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Investigating Parents' and Teachers' Attitudes towards the Precocious
Foreign Languages Learning in Algerian Primary School Education

The Case of Primary Schools at Tiaret City

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

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Dedication

This dissertation is dedicated to our Parents for their endless love, support, understanding and encouragement throughout our academic journey

to our sisters, families and friends for their support.

to our classmates Chourouk and Kheira.

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List of Abbreviations

AA: Algerian Arabic

CNRSE: Centre National de la Recherche Scientifique

FL: Foreign languages

FLL: foreign languages learning

MSA: Modern standard Arabic

PFLL: Precocious foreign language learning

SLA: Second language acquisition

YFLL: Young foreign languages learners

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Abstract

The present study aims at gauging parents' and teachers' impressions and attitudes towards the precocious foreign languages learning and this after the decision to integrate English as a second foreign language in the primary school education. The motivational incentives behind this endeavour are to investigate parents' and teachers' awareness of the cognitive, linguistic and cultural developments that entail from learning two foreign languages simultaneously. Therefore, the core question that is raised revolves around the extent to which parents and teachers are dis/satisfied of the precocious foreign languages learning in the targeted primary schools. The issue at hand seeks to shed light on the consequences of implementing English in the primary education. To answer our research questions, the investigation relies on both qualitative and quantitative methods, seeking more comprehensive data. Consequently, two questionnaires are addressed to forty French teachers and sixty parents scattered over many primary schools at Tiaret city. Besides, classroom observations were attended in, and a structured interview is conducted with three English teachers. The selection of the participants is done in a selective/purposive way (non-probability sampling method) for loci accessibility and participants' availability. Despite the fact that learning two foreign languages simultaneously may cause linguistic overloadness and phonological interference, the analysis of the gleaned data revealed that parents and teachers are completely satisfied of the precocious foreign languages learning in the primary school education.

Keywords: Precocious learning, foreign languages, attitudes, primary education, linguistic overload, phonological interference

General Introduction

General Introduction

Introduction

Learning a foreign language is an invaluable experience that opens doors to new cultures, perspectives, and opportunities. Society and language are inextricably linked, and this relationship is fundamental, any language is related to its users and the context in which it happens, language is viewed as a medium of communication and a symbol of identification of its culture. The representation of spoken languages in Algeria is a glaring reflection of both of the history of the nation and Algeria's tenacious efforts to reclaim its authentically Arab identity. Accordingly, the utility of Standard Arabic, Berber, Dialectal Arabic (Dareja), and French, as well as other often encountered dialects, identifies the diversity of the Algerian lingual situation which serves as the establishing foundation of the Algerian identity. For many historical reasons, Algeria views that French language is war loot that is gained from 132 years of French colonization. The influence of the francophone majority is evident in how Algerians live their lives, one important example is on the structure of the Algerian educational system, which was for 100% based on French as the first foreign language, and the only foreign language taught in the primary school. The actual president Abd El Madjid Tebboun decided to implement English to be taught since the 3rd year in the primary school education because simply English is regarded as a globally wild language that satisfies different demands on global scale, as a result of this decision the primary schools' learners will deal with two foreign languages at the same time which leads to the idea of the precocious foreign languages learning.

•The Statement of the Problem

The current dissertation investigates parents and teachers' attitudes and impressions towards the early foreign languages learning in the Algerian primary school education. It includes both teachers' and parents' views and opinions about French and English learning in primary schools. In addition, it includes learners' behaviour towards learning two languages at the same time. In other words, this research aims to highlight if learners are appropriately equipped and predisposed to learn two foreign languages simultaneously and to shed light on learners' psychological state when assimilating two FL that are completely different from their mother tongue. This research will study the community's acceptance of English as a second FL in the Algerian primary schools. In fact ‘

the outcomes of this research might be the starting point to solve many issues of how to understand young learners of foreign languages and the methods that help to teach them, it might also be an aid for their parents.

•Research Questions and Hypothesis

To approach this topic, a number of research questions should be stated, more importance is accorded to the attitudes and impressions of parents and teachers on languages status in the Algerian primary education, in this concern three research questions are put on focus:

- To what extent are parents and teachers satisfied with the precocious foreign languages learning?
- Which foreign language takes less time for young learners to assimilate?
- What difficulties do the Algerian learners face when learning two foreign languages simultaneously at a precocious age?

In order to suggest something with regard to the above research questions, the following hypothesis are put forward:

- Parents and teachers' level of dis/satisfaction with early foreign language learning in primary schools may depend on their attitudes toward foreign language learning, their perceptions of its benefits and drawbacks, and their prior experience with it.
- The amount of time it takes to assimilate a foreign language may be contingent on the young learner's prior experience with foreign languages, the language similarity to the learner's native language, and the quality and intensity of the language instruction.
- Algerian learners who are exposed to two foreign languages simultaneously at a precocious age may struggle with cognitive overload, language interference, and a lack of true language exposure.

Research Methodology

For the sake of attaining the objectives behind this research, a mix method, encompassing three investigation instruments, has been opted for. These instruments are supposed to provide qualitative and quantitative data for the research, insuring reliability and scientific validity of the outcomes. In fact, a questionnaire, addressed to French teachers, was translated from English to French within the objective to unveil the difficult and the complicated matters they may face. Similarly, the questionnaire, handed to

learners' parents, was translated into Arabic, in order to get an idea on learners' behaviour at home and check whether parents are satisfied or dissatisfied of precocious languages learning. It was also meant to elucidate the additions, if any, that these foreign languages provided their kids with. Additionally, three classroom observations, spread over three weeks, were attended with the intent to collect data on learners' behaviour, interaction and motivation during English classes. For the sake of more insightfulness, consistency and reliability of the data, a structured interview was conducted with the three observed English primary school teachers, seeking to unravel their attitude towards precocious foreign languages learning experience, their extent of satisfaction and the hindrances they are facing.

•Dissertation Structure

The current dissertation consists of three different yet complementary chapters, viz, theoretical, methodological and empirical.

The first chapter reviews the relevant literature and theoretical conceptual and historical frameworks revolving around precocious foreign language learning. In fact, it reviews the relevant literature, including significant concepts, theories, and empirical investigations, and explains how they relate to the study issue. Actually, it is divided into three sections, the first section deals with the precocious foreign languages learner, the second one is about the worldwide expansion of English and its status in Algeria, whereas the third one concerns French status in the world and in Algeria.

The second chapter, known as methodological chapter, is typically dedicated to provide a detailed overview of the undertaken research methods and procedures to collect necessary data. It also includes a clear description of the sampling procedures and the criteria used for the selection purpose. It describes the investigation instruments used to collect the data. All in all, these altogether may ensure the scientific rigor and validity, thus providing reliable findings.

The third chapter, also known as the empirical chapter, typically includes the analysis of the gleaned data throughout the study. It provides a lucid and itemized description of the data analysis procedures used to probe the collected data from questionnaires, interviews and classroom observations. First, it presents the quantitative data in numerical and tabulated forms. The latter are followed by personal interpretations and discussed in connection with the research questions and hypotheses. For the qualitative data, the thematic analysis is used.

The final step is consecrated to put forward some recommendations and suggestions to stakeholders for the sake of raising awareness of subtlety of the issue of precocious learning of foreign languages in Algerians schools.

Delimitation

The present research emphasizes on a specific number of primary school teachers and learners in Tiaret city. The small sample size may not be representative of a larger number of teachers and learners, thus, the generalizability of the findings to other contexts may be unfeasible.

Chapter One: Literature Review
Conceptual and Historical
Framework

Chapter One: Conceptual and Historical Frameworks

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Chapter One:

Conceptual and Historical Frameworks

Introduction

The aim of this chapter is to provide a review of the main themes in relation with the precocious foreign languages learning in the Algerian Primary schools. It is divided into three sections; the first one is concerned with the precocious languages learner. The second section is devoted to the expansion of English in the world and its status in Algeria. The third section concerns French status in the world and in Algeria.

I. 1. Definition of the Term Precocious

Etymology: from Latin *praecox* (“premature, precocious, ripe before time, early ripe”)

The term precocious is an adjective that means the early development of a child capacity and mind faculties, and the exhibiting advanced skills and the natural ability to acquire knowledge or skill.

According to Oxford Learner’s Dictionaries (1989.) the word precocious is related to a child having developed particular abilities and ways of behaving at a much younger than usual.

Collins English dictionary (2020)¹ defines precocious as a very clever, mature, child or good at something often in a way that you usually expect to find an adult.

I. 2. Definition of the Young Languages Learner

The term young languages learner refers to different age range. According to the European Union states working group members the young foreign languages learners are the primary school learners between the ages of seven and twelve, and has introduced the term very young learners to refer to pre-schoolers (age: three to six years). Still, other scholars even include learners who are older than 12 years to the young learners’ age group, reflecting different national policies and practices in introducing children to foreign language learning.

In addition, Phillips (2003) states that “young learners mean children from the first year of formal schooling (five or six years) to eleven or twelve years of ages of 5 to 12.

¹ <https://www.collinsdictionary.com/dictionary/english> retrieved on 05th March 2023 at 21:00

Moreover, the definition of young foreign languages learners is much more based on the year spent in the primary or the primary stages to the secondary stages of formal education. That is why the age of foreign languages learners differs from a country to another.

I. 3. Characteristics of Young Languages Learners

Young languages learners differ from adults ones and to understand them scholars characterized them in order to help teachers in choosing the methods of how to teach and what to teach them. The characterization of the young foreign languages learner allows to the teacher the ability of controlling his/her learners and in predicting their behaviours and gestures in class and even in controlling their level and enhancing their abilities and discover new capacities. According to Nunan (2011) young learners have a holistic approaching to language, which means that they cannot analyse the language yet. In fact, they can only understand meaningful messages. He added that they have lower levels of awareness about the process of learning; they have limited reading and writing skills, even in their first language? They are generally concerned about themselves than others and have limited knowledge about the world; they enjoy fantasy imagination and movement, which means that they prefer learning by doing.

Young learners are naturally active and creative language learners. They learn and acquire knowledge from what they hear and see and interact with the environment. The acquisition process of an YL is happened for children up the age of six. Brumfit (1997) said that the young learners tend to be keen and enthusiastic learners, they need physical movements and activity and as a group they totally differ from secondary or adult learners.

I. 4. Teaching Young Learners

Teaching is generally giving information in a simple and specific methods in a

Particular timing for that the student understand and acquire it, then construct new knowledge based on that information and use it again, teaching young learners is different from teaching adults learners. Lessons with young learners should be short active fun and extremely fascinating because they can often struggle to focus for a long time on one thing, and can lose attention and get tired and bored quickly. For a fruitful FL teaching the teacher should understand the psychology of that young learner and realise his/her instincts and interests in their emotional, cognitive, and linguistic aspects because these is the focal points of the lesson planning and insure the involvement of the learner in the learning process and achieve the objectives of the lesson. Cameron (2003) argues that amongst other knowledge and skill the young learners' teacher needs to be aware of how

children think and learn ‘the ability to identify children interests and use them for language teaching and to be equipped to teach initial literacy. Moh Usman (2004) argues that teaching is an effort to organize the environment in relation to learners and teaching materials that leads to the learning processes. Cameron (2001) suggested some techniques that can be used in teaching language to young learners. Using demonstration or pictures and followed by verbal explanation is the first technique that he suggested, using pictures or drawing diagrams, using gestures or performing an action then following it with a verbal explanation which can be an analytical definition, or defining the word in the context and also translating in another language, will make the learning fun and natural for a child in order to be successful in learning the target language. According to Edi Elisa (2022) children are more sensitive to any thing that touches the senses they react easily to physical objects, languages are thought through letting the learners use their senses, this will help them relate the linguistic signs to truth that they perceive with their senses. The methods for teaching children should maintain the characteristics of children in order that the student can learn the target language optimally. Children are active learners and thinkers they can construct their own knowledge from working with objects or ideas. Donaldson’s work (1987) emphasises that :”(the child) actively tries to make sense of the world . . . asks questions , wants to know , also from a very early stage, the child has purposes and intentions: he wants to do”. (p 86)

I. 5. The Role of Age in Foreign Languages Learning

The idea behind introducing foreign languages in primary school is that teaching FL early to a child when he is most receptive ;according to the British Prime Minister T. Blair in 1999 : “Everyone knows that with languages the earlier you start, the easier they are.”

