach. Task-based language teaching is based upon the performance of meaning-oriented tasks necessitating the use of the target language, which results in functional use of language (T Poullisse 2014 a/b, qtd. in Weinburgh and Chapin 2017). As stated by Ellis (2003), TBLT process is designed to promote language learning by combining language skills and real-world tasks that lead to an increase in motivation and long-run effects. For example, a student may participate in role playing tasks or group tasks which require them to negotiate meaning and use their language productively. This practice is great for fluency, but also for confidence, and helps the learner to maneuver through real-life events in French.

In addition there is now a requirement for French language technology in language teaching. This has completely changed the traditional way of learning and helped learners to make new pathways. Interactive tools, like language apps and online resources, can give students access to volumes of material and practice opportunities that were not previously available to them outside the classroom. As raised by Godwin-Jones (2018), technology can facilitate personalized adaptive learning enabling learners to learn at their own

pace, and targeting areas that they need help with. Also, because online tools allow you to work with native speakers, your knowledge and proficiency in a language have more potential for growth. The integration of technology into traditional teaching methods transforms the nature of language education, making it more widely accessible and engaging for a wide range of students.

In conclusion, the teaching of communicative French involves the use of a variety of techniques, such as the communicative techniques, task-based approaches and use of technology. All of these components come together to support linguistic learning as well as understanding of culture. Just as long as educators are flexible and adapt to their students' needs and wants, making sure that instruction is relevant and motivating to students. Modern methods of teaching enable effective ways of reaching aims, i.e. graduating fluent speaker of French.

1.3.2. French as a Second Language (FSL)

French second language (FSL) studies also enjoy a growing status around the world. The official language status of the language in various international bodies, such as the United Nations and the European Union, attests to its importance for diplomacy and the wider world (Council of Europe, 2001). Consequently, FSL has been adopted by many schools, giving students the option of learning a second language that will not only make them better communicators, but which will also open their minds to new cultures. French can also open doors in a number of career options, including international development, business and tourism in which bilingualism is advantageous (Baker, 2011).

The pedagogy of teaching FSL has changed dramatically to reflect current educational theories and practices. Language instruction has shifted away from traditional methods, which typically focused on memorization of discrete language structures and grammar drills, in favor of more communicative methods and pedagogies. Studies indicate that immersion programs as well as

task-based language teaching can have an impact on language learning and are able to provide authentic settings for practicing language use (Ellis, 2003). Such approaches also contribute to fluency, as well as increasing learners' confidence and motivation to use the language in authentic contexts. Moreover, the incorporation of technology in language teaching, via websites that provide interactive exercises as well as multi-media resources, has enhanced the learning process, and has made learning more accessible and interesting to students (Godwin-Jones, 2018).

However, mastering French as a second language still has some challenges, for both pronunciation and grammar. French phonetics are also challenging for English-speaking learners to master in part because French has phonemes that do not exist in English, the so-called nasal vowels. In addition, verb conjugations, gendered nouns are all new challenges to learners. To meet these challenges, there is an increasing tendency among educators to engage in differentiated instruction by personalizing the teaching process to be able to cater to a variety of student interests and learning styles (Tomlinson, 2001). Teachers can assist learners to negotiate these complexities by offering targeted support and resources to create a more inclusive and empowering French as a second language learning context.

1.4. English and French in the Algerian Educational Context

The context of education in Algeria is multilingual with the presence of Arabic, French and increasingly, English. French is still an important language of education in Algeria, especially at the university and scientific level, because of Algeria's colonial ties with France (Belhocine, 2019). The French language is often considered a key to modernity and to access to the global knowledge despite the contentious discussion on its colonial heritage (Bourguignon, 2020). . This move is part of the wider trend in educational policy in Algeria to make students more competitive worldwide (Brahimi, 2022). In this light, despite the influential position retained by French, the

emergence of English represents both an opportunity and a challenge for teachers and students, opening innovative ways to rethink the choice of language policy in order to promote multilingualism (Amiri & Rachidi, 2020).

The interaction between English and French in Algerian schools mirrors the country's linguistic and sociocultural complexity. After gaining independence from French colonial rule in 1962, Arabic became the official language, although French was also widespread in much of public life, and particularly in education. Hence it's not surprising that French is considered to be the language of science and technology whereas English is becoming the world's widely spoken second language (Mouhoub, 2010). The coexistence of these languages in the education system offers students both possibilities and obstacles, as they face a multilingual environment that compromises achievement in school and the development of individual identity.

The introduction of English in the Algerian educational system has witnessed, in the recent few years, a significant escalation due to globalization and the growing necessity for mastering a language through which international knowledge and communication can be acquired. English is offered in the primary stages and gradually more and more attention is being given to it in higher education and the professional sphere (Hassanein, 2015). Nevertheless, the success of English language learning is hindered by several constraints such as shortage of qualified instructors, inadequate resources and limited access to authentic language practice in contexts beyond the classroom environment (Belhiah & Elhami, 2018). Consequently, many students are failing to achieve the end product of becoming proficient enough to progress along the educational and career ladder in an ever competitive international arena. Recently, Algerian higher education has witnessed a significant reform movement in which English is implemented as a medium of instruction and as this implementation quickly spreads more and more, the use of English in higher education becomes prominent. The promotion of English in primary and higher education has gained support from people and many decision makers.

One of the most consequential decisions by the Algerian government in the field of education was the adoption of English as a foreign language starting from third year primary education. In higher education, the Algerian authorities have also taken a number of decisions to promote the use of English in academia, especially its adoption as a means of instruction starting from academic year 2023-2024.

In fact, the place of French in the Algerian education system continues to be important, and it is especially strong in the area of science and technology, where most of the terminology is French. However, things may change soon with the Algerian authorities' decisions on the use of English as a medium of instruction. There are numerous academic books and references published in the French language which maintain its position as a language of learning in the country. This linguistic status produces a bilingual reality, thus students are supposed to master French and Arabic to succeed in their learning and as a result cases of "diglossia" emerge, wherein two types of language are spoken in parallel environments (Bouras, 2016). This bilingual environment promotes considering differing levels of competence in the two languages, which can be an advantage, but it is also possible that it will lead to learner confusion or interference and problems in language acquisition, particularly in young students still mastering lower-order aspects in their first language.

In conclusion, the contexts of language use associated with English and French in the Algerian education system express the tensions and the dynamics of the language in a postcolonial setting. English is growing in importance as a global language of communication and access to knowledge but French remains an important language of science, academic and graduate education. To improve fluency in and of languages and so promote a successful educational opportunity, policy makers need to recognise the pressures students are under to become fluent in two other languages and develop such skills to succeed in a world that is increasingly interconnected.

1.4.1. Historical and Socio-linguistic Background

The history of a language and the social circumstances in which it has developed are therefore reflected in its vocabulary. For example, the English language, descended from the Germanic invaders of Britain in the 5th century, has changed a great deal by making contact with different cultures at different points in time, such as Norman Conquest in 1066, which added many words of Norman French origin to English (Mugglestone, 2003). This mix of languages not only enriched its vocabulary but also modified its grammar, demonstrating language's ability to change as a result of sociopolitical events (Baugh & Cable, 2013). In addition, social factors including migration, trade, and colonisation have influenced patterns or variability, contributing to the development of several dialects and sociolects within English speaking communities (Wells, 1982). The relationship between history and the society in which it takes place demonstrates how complex language development is, and the need to know the history of a language in order to comprehend its present-day state and use (Trudgill, 2000a).

The history and socio-linguistic context of Algeria is closely related to the colonial history of the country and the development of an official national identity. The country had been a French colony from 1830 to 1962, and that had a major impact on its linguistic topography. The remote-controlled government imposed the French language for administration, education, and all walking of life, which relegate the indigenous languages and if not erase them, at least marginalize them like the Arabic and the Berber dialects (Mouhoub, 2010). Arabic was made the official language following independence, but French continued to have a strong influence, especially in the cities and in areas such as education and business (Bouras, 2016).

The sociolinguistic situation of Algeria is characterized by diglossia, because there are two or more distinct varieties of the same language used by a single language community.[2] Modern Standard Arabic is the official

language and the dominant language in the Algerian public sphere (government and media) and the Darija or the Algerian Arabic the spoken language in the country (Benrabah, 2014). This bilingualism hinders language acquisition and communication as Algerians are bridging several forms of Arabic alongside French that is still the language of instruction and the language of science. The teaching of French in many schools also maintains its image as a prestige language, and in many social situations a linguistic hierarchy exists with French over and above Arabic and Berber (Hassanein, 2015).

A recent development in this respect is also given by the increasing presence of Berber languages including Kabyle over recent years, especially after Berber (Tamazight) has been recognized as a national language in 2002 and as an official language in 2016 (Khenchaf, 2019). This recognition is an indication of the increased attention to linguistic and cultural plurality in Algeria, as well as the significance of Berber identity to the people. Nevertheless, despite the recognition, Berber still has yet to be fully realised in school curricula and daily life. The fight for linguistic rights and representation reflects the broader socio-political climate in which languages live in Algeria and its ever-changing reality for differing communities.

In brief, historical and socio-linguistic settings in Algeria are characterised by the interaction of three languages: Arabic, French and Berber, where each of them has its particular social and political value. The legacy of imperialism has had a resounding influence on language and identity and it is in this multilingual context that the diversity of the nation's past and the hopes of its future continue to play out. It is important to comprehend these dynamics to confront the educational and sociocultural problems of the rich linguistic mosaic in which this country is embedded.

Nowadays, the motivations behind the change in policy adopted by the Algerian government are varied, but they principally aim to give the Algerian university more visibility on the international stage and to equip students with

the necessary skills to better compete in the 21st century. However, the challenges that may face people involved in the delivery of courses through English include linguistic, cultural and structural challenges. Linguistic challenges refer to the difficulties lecturers and students face when they teach or study in a language that is not their native language. Cultural challenges arise when teachers and learners do not share the same culture and norms and would therefore have different expectations. Structural challenges are related to issues of administration and management like the recruitment of qualified teachers, admission of students and the development of academic programs.

1.4.2. Language Policies and Curriculum Design

Language policies and curriculum design are deeply interconnected, shaping how languages are taught and learned within educational systems. The following is an overview of their relationship, key principles and considerations relevant to the Algerian context.

-Understanding Language Policy

Language policy comprises the official decisions and frameworks established by governments or institutions concerning the use of language in public domains, particularly in education. This policy encompasses several critical components, including the designation of official languages, which determines which languages are recognized for governmental and educational purposes. Additionally, language policy outlines the language of instruction, specifying which language(s) are employed to teach various subjects in schools. Furthermore, it includes language learning requirements, mandating the teaching of certain languages as part of the curriculum. These elements are essential for fostering a cohesive educational environment and ensuring that language use aligns with national identity and cultural heritage. The implementation of effective language policies can significantly influence students' linguistic abilities and their overall academic success (García, 2009).

-Principles of Language Curriculum Design

During effective language curriculum design, a number of key steps are part of a structured process that seeks to improve language learning. The first is situating the environment, or understanding the sociolinguistic context within which students work. This work includes reviewing students' language backgrounds and the language needs of the community. This is very important in order to adjust the curriculum to the real learners' needs and culture (Richards, 2001).

Setting clear goals and objectives is another fundamental principle of language curriculum design. Establishing measurable outcomes for language learning allows educators to monitor students' progress and ensures that the curriculum remains focused and purposeful. These goals serve as a roadmap for both teachers and students, guiding the instructional process and providing a framework for assessment.

The next step involves selecting content and sequencing it logically. This includes choosing appropriate materials that align with the identified learner needs and organizing them in a way that facilitates progressive learning. Effective sequencing helps to build upon previously acquired knowledge and skills, promoting a deeper understanding of the language.

Designing activities and materials is a crucial aspect of language curriculum design. Engaging tasks that promote language use encourage students to apply their skills in practical contexts. By incorporating varied and interactive activities, educators can create a dynamic learning environment that fosters student motivation and engagement.

Finally, implementing assessment and evaluation mechanisms is vital for measuring student progress and the overall effectiveness of the curriculum. Developing tools that accurately assess language proficiency allows educators to make informed decisions about instructional practices and curricular

adjustments. Ongoing assessment not only provides feedback to students but also informs curriculum development, ensuring that it remains responsive to learners' evolving needs (Hutchinson & Waters, 1987).

1.4.2.1. Language Policies

The history and sociolinguistic profile of Algeria are inextricably linked to the period of colonial domination and its quest for identity in the postcolonial era. The country was a French colony until attaining independence in 1962, and this colonial history has left a deep impact on the country's linguistic landscape. During this period, French emerged as the most commonly spoken language in administration, education and culture, sidelining the native languages, namely the Arabic and the Berber languages (Mouhoub, 2010). The legacy of this colonialism has led to a complicated multilingual situation in which the trilingualism of Arabic, French and Berber is an index of past and present realities in society. Arabic became the official language after the achievement of independence but French continued to be so important, especially in the cities and especially in the education and business fields (Bouras, 2016).

This linguistic duality makes acquiring a language and communicating, difficult, as Algerians move between Arabic and the French language that is still taught in schools and used in science. The fact that French is a medium of instruction in many schools also contributes to its status as a high-prestige language, in some cases building a linguistic hierarchy where French is represented as superior to Arabic and Berber in given social situations (Hassanein, 2015).

Algeria's historical and sociolinguistic landscape is deeply influenced by the interplay of Arabic, French, and Berber, each bearing significant political and social weight. The lasting impact of colonialism still affects language use and identity in the country, evident in both media discourse and everyday communication. This linguistic duality makes acquiring a language and

communicating difficult, as Algerians move between Arabic and French language that is still taught in schools and used in science. Understanding this context is essential for addressing the educational and sociocultural challenges posed by such a complex multilingual environment.

Algeria has recently turned its emphasis to enhancing English language education. The introduction of English in primary schools and its incorporation into university curricula, especially in scientific subjects, represents a purposeful drive to match with global linguistic trends and reduce the country's reliance on French. This emphasis on English not only seeks to improve students' language proficiency in an increasingly interconnected globe, but also reflects a broader understanding of multilingualism in the modern educational landscape.

All things considered, Algeria's language policies show how national identity, linguistic diversity, and the need for cultural acceptance, interact in a complicated way. Although the Arabization program emphasizes the value of Arabic in Algerian society, the acceptance of Tamazight emphasizes the necessity of valuing the nation's diverse heritage, and the increasing focus on English highlights a response to international demands.

1.4.2.2. Curriculum Design

Algeria's curriculum creation is a dynamic process that reflects the historical, linguistic, and sociopolitical development of the country. Algeria has worked to create an educational system that supports multilingualism, strengthens national identity, and complies with international norms ever since attaining independence in 1962.

a. Competency-Based Approach (CBA)

In order to prioritize the development of students' abilities and competences over rote memorization, Algeria implemented the competency-based approach.

This method, which has been used in a variety of subjects, including language instruction, places an emphasis on the useful application of information.

b. Tamazight Integration

Tamazight language training is included in the curriculum, especially in areas with sizable Amazigh populations. Efforts include creating instructional materials and preparing teachers to teach in Tamazight, which uses both Arabic and Latin letters.

c. English Language Instruction Inclusion

With an emphasis on improving students' global competencies, English was incorporated into the curriculum at early educational stages. The goal of English integration is to get students ready for engagement in international academic settings and the global economy.

1.4.3. Motivation in Learning English and French

Motivation is a major contributing factor to the success of learning English and French languages that can affect learners' commitment, encouragement, persistence and eventual achievement. It is suggested that motivation can be divided into intrinsic and extrinsic motivation, which have important effects in learning a language (Dörnyei, 2001). Because intrinsically motivated learners often learn the language for the sake of learning alone or out of sincere interest in the language and culture, they can achieve deeper mastery of and enjoyment of the language (Gardner, 1985). On the other hand, extrinsic motivation, based on external rewards such as career progression and scholastic pressure, also predicts learners' determination in their study of English and French (Noels, 2001). In multilingual environments, it can be even more confusing as to how things work, and the same individuals demonstrate different degrees of motivation to learn a language according to cultural identity, socio-economic

social status, and perceived instrumentality (Ushioda, 2011). Such motivating factors are critical for educators to implement effective instruction to not only improve language skills but to also help maintain learners' level of motivation across various skill types and areas.

1.4.3.1. Factors Affecting Motivation

Motivation for language learning is partially derived from the interconnection of multiple factors that both facilitate and impede learners' motivation and persistence. One important aspect is the student's learning interest and attitude of foreign language. Learners with a good attitude to and inner motivation for learning, based on liking the language and feeling connected to its culture, are more inclined to throw themselves into it (Gardner, 1985). On the other hand, negative attitudes or disinterest may cause learners to become disengaged and their level of proficiency to decrease. Furthermore, trainees' self-efficacy, their sense of ability to succeed, is very important to motivation. It has been found that students with high self-efficacy (confidence in their abilities to learn the language) are prone to establish ambitious goals and to continue studying. This contributes to their experience of language learning (Bandura, 1997).

The sociolinguistic context also has a great influence on the language learning motivation. Motivation levels may be determined by a variety of factors including peer influence, attitudes to the language within society, and the value attached to the language in the learner's community (Noels, 2001). For example, in a multi-lingual environment, students may be more motivated to learn an individual language which is perceived as prestigious or an important key to social advancement. And this societal attitude can really add urgency and significance to the idea of learning a language. Additionally, the support from family and community can lead to the stimulation of motivation; peer support and encouragement from family can create a positive atmosphere, whereas lack of it may lead to the contrary (Dörnyei, 2001).

1.4.3.2. Role of Teachers and Instructional Approaches

Teachers have multiple roles beyond the teaching of the subject content, they are seen as: ‘facilitators of learning, mentors and brokers of the subjects’; often playing a significant role in shaping young people’s attitudes to a life in education. Teachers make a context of support and guidance for learning to occur. Effective teaching is more than just the dissemination of knowledge, but rather it is engaging students in information so that it has meaning (Darling-Hammond, 2010). This curiosity and motivation is what drives her to succeed in her academic career. In addition, differentiation of instruction is the responsibility of teachers to address student diversity so that all learners have equal access to the curriculum (Tomlinson, 2001).

Teachers’ instructional practices heavily influence student learning results. A case in point is cooperative learning which fosters cooperation among students. Johnson and Johnson (2009) stress that cooperative learning improves not only academic progress but also social skills and relations. This approach is congruent with Vygotsky’s (1978) social constructivist theory, in which social interaction is regarded as necessary for cognitive development. Educators who apply the cooperative learning structure to their classroom environment are able to foster a community of learners in order to make all students feel included and that their contribution to the groups is important.

Further, the coming of technology to the classroom has revolutionized instructional methodologies, providing novel methods to engage and interact. On the other hand, teachers can support students with multiple resources and various means of assistance if they are open to using digital technology. Hattie (2009) said effective use of technology for instructional purposes can have a considerable effect on student learning although the technology must be used appropriately with the content of the course. Such a movement toward technology-integrated learning requires that the teachers are flexible and open to professional development and are flexible in improving their digital

competences and the technology tools within their classrooms, as Darling-Hammond (2010) states: «We cannot fire and hire our way to better schools. We must support and develop effective teaching», highlighting the importance of investing in teacher development.

To sum up, teachers act as special agents in an instructional setting implementing a variety of learning strategies to teach and to stimulate the students' interest. Through incorporating methods such as cooperative learning and the use of technology, teachers can provide enriching environments that meet the needs of diverse learning styles and differences. Professional development is a 'must' for teachers in order to keep pace with the effective pedagogy required to keep up with the increasingly demanding education and its resulting student outcomes.

1.4.3.3. Comparative Studies on Language Motivation in Multilingual Context

Cross-linguistic studies in the context of language motivation find a thorny relationship between individual goals and sociocultural and macro factors of language learning. Motivation is frequently divided into intrinsic and extrinsic and is defined as personal interest in the language (intrinsic motivation) or the influence of outside rewards (Deci & Ryan, 2000) such as academic need to achieve or job advancement (extrinsic motivation). At the level of the individual, in multilingual contexts, there are often different reasons why learners feel motivated to learn the various languages that are available to them and these reasons are related to their personal background, culture, and an understanding of the usefulness of each of the languages that are accessible to them in their social and economic worlds. For example, studies show that students in areas of multilingualism often value languages that are perceived to be socially or economically useful (e.g., English or Mandarin) more than the local ones (Dörnyei, 2010).