The critical period hypothesis claims, that there is a perfect period window of brain development to acquire language in a linguistically ideal environment, after that the language acquisition becomes more difficult and effortful. According to Katarina Karavasili (2017), Language aspects such as pronunciation and intonation can be acquired easier during childhood, due to neuromuscular mechanisms which are only active until the age of 12. Studies which are conducted in naturalistic learning settings gave evidences that supports that children are better at languages than adults. Researchers have proven that children who start learning FL achieve a more native –like accent than those who start as adolescents or adults (Oyamam1976: Acher and Garcia1969). A study from researchers at Harvard and MIT found that children are able to absorb new languages faster than adults until the age of 18or 19, and that the ideal age to learn languages is 10. According to Gini Beqiri (2018), as age increases, working memory declines and this affects on

the learning process, and can cause difficulties in problem-solving competency and decision making.

The great amount of studies that concerns with this matter has not confirmed the theory of younger equals better FLL though the aspects and specifications that the YFLL have features that privilege him or her, than an adult one such as pronunciation. According to Professor Jack C. Richards (2009) the learners who start learning at an older age seem to retain a “foreign accent” in their English, which is not the case with young learner.

When it comes to the intake and the output of a foreign languages learning, a child uses special mechanisms that allow him to obtain the native accent of those languages. Arkady Zilberman argues that a child’s brain records all phonemes of all languages in his or her environment that is why if a child hears two or more languages in his environment he will automatically reproduce those languages with their native accent, each and every language a child learns becomes native to him. For a child the activated mechanisms are basic and standard first listening then speaking. Scholars argue that with the first stage of listening the child discover the phonemes of the words and starts adapting with the pronunciation of the word and associates it with objects, images or feelings, then comes the next step is speaking, which is not going to be hard for a child who is familiar with the phonemes of the word so automatically he or she will produce and use these words.

Learning a foreign language might be difficult after the age of 12 mainly when the learners use their native language and in this case Arabic, which is totally different of foreign languages, with time the native language becomes grounded in the mind and unconsciously the learners will start learning the language through falling back on their mother tongue to help in concreting the second language system under the circumstances of necessity and not by mistake. According to Diodge N. (2008): “learning a second language after the critical period for language learning has ended, is much more difficult because, as we age the longer we use our native language, the further it comes to dominating our linguistic map space. Because plasticity is competitive, it is so hard to learn a new language and end the tyranny of the mother tongue “

I. 6. English World Widespread

English is an international language. It has spread its roots widely enough to be the official language in 39 countries and spoken in 19 other countries. How did English impose its status through history? This section will cover the main historical periods and stapes that English

moved through to be an international language, then follows the status of English around the world, the third step is devoted to MC Arthur's and Kachru's conception of English spread .

I. 6. 1. Major Historical Landmarks

To assimilate the present situation of English language in the world, as researchers it is important to go back through history and make a pause over the main phases. This short point shades lights on the main periods which were the foundation of the most predominant medium language in the world. This global status was and still a focus of attention to many scholars, among whom one may cite Y.Kachru (1985) and Quirk (1990) who provide the original and specific classification of World English's.

The previous stages of English development were related to the fifth and the sixth centuries, earlier English was exclusive to Celtics and Welsh. According to M. Bhatt (2008:12), it was first introduced by the Jutes, Angles, Saxons and Frisians during invasions, which is why English is still referred to as an Anglo-Saxon. As a result of the Roman conquest many words were borrowed from Latin by old English which gave a birth to a new written form: the first English literacy text appeared Graddol (1997: 7)

Later around the period 9th to the 12th centuries was the time of a language change due to the Scandinavian's settlement and invasion Graddol (1997: 7). Dialects of English in the north were highly influenced by Scandinavian languages Graddol (1997: 7). Then comes the Norman Conquest (1066) which made a radically change in the English grammar and vocabulary because of French which became the official language in England. The following era was the golden period for the English literature, writers including Geoffrey Chaucer, whose language started to be known as Modern English, Graddol (2007: 7).

By the 15th century, the Elizabethan era and the Shakespeare also known as the period of Renaissance or rebirth, it was the period where the role of Latin and Church declined and by the end of the 17th century new discoveries and theories which were written in English instead of Latin sow the light for the first time to open the doors for modernity Graddol (1997:7). As a result of acquiring stable typographic identity, English started to be taught in Holland and France as a foreign language. English was taken to the Americas (1607) and India (1614) Graddol (1997:7) which played a crucial role in spreading the language.

English had become national language and many efforts were done in order to fix and standardise English. Dictionaries like Johnson's and Oxford were printed and published. The industrial revolution, which correlated these factors, led to the domination of English in order to

advertise and consumerism trades. Besides, the patentee of telegraph in 1837, allowed to link English-speaking communities around the world and the establishment of English as the major language for wire services. Graddol (1997:7).

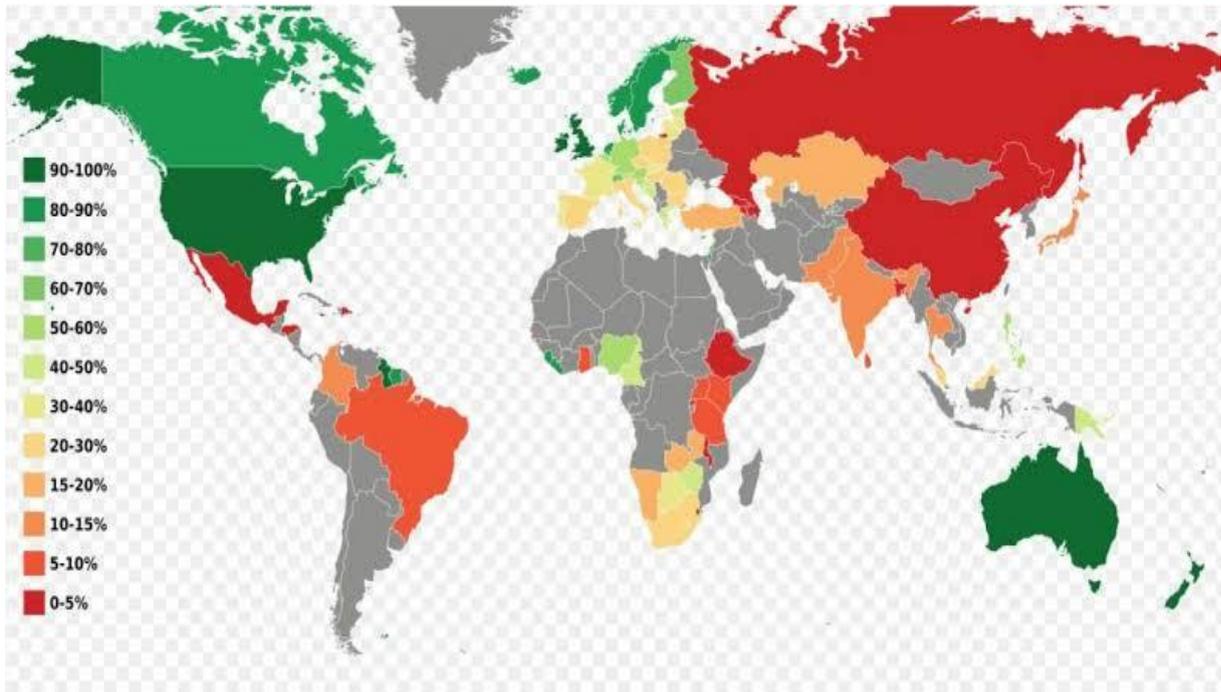
The aftermath of the 2nd world war helped also in spreading English, because of the emerged need of learning the language of the prevailing part in global economics and cultural presence which is the USA, the invention of internet, satellites promoted for English to have its electronic forms Graddol (1997: 7)

However, Graddol (1997: 38) argues that what gave a boost for English and caused the current expansion is the British Empire and the American controlling power after the second world war. The merit that English has become the first language is done with human efforts and attempts, which were through interrelationship, trades exchange, invasions, trade exchanging led to communication.

I. 6. 2. Status of English around the World

It is clear enough that English did not have a world wide spread aspects of embodiment before the 16th century, now it is considered as a “Lingua Franca” which is defined by P. Strazny (2000) as a language that is used between people who have no language in common. Nicholas Ostler in his book “The Last Lingua Franca” argues that unlike other languages that had the features of a Lingua Franca like Greek, Arabic and French, English will not detach, at least at the immediate future to be the world’s Lingua Franca. He adds in another book: “in this era the world has become a single community linked by instant communications, making English uniquely prevalent, and leaving us wondering whether there could still be anywhere for a successor language to spring from.”(2006:718). Around the world, it is known that learning a foreign language is fundamental, which language to learn is up to number of elements that favours one language prejudice of another, English seems to have these features that undoubtedly allows it to impose itself as a global international language even in Europe, Mauranen (2007) affirms that while the debate continue in many places English as a Lingua Franca as a fact has created its place in the European higher education. Edgar. W. Schneider (2007) argues that scholars took years dreaming of a universal language that would join all the humankind to directly communicate with each other, but all the seeking creating such a code has failed, now it looks like that one has emerged with no planning, the English spread all over the world without having any plans behind this process, it is the world’s Lingua Franca and the language of the international communication.