A closer look at motivation in a multilingual context reveals the role of identity in learning a language. Language learners, however, can understand language learning as a process of negotiating their identity in a multilingual world (Norton, 2000). This vision implies learners who perceived languages as relating to their culture, or who are comforted by the fact that learning a new language aligns with their life goals, will perhaps be more motivated to learn languages. In comparative research, it has been seen that connected language learners tend to show high levels of intrinsic motivation and longer-term commitment to learning the language (García & Wei, 2014). On the other hand, when learners' perception of being a speaker of a RL in a global context is negative, they are more likely to experience loss of motivation to maintain their RL or over time the RL will fade away.

Furthermore, the impact of educational policies and the effect of institutional backing cannot be disregarded when studying language motivation in multilingual settings. Research has confirmed that learning environments characterised by supports for language diversity and multilingualism have a positive impact on children's motivation to learn more than one language (Cummins, 2001). For instance, an attitude toward language learning that is positive can be cultivated through programs that valorize bilingualism and generate occasions for authentic language use. However, contexts which favour only a single dominant language can unknowingly alienate other languages which end up with low status and thus students have little motivation to use these languages (Baker, 2011).

Finally, cross-linguistic comparative studies of language motivation in multilingual settings reveal the complications of the interplay between personal motivations, identity, and sociocultural factors. Knowing these dynamics is important for practitioners and policy-makers to foster better L2 learning practices across different language backgrounds. As the world becomes increasingly interconnected, nurturing multilingualism and promoting learners'

motivation to learn in different languages is crucial if education programmes targeting all learners are to be more inclusive and yield better results.

1.4.4. Interference and Transfer between English and French

Interference and transfer between English and French are well-known in bilingualism research, especially among individuals who have contact with both languages in a variety of situations. Transfer takes place when a learner's knowledge of one language exerts either positive or negative influence on his use of another. Positive transfer helps learners by supporting the learning of similar structures or words, whereas negative transfer which is also known as interference results in errors when learners transfer one language's rule to the other (Odlin, 1989). For example, French learners of English encounter difficulties with articles precisely because the rules for their use are so different in the two languages; this can lead them to make errors such as leaving out the article in English sentences (Hawkins & Chan, 1997). Furthermore, phonetic interference can emerge when native French speakers apply the phonological rules of French to English, and such difficulties can hinder communicative success (Flege, 1995). This is important for educators and linguists as it facilitates the understanding of this dynamic which sheds light on the difficulties learners are confronted with and underscores the necessity of focused instruction in order to counter the negative effects of transfer.

1.4.4.1. Similarities and Differences

English and French, both belonging to the Indo-European language family, showcase intriguing similarities and differences in phonetics, grammar, and vocabulary.

- **Phonetics**

Phonetics is described as subfield of language that is concerned with the sounds of language and their production. Many phonemes are the same in other languages which may make communication a little easier. This is also the

case for phenomena in which segments are borrowed phonetically, that is, when a sound system is adopted into another system (Hock, 1991). Yet, the phonetic inventories of languages can be substantially different. For example: Most Indo-European languages draw almost exclusively on a common stock of consonants and of vowels; whereas several African languages contain clicks - which do not exist in the phonetic system of Indo-European languages (Vater, 1992). These disparities emphasize that any number of sound-systems, and the ways those sound-systems may evolve, extends outside the group under consideration. Here is a demonstrative table of some phonetic similarities and differences between English and French:

Table 1.1 Similarities and Differences in Phonetics

Phonetic Features	English	French
Vowel Sounds	Approximately 12 vowel sounds, including diphthongs	Around 16 vowel sounds, including nasal vowels not present in English
Consonant Sounds	Includes sounds like / θ / (thin) and / ð / (this), which are absent in French	Lacks / θ / and / ð /; includes uvular / ʁ / (French 'r') not found in English
Stress Patterns	Variable stress; can occur on different syllables	Fixed stress; typically on the final syllable of a word
Linking and Liaison	Linking between words is less systematic	Liaison is a formal rule; final consonants often link to next word's vowel

(Adapted from Collins, B., & Mees, I. M. 2013)

- **Grammar**

Grammar is the framework upon which language is built – determining how words fit together to form meaning. Although subject-verb-object (SVO) is the most common word order across languages, it is far from being the only possible order, as evidenced by the existence of verb-subject-object (VSO), subject-object-verb (SOV), and other possible syntactic orders (Dryer, 2005). This variation highlights major differences in grammar which can impact sentence structure and overall understanding. For instance, in Tagalog, a VSO language, the verb comes before the subject and object, so speakers used to SVO languages such as English have their expectation violated. These kinds of grammatical distinctions are not just theoretical, they can shape the ways speakers of languages think about actions and relationships in their languages. Here is a table showing similarities and differences in grammar between English and French:

Table 1.2 Grammar Comparison between English and French

Similarities	Differences
Both use the same 26-letter Latin alphabet	French nouns have gender (masculine/feminine); English nouns do not
Both have subject pronouns (I/you/he vs. je/tu/il)	Adjectives usually come before nouns in English, but after in French
Both use auxiliary verbs to form some tenses (have, be / avoir, être)	French has more complex verb conjugations than English
Both form plural nouns by usually adding an -s	French uses inversion or 'est-ce que' for questions; English uses do/does
Both languages use articles before	French uses 'ne...pas' for negation;

nouns (a/the vs. un/le, etc.)	English uses 'not'
Both distinguish between singular and plural forms	French has gender agreement in adjectives and past participles

(Adapted from Thompson, I., 2012)

- **Vocabulary**

Lexicon (vocabulary) is an essential component of linguistic identity; it points to what languages have in common and where they differ. Shared lexical items (as in for example cognates) are a lexical similarity. For example, the English word for “Mother” and its German equivalent, “Mutter,” are prime illustrations of the common origins of these languages (Campbell, 1998). Yet, there are also specific lexical items that a language has that other may not and on the whole they're seen to capture an aspect of culture and/or raw grammar in some large/difficult to explain context. For instance, there is no specific term in English for the Japanese word “komorebi”, which is defined as the way sunlight filtering through trees creates patterns of light and shadows on the ground, illustrating the impact of cultural practices on driving differences in vocabulary (Wilkins, 1996). This mixture of commonly shared and individually personal vocabulary further illustrates the sheer variety and diversity of human expression that exists across languages.

Every language, no matter how different it is, is made up of three basic parts: the sounds we make (phonetics), the rules for putting words together (grammar), and the words themselves (lexis or vocabulary). Languages often share sounds and similar words, but they also have their own unique ways of speaking, building sentences, and using words based on culture. This shows both what we have in common and what makes each language special. Together, these pieces color the tapestry of language--and the complications of

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communication and culture. Here is a table showing some similarities and differences between English and French vocabulary:

Table 1.3 Similarities and Differences in Vocabulary between English and French

Similarities	Differences
Many cognates exist due to shared Latin roots (e.g., 'information' – 'information').	English often uses simpler spelling (e.g., 'color'), while French includes accents (e.g., 'couleur').
English has borrowed many words from French, especially in cuisine, art, and law (e.g., 'ballet', 'café').	Expressions can vary significantly; idioms don't translate directly (e.g., 'kick the bucket' vs. 'casser les pieds').
Both languages share international vocabulary related to science and technology (e.g., 'music', 'biology').	There are false cognates that appear similar but have different meanings (e.g., 'library' – 'bibliothèque').
Basic countable and uncountable nouns are categorized similarly (e.g., 'apple' – 'pomme').	Regional variations exist: different terms in British/American English ('truck' vs. 'lorry'), and regional accents in French.
Some basic vocabulary words are similar in both languages (e.g., 'sister' – 'sœur', 'father' – 'père').	Pronunciation rules differ significantly; English has many irregularities (e.g., 'though', 'through'), while French is more phonetic.
Compound words are often used in English (e.g., 'toothbrush').	French rarely uses compounds; instead, it uses phrases (e.g., 'brosse à dents' for 'toothbrush').

(Adapted from Ball, M. J., 2010)

1.4.4.2. Cognitive Impact of Prior Knowledge of French on English Language Learning

The effect of the transfer between French and English is important in mediation processes of the English language, and more particularly an effect of metalinguistic awareness. These cognitive effects can inform our understanding of how multilingual people approach the process of learning a new language.

- **Linguistic Transfer**

One of the most significant cognitive effects of prior knowledge of the L2 is the use of the L1 as a subroutine, which facilitates the transfer of linguistic features from the L2 to the L3. There are quite a lot of similarities between the two languages because of their historical relationships, including the Norman Conquest, and the proliferation of French words into English (Cohen, 2014). Learners who have some knowledge of French can also learn a great deal through cognates (e.g., the words “important” and “important”) that enable them to draw on existing linguistic knowledge to aid their understanding of word meaning and reading text. This transfer is not only possible at the level of vocabulary but also in the case of syntactic parallels that can facilitate English acquisition. For example, the distinction between genders in French can facilitate learners’ understanding of articles in English, although English does not have genders as such (Pavlenko, 2002). This awareness may help them learn and apply rules of grammars easily.

- **Metalinguistic Awareness**

Besides, meta-linguistic awareness may benefit French-speaking learners of English as a result of linguistic transfer from the French first language. According to Bialystok (2001), metalinguistic awareness is the capacity to "think about and manipulate the structural aspects of language. Bilingual individuals, particularly those who speak Romance languages like French,

often possess stronger metalinguistic skills, which enable them to examine English more analytically and identify its rules and patterns more effectively (Cummins, 2000). For instance, if two tenses in English can be conjugated in the same way, a learner who knows them as such will likely use them more accurately.

- **Cognitive Flexibility**

The effects of bilingualism on cognitive development are not limited to short-term learning advantages. It has been found that people who have learned another language, for example French, usually show a higher level of cognitive flexibility, defined as the capability of being able to change the focus of attention or task effectively (Bialystok, 2001). This ability can contribute to creativity and problem solving which lets the learners look at English from all sorts of angles. When they come across new vocabulary or tricky grammatical structures, their knowledge of French gives them cognitive strategies that enable them to deal with them more effectively.