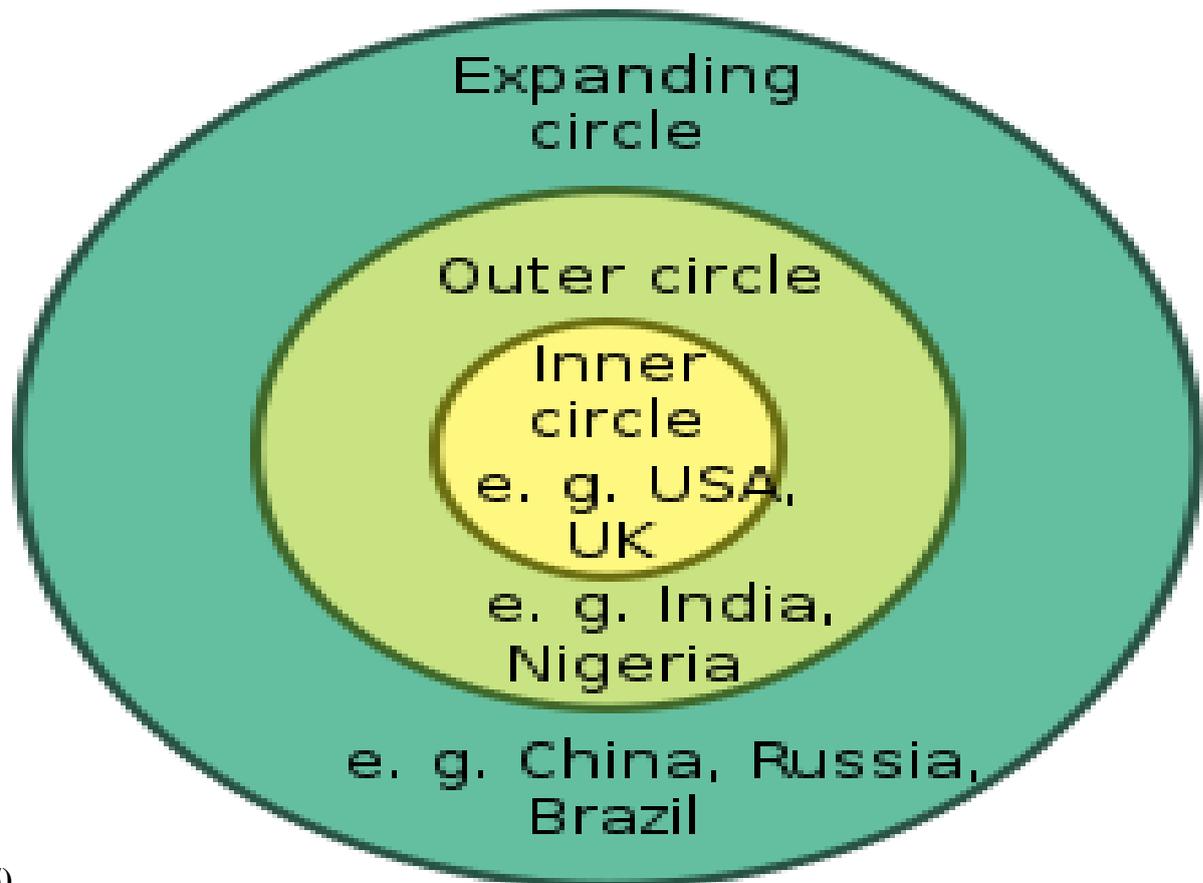
Figure 01: English speaking countries population



I. 6. 3. Mc Arthur's & Kachru's Conception of English Spread

Discussing the globalisation of English as an international language cannot be done without mentioning some leading figures who gave a bite of a boost to this field. Kachru's concentric circle and Mc Arthur's wheel presented as a Models of English by R. M. Bhatt (2008) are among these basic figures. Kachru proposed a pioneering model of the "World Englishes" in the mid-1980s that allocated the presence of English into three concentric circles: The Inner Circle, the Outer Circle and the Expanding Circle. The inner circle represent the countries where English is used as a native and first language among people, these countries include the USA, the UK, Australia, and New Zealand. The Outer Circle includes countries that have old historical British colonial relations and where English is commonly used in social life or the government sector, most of countries that belong to this circle are countries that has been colonised by the British Empire such as India, Malaysia, Singapore, Ghana, Kenya, and others . English in these countries is used a second foreign language. The Expanding Circle is exclusive to countries that introduce English as a foreign language in universities and schools mostly for communicating in English with the Inner and the Outer Circles, such countries include Turkey, UAI, KSA, Japan, China, Algeria and others . Since introduced in 1985, Karchu's Three Concentric Circles Model has created a great debate, scholars has considered it one of the most influential models for understanding the use of English around the world. Some on the other side, even Kachru himself criticized the model for its oversimplifications and the unclear membership to the circles.

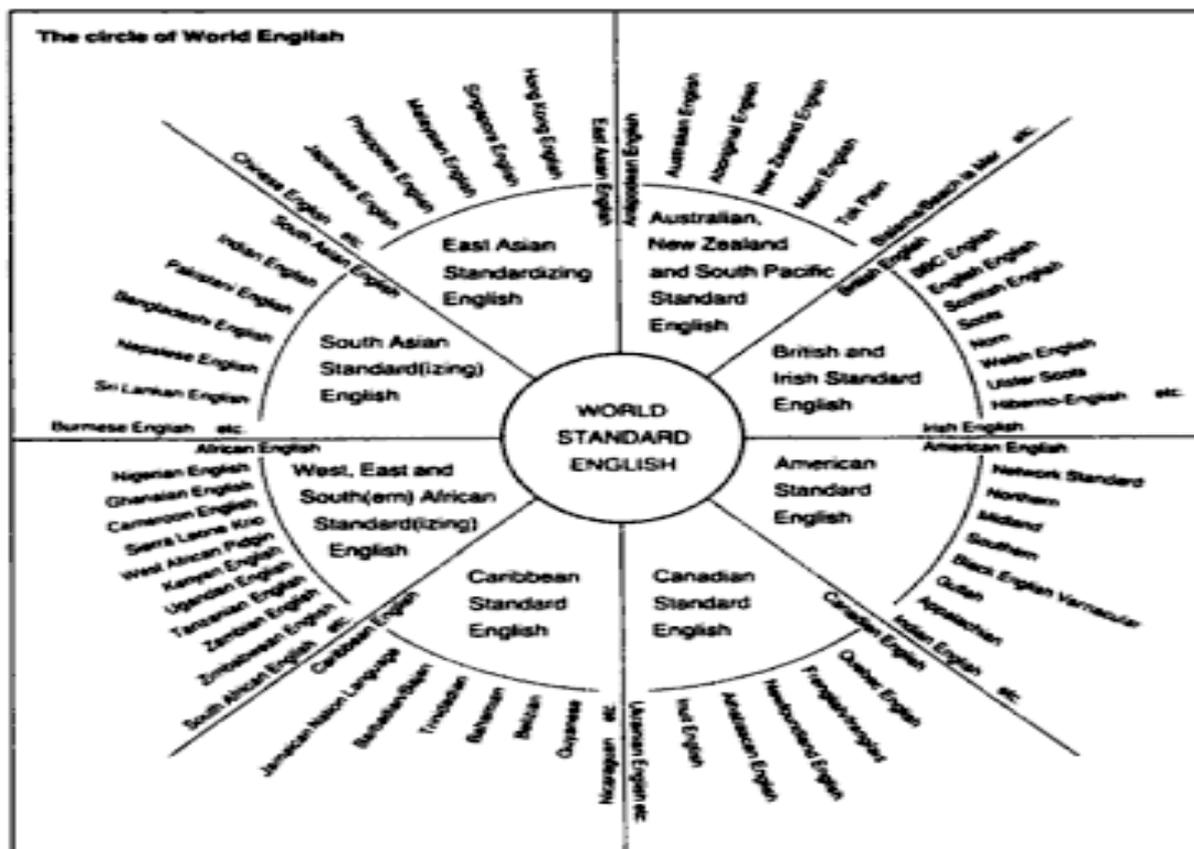
Figure02: Kurchu's Model of English distribution



(1985)

Mc Arthur (1987) conceives a wheel to represent the English speakers' group divisions. As center model to the wheel model he put "the world Standard English "surrounded by another circle encompassing regional standards and all around a final circle made up of localized varieties.

Figure03: McArthurs-Circle-of-World-English-1987



I. 7. Reasons of English Use Expansions

The condition of a language's vitality is its usage; maintaining a language means guarding against its demise. This use's promotion necessitates the existence of requirements and necessities. In this way, it may be said that the drive to utilize something is created by its reasons and by learning it, you help the language spread. This is just one explanation for why some languages are used at the expense of others. One should take a close look at the causes behind the global spread of English in order to comprehend it. This section of the main ones aims to discuss historical, then political, then economic, and finally practical and useful considerations.

I. 7. 1. Historical Reasons

The fact that English was the official language of a vast British empire that reached its pinnacle in the 19th and 20th centuries is without a doubt the most obvious historical aspect that contributed to the language's spread. The origins of English settlement around the world are examined and explained from several, even opposing viewpoints. Some sociolinguists, Phillipson being the most influential, claim that English is "imperialistic." » The latter insisted on the action taken by Britain to keep pushing its colonies to learn English. He believes that as a result, the

language continues to play an impressive role in the administration, media, economic, and educational environments in the former colonies like Nigeria and Egypt, or vice versa. In a totally opposite perspective, Crystal (2003:9) portrays English as "democratic," describing its growth as beneficial. According to E. W. Schneider, the British objective was to develop and train indigenous elite to serve their pursuing their goals and taking part in colony administration. Teaching English and enrolling the sons of local lords in prestigious schools constituted education in these situations. Thus, formal education served as the primary means of introducing English (2011:31). He argues that while the empire is undoubtedly insufficient as an explanation, the language may be disregarded as a regrettable remnant of colonial past. He used the examples of Tanzania and Malaysia, two countries that strove to replace English with their native tongues, to highlight the point that very few countries had made any move to modify this status.

I. 7. 2. Political & Economic Reasons

The political and economic factors that make up both sides of the coin are what drive historical events like colonialism, empires, and conquests. In a non-native setting, politics has an impact on who gets what language is predominant. All issues of language control and standardization have significant ramifications for social interactions and the distribution of power on two different levels: the internal one and the external one In Burns and Coffin (2001:84), Pennycook. The importance of English in commerce and economy, according to Pennycook, is one of the most notable. (2003:6). Many business conversations take place in neither party's original language, and English is frequently the language of choice, according to LAN, L. & MAC GREGOR, L. (2010:9). Pressure is applied by countries belonging to the inner circle to others in order to mandate English as the language of the nation's most representative fields. The elements operate as transmitters of these overt or covert stresses. The external causes come from outside the nation. The instances of the British government's desire to impose English as a second language on Eastern Europe at the expense of the Russian language in order to gain domination are mentioned by Phillipson in his book, *Linguistic Imperialism* (1992:65), and by D. Spichtinger (2000:12). However, the demise of the Communist ideology and the collapse of the USSR were also blamed for the current situation's shift, the internal elements are however handled from a different perspective, one that may reflect a more social one given that they are linked to linguistic and ethnic issues caused primarily by multilingualism. To prevent any issues between ethnic minorities that could selection options for national issues, (2003:133) Crystal since English has been declared the national language, there can be no debate. India serves as the most illustrative example in this situation. In addition, Kaplan, who is mentioned by D.Doms (2003:'4), makes the same suggestion,

English was purposefully chosen to diffuse a potentially tense linguistic situation; as a result, there is a multilingual population that is showing signs of increased racial integration and a peaceful way to deal with a potentially tense social context Kaplan(1987: 141)

English has been promoted by Ronald Wardhaugh as "neutral" and "unifying" for the purpose of preventing conflicts: Since learning English is not linked to any particular cultural criteria, [. . .] everyone or nobody owns English, or it at least frequently is. This quality is acknowledged to exist (1987:15). Wardhaugh's theory is challenged by Doms (2003) since no language can be considered to be innocent or entirely "neutral" because language is a component of identity. According to Pennycook (1994), the bulk of elites that hold power and dominate a mass of an uneducated population do not speak English. By acting as a mediator in free trade negotiations, English is perceived as encouraging globalization and, hence, a form of imperialism. In the same vein, knowing the economy and engaging in global trades necessitates mastering the language of the power-holder. Since the USA dominates global trade and business.