Finally, previous knowledge of French has an impact on cognitive mechanisms that underlie the acquisition of English through positive mediating effects such as linguistic transfer, metalinguistic awareness, and cognitive flexibility. Such characteristics apart from contributing to learning of English, add on to the learner's general language proficiency, at the same time illustrating the deep relationship between language learning and cognitive development.

1.5. Conclusion

The investigator in this chapter offered a comprehensive introduction of English Language Teaching (ELT) and French Language Teaching (FLT), with a focus on teaching both languages in the Algerian primary school. The researcher began by discussing the ideas of English and French as both foreign and second languages, as well as outlining the main Second Language

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Acquisition (SLA) theories that explain how students learn languages other than their mother tongue. The discussion emphasized the importance of these languages as tools for global communication, cultural exchange, and intellectual growth, in addition to their position as curricular subjects.

The Algerian educational background was studied in depth, as historical, sociopolitical, and linguistic issues have all had a considerable impact on language policy and curriculum design. The heritage of French colonialism continues to have an impact on the prestige and teaching of French, although English is gaining prominence as a result of globalization and Algeria's desire to engage with the international community.

Furthermore, the researcher in this chapter investigated the function of motivation in language acquisition, identifying elements that boost or dampen students' enthusiasm for learning English and French. The impact of teachers' techniques and instructional approaches was also identified as a significant predictor of good language learning outcomes. Comparative insights on learners' motivation in multilingual contexts revealed the difficulty of teaching two foreign languages concurrently.

Finally, the researcher investigated the issue of language interference and transfer by examining the cognitive impacts of past French knowledge on the English-learning process. The linguistic parallels and contrasts between English and French in terms of phonetics, syntax, and vocabulary were discussed, providing a better grasp of the obstacles and opportunities that learners confront.

This theoretical foundation is critical for understanding the upcoming empirical study. The next chapter will offer the fieldwork, analysis, and discussion of the findings related to the teaching and learning of English and French among third-year students in Algerian primary schools.

Chapter 2

Research Design and Analysis

2.1. Introduction

The present chapter presents the research design and analysis procedures followed in the study. The section begins by explaining the research design used, focusing on how it compares English and French teaching using qualitative tools, as this framework supports the investigation of English and French language teaching in Algerian primary schools.

Subsequently, it describes the research methodology, including details about the study context, the target population, and the sampling strategy. Data were collected through classroom observations and interviews with language teachers, using structured tools such as an observation grid and an interview guide tailored to the research objectives.

To analyze data, a thematic approach was employed, allowing the identification of key patterns and themes related to pupils' motivation, teaching practices, and the influence of one language on the other. This section concludes with a discussion of ethical considerations and study limitations, ensuring the reliability and transparency of the research process.

2.2. Research Design

This study adopted a comparative study, specifically a qualitative approach, to examine pupils' motivation and teaching practices in English and French language instruction at the primary school level. A qualitative approach was chosen to enable an in-depth understanding of the participants' experiences, perceptions, and classroom behaviors within their natural educational setting. The research aimed to capture both shared aspects of language teaching and learning in the evolving linguistic landscape of Algeria. The comparative nature of the design allowed for a systematic examination of similarities and differences related to pupils' motivation and instructional methods between English and French languages. This approach was particularly suited to the exploratory aims of the study, where descriptive data were required to interpret

complex social and educational phenomena. Data collection methods, including a classroom observation and a semi-structured interview with teachers, supported the design by providing multiple perspectives and reinforcing the study's credibility and trustworthiness.

The research employed a qualitative and comparative approach. It is qualitative in nature because it relies on descriptive, non-numerical data derived from classroom observation and teachers' interview. The study is also comparative, as it seeks to examine differences and similarities in pupils' motivation and instructional methods between English and French language sessions. Moreover, it is a case study that involves an in-depth examination of a specific case, here third year pupils at Belfatemi Ahmed School, Ain El Houtz. The current case study examines also the implementation of English language in a specific school where the researcher interviewed teachers and observed classroom interactions, and analyzed the impact of such implementation on another language which is French.

2.2.1. Sample Population

This study consists of a third year pupils and their teachers of English and French languages considering the classroom observation which takes place at Belfatemi Ahmed School, Ain El Houtz. In addition, four other teachers from two other schools participate in the study in order to have sufficient amount of data for the comparative study. The sample was chosen based on the accessibility to the primary school and administration approval. It is the first year of studying English and French as foreign languages, for those pupils.

2.2.2.1. Pupils' Profile

The participants are a 3rd year class from Belfatmi Ahmed primary school in Tlemcen (Ain el houtz). It is a group of 32 pupils; 17 girls and 15 boys, aged between 8 and 9 years. These pupils, with different levels and different learning styles, have already been introduced to French, which is a long-standing part of

the Algerian curriculum. However, English is newly introduced subject for them, often with limited instructional hours per week compared to French.

2.3.2.2. Teachers' Profile

Six vocational teachers are also participants in the research, all of them are women; three English language teachers and three French language teachers. Two of them belong to the school under study. Additionally, two of the English language teachers hold a master degree in English, and it is their first year of experience in teaching English. The third teacher has a classical licence, and has three years of experience in teaching English. As far as French language teachers are concerned, the first teacher has a classical licence and has 24 years of experience in teaching French, and the second one has a diploma of higher studies (D.E.S) and has 18 years of experience in teaching French as well, and the third one holds a master's degree with 8 years of teaching experience.

2.2.2. Instrumentation

This study relied on two primary qualitative data collection methods: a classroom observation and an interview. These tools were selected for their capacity to generate in-depth contextualized data.

The classroom observation was conducted in a third-year public primary class. It was non-participant in nature, allowing the researcher to observe the learning environment without influencing it. The observation focused on both English and French sessions and aimed to record aspects such as teacher behavior, instructional techniques, pupils' engagement, participation, and classroom interaction. Notes were taken systematically to capture these elements and to document the contrast in pupils' responses and motivation across the two language subjects.

In addition, a semi-structured interview was carried out with six language teachers, from three different public primary schools. The interviews were guided by a flexible interview protocol that allowed teachers to express to

express their views freely while ensuring that key topics (such as motivation, teaching approaches, and language transfer) were addressed.

In fact, to facilitate the collection of data from the above mentioned instruments, two main research structured tools were developed in this study:

-Observation Grid: A structured grid was designed to guide the classroom observation. It included indicators related to pupil motivation (e.g., participation, attentiveness, enthusiasm), teachers' strategies (e.g., use of games, visuals, or explanations), and classroom interaction patterns. This tool helped ensure consistency across the observed English and French sessions.

-Interview Guide: A semi-structured interview guide was created to ensure all participating teachers were asked similar core questions, while still providing flexibility for them to elaborate and share their personal experiences. The guide focused on areas such as perceived pupils' motivation, preferred teaching methods, the role of external factors (e.g., media, culture), and any observed interference or support between English and French language learning.

2.2.2.2 Classroom Observation

Classroom observation is one of the main data collection approaches adopted in this research. Its purpose is to describe everyday teaching and classroom dynamics during English and French language learning environment in third year primary classes. Dyer (1995) emphasizes the importance of understanding the classroom as a complex environment. She discusses how classroom observation is not only about recording events but also involves interpreting interactions within their specific contexts. This method facilitates the gathering of primary evidence of teaching methods, teacher-pupil interactions, pupils' motivation, and classroom atmosphere. A structured observation grid was designed to make easy the comparability of observed lessons.

The observation grid was divided into five parts:

- Pupils' motivation
- Teaching methods
- Resources and materials used
- Classroom activities
- Impact of teaching French on teaching English

The purpose of the first part was to assess the extent to which pupils were engaged in English and French classes; their level of interest and enthusiasm, including their participation, their responsiveness, their attention, and their attitudes towards tasks.

The second part focuses on the instructional strategies employed by the teacher. It includes whether the teacher uses communicative, traditional, or mixed methods. The goal is to identify which teaching approach is dominant and how it affects pupil learning.

The third section records the types and quality of materials used during lessons (e.g., textbooks, visual aids, ITC tools). The aim is to assess the adequacy and relevance of resources in supporting language teaching.

The fourth part examines the nature of activities conducted in the classroom, such as group work, role-plays, reading, writing, or listening tasks. The aim is to evaluate how varied classroom activities are and how these latter contribute to language development.

The last section investigates whether and how the teaching of French influences the learning of English and vice versa. It includes signs of language transfer, confusion, reinforcement, or interference. The aim is to detect any observable interactions between the two languages in the learning process.

2.2.2.2. Teachers' Interview

A semi-structured interview was conducted with teachers of English and French to gain deeper insight into their pedagogical practices, experiences, and perceptions regarding language teaching. This method enabled the researcher to explore aspects that might not be visible through observation alone, such as teacher beliefs, motivations, challenges, and views on the influence of one language on the other. The interview followed an open-ended format guided by a pre-prepared interview guide, which included questions about teaching methods, learners' motivation, curriculum implementation, and language transfer. This flexible approach allowed participants to express their perspectives freely while ensuring that all key areas relevant to the research questions were covered. The interview data complemented the classroom observations and contributed significantly to the thematic analysis.

The following is a table showing the objective of each rubric in the teachers' interview:

Table 2.6 Structure of the Teacher Interview Guide with Corresponding Rubrics and Objectives

Questions	Rubric	Objective
1 - 4	Teachers' Profile	Teaching experience and level of education
5 - 9	Pupils' Attitudes	Teachers' perceptions of pupils' interest and motivation
10 - 14	Teaching Methods	Strategies and resources used by teachers, and learners' difficulties in learning
15 - 18	Impact of teaching French on English and vice versa	Effects of learning two languages simultaneously

19 - 20	Closing questions	Allowing teachers to share valuable insights that may not fit into the structured rubrics
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2.3. Data Analysis

This section outlines the procedures used to analyze the qualitative data collected from the teachers' interview and the classroom observation.

2.3.1. Classroom Observation

Observation data were categorized based on specific criteria such as pupils' motivation, teaching methods, and classroom activities, and were organized into comparative tables and interpreted as follow:

Table 2.1 Pupils' Motivational Behaviors in English and French Language Classes Over Four Weeks

Item Observed	English (4weeks=8sessions)	French (4weeks=12sessions)
1-Pupils are actively participating	8/8	7/12
2-Pupils appears enthusiastic and interested	8/8	6/12
3-Pupils are completing tasks or activities with effort and focus	8/8	8/12

The results shown in table 2.1 reveal notable differences in pupils' motivation between English and French language sessions.

In English classes, pupils generally appeared highly motivated and actively engaged. Observations showed frequent participation in classroom activities, enthusiasm during lessons, and focused effort in completing tasks.

In contrast, in French classes, pupils' motivation was often reported as low or declining. Teachers noted signs of disinterest and limited participation. Traditional, text-heavy methods and lack of updated teaching resources appeared to contribute to pupils' reduced enthusiasm. Furthermore, some French teachers observed that pupils were more drawn to English due to its perceived simplicity and relevance in modern contexts.

Overall, the data collected suggest that teaching methods and learners' perception of the language significantly influence pupils' motivation. English instruction, with its more interactive and modern approach, seems to foster higher levels of engagement than the more traditional and rigid methods observed in French classes.

Table 2. 2 Classroom Observation of Teaching Techniques in English and French Instructions

Item Observed	English (4weeks=8sessions)	French (4weeks=12sessions)
4-The teacher uses interactive methods (group work, role-playing, games)	8 / 8	4 / 12
5-The teacher uses multimedia and visual aids	6 / 8	8 / 12
6-The teacher emphasizes oral practice (e.g., speaking activities)	7 / 8	10 / 12
7-The teacher uses written exercises (e.g., grammar or	1 / 8	10 / 12

vocabulary tasks)		
8-The teacher integrates cultural elements -e.g., songs, traditions)	4 /8	6 /12

The data presented in Table 2.2 reveal significant differences in the teaching methods employed in English and French classrooms.

In English language sessions, teachers frequently applied communicative and learner-centered approaches. Interactive methods such as games, role-plays, songs, dialogues, and visual aids were commonly used. Teachers emphasized oral communication, using pair and group work to promote active participation. These practices align with Communicative Language Teaching (CLT), which prioritizes meaningful interaction and engagement.

In contrast, French lessons were generally more teacher-centered and relied on traditional instructional strategies. Teachers focused on reading, writing, grammar exercises, and dictation, often requiring pupils to work individually. There was less emphasis on oral interaction or collaborative activities, and in many cases, outdated methodologies were observed.

The contrast in approaches suggests that English lessons are more dynamic and engaging, while French lessons may appear more rigid and text-based. This difference in methodology may have a direct impact on pupils' motivation and participation, with interactive English classes fostering more enthusiasm and involvement.

Table 2.3 Evaluation of Teaching Materials and Aids in English and French Language Instruction

Item Observed	English (4weeks=8sessions)			French (4weeks=12sessions)		
	High	Medium	Low	High	Medium	Low
9-Quality of teaching materials	–	5/8	3/8	–	3/12	9/12
10-Availability of teaching aids (e.g., flashcards, projectors)	–	–	8/8	–	–	12/12

The observation data in table 2.3 indicates that both English and French language sessions made similar use of available teaching materials, though the types and frequency of use varied slightly.

In both contexts, teachers primarily relied on basic resources such as textbooks, flashcards, and handwritten exercises. Visual aids like posters and charts were occasionally used in both English and French sessions, but multimedia tools (e.g., audio or video) were rarely integrated due to limited access or lack of equipment. When such tools were used, they were often teacher-initiated and infrequent.

Despite facing comparable constraints in terms of materials, English teachers appeared more inclined to adapt and vary their use of available resources (for e.g., using flashcards in games or songs) while French teachers generally followed a more structured and textbook-centered approach.

In summary, while both English and French classes experienced similar limitations in resource availability, the degree of creativity and adaptation in using those materials differed slightly. This may influence classroom dynamics, with English sessions occasionally appearing more interactive, not because of better resources, but due to how the resources were used.

Table 2.4 . Evaluation of Classroom Activities in Terms of Engagement and Proficiency Level Appropriateness

Item Observed	English (4weeks=8sessions)	French (4weeks=12sessions)
11-Activities engage most pupils in the classroom	8/8	8/12
12-Activities are varied (e.g., listening, speaking, reading, writing)	6/8	10/12
13-Activities are appropriate to pupils' proficiency levels	8/8	12/12

The observation data in table 2.4 reveal noticeable differences in how classroom activities are conducted in English and French sessions.

English teachers often implemented varied and interactive activities such as group work, role-playing, and games. These methods actively engaged the majority of pupils and were generally well-suited to their language level. This approach reflects a communicative, pupil-centered teaching style that encourages participation and supports language development across speaking, listening, reading, and writing skills.

In contrast, French lessons relied more on traditional, individual tasks like reading, writing, and dictation. These activities were more rigid and less engaging, with fewer opportunities for interaction. As a result, pupils' involvement was lower, and the activities did not always cater to different learning styles or proficiency levels.

Overall, the classroom activities observed in English sessions were more dynamic and inclusive, contributing positively to pupil engagement. Meanwhile, the more limited range of activities in French classes may restrict learner motivation and interaction.

Table 2.5 Observations of Cross-Linguistic Influence between English and French in Classroom Contexts

Item Observed	English (4weeks=8sessions)	French (4weeks=12sessions)
14-Pupils use words or structures while learning English and vice versa	3/8	3/12
15-Pupils show confusion between English and French Grammar or vocabulary	3/8	3/12
16-Teaching techniques for one language reinforce the other (cross-language comparisons)	4/8	3/12

In table 2.5, classroom observation indicates that the teaching of French influences pupils' English learning in both supportive and interfering ways. Positive transfer was observed in pupils' familiarity with the Latin alphabet and shared vocabulary (e.g., *animal*, *color*), which helped them decode and understand English words. Pupils appeared to recognize the alphabetic system used in both languages, supporting basic literacy skills in English.

However, instances of interference were also noted. Some pupils used mixed-language phrases such as "*le copybook de classe*" in French class, and referred to the English teacher as "*misses*" instead of using the French term "*maîtresse*". These examples reflect lexical confusion and cross-language influence. Additionally, pupils occasionally applied French grammar patterns in English speech or writing, such as word order errors, indicating negative transfer. Pedagogical habits from French instruction, such as teacher-centered routines, were also reflected in some English lessons, affecting the communicative focus intended for English teaching.

2.3.2 Teachers' Interview

Rubric 1: Teachers' Profile (Question 1-4)

The first rubric aimed to collect key background details about the participants providing context for understanding their answers in the rest of the interview. Question 1 to 4 centered on the teachers' professional experience, education, and current classes. These questions helped to establish how well the teachers knew primary education, their exposure to language teaching methods, and how their academic and work background might shape their classroom approach. Understanding these aspects was crucial for linking their observed behaviors and reported strategies to their qualifications and years of experience, particularly in the context of introducing English as new subject in Algerian primary schools.

Rubric 2: Pupils' Attitudes (Questions 5–9)

This rubric aimed to explore teacher's perceptions of their pupils' motivation and attitudes toward learning English and French. Overall, the data revealed a marked contrast between how pupils respond to English versus French, with English generally seen as more engaging and motivating for learners.

Question 5: How do you perceive the motivation of your pupils in learning English (or French)?

In response to this question, where the researcher asked teachers about the general motivation of their pupils, all three English teachers reported high level of enthusiasm. One noted, *"They are highly motivated,"* while another said, *"They are very motivated."* This consistency indicates a strong positive attitude among pupils toward learning English; in contrast, French language teachers observed declining interest. *"Les apprenants sont moins motivés"* (T1) and *"La motivation des élèves s'est dégradée"* (T2) and this suggested that pupils are less engaged during French lessons. T3 indirectly echoed this by pointing to independent, possibly disengaging tasks such as reading or searching in the dictionary alone (T1: Teacher 1, T2: Teacher 2, T3: Teacher 3).

Question 6: In your experience, do pupils seem more motivated to learn English than to learn French? If so, why do you think that?

This question confirmed that most teachers-both of English and French-observed greater motivation toward English. English teachers cited reasons such as simpler pronunciation and engaging curricula. *"English pronunciation is easier,"* said one of them, while another highlighted, *"parents' support and the communicative approach."* French teachers agreed, noting *"L'Anglais est plus facile"* and that *"Ils sont plus motivés par l'Anglais,"* reinforcing the perception that pupils find English more accessible and appealing.

Question 7: Are there specific factors (e.g., personal interest, cultural exposure, teaching methods) that influence their motivation to learn English (or French)?

When asked this question about the factors influencing pupils' motivation English teachers attributed it largely to external cultural influences. "*English is the language of the world,*" said one teacher, and another cited "*English is the language of globalization and internet.*" These responses suggest that pupils' exposure to English through media and technology contributes to their positive attitudes. On the French side, motivation was more closely linked to internal classroom factors such as "*le matériel*" and "*les méthodes d'enseignement,*" indicating a reliance on teaching tools and strategies to sustain engagement.

Question 8: What strategies do you use to maintain or increase motivation in English (or French) classes?

This question focused on strategies used to maintain or increase motivation. English teachers reported using dynamic, communicative strategies such as *visuals, songs, games, dialogues, TPR,* and *rewards*. French teachers also mentioned motivational strategies, but their approaches were slightly more traditional or evaluation-based. For instance, T2 reported "*adding grades to evaluation,*" while T3 emphasized "*mettre des appréciations*" (positive feedback). However, T1 also employed varied methods including humor and song, which aligns more closely with communicative strategies.

Question 9: How do you handle pupils who seem less motivated in learning English (or French)?

Finally, this question examined how teachers handle less motivated pupils. English teachers mostly relied on games and peer support, though one noted that "*there is no time to give them special attention,*" highlighting a practical constraint. French teachers favored encouragement and interactive activities though their approaches seem less differentiated for individual pupils. For

example, strategies such as “*des encouragements*” and “*activités variées*” were mentioned, but without specific techniques tailored to struggling learners

Rubric 3: Teaching Methods for English and French (Questions 10–14)

This rubric investigates how teachers approach the instruction of English and French in Algerian primary school. It includes their preferred teaching strategies, the resources they use, the type of classroom activities they implement, and the challenges they encounter in the teaching process.