Since English is the language that its members speak, it is essential that you know it in order to engage in international trade. According to Graddol (1997) it is in this new world of capitalism that people and nations are being pushed to acquire English in order to live affluent lives. Phillipson's assertion is that "the discourse accompanying and legitimizing the export of English" serves as further evidence for this." As far as Algeria is concerned, it has been under the same spell as its neighboring nations in terms of being tied to the global economic system, thus it is necessary for it to seek out knowledge of the language that encourages economic growth. English for "globalization" The decision to utilize that language rather than another is based on trade and import concerns. Nevertheless, additional factors that contributed to the expansion of English will be discussed in the following section, thus economic progress and political negotiations do not entirely account for it.

I. 7. 3. Political and Technological Reasons

The world has witnessed numerous significant events, developments, discoveries, and scientific advancements throughout history that have shaped our understanding of the world and improved our quality of life. It has been proven that one needs to be motivated in order to learn any language. People study English for a number of reasons, many of which are clear when considering contemporary. This has been said to have two aspects: it might be intrinsic, meaning that it comes from within the person, or it could be extrinsic, meaning that it comes from outside causes and factors. A. G. Nait Brahim introduced a third type of incentive for language learning: oppositional motivation. Both intrinsic and extrinsic motivations drive one to acquire a language in order to

defend oneself from others who are viewed as foes. Gardner and Lambrett (1972) studies on Second Language Acquisition (SLA) lay a lot of emphasis on instrumental motivation as opposed to integrative drive. According to Schneider, the incentive to study languages is mostly driven by the desire to be able to access well-paying occupations and a particular level of comfortable social status: Due to the potential for social mobility and access to better-paying employment, learning English is an instrumental motive. (2011:211). others may learn English for goals such as achieving a limited conversational capacity in trade or tourism, according to Schneider, who adds that "often for specific purposes such as to achieve a limited communicative ability in tourism" (2011:211). According to Coleman (2011:140), "many non-native English speakers need to use English every day in the workplace for presentations, negotiations, and international collaboration." Warschauer (2000) makes the same observation. To save time, Smit U. has already mentioned a number of practical and technological factors that are equally significant to the functions played by the English language. English has taken over as the primary language of international relations, trade, media, communications, business, and academics. (2010: XIII) and Focho notes, paraphrasing Graddol (2000), that English is the language of the worldwide banking system, most scientific papers, and the global economy.

English is more essential in non-native countries to achieve greater professional position and success in life, according to G. N. Focho, who quoted Warschauer. Coleman (2011:140) notes that "many non-native English speakers need to use English every day in the workplace for presentations, negotiations, and international collaboration." The similar remark is made by Warschauer (2000). Smit (2010) has already noted a few technological and practical aspects that are equally important to the roles that the English language plays in order to save time. International trade, media, communications, business, and academia have all switched to using English as their major language. English is the language of the majority of scientific publications, the global economy, and the international banking system, according to Graddol (2000) and Focho (2010: XIII). Not unique to former British colonies (ESL countries), but rather a global mindset adopted by a large number of motivated individuals to better their lives. Young people in Algeria, in particular, are concerned about their enthusiasm to learn a foreign language, whether it be for career objectives, personal fulfillment, or purely for "prestige. » This, at least, was inferred from observations of our surroundings and will be further investigated in the future through this study. Still referring to the practical factors, several scholars demonstrate that the learning of a language is influenced by both its morpho-syntactic structure as well as the fact that it is ubiquitous and exerts a certain "fascination" on individuals. As a result, in order to contradict it, another language must "possess structural characteristics, specifically minimal inflectional morphology, non-tonal

phonology, and a non-logographic script.” (Bruthiaux, 2002: 129). The factors outlined in this section, especially the more subversive ones, have combined to create English the most widely spoken language in the world today. Whether they were historical, political, economic, useful, or technological, they all contributed to the development of the modern English profile. Even though English is the official language of every country, it is not necessarily accepted everywhere, especially when it is imposed. Instead, it causes disagreements and discussions about various viewpoints.

I. 8. Status of French in the World

Since this study is conducted to investigate the attitudes and impressions of teachers and parents towards the precocious foreign languages in the Algerian primary school, this section will deal with French as a foreign language and its status around the world and a brief historical stage that this language moved through.

I. 8. 1. A Brief History of the French Language

French is a Romance language along with Italian, Portuguese, Romanian and Spanish, the ancestors of Romance languages are the ones of Vulgar Latin, the common tongue of Romans. Roman immigrants spread it far, but after the collapse of the Western Roman Empire, many acquired regions became linguistically and culturally isolated. The several local dialects that emerged from Vulgar Latin eventually developed into romance language we know today. French developed from the Gallo-Romance dialects of northern France and took the place of Latin as an official language of government over François 1 in 1593. Along with the European colonization it spread further afield to the Caribbean and to Canada where it is still widely spoken particularly in the province of Quebec. In the eighteenth century France also had a sizable empire in Africa where it is still used by some of the educated elite and as an official language. ‘*La Francophonie*’ is an organization that France founded to unite countries that speak French.

I. 8. 2. French Speaking Countries

According to Babel magazine (2019) the second-most utilized official language after English is French, which is the official language of 29 nations. The only language used for discussion at the Eu court of justice, the procedural language for the European Union, and one of the official working languages of the United Nations are all French. About 300 million Ethnologies estimate a more conservative 276 million but this hides a more nuanced linguistic character, along with native speakers of several French dialects and creoles, as well as some partial speakers. French

I. 9. 2. Algerian Dialectal Arabic

The word Arabic third definition refers to an Algerian language (or variety of languages), in terms of the blending of more than one language. It is a reduced form of Modern Standard Arabic known as '*darija*,' a colloquial variety. Furthermore, because 80% to 85% of the population speaks Algerian Dialectal Arabic, it is regarded as the first variety of the Algerians. The former ministerial representative who visited the institutions provided a definition of Algerian Dialectal Arabic. Rachedi in a weekly publication in Algeria exactly defined Algerian Dialectal Arabic as an Arabic that lacks absolute declensions, a stripped dual case ending, ponderous constructions, frozen expressions, syntax from another era, and terminology from prehistoric times. Furthermore, due to the historical contact with berber and its varieties, MSA, and many foreign languages, ADA is considered as a melting-pot variety.

Despite attempts to make Algerian Dialectal Arabic the language of instruction and daily communication, MSA has so far been able to maintain its official and national status. There are four main Algerian Dialectal Arabic variations that make up this dialect:

- 1- Western Algerian Arabic is spoken from the Moroccan borders to Tenes in this region.
- 2- The central region of Algeria, which includes Algiers (the country's capital) and its surroundings, and stretches to Bejaia, speaks a dialect of Central Algerian Dialectal Arabic.
3. Eastern Algerian dialectal Arabic is spoken around the Tunisian border and in the high hills of Sétif, Constantine, and Annaba.
- 4- Around 100. 000 people live in the Sahara Desert and speak Saharan Algerian Arabic (Taleb Ibrahim, K. 1995:31).

The vocabulary of Algerian Dialectal Arabic is rich with words that were adopted from other languages with which Algerians had interaction throughout history. Today, words from many different languages still survive, including Latin, Spanish, Turkish, and many others. Despite this, after 132 years of colonization of the land and the mind, French linguistic traces continue to be the defining attribute of Algerian Dialectal Arabic.

I. 9. 3. Tamazight

Tamazight is regarded as the minority language compared to ADA. There are four numerous dialects of Tamazight in Algeria. First, '*Kabyle*', its native speakers acquire this variety innately, which is called Takbaylit according to El Aissati (1993:92). Second, the Chaouiiias and the Mozabites in Ghardaia speak Mzab and Shawia, respectively, while the Touaregs of the

Algerian Sahara (near the Niger border) speak Tamashek. In remote areas across the nation, there are other Tamazight-speaking groups, including Chnoua, Tarifit, Tachelhit, and Tagargrent. (Ethnologue, 2004; quoted in Benrabah, 2007:49). During the colonialism era, the Berber case might be considered as a strategy used by the French colonization to divide between Arabs and Berbers in order to incite separatist among the Algerians. Berberism, however, was not a significant reason for dissent, as seen by the history of the Algerian revolution (Quand, 1972, in Kashani-Sabet, 1996: 264–265). In actuality, a large number of Berbers fought alongside Arabs in the struggle for independence. However, soon after Algeria gained its Independence, Berbers demanded language rights as the country's indigenous population. Both Kabylians and their native Tamazight language saw notable decades in the 1990s.

On May 28th, 1995, the Late President of the Algerian Republic signed a decree creating the High Commission for Amazigh Affairs, also known by its French initials: HCA. This the right of the Berbers to teach and study their language in schools is guaranteed by the commission. Its status is still unclear as a result of this judgment and its designation as a national language. The fact that this language has so many different dialects is a concern. This makes the process of unifying it under a single conventional language very challenging. Furthermore, Tamazight's only spoken form makes it difficult to teach. The term "Amazighism" was first used to describe this aspect of Algerian identity in 1996. According to the Algerian Constitution, "the fundamental constituent parts of Algerians identity [. . .] Are Islam, Arabism, and Amazighism. "The Berbers were motivated to request the inclusion of Tamazight in the school system by this official acknowledgment. The national center for Tamazight Language planning was established by decree in 2002, and Article 3 of the constitution was revised to incorporate Tamazight as the second national language of the state of Algeria. Despite these restrictions made by the Algerian government, Tamazight still has a small population in the Tamzgha. Since no clear decision has been made regarding whether the Roman or the Arabic systems would be preferable for the writing of Tamazight, its graphisation is seen as an obstacle to its advancement. A language must undoubtedly have both a written and a spoken form in order to be acknowledged as such.

I. 9. 4. French Language

The history of the French language in Algeria is distinctive. Its distinctiveness results from the extensive years of colonization that span more than thirteen decades. This language has seen several developments based on the conditions and shifting ideologies of the Algerians and their

nation. In Algeria today, French is the first foreign language. Even though it has historically been regarded politically as a foreign language, its position is still debatable. However, it is used consciously and unconsciously within ADA everyday discussions. Miliani gives the Algerians the following description of the French language: "This heritage is a characteristic of the country not chosen freely but an integral part of Algerians' identity." (Miliani, 2000:16).

French was not only the language of daily contact but also of administration, media, and instruction during the colonial era and for a few years after. However, the nation launched the Arabization policy in 1963. Algerian policymakers attempted to reestablish the nation's defining characteristics through this course of action. Arabization primarily sought to popularize and spread Arabic throughout the nation. The Algerian government, on the other hand, had a tendency to obliterate the French language and any colonial past by *arabizing* all the spheres. However, since the majority of Algerians—and particularly the elites—use French in daily communication, the goal of eradication has proven challenging. Even individuals who are not adept at it can use code switching. Additionally, because they are part of the French language's vocabulary, there are some idioms that can only be comprehended in French (Abid, 2004:35). The same as the term "Déjà": already, which could not be understood, but it was in French, and there are many alternative terms that could have been used.

I. 9.4.1 French Language Learning in Algeria

Teaching and learning French in Algeria has moved through stages because of political, social and especially historical reasons that is the French conquest of Algeria for 132 years. In this part the light will be shed on the time stages that French moved as a foreign language in Algeria.