The findings reveal distinct differences between the teaching of English and French, both in methodology and classroom realities.

Question 10: Can you describe how you approach teaching English (or French) in your classroom? What methods or strategies do you use?

In the previous question, teachers were asked to describe their teaching methods. English teachers overwhelmingly reported using communicative and learner-centred strategies. One mentioned the use of communicative language teaching (CLT) and differentiated instruction (T1), while the two others listed a range of resources such as visual aids, worksheets, games, competitions, and songs (T2, T3). This suggests that English instruction tends to be dynamic and interactive. On the other hand, French teachers referenced more traditional or specific pedagogical approaches. T1 noted “*pédagogie différenciée*,” while T2 and T3 referred to “*le procédé Lamartinière*” and “*le PLM*,” which are structured, and textbook-based methods. This indicates a more rigid and teacher centered approach to teaching French

Question 11: Are there particular teaching resources (e.g., textbook, multimedia, and activities) that you find more effective in teaching English (or French)?

This question explored the teaching resources found effective. English teachers favored *multimedia tools, flashcards, videos, and loudspeakers for*

songs, confirming a reliance on audiovisual materials to enhance engagement and comprehension. Conversely, French teachers gave more varied responses. While T1 acknowledged using *games and audio-visual supports*, both T2 and T3 stated “*pas de ressources*”, revealing a clear gap in resource availability or usage in French classes.

Question 12: What kind of classroom activities do you typically use in English classes (or French classes)?

In this question, teachers described the typical classroom activities they use. English teachers emphasized *games, dialogues, role plays, songs*, and other oral activities. This reflects the application of CLT principles, where communication and interaction are prioritized. French teachers, however, described a mixture of *oral, written, reading, and dictation* tasks. Activities such as “*lecture, écriture, dictée*” and “*comptines*” indicate a more traditional format with less emphasis on spontaneous communication.

Question 13: Do you feel that learning English (or French) language is easy?

Why or why not?

In this question, teachers are asked whether they consider the language they teach to be easy. English teachers gave mixed responses. One said “No, *it is not*” (T1), while another considered teacher “*a bit easier than French*” (T2). T3 believed English is easier “*because it is focuses on oral activities*”. French teachers in contrast, generally found their subject more difficult. T1 claimed that “*le programme n’est pas adapté*”, while T2 noted that it “*can be easy for some and difficult for others*”, and T3 simply stated, “*difficult*”. These answers suggest that French is perceived as more challenging for both teachers and learners, possibly due to curriculum and limited flexibility.

Question 14: Are there any difficulties you face in teaching English (or French)? How do you overcome them?

Finally, question 14 addressed the difficulties teachers face. English teachers mentioned several challenges: T1 pointed out “confusion *between English and French letters*” and used *drilling* to address it, while T3 cited “*lack of time, materials, and overcrowded classes.*” Interestingly, T2 reported *no particular difficulties*,” possibly indicating either effective classroom management or a limited reflection on pedagogical barriers. French teachers expressed broader systemic issues. T1 “*comprehension de la langue (difficile)*,” while T2 highlighted difficulties in “*4e année due to lack of continuity*” in instruction. T3 attributed the challenges to structural reforms, saying “*depuis qu’on a laissé tomber le fondamental.*” These responses highlight not only pedagogical but also institutional limitations in the teaching of French.

Rubric 4: Impact of Teaching French on English and Vice Versa (Questions 15–18)

This rubric explores how the simultaneous instruction of French and English in Algerian primary schools affects pupils’ language development. It focuses on cross-linguistic influence, observed language transfer (both positive and negative), and the potential benefits or challenges teachers perceive in teaching both languages concurrently.

Question 15: In your opinion, does teaching French have any impact on your pupils’ ability to learn English?

In question 15, teachers were asked whether teaching French impacts pupils’ ability to learn English. Responses from English teachers suggested a nuanced view. One stated simply “*somehow*” (T1), while others explained that *recognition of letters and sounds in French helps pupils in English* (T2), or noted that *French receives more instructional hours*, indirectly influencing pupils’ familiarity with structured language learning (T3). French teachers were more direct, all agreeing that *teaching French has an impact*, though their reasons varied. T1 affirmed “*Oui, il a un impact*”, T2 acknowledged it depends

on *individual differences*, and T3 highlighted *language mixing* as a negative consequence. This suggests that while some overlap between the two languages can be beneficial, it can also lead to confusion, particularly when clear distinctions are not reinforced.

Question 16: Have you observed any crossover skills (e.g., vocabulary, grammar) between learning French and English?

This question examined whether teachers observed any transferable skills between English and French. English teachers identified positive transfer, especially in foundational skills like the *alphabet* and *phonetic similarities* (T1-T3). T3 emphasized that “*the two languages share the same alphabet*”, which can aid initial literacy; French teachers echoed this to some extent. T1 and T3 confirmed that *transferable skills exist*, describing them as “*compétences transférables*”, while T2 denied observing any such crossover. This divergence could reflect differences in classroom focus or individual pupil variation, with some teachers more attuned to cross-linguistic reinforcement than others.

Question 17: Do you think pupils benefit from learning both languages at the same time? Why or why not?

This question addressed whether pupils benefit from learning both languages simultaneously. English teachers were cautiously optimistic. T1 reiterated that *learning French influences English*, T2 expressed concerns about *confusion in both languages*, while T3 emphasized that “*the two languages complement each other*”. This suggests that the perceived benefit may depend on how instruction is managed and whether clear pedagogical boundaries are established. French teachers had more mixed views: T1 believed *French supports English learning*. T2 provided a balanced view, saying “*Oui pour les uns et non pour les autres*”. And T3 expressed skepticism, stating that “*Une seule langue suffit*”. These responses reveal that while many teachers see theoretical or practical benefits in multilingual learning, the actual classroom

experience may present challenges that diminish those advantages for some pupils.

Question 18: Are there any difficulties in teaching both languages simultaneously?

This question explored whether teachers face difficulties in teaching both languages simultaneously. English teachers acknowledged some issues but tended to downplay their severity. Common responses included “*confusion in vocabulary*” (T1), “*a bit of confusion*” (T2), and “*no major difficulty*” (T3). These responses suggest that while overlap exists, experienced English teachers often have strategies to minimize its negative impact. French teachers, however, reported more serious concerns. T1 said that “*it disturbs the child,*” T1 noted “*confusion in pronunciation*”, and T3 described “*great difficulties*”. These remarks reflect deeper structural or cognitive challenges when pupils navigate two similar yet distinct foreign languages, possibly without enough instructional support to manage the interplay.

Rubric 5: Closing Questions (Questions 19–20)

This final rubric aimed to elicit additional insights and reflections from teachers by asking open-ended questions about possible improvements and any overlooked issues regarding the teaching of English or French in Algerian primary schools.

Question 19: If you had more resources or support, what changes would you make in how you teach English (or French) to better motivate and engage pupils?

In question 19, teachers were asked what changes they would implement in their teaching practices if they had more resources or institutional support. English teachers expressed both structural and pedagogical needs. Teacher 1 (T1) notably suggested that “*one foreign language is enough,*” highlighting a

concern that introducing both English and French may overwhelm pupils and complicate instruction. Teacher 2 (T2) recommended greater use of audio-visual methods, suggesting that technological tools could enhance learner engagement. Teacher 3 (T3) emphasized the need for *more time, additional materials*, and smaller class size, pointing to systemic constraints that limit the effectiveness of teaching such as overcrowding and insufficient hours.

French teachers also identified resource-related limitations. T1 mentioned the need for improved pedagogical tools (*l'outil pédagogique*), while T2 emphasized the importance of reducing *the curriculum load (allegger le programme)*, which may reflect a perception that the current syllabus is too demanding or dense for pupils at this level. T3 proposed *integrating more interactive methods, recognizing* the motivational power of active and participatory learning strategies.

These responses collectively point to a strong desire for reform in both English and French instruction, particularly in terms of materials, class conditions, and pedagogical approaches. Teachers appear united in their call for more interactive, resource-supported, and manageable teaching environments.

Question 20: Is there anything else you think is important about teaching English (or French) in primary school that hasn't been addressed yet?

Question 20 gave teachers the opportunity to share any final thoughts on primary language education that were not addressed earlier. Among English teachers, T1 and T3 reiterate the importance of material and technological support, suggesting tools like data-shows, tablets, or even a language laboratory as vital improvement to modernize the language learning experience. T2, however, stated that they had *"nothing else to add,"* indicating that their main concerns were already addressed.

Conversely, all three French teachers responded with *"nothing"* or *"no, nothing,"* indicating that they either felt their views had been sufficiently

expressed or did not have additional insights to share. This contrast may reflect different expectations or degrees of engagement between the two teacher groups in terms of educational reform and innovation.

2.3.3. Thematic Analysis

To analyze the qualitative data collected from the teachers' interview and the classroom observation, the researcher employed a thematic analysis, following the six-phase approach proposed by Braun and Clarke (2006). Thematic analysis is defined as « a method for identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail» (Braun&Clarke, 2006, p.79). A key step in this approach is thematic coding, where the researcher labels segments of data with relevant codes to capture essential features of the participants' responses. Braun and Clarke (2006) describe this step as «coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code» (p.88). This process allowed the researcher to systematically identify recurring ideas, group them into meaningful themes, and interpret how these themes relate to the research questions.

The interview responses were organized in tables, then carefully read and recurring words, phrases, and ideas related to the main research areas: pupils motivation, teaching methods, and the impact of French on English learning (and vice versa) were identified. Codes were initially based on the structure of the interview guide and observation grid. For example, when English teachers mentioned using 'games' 'flashcards' and 'songs' these responses were grouped under the code 'interactive method'. Mention of pupils being «highly motivated» or «very motivated» was coded as 'high motivation'. While French teachers' statements like «les apprenants sont moins motivés» were coded as 'low motivation'. Additionally, responses about «confusion between French and English vocabulary» or «mixing letters and pronunciation» were coded under 'Language interference».

The observation data were also analyzed using a similar coding process. For each session observed (English or French), patterns were noted such as active participation, use of oral practice, variety of activities and teacher use of multimedia tools. These observations were then summarized in comparative tables to highlight the differences between English and French teaching practices.