I. 9.4.2 Prior to the Independence

According to historians and researchers such as Benhamed Essaadi, Khaïther Lakhdar and Gouli Nour Eddine after the conquest of Algeria, French military authorities tried to organize special courses for Algerians in order to be much pleasant people for France, started and language through law and decrees that were written in French, Algerians found themselves obliged to understand this language to avoid punishment by authorities. Learning was exclusive for some members who supported the colonialism authorities at that period. It is also among the interests that the supporters of colonialism directed to try to introduce some Reforms on the primary education of the people, France implemented a decree 12/09/1887 To implement the educational law by focusing on the classification of schools located in the private area far from European cities and it is required that the principal can monitor at least 6 departments, including the preparatory school close to the

main school itself, while the rest of the other primary schools that do not meet the same conditions belong to a new category, in addition to appointing special inspectors who in turn are tasked with appointing all education staff including the principals of the main schools. In addition to Decree 10/13/1892 AD, which also aims to reorganize education for Muslims, enumerates the educational goals of the private school, regulates the tasks of the parents' teachers, and makes them subject to the authority and control of the general rule, and among the slogans of this is to make people out of the people Honorable people who love to work and accept modern qualifications in order to get closer to the culture of the centenarians, and this can only be achieved by acquiring the French language. This law of 1892 was also complementary to the law of 1882, which directs teachers to request License to teach.

I. 9. 4.3. French after the Independence till now

French education has undergone several alterations since 1962, the year Algeria gained its independence. French has remained an element that is directly linked to the history of the country, having changed from being a language of instruction during colonization and in the years following independence to a foreign language taught in Grade 3 at primary school (instead of Grade 1) and then in Grade 4 in Fundamental Schools. Given how deeply it has permeated Algerian culture, business, and society, French now holds a privileged position. The most significant factors are those that have to do with history, contributing elements to the current circumstance. In this regard, President Houari Boumediene (1984) declared that a foreign language that gains from a particular position due to unbiased historical considerations. Therefore, any attempt to eliminate French from Algerian culture has been a failure. As a strongly ingrained language that is pervasive in the streets, offices, hospitals, and many other settings, it is undoubtedly difficult to suppress: If rejecting a second or foreign language is simple, suppressing a language that one already knows is challenging, if not impossible. The post-independence Arabization program did not completely solve Algeria's problem with its high French population. The situation has been made more difficult by the quick and unconscious implementation. As a result, the Algerian educational system, which favored Fundamental schooling with all instruction conducted in Arabic, produced weak and incompetent learners. The Languages have always been controversial in Algeria. The Algerians were not able to break this taboo until the 2000s. Bilingualism in Arabic and French was a problem for Algeria's government as well as the general population. Francophones, who made up a sizeable portion of the population in addition to the elite, were opposed by Arabo-Islamists who supported the Arabization strategy. The latter group, which represents decision-makers, arguably had the greatest influence on educational language policies. A national commission was established in May 2000 by

President Bouteflika to oversee the reform of the educational system in Algeria. The Editions of the Centre National de la Recherche Scientifique (CNRSE), as it is known in French, issued a number of suggestions following a year of research. The government began the initial stages of implementation in September 2003 (Benrabah, 2007:94). Regarding French, the commission suggested that it be made the first foreign language that is required in Grade 2 (for both learners and teachers). Instead of beginning it in Grade 4 (four 8–9 year olds), as it had been done since the late 1970s, the primary cycle (four learners ages 6-7) was used. In actuality, these suggestions were successfully carried out in 2004–2005. French instruction was moved to Grade 3 a year later due to several challenges faced by both teachers and learners. Scientific subjects are taught in French rather than Arabic in secondary school. The teaching of scientific disciplines at the university level is done in French. While many early attempts to arabize the university were unsuccessful.

I. 10. English Learning in Algeria

“Any literate, educated person on the face of the globe is deprived, if he doesn’t know English.”(Newsweek, November, 15, 1982)

English is not an official language in Algeria but, it is widely studied as a second foreign language in schools and universities due to the increasing importance of English as a lingua franca in science and communication. English teaching and learning has witnessed my changes due to Algeria’s social, economic, political changes and challenges during different periods.

I. 10. 1. Prior to the Independence to 1962

English was first introduced in the intermediate Cycle's first grade and shared first-language status with Arabic, or more specifically ADA, during the French colonial era. Learners would have spent eight years studying English by the time they entered university. English continued to be taught as a first foreign language throughout the early years of the Independence, but not in the first year of the Intermediate Cycle anymore. Prior to the New Reform in 2004, learners would have studied English for five years (two years in the middle and three years in the Secondary Cycles). However, there has been a significant change in that English is now considered to be the second foreign language. With time exception when English was introduced with French simultaneously in the Primary Cycle.

I. 10. 2. The Status of English from the Independence until 1990

Since Algeria's independence, French has dominated the country's educational system. It was given the privilege to be the only foreign language taught at all levels, especially for historical

reasons. Other languages including English, Italian, German, Spanish, and Russian also had their shares in the Algerian schools at the same time, but insignificantly. From 1962 until 1985, learning French was required starting in the primary education, but English and other languages were given the status of a second foreign language. The second year of middle school (or eighth year in foundation school) is when English is introduced as the foreign language that must be studied. This decision was made in 1985. However, German, Spanish, and other languages remained the third optional foreign languages. This reform's sole goal was merely practical. "The ultimate goal of the teaching of English is to help the pupil acquire a new language and not to accumulate knowledge of another culture which has no real use in the contexts of our needs today," said the National Ministry of Education. (I. P. N;85/86:10),The widespread spread of French in Algeria was beginning to be curbed by this change by giving English more weight, the Algerian student will be able to learn a new language with a new culture and new ideas that are distinct from French supremacy.

I. 10. 3. The Status of English after 1990

A few years later, English was designated as a foreign language in primary schools (FLES) in Algeria following an unsuccessful attempt to push the teaching of English to the first year in middle schools. The emergence of this rival tongue in French resulted in a purely sociopolitical issue that rekindled previous disputes between the two major factions' supporters of the Arabization policy, who sought to eliminate French through whatever means necessary, and those who believed Algerians had a strong connection to the French language and its domination souls and minds. On the one hand, the first group supported teaching English as the world's language claimed that learners from Algeria and other nations who were aware of the rise of English should acquire the most in-demand language. They believed that English represented the future while French represented the past. The second group, however, was fiercely opposed to this reform. They supported preserving French instruction in primary schools by suggesting that a child who was used to speaking French in everyday situations would find learning the language at school to be easy. When they continued, French was replaced by Classical Arabic as the foreign language. For them, a child learning an Arabic language that is very dissimilar from his or her first mother tongue could be challenging. Additionally, learning English at the ages of 9 or 10 is unreasonable since it requires resources and effort that Algerian schools lack. Given that this language could only be used in classrooms (*vitro*). The main issue, however, was the plan itself and the careless handling of some aspects, despite the reasonableness of both sides' claims. If the latter is seriously taken into account, it might have better educational effects. Another group that was situated in the center of the two previously described groups is worth noticing. That group opposed the shift in and of itself.

Those people were purists. Any change was seen as a danger to the future of both them and their children. They believed that this reform might cause the school system to become disorganized, leaving many victims with uncertain futures.

I. 10. 4. English Instruction and the New Reform

The Algerian ministry of education from 1993 to 2000 tried to impose teaching English as FL in primary schools as another competing FL to French. This Reform aimed at counteracting the drawbacks and weaknesses of the old approaches in English language teaching but it is considered as a failure due to the sociolinguistic environment in Algeria and consequently Algerians' views on acquiring the two most common foreign languages, namely French and English. The failure is mainly due to the solid anchoring of the French language in the Algerian society because of 132 years of colonization. However, despite the nation's decolonization, neither the elite nor the populace have managed to eradicate this language, which is strongly ingrained in the culture. As a result, when English was offered alongside French as a second option, just 15% of people selected it. However, other Wilaya, such as Tiziouzzou and Bedjaya, never made the decision. After this experience came to an end, primary schools began to teach French as the first foreign language.

	-1962-	1962-1975	1975-1993	1993-2004
English FL1	Intermediate cycle(4 years)+secondary cycle(3 years)			
English FL2		Intermediate cycle (2 years)+secondary cycle (3 years)	Intermediate cycle(2 years) + secondary cycle(3 years)	Intermediate cycle (2 years) + secondary cycle (3 years)
Total	7 years	5 years	5 years	5 years

Table 01: Status of English in the Algerian curriculum (Adapted from Lakhal_Benmati. K, 2006)

I. 10. 5. English Status Nowadays

President Tebboune announced in an interview that was presented in the official Algerian channels in July 23rd that the primary curriculum will include English instruction

beginning in September of 2022. The speed with which this reform is being implemented has several unstated goals involving France and the French language, the colonial language, but it also seeks to make up for the country's educational system not having been arabized. Shakespeare's language should have been used in primary schools instead of Moliere's, which is currently the foreign language most frequently taught in Algeria's national education system. However, this was widely discussed but never implemented. Abdelmadjid Tebboune thus caught everyone off guard on July 31. The French language is a "war trophy," but English is an international tongue,³ remarked President Tebboune, paraphrasing the renowned Algerian author Kateb Yacine, who called French a "war trophy." The president's address was well received. Abdelhakim Belabed, the national education minister, made the announcement of the implementation of the president's order a short time later, at the start of the new school year in September. Nobody has hired any new teachers? We will track them down! Why is there no textbook? We will create one. The chiefs of each wilaya's educational directorate immediately sent out requests for eligible candidates. To hire English teachers in 20,000 primary schools would be a massive undertaking, especially because these positions aren't even allocated. In just a few days, 60,000 applications were submitted as a result of the rush. However, only 5,000 of the applicants were ultimately hired. The Algerian society welcomed this decision specially that it has opened new doors for so many young people who hold their diplomas in English and translation and kept waiting the employment for more than 10 years.

I.11. Language Policy and Planning

The field of language planning and policy (LPP) is associated with implicit and explicit policies that affect language use and their status in a specific country. LPP scholars focus on understanding the development of both top- down and bottom- up language policies, but also their integration at regional, national and international levels. While the focus of LPP is on how language policies are formed, implemented, and sometimes resisted, LPP scholars note that nonlinguistic issues often play a critical role. Actually language planning aims at changing the linguistic behavior of a speech community. Since it is political, languages could be managed or imposed by force, in language management the populations' opinions regarding language selection are taken into consideration, but language policy aims at integrating the language by decision makers on people without their consensus. It is mandatory to understand the historical background of languages, some were dialects (heteronomous) others were languages (autonomous), but it happened that varieties could simply vanish if language planning fails or in case the necessary procedures to preserve them

are not taken considerably. In the table below, a simple example of two well-known languages which undergo diachronic changes.

I.11.1 Stages of Language Planning

According to Haugen (1966), language planning needs four major phases, each phase is necessary for a language to proceed as an official language. First, in order to fulfill certain functions in a speech community, we must select or choose which language serves the objectives and needs of people. Second, it is mandatory to produce linguistic standards regarding the selected code including the creation of a writing system (graphisation), deciding on norms (grammar) and identifying the jargon (lexicalization). Third, after deciding upon norms, it is necessary to integrate the language and produce books, newspapers, and glossary as initiatives to help the language gain its social status in society, the implementation process should include TV shows, schools, administrations and universities to introduce the language and its syntactic structures. The last step is not instantaneous, but it needs time to develop the codified language and meet the communicative demands of individuals in society.

I.11.2. Language Planning Principles

In fact, ideology is a strong motive to shape language planning decisions and principles, this ideology is not haphazard, but it is based on the extent to which the country is monolingual/multilingual or pluri-cultural. In this prospect, four principles are identified:

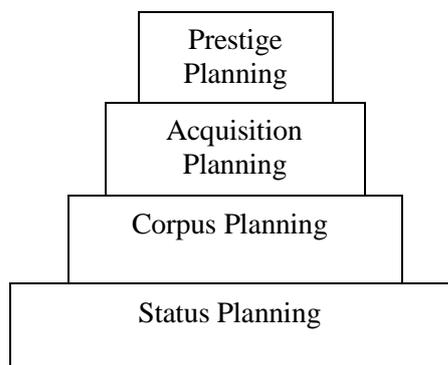
Assimilation: Every person in society should master the community's most dominant language, thus proficiency is required. The case of the USA, regardless of the first language, people should be fluent in English.

Linguistic Pluralism: this principle allows the mastery of many languages in society, for example, in Singapore, English, Malay, Tamil and Chinese are considered as official languages.

Vernacularization: this principle entails retrieving the first language of a community into a common spoken variety; the case of the revival of Hebrew by Jews.

Internationalization: the process of adopting one common language to serve international needs and ease communication with diversified cultures, the case of English (lingua-franca)

I.11.3.Types of Language Planning



As previously mentioned in order to plan a variety to become an official language in a country four phases are required. The types which are identified in the pyramid above are but a continuity of language planning which aim to upgrade a language and to assist its position in target societies. Status planning is associated with decision makers, it is purely governmental. This type involves the phases of selection and implementation; policy makers are authorized to decide what to select and where to implement. Corpus planning refers to the structure of language, if status planning is the decision of authorities, corpus planning is organized thanks to linguists and scholars in the field; in this type all that is related to norms, structures, alphabets, morphology, phonetics and others are produced by scholars; this type includes codification and elaboration. The function and the form of a selected language are not enough, but need to be implemented in correspondence with the social and cultural needs of a given society; that is way in each lesson or course a group of objectives and aims are highlighted respectively. Furthermore, along all these types, people decide the success or failure of a given language because their attitudes are mandatory. If learners establish negative attitudes towards a language, they will fail in each task and this latter will not be used in society simply because it is disfavored and vice versa; hence, prestige is the last step whereby language speakers choose to upgrade or downgrade the language with respect to their

attitudes and social needs (The case of French and English in Algeria).

Conclusion

The foregoing chapter provides the conceptual framework for the current endeavor and helps to guide the research questions. In this case, the theoretical framework is focused on the precocious foreign learning in the Algerian primary schools.

Chapter Two: Research Design and Methodology

Chapter Two: Research Design and Methodology

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Chapter Two: Research Design and Methodology

Introduction

The upcoming chapter aims at describing the overall structure and process whereby this research was conducted, highlighting its diverse signposts. It will initiate with stating the opted-for research design and paradigm, which will be followed by identifying the demographical and spatial aspects of this study; that is, the identification of the participants who took part in this project and the demystification of the loci where this study took place. The elucidation of data collection instruments together with the rationale behind their use will be next known. This chapter will close by an in-depth explanation of data analyses procedures coupled with an account about the noticed limitations. As a reminder, this research aims at investigating Parents' and Teachers' Attitudes towards the Precocious Foreign Languages Learning in Algerian Primary School Education: The Case of Primary Schools at Tiaret.

II.1. Case Study Approach

Case studies can also be positioned among non-experimental and descriptive designs (Marczyk & al., 2005), as they “strive to portray ‘what it is like’ to be in a particular situation” (Cohen et al, 2000: 182). Our enquiry takes the format of a case study as an approach (Hitchcock & Hughes, 1995; qtd. in Cohen & al., 2000; Marczyk & al., 2005), not as a method for data collection (Cohen & Manion, 1994, qtd. in Bellalem, 2008) because of the following reasons. Case studies are time-and locus-bound. Furthermore, as Hitchcock and Hughes (1995) suggest, they are valuable research approaches especially “when the researcher has little control over events” (qtd. in Cohen & al. 2000: 182). They also provide unique examples of a class, click or a community of real people in authentic contexts, enabling in-depth understanding of events not just abstract theories and principles (Cohen & al., 2000). Conforming to these characteristics, our study was conducted with a limited small group of primary school teachers, learners and parents, and within the confines of a particular site in one city in Algeria, Tiaret, aiming at presenting vivid descriptions of the participants' authentic actions. That said, our involvement within the group as insider rather than outsider researcher could not be evitable. Adopting a more *emic* than *etic* perspective, the incentive was to be closer to the participants' actions and reactions in the context of their performance.

II.2. Sampling Technique: Rationale

According to these facts, the participants were selected on the basis of a somewhat purposive and convenience or opportunity sampling (Cohen et al., 2000; Dörnyei, 2007). Adopting a purposive sampling technique, the researcher simply chooses a group of people who fulfil his purpose (Cohen et al., 2000). Opting for “convenience sampling ... accidental or opportunity sampling ... the researchers simply choose the sample from those to whom she has easy access.” (Cohen & al., 2000: 102). Dörnyei (2007) also defines the former as the most common and largely practical technique to build a sample with those available, and the latter as accidental situations in which the researcher is likely to come across a group who, to some extent, satisfies his research needs.

The rationale for this selection is premised on the fact that being “captive audiences” (Cohen et al, 2007:114) this sample conveniently fulfilled the requirements of our research in terms of purpose, availability at a certain time, easy accessibility and geographical proximity (Gall, Gall & Borg, 2003). Actually, the period of this study and the physical loci where this research was conducted provided somewhat enough time for a face-to-face contact with the participant sample, which would assumingly facilitate the contact. After all, groups of teachers, learners and their parents were needed to conduct this research. Nevertheless, it should be admitted that this kind of sampling does not claim relevance of findings to the larger population this particular sample belongs to. The argument can be that albeit empirical, most research in social sciences surprisingly does not employ random sampling (Dörnyei, 2007).

Aligning with qualitative research, purposive and convenience sampling techniques, qualitative researchers’ goal is not generalisation to the whole population; “instead they might seek to describe or explain what is happening within a smaller group of people” (Dawson, 2002: 47).

In line with this claim, there is no intention to generalize our research findings because products may vary according to human and contextual variables. For example, similar results of needs analysis and identical outcomes are logically

Since the upcoming chapter is mainly devoted to research methodology design. It presents the methodology undertaken, the sampling, the investigation instruments, and aims at investigating the attitude of parents and teachers towards the Precocious foreign language learning in the Algerian primary school. This chapter is dedicated to identify the undertaken methodology to conduct the study, the investigation tools and the participants.

II. 3. Research Methodology

There are two different types of data collection and research: qualitative and quantitative. Both provide analysis of data, but differ in approach and type of data collected. Awareness of these approaches can help researchers structure their research and data collection methods. Quantitative research is represented by numbers and graphs. Used to test or confirm a theory or assumption. This type of research can be used to find generalizable facts about a topic. While, qualitative research is expressed in words, used to understand concepts, thoughts, or experiences. This type of research provides in-depth insight into poorly understood topics. The current study adopted both research method. We select for the use of a mixed approach consisting of qualitative and quantitative methods, in order to reach the objective and answer the question behind the research. The combination of these two types of data means to benefit from both the detailed and contextual understanding of qualitative data and the generalizable and externally valid insights of quantitative data. The strengths of one mitigate the weaknesses of the other. The aim behind using mixed approach is to provide illustrative and survey data. The method for this research includes a triangulation method. Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999). Triangulation is also a qualitative research strategy that tests validity through convergence the information from different sources. Denzin (1978) and Patton (1999) identified four types of triangulation: method triangulation, investigator triangulation, theory triangulation and data source triangulation. It is used to increase the credibility and validity of research finding.

II. 4. Research Setting

The study was carried out in three different primary schools in Tiaret; namely Maachi Said, Tazi Said and Amir Khaled. The study was conducted with the collaboration of teachers working at these schools and third year learners. A behavioural observation was done in person through watching the teachers in term of classroom management, communication skills, and behavioural interactions and learners' behaviour during the English classes. An interview was carried out also with teacher from these schools. This study took place at these schools, because it can provide an appropriate setting and both teachers and learners accepted and agreed to participate in this research and got ready to collaborate and help in the process of collecting primary data.

II. 5. Case Study

The case study should provide interesting data and results, and it can be used to analyse a phenomenon. A case study aims to find out as much as possible about a person or group so that the findings can be applied to a wide range of people. Unfortunately, case studies often involve a lot of subjectivity, which makes it difficult to extrapolate results to a wider population. Case studies are also useful in describing, comparing, evaluating, and understanding different aspects of a research problem. Primary schools in Tiaret were selected as a case study for this research in order to find out the attitudes of teachers towards The PFL in The Algerian primary schools.

II. 6. Target Samples

For this study, the interview sample covers three EFL primary school teachers from different selected Schools in Tiaret, viz., Tazi said, Maachi Said and Amir Khaled. The teachers work in four different schools, two classes in each school and each session lasts for 45 minutes. A sample of 50 randomly selected participants was asked to answer the questionnaires. The study also included a questionnaire directed to teachers of the French language. The questionnaire was distributed to 40 teachers of French teachers in different primary schools in the city. For classroom observations, eighty-one learners have been observed *in situ*.

II. 7. Sampling Procedures

Sampling is a process or technique of choosing a sub-group from a population to participate in the study; it is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected (Ogula, 2005). There are two main types of sampling methods. These include probability and non-probability sampling. As regards the current endeavour, the non-probability sampling method was opted for. The participants that were selected for both quantitative and qualitative samples, were targeted based on their availability or accessibility.

II. 8. Participants' Profiles

The profiles of the selected samples differ from viewpoints demographic information as age, gender, interests, needs, socioeconomic status, expectations, educational background, subject matter expertise, etc. Yet, they share the same

loci. They may also share common educational objectives, cultural background, etc. In fact, gaining insights into the characteristics of different participants, namely learners, teachers, and parents can lead to better educational outcomes by allowing for the identification of individual gaps and opportunities and the development of targeted solutions.

II. 8. 1. 3rd Year Primary School Learners' Profile

Learners are primary school learners aged between 8 and 9 years old. They are studying foreign languages for the first time. Eighty-one of them were subject to classroom observations. For the first session, the class consists of 29 learners, i. e., 15 boys and 14 girls. Regarding the second one, the class group comprises 24 learners (11 boys and 13 girls). Concerning the last session, 28 learners (17 boys and 11 girls) were observed.

II. 8. 2. English Teachers' Profile

The interview was conducted with three teachers from different primary schools in Tiaret. They were two females and one male. They were all university graduates. Their age ranges from 34 to 39 years old. One of the female participants worked as a contract teacher at the university for 6 years (ESP teacher) and taught in private schools. For the others, it is their first year in teaching. The female teacher's experience was shown through her communication skills and her ability to control and manage the classroom. While, the others had no experience and this was shown by their inability to control the classroom.

II. 8. 3. French Teachers' Profile

Forty French teachers (37 females and 3 males) from different primary schools in Tiaret city participated in the study. Their ages range from 25 to 50 years old. They have been chosen randomly to respond to the questionnaire by expressing their attitude towards the precious foreign language learning in primary school.

II. 8. 4. Parents' Profile

As a target population, fifty parents (30 males and 20 females) were randomly selected to be the experimental group for the study. Their ages vary between 25 and 50, and most of them hold a bachelor's degree.

II. 9. Data Collection Instruments

Data collection is the process of obtaining, measuring, and analysing reliable data from various relevant sources in order to solve research problems, answer questions, evaluate results, and predict trends and probabilities. This research covers the most commonly used data collection tools; questionnaire, interview and classroom observation.