After coding, the codes were grouped into themes aligned with the research questions. This helped identify key trends such as higher motivation levels in English sessions, greater use of interactive methods in English classes, and some confusion or crossover between the two languages. This thematic organization of the data allowed for a clear and structured interpretation of the findings in relation to the hypothesis of this study.

Table 2.7. Codes and Themes Related to Pupils' Motivation in English and French Language Learning (Theme 1: Pupils' Motivation)

Code	Definition	Examples from Interviews / Observations	Interpretation
High English Motivation	High motivation in English	"They are highly motivated" Pupils participated actively and asked questions	Pupils are enthusiastic about English, likely due to modern methods
Low French Motivation	Low motivation in French	"La motivation s'est dégradée" Pupils were less engaged and inattentive	Pupils find French less engaging, possibly due to outdated methods
Motivation Factors	Global appeal	"English is the	External cultural

	influences motivation	language of the world" "Internet, globalization"	factors drive higher motivation for English
Motivation Strategies	Strategies used to motivate pupils	"Games, visuals, rewards" "Utilisation de l' humour, variété d' activités"	Teachers use engaging strategies more in English than in French

The interview data reveal a clear contrast between pupils' motivation in English and French classes. English teachers consistently reported high levels of pupil motivation, attributing this to the global appeal of English, the use of interactive teaching methods (such as games, songs, and visual aids), and a generally enthusiastic classroom environment. Pupils seem to find English engaging and relevant to their lives.

In contrast, French teachers described lower levels of motivation among pupils, often citing traditional teaching methods, limited resources, and pupils' perceptions of French as more difficult. Activities in French classes were described as more textbook-based and less interactive, which may contribute to decreased pupil interest

Classroom observations supported these findings: in English sessions, pupils actively participated in games, songs, and oral activities. Several pupils volunteered to answer questions and showed enthusiasm during group work, indicating a high level of engagement..

Overall, English appears to be more motivating for 3rd-year pupils than French, largely due to more dynamic teaching methods and the language's perceived usefulness. This suggests a need to adapt French teaching strategies to better match learners' interests and learning styles.

Table 2.8 Thematic Analysis of Teaching Methods in English and French Language Classes (Theme 2: Teaching Methods)

Code	Definition	Examples from Interviews / Observations	Interpretation
Interactive English Teaching Methods	English classes use interactive/CLT methods	"Flashcards, games, dialogues" Group work and oral tasks observed	English lessons are student-centered and communicative
Traditional French Teaching Methods	French classes rely on traditional/grammar-focused methods	"Dictée, lecture, écriture" Little use of interaction or multimedia observed	French lessons rely on rote learning, limiting engagement
Teaching Methods Resources used	Use of multimedia and teaching aids	"Videos, songs, flashcards" (EN) "Pas de ressources" (FR)	English lessons use more varied and effective materials
Teaching Methods Difficulties	Teachers report method-related challenges	"Not enough time" "Lack of materials" Overcrowded classes	Structural limitations restrict the implementation of effective methods

The data reveal a clear contrast in teaching methods between English and French classes. Interview responses and classroom observations consistently show that English lessons employ more interactive, learner-centered

approaches, while French lessons rely primarily on traditional, teacher-centered methods.

In English classes, teachers were observed using flashcards, songs, games, and group work activities. Pupils were frequently engaged in oral tasks, and the atmosphere was generally participative. These practices reflect a communicative language teaching (CLT) approach, which promotes interaction and language use in context.

Conversely, French lessons often focused on reading aloud, dictation, and individual written exercises. Teachers led the activities from the front of the class, and pupils had few opportunities for speaking or collaborative work. The absence of multimedia tools and limited use of visual aids contributed to a more static learning environment. These practices reflect a more grammar-translation or traditional approach, where the focus is on accuracy, form, and memorization.

Thus, the observed teaching methods align with the overall trend: English is taught using more dynamic, communicative techniques, while French is taught through more conventional, structure-focused methods.

Table 2.9 Cross-Language Interactions (CLI) and Their Impact on Learners' Performance (Theme 3: CLI)

Code	Definition	Examples from Interviews / Observations	Interpretation
CLI _Confusion	Pupils mix languages/confuse structures	"They mix French and English" Confusion in grammar or pronunciation observed	Pupils struggle to separate the two languages, leading to errors

CLI_Positive Transfer	Positive transfer of knowledge between languages	"Same alphabet helps" Similar phonetic or writing patterns observed	Knowledge in one language sometimes helps in the other
CLI_Reinforcement	Teaching one language helps reinforce the other	"French helps in learning English" "They complement each other"	Teachers observe benefits from cross-language learning and comparison

The data indicate that there is noticeable cross-language influence between French and English among primary pupils, manifesting through both positive transfer and interference. Interview responses and classroom observations confirm that pupils often transfer knowledge and habits from one language to the other, consciously or unconsciously.

On the positive side, pupils showed familiarity with the Latin alphabet and some cognates (e.g., animal, color), which supported their English reading and vocabulary recognition. This suggests that prior knowledge of French facilitated initial literacy in English.

However, negative transfer was also common. Observations recorded pupils using mixed-language expressions, such as “le copybook de classe” during French sessions and calling the French teacher “misses” — a term more appropriate in English. Some pupils also applied French pronunciation or grammar patterns in English, and vice versa, leading to errors in sentence structure or word use.

These patterns highlight that language overlap can aid comprehension but also cause confusion, especially when teaching strategies do not explicitly address differences and similarities between the two languages. The influence

appears stronger in younger learners, who are still developing clear language boundaries.

Table 2.10. Classroom Challenges Affecting English and French Language Teaching (Theme 4: Classroom Challenges)

Code	Definition	Examples from Interviews / Observations	Interpretation
CH_RESOURCES_LACK	Lack of teaching materials and aids	"Pas de ressources" Few visuals in FR sessions	Lack of materials affects the quality of teaching
CH_TIME_LIMIT	Time constraints hinder teaching	"Not enough time" Activities cut short or rushed	Time pressure affects engagement and thorough instruction
CH_OVERCROWDING	Class size limits pupil engagement	"Overcrowded classes" Teachers can't give attention to every pupil	Larger classes reduce individual support and effective classroom management

The data show that both English and French teachers face significant challenges, particularly related to lack of resources, large class sizes, and limited time. Interview responses frequently mentioned insufficient teaching materials, especially in French, and classroom observations confirmed this. In several French lessons, no visual aids or multimedia tools were used; instruction relied solely on the textbook and the blackboard.

In contrast, English classes were more likely to include songs, flashcards, or games, although even these were sometimes limited by resource availability.

Teachers in both subjects reported a difficulty managing overcrowded classroom, which was also evident in observation: with over 30 pupils per class, it was challenging to organize group work or maintain pupil engagement.

These challenges often restricted the implementation of interactive or differentiated teaching methods, particularly in French. Overall, resource limitations and structural constraints negatively impacted the quality of instruction, with French classes appearing more affected due to fewer available materials and less methodological support.

2.4. Discussion and Interpretation of the Main Results

The investigator in this section discusses the main findings of the study in relation to the initial research hypotheses. Each theme is examined to determine whether the data support or challenge the assumptions made at the beginning of the research. The discussion draws on both interview and classroom observation data, while also comparing the results with relevant literature. In doing so, it aims to provide a deeper understanding of the differences between English and French teaching in Algerian primary schools.

2.4.1. Pupils' Motivation

The findings of this study reveal that pupils in Algerian primary schools show greater motivation to learn English than French, a result that was consistent across interviews and classroom observations. English classes were characterized by a lively and engaging atmosphere, often incorporating songs, visuals, and group activities, and were eager to participate in oral tasks and classroom games. In contrast, French lessons tended to follow more traditional routines such as dictation, silent reading, and grammar drills, which were often met with passivity or limited enthusiasm from learners.

These findings align with Dörnyei's (2001) theory of learner motivation, which emphasizes the importance of novelty, enjoyment, and communicative purpose in sustaining pupil engagement. The higher motivation observed in

English classes can be attributed not only to the novelty of English as a recently introduced subject in Algerian primary schools, but also to the interactive teaching methods commonly used by English teachers. As noted by Littlewood (2004), young learners are particularly responsive to activities that promote interaction and provide immediate feedback, both of which were more evident in English instruction.

Furthermore, Gardner's socio-educational model of motivation (1985) suggests that learners are more motivated when they perceive the target language as valuable and relevant. English was often associated by pupils with international communication, technology, and future opportunities, which may have increased their intrinsic motivation. In contrast, French, though historically dominant in the Algerian school system, may have lost some of its motivational appeal due to its perceived difficulty and the traditional way it is taught.

Classroom observation supported these patterns. In English sessions, pupils frequently volunteered answers, moved around during group work, and appeared visibly excited. In French classes, learners were more often seated in silence, reading or writing individually, with limited verbal interaction. This discrepancy suggests that motivation is closely linked to classroom practice, and not merely the subject itself. The results support the hypothesis that pupils are more motivated to learn English, not solely because of the language, but because of how it is taught.

In sum, the difference in motivation between English and French learning appears to stem from both pedagogical strategies and learner attitudes toward each language. These findings reinforce the need for more engaging and learner-centered approaches in French teaching, which could help restore learner interest and balance motivation across both languages. These findings support the first hypothesis, which predicted that pupils would be more motivated to learn English than French.

2.4.2. Teaching Methods

The findings strongly support the hypothesis that English is taught using more interactive and communicative methods, while French teaching relies on traditional, grammar-based approaches. Classroom observations revealed that English lessons often included games, flashcards, songs, and group activities, consistent with the Communicative Language Teaching (CLT) approach. In contrast, French classes were mostly teacher-centered, focusing on reading, writing, and dictation with limited pupil interaction. This contrast is in line with Richards and Rodgers (2014), who argue that CLT fosters learner engagement and real communication, while traditional methods may limit student participation. Teacher interviews confirmed these patterns, with English teachers more frequently reporting the use of multimedia and speaking activities. These differences in method likely contribute to the variation in pupil motivation and classroom atmosphere observed between the two subjects.