II. 9. 1. Questionnaire

According to Creswell (2012), questionnaire, is “a form used in a survey design that participants in a study complete and return to the researcher” (p. 382). A questionnaire is one of the most used research tools. It consists of a set of both open- and close-ended questions presented to the participants (parents- teachers), aiming at providing reliable data that can support the validity of the research either by confirming or disconfirming the hypothesis. The questionnaire was handed to parents and French teachers with the aim of obtaining information about their attitudes towards the precocious foreign language learning in Primary School.

II. 9.2. Piloting Stage

Testing the research design, data collection tools, and methods on a subset of participants before rolling out the full survey is an essential aspect of any research method. The piloting phase of a research project is essential since it increases the study's credibility, validity, and dependability. Researchers can boost their chances of getting reliable results from their study by anticipating and fixing problems, refining data gathering methods, and establishing rapport with participants. In response to scientific standards aforementioned, the questionnaire was first submitted to piloting stage. It was handed out to four teachers for the sake of adjusting, adding, deleting, reordering and refining the questions.

II. 9. 3. Classroom Observation

According to Creswell (2012), there are two types of observation, namely participant observation and non-participant observation. In order to obtain more efficient and reliable results, the observational method was chosen as one of the triangulation tools. These tools help ensure reliable and valuable data. The observation allows the researcher to observe the teachers' behaviour and interactions directly. The main objective behind using a series of classroom observations is to find out how the teacher manages the class and to identify his

skills in communicating with the learners. As well as to see how well learners are motivated during English sessions, to check learners' behaviour, and how they interact with the teacher.

II. 9. 4. Interview Description

According to Ary (2010), the interview is one of the most widely used and basic methods for obtaining qualitative data. For **Burgess (1984: 102)** defines an interview as a "conversation with a purpose." The interview is a qualitative research technique that uses open-ended questions to engage with a respondent and gather data on a topic. This method provides detailed information that might not be available with other research methods. The interview was designed to provide high quality answers that are relevant to the topic. An interview was dedicated to English language teachers to find out their position about the precocious foreign language learning in Primary School.

II. 10. Describing Data Collection Instruments

To conduct the current endeavour, ensuring the accuracy and reliability of the gleaned data, the following investigation instruments are selected for the purpose. The appropriate choices of the latter secure, in their turn, the validity of the research findings.

II. 10. 1. Describing French Teachers' Addressed Questionnaire

The designed questionnaire for our study consists of 03 sections. The first section is titled "Informants' Personal & Professional Data" and consists of three questions (Q1-Q3) to collect a personal information about the teachers. The second section consists of nine questions (Q4-Q12) are designed to investigate the teachers attitude towards the PFL. In the third component is consists with one open-ended question, which was devoted to gather respondents' suggestions and prospects about the outcomes of the PFL in Algeria.

II. 10. 2. Describing Parents' Addressed Questionnaire

The parents' addressed questionnaire consists of 13 questions in Arabic divided into three sections; each section includes a set of open-ended and close-ended questions. The first section consists of four questions related to personal information (Age – gender – educational level and profession). The second section consists of two questions about the parents' perspective about the PFL. The third section contains six questions, which lead us to identify the preferred language of the learners and the difficulties they face in learning two foreign languages at the same time. The final section consists of one open-ended question to allow the

participants to comment freely about their views on the future of the foreign language in Algeria.

II. 10. 3. Describing the Interview

In order to collect the qualitative data, a face-to-face interview was carried out with three EFL teachers. The interview was divided into 9 questions, in order to find out the teachers' perception towards the precocious foreign language learning.

II. 10. 4. Classroom Observation Procedures

A Classroom observation was used as a second qualitative research tool that lasted for 3 weeks divided into three sessions in each selected primary school. In order to collect variable and valid data, 81 learners were under observation. The focus more was put on observing the learners' behaviour inside the classroom and noting their interactions with the teachers. Teachers were observed in term of classroom management, communication skills, and behavioural interactions.

II. 11. Data Analysis Procedures

The procedures for data analysis enable the researcher to coordinate both statistical and descriptive methods, as well as to analyse the responses and make research problem suggestions. "Microsoft Word" is used to examine the collected data and some graphics organizers including tables and graphs were used. To present the statistical data for the questionnaire, graphs and tables were used. As we move on to the observation and interview, the raw data was described in the form of a critical analysis.

Conclusion

The second chapter is dedicated to focus on describing the research design and methodology, and it provides an overview of the main components used to conduct the study such as the methodology adopted, the sample and data collection tools.

This chapter, like a map key, aimed to provide enough information for the reader/future researcher to comprehend the motivation for undertaking this study, with a focus on the questions that served as the spark for this line of academic inquiry.

The study's participants and the historical and geographical setting were also revealed. This chapter outlined the reasoning for combining quantitative and qualitative methods of data collecting and analysis,

Chapter Three

Data Analysis & Discussion

Chapter Three: Data Analysis & Discussion

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III. 1. 3. Classroom Observation.....	Erreur ! Signet non défini.
III. 1. 3. 1. First Classroom	Erreur ! Signet non défini.
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III. 1. 3. 3. Third classroom	Erreur ! Signet non défini.
III. 1. 4. Interview: theatrical Analyses	Erreur ! Signet non défini.
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Limitation of the Study	Erreur ! Signet non défini.

Chapter Three: Data Analysis & Discussion

Introduction

This chapter is dedicated to present the empirical part of our academic work, which is entitled '*investigating parents' and teachers' attitudes towards the precocious foreign languages learning in the Algerian Primary schools*'. This chapter presents the analysis of the findings and discuss them for the sake of suggesting some recommendations to support the success of the precocious foreign language learning in the primary schools.

III. 1. Analysis of the Results

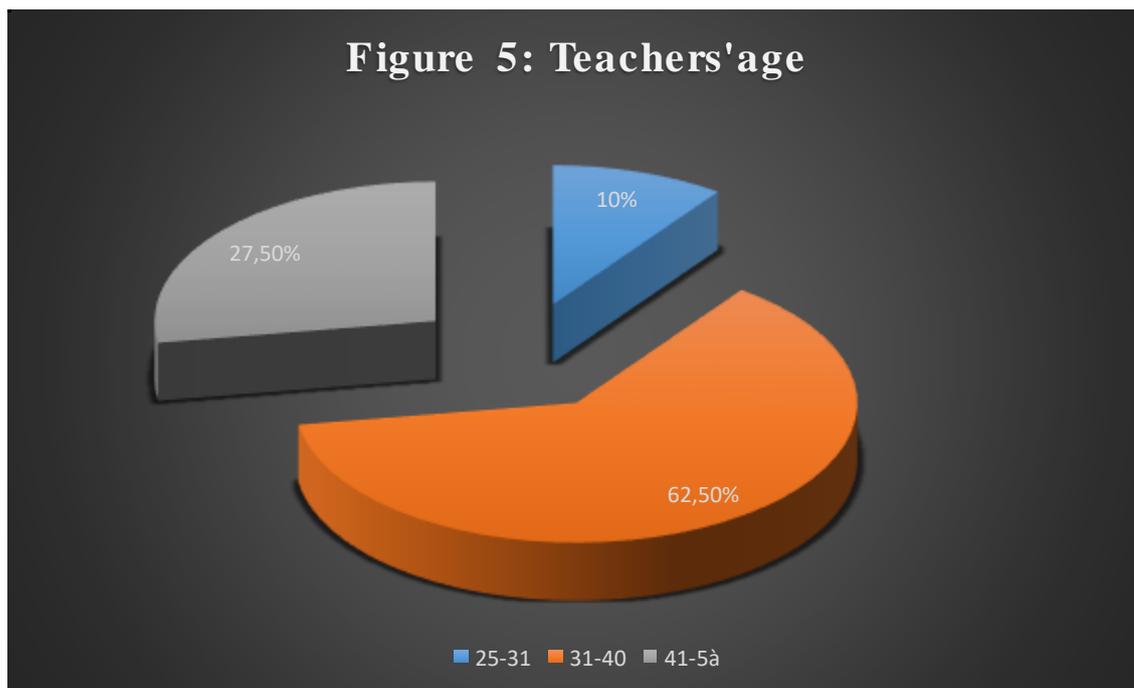
The analysis of the results is an essential component of any research project, as it requires the researchers to make sense of the gathered data and form meaningful conclusions. Prior to their analysis, data need to be cleaned and prepared to ease their manageability. Then, the data features can be summarized and described with descriptive statistics. Regarding, qualitative data, such as interviews may require classification and categorization to reveal themes and patterns during analysis. Following data analysis, **the** findings must be interpreted in the context of the study's research question and aims. Conclusions can only be drawn from the data collected, which is why result analysis is so important in the research process as a whole.

III. 1. 1. French Teachers' Addressed Questionnaire

The present Questionnaire was carried out with forty French teachers (37 females and 3 males) to investigate teachers' attitudes concerning the issue under the study. The participants were selected at random. 13 closed- and open-ended questions were asked in order to identify the teachers' perceptions.

Section One: Informant s' Personal & Professional Data

Question Item 1: Age



The statistics in the figure above represent the age of the participants. The result shows that four respondents are aged between 25 and 30 represent only 10%, while 25 of the participants are between the ages of 31 and 41 (62%). The rest of the participants are between the ages of 41 and 50, which equals 27.5%.

According to the figures, it can be stated that in Algeria, the authorities rarely organize teacher competitions and teachers are not permitted to find employment after graduation directly. As a result of this, the teachers at Algerian schools are generally over 35 years old.

Question Item 2: Gender

Table 02: Teachers' Gender

Gender	Number	Percentage
Female	37	92,5%
Male	3	7,5%

From the table above it is noticed that the majority of the participants are female 92.5% (37 out of 40) and the very few of them 7.5% are males (3 out of 40). So it can be said that females outnumber males.

According to the data above, it appears that women dominate the education sector, which is considered as the most appropriate profession for them in Algeria. In fact, teaching

may be especially helpful for females who need to juggle job and family duties. From the viewpoint work-life balance, owing to the generally predictable timetables and controlled workloads, teaching may provide a better work-life balance than other occupations.

It should be noted, however, that teaching can also be a difficult and demanding profession, with a great deal of time and effort spent on lesson planning, grading, and controlling learners' behavior. Furthermore, females, especially those from underprivileged groups who confront structural impediments to education and employment, may encounter increased difficulty entering the teaching profession. Whether one chooses a career in teaching or another field, it is a very personalized decision influenced by many factors and considerations.

Question Item 3: Teaching Experience

Table 03: Teaching Experience

Years of experience	Number	Percentage
Less than 5	2	5%
5-15	29	72,5%
+15	9	22,5%

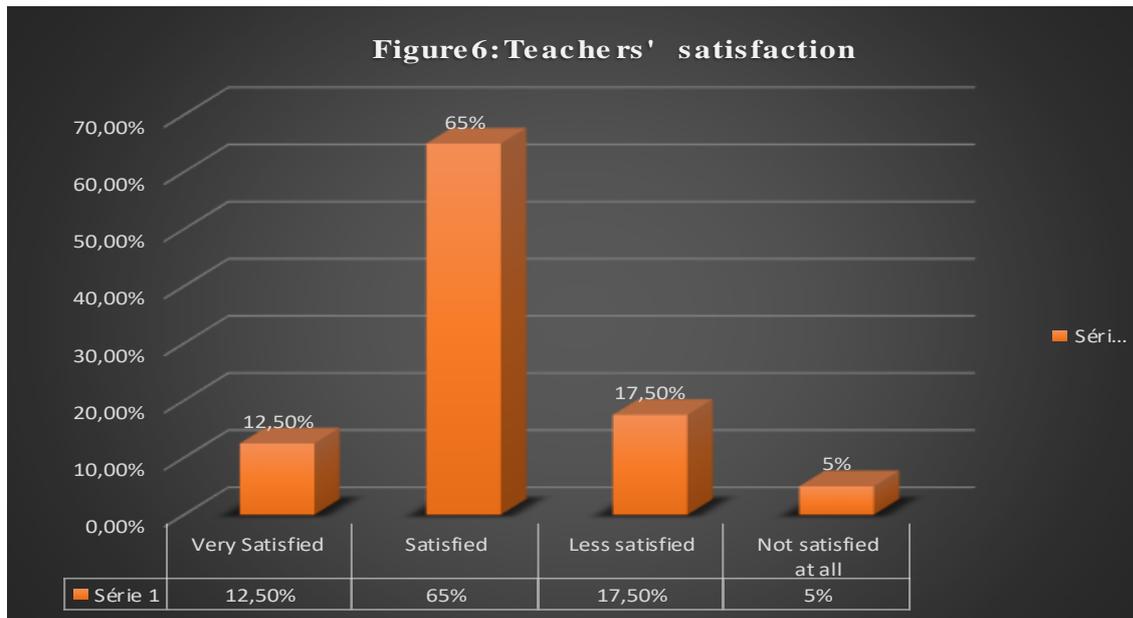
The results show that only two of the participants had a short teaching experience with less than 5 years (5%). The majority of teachers (72, 5%) have 5 to 15 years of experience. While the rest of the participants, 22, 5%, have a long teaching experience of more than 15 years. During a teacher's career, teaching experience is positively related with student success increases.

Teachers' professional experience can help their practice. Experienced teachers learn their subject matter and how to teach it. They have more chances to try new ways (take risks), adapt to diverse learning styles, motivate learners and know-how to keep a classroom running smoothly. They can also better manage disruptive behavior, maintain discipline, and foster a courteous and inclusive classroom, and have more possibilities to create relationships with learners, recognize their strengths and shortcomings, and support their specific needs.

Section Two: Informants' Attitudes towards Precocious Learning of Foreign Languages

Question Item 4: To what extent are you satisfied about the precocious foreign language learning in the Algerian primary school?

Very satisfied Satisfied Less Satisfied Not satisfied at all



As shown in the figure above, 12% of the participants are very satisfied with the decision of PFL in the Algerian primary school. 65% of the participants are satisfied (26 out of 40). It is noticed that the majority of participants support the decision and encourage the PFL in the Primary School. While seven participants were, less satisfied 17% and two teachers were not satisfied at all with the decision.

According to the responses, the respondents are satisfied with the early foreign languages learning, because the acquisition at an early age is generally successful, and more effective cognitively, culturally and communicatively.

Question Item 5: A) After six months of teaching French, how difficult/ easy is it for an 8-year-old learner?

Easy Average Much difficult Very difficult

B) If difficult / easy, say why?

Table 04: Teaching French difficult/easy

	Number	Percentage
Easy	4	10%
Average	35	87,5%
Much difficult	1	2,5%
Very difficult	0	0%

Reflecting on the table below, four participants consider teaching French to an eight-year-old learner to be easy. Yet, 35 of them found this average. Only one participant finds it very difficult for them.

Teaching foreign languages to an 8-year-old learner may be challenging for a set of reasons. Generally, children of this age have a limited attention span and can become easily distracted. This can make it difficult for them to stay focused and engaged during language lessons. Besides at this early age, they are still developing their cognitive and linguistic abilities, which can make it challenging for them to grasp complex grammatical structures and language concepts. Also, their limited prior knowledge of the foreign language can make it difficult for them to understand and apply new vocabulary and grammar rules. Despite these challenges, teaching foreign languages to young children can also be rewarding and can have numerous benefits for their cognitive and linguistic development.

Follow-up question

Table05: French Teachers' Viewpoint as regards Foreign language learning easiness

C.F Question-item 5	Participant 01	Participant 02
French Teachers' Viewpoint as regards Foreign language learning easiness	<i>Parce que l'apprenant a besoin d'apprendre les notions de base (écriture- lecture simple et facile.)</i>	<i>Tout d'abord selon les compétences de l'enseignant et deuxièmement il faut toujours simplifier les choses.</i>
English translation	“Because the learner needs to learn the basics (writing-reading.)”	First of all, it depends on the competence of the teachers and second, you should keep things simple”

Teachers who said it was average:

Table06: French Teachers' Viewpoint regarding Foreign language learning/ average

C.F Question-item 5	Participant 01	Participant 02
French Teachers' Viewpoint regarding Foreign language learning/ average	<i>Après avoir terminé les six mois, j'ai constaté que l'élève a la morale pour apprendre le français mieux qu'avant.</i>	<i>Si, par rapport au niveau des élèves et le nombre.</i>
Translation	“After completing the six months, I found that the student has the moral to learn French better than before.”	Depending on the level of learners and their number.

Teacher who said it was much difficult:

Participant 03:

C'est difficile parce que c'est une langue étrangère et les apprenants se trouvent dans une situation compliquée pour assimiler une nouvelle langue.

“It's difficult because it's a foreign language and learners find themselves in a complicated situation to assimilate a new language.”

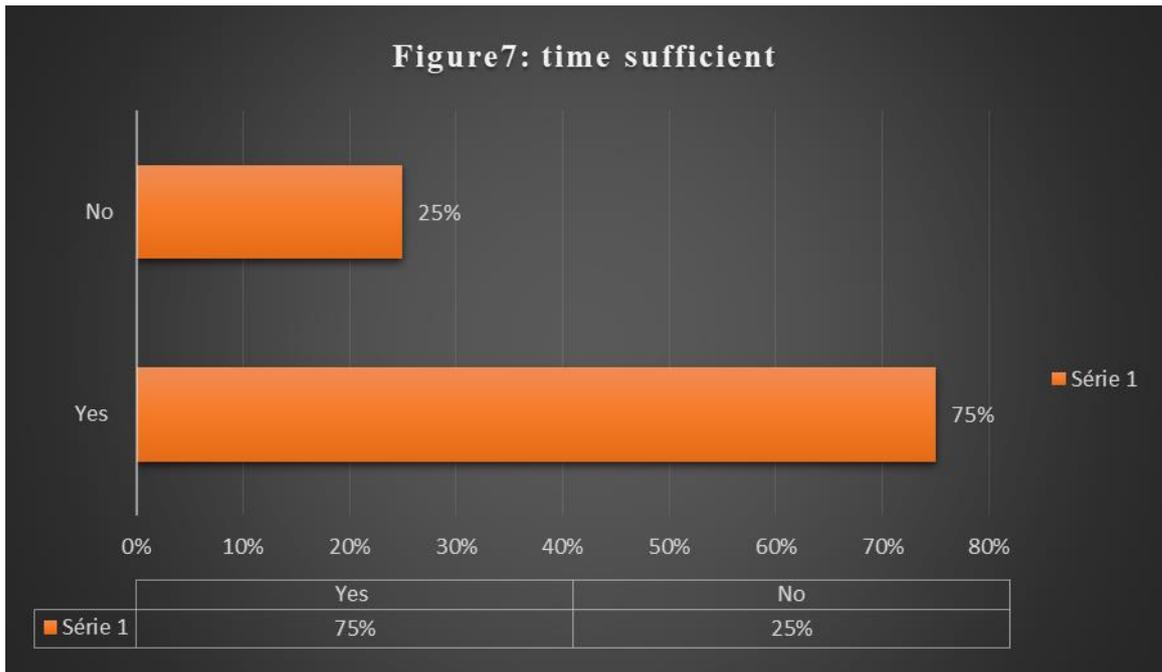
Regarding the follow-up question inquiring about French language learning easiness/difficulty, it is noticed that opinions are shared between three viewpoints, viz., easy, moderate and difficult.

Generally speaking, each teacher's perception of the difficulty or easiness of teaching French will be colored by their personal experiences, the needs and skills of their learners, and the tools at their disposal. Teachers may guide their learners to fluency in this subtle and challenging language for Algerian beginner learners with commitment, creativity, and flexibility.

Question Item 6: Is the allocated time sufficient to attain the predetermined objectives?

Yes

No



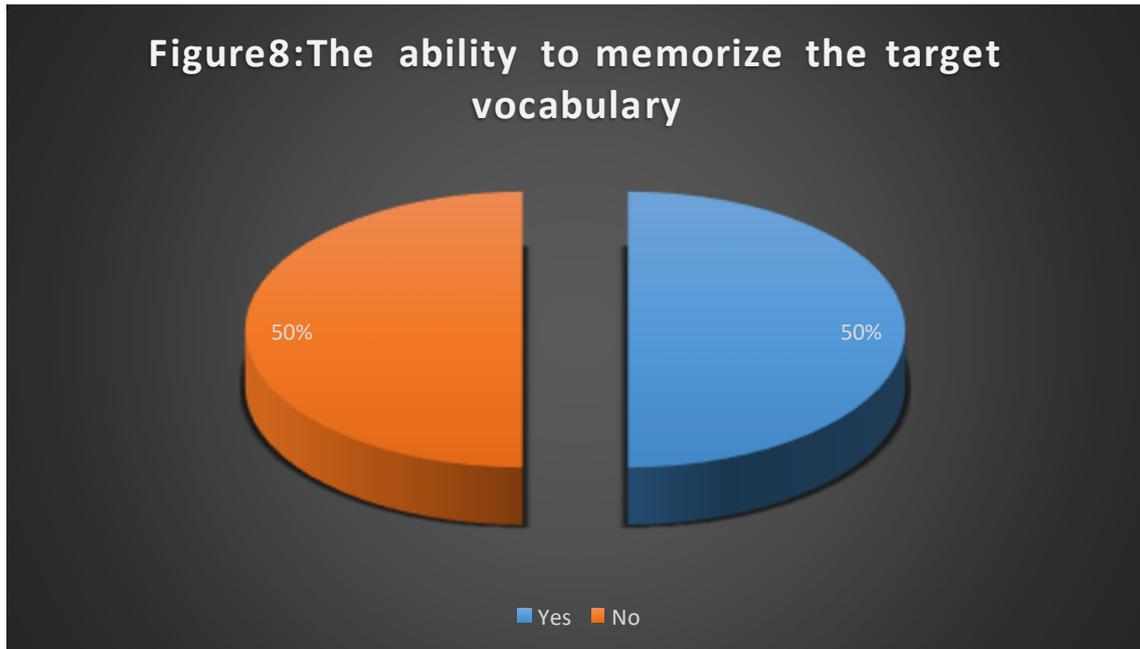
As shown in the figure, the majority of teachers 75% claim the time is insufficient to attain the predetermined objectives, while 25% of teachers say the time is sufficient. Based on the data, realistically, at least 20 minutes per day should be dedicated to learning a new language.

Time constraints may hinder foreign language training for young children. In fact, these learners need regular exposure to a foreign language to learn it, and to develop language abilities. To do so, much repetition and training are required. Thus, time shortage may cause pressure to teachers to cover the whole content.

Question Item 7: Are the learners able to memorize the target vocabulary in each session?

Yes

No



The figure indicates that half of the participants (50%) say that the learners are able to memorize the target vocabulary in each session. While the other half of the participants does not find that the learners are able to memorize the target vocabulary.

Memorization helps young learners develop