2.5.3. Cross-Language Influence

The findings of this study provide partial support for the hypothesis that teaching one language influences the learning of the other due to similarities and transfer. Instances of cross-language influence (CLI) were observed in both directions, though they appeared in a limited number of classroom sessions. Pupils occasionally blended vocabulary from English and French, such as referring to their notebook as “*le copybook de classe*” or calling their French teacher “*misses*”, indicating lexical and cultural transfer. In some cases, positive transfer was also noted, such as the recognition of shared alphabet letters and familiar cognates. These results align with Odlin’s (1989) and Cummins’ (2000) views that language transfer can occur when learners perceive structural or lexical similarities between languages. However, the data also suggest that without explicit instruction to raise awareness of such similarities and differences, CLI may lead to confusion or interference rather than support. Overall, the influence of one language on the other was present

but limited, reinforcing the need for teachers to guide learners in managing language overlap.

2.5. Conclusion

Overall, the findings of this study support the three research hypotheses. First, pupils showed greater motivation to learn English than French, especially in classrooms where interactive and engaging methods were used. Second, the teaching of English relied more on communicative, learner-centered approaches, while French instruction followed more traditional, grammar-based methods, as expected. Finally, there was evidence of cross-language influence, with both positive and negative transfer observed during classroom interactions, confirming that the learning of one language can affect the other. These results highlight clear differences in both teaching practices and learner experiences across the two languages.

General Conclusion

The teaching of foreign languages in Algerian primary schools has become an increasingly important area of focus, especially with the recent integration of English alongside French in the curriculum. This shift reflects broader educational reforms aimed at promoting early multilingualism and preparing pupils for globalized world. In this context, understanding how English and French are taught, how pupils respond to them, and how the two languages interact within the classroom is essential for improving language education practices. The present study aimed to explore these aspects through a comparative analysis, shedding light on real classroom dynamics and offering insights that can inform both policy and pedagogy.

This dissertation explored the comparative of teaching English and French in Algerian primary schools, with a focus on third-year pupils. It examined key aspects such as pupil motivation, teaching methods, the influence of one language on the other, and the challenges faced in classroom practice. The study was based on classroom observation and teacher interviews, analyzed thematically to identify patterns and differences between the two language contexts. Through this analysis, the research highlighted the contrast in pedagogical approaches, levels of pupils' engagement, and the presence of cross-language influence, offering a clearer understanding of the current state of foreign language education in Algerian primary classrooms.

The study confirmed all three initial hypotheses. Pupils showed greater motivation for learning English, which appears linked to its more interactive and communicative teaching methods. In contrast, French lessons were generally more traditional and grammar-focused, resulting in lower engagement. The research also found evidence of cross-language influence, with pupils mixing vocabulary and expressions from both languages. These findings highlight important contrasts in teaching approaches and learners experiences, pointing to the need for more balanced, integrated strategies that support effective multilingual education in Algerian primary schools.

The results of this study reflect broader global trends in early foreign language education, particularly the growing emphasis on communicative teaching methods and multilingual competence. In many countries, including Algeria, educational reforms are increasingly prioritizing English due to its international relevance, which explains pupils' enthusiasm and the shift toward more interactive pedagogies. The contrast between English and French instruction observed in this study mirrors challenges seen worldwide, where older language programs may lag behind in adopting learner-centered approaches. Moreover, the evidence of cross-language influence highlights the cognitive and linguistic complexity that young learners face when navigating multiple languages.

This study, while insightful, has several limitations. First, the sample was limited to a small number of third-year primary classrooms; which may not fully represent the diversity of teaching practices across Algeria. Second, the research relied mainly on classroom observation and teachers' interview, without incorporating direct input from pupils, which could have provided a more comprehensive view of their motivation and language experiences. Additionally, the limited duration of observation period may have missed variations in teaching methods or learner behavior over time. These limitations suggest that the findings should be interpreted with caution and highlight the need for broader and more inclusive studies in the future.

Future research should build on this study by examining a larger and more diverse sample of school across different regions in Algeria to better understand the variations in language teaching practices and pupil responses. Longitudinal studies could also be conducted to track the development of pupils' motivation, language skills, and cross-language influence over time. Additionally, further investigation into teachers' training, curriculum implementation, and the roll of educational policy would provide valuable insights into the systemic factors affecting foreign language education. Exploring pupils' perspective more deeply through interviews or focus groups

could also enrich our understanding of their experiences in multilingual classrooms. Such research would contribute to more effective language teaching strategies and inform national efforts to improve early foreign language education in Algeria.

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Appendices

Appendix A: Teachers' Interview

The aim of the interview is to explore teachers' perspectives on the motivation, teaching methods, and impact of teaching both English and French in Algerian primary schools. It is confidential for research purposes only.

Rubric 1: Teachers' profile

Question 1: What is your full name?

Question 2: What subject do you teach?

Question 3: How many years of teaching experience do you have?

Question 4: What is your highest level of education?

Rubric 2: Pupils' Attitudes

Question 5: How do you perceive the motivation of your pupils in learning English?

Question 6: In your experience, do pupils seem more motivated to learn English than to learn French? If so, why do you think that is?

Question 7: Are there specific factors (e.g., personal interest, cultural exposure, teaching methods) that influence their motivation to learn English ?

Question 8: What strategies do you use to maintain or increase motivation in English classes?

Question 9: How do you handle pupils who seem less motivated in learning English.

Rubric 3: Teaching Methods for English

Question 10: Can you describe how you approach teaching English in your classroom? What methods or strategies do you use?

Question 11: Are there particular teaching resources (e.g., books, multimedia, activities) that you find more effective in teaching English ?

Question 12: What kind of classroom activities do you typically use in English classes?

Question 13: Do you feel that learning English language is easy? Why or why not?

Question 14: Are there any difficulties you face in teaching English ? How do you overcome them?

Rubric 4: Impact of Teaching French on English

Question 15: In your opinion, does teaching French have any impact on your pupils' ability to learn English?

Question 16: Have you observed any crossover skills (e.g., vocabulary, grammar) between learning French and English?

Question 17: Do you think pupils benefit from learning both languages at the same time? Why or why not?

Question 18: Are there any difficulties in teaching both languages simultaneously?

Rubric 5: Closing Questions

Question 19: If you had more resources or support, what changes would you make in how you teach English to better motivate and engage pupils?

Question 20: Is there anything else you think is important about teaching English in primary school that hasn't been addressed yet?

Appendix B: Classroom Observation Grid

Observation Criteria	English Class	French Class	Notes/Comments
Motivation			
1. Pupils are actively participating (e.g., answering questions, engaging in discussions).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Pupils appear enthusiastic and interested (e.g., paying attention, asking questions).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Pupils are completing tasks or activities with effort and focus.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Teaching Methods			
4. The teacher uses interactive methods (e.g., group work, role-playing, games).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. The teacher uses multimedia or visual aids (e.g., videos, images).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. The teacher emphasizes oral practice (e.g., speaking activities).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
7. The teacher uses written exercises (e.g.,	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Observation Criteria	English Class	French Class	Notes/Comments
grammar or vocabulary tasks).			
8. The teacher integrates cultural elements (e.g., songs, traditions).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Resources and Materials			
9. Quality of teaching materials (e.g., textbooks, handouts).	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	
10. Availability of teaching aids (e.g., flashcards, projectors).	<input type="checkbox"/> Sufficient <input type="checkbox"/> Insufficient	<input type="checkbox"/> Sufficient <input type="checkbox"/> Insufficient	
Classroom Activities			
11. Activities engage most pupils in the classroom.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
12. Activities are varied (e.g., listening, speaking, reading, writing).	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
13. Activities are appropriate to pupils' proficiency levels.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Impact of Teaching French on English			
14. Pupils use French words or structures while learning English.	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	N/A

Observation Criteria	English Class	French Class	Notes/Comments
15. Pupils show confusion between English and French grammar or vocabulary.	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	N/A	
16. Teaching techniques for one language reinforce the other (e.g., cross-language comparisons).	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	<input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Never	

Summary

This research is organized into two main chapters. Chapter 1 presents the theoretical framework by exploring key concepts related to English and French language teaching. It distinguishes between English and French as foreign and second languages and highlights their role within the Algerian educational system. The chapter also discusses language policies, curriculum design, learners' motivation, and the cognitive interplay between English and French. Chapter Two focuses on the research methodology, describing the context, participants, and instruments used for data collection, including classroom observation and teacher interviews. The chapter also outlines the approach to data analysis through thematic coding, followed by a discussion centered on pupils' motivation, teaching methods, and the influence of one language on the other.

Résumé

Cette recherche est structurée en deux chapitres principaux. Le premier chapitre expose le cadre théorique en abordant les concepts clés liés à l'enseignement de l'anglais et du français. Il distingue entre les statuts des deux langues comme langues étrangères ou secondes, et met en lumière leur place dans le système éducatif algérien. Il traite également des politiques linguistiques, de la conception des programmes, de la motivation des apprenants, ainsi que des interactions cognitives entre l'anglais et le français. Le deuxième chapitre est consacré à la méthodologie, en décrivant le contexte de la recherche, les participants et les outils de collecte de données, notamment l'observation en classe et les entretiens avec les enseignants. L'analyse des données se fait à travers une codification thématique, avec une discussion axée sur la motivation des élèves, les méthodes d'enseignement, et l'influence croisée des deux langues.

الملخص

تتقسم هذه الدراسة الى فصلين رئيسيين . يعرض الفصل الاول الاطار النظري من خلال مناقشة المفاهيم الاساسية المتعلقة بتعليم اللغتين الانجليزية و الفرنسية، و يميز بين اللغتين كلفات اجنبية و ثانية، مع التركيز على دورهما في النظام التربوي الجزائري. كما يتناول السياسات اللغوية و تصميم المناهج و دوافع المتعلمين، بالإضافة الى التداخل المعرفي بين اللغتين. اما الفصل الثاني، فيركز على المنهجية المعتمدة ، و يصف بيئة البحث، المشاركين ، و ادوات جمع البيانات مثل الملاحظة الصفية و المقابلات مع المعلمين. كما يتضمن الفصل طريقة تحليل البيانات من خلال الترميز الموضوعي، متبوعا بنقاش حول دوافع التلاميذ، طرق التدريس، و تأثير احدى اللغتين على الاخرى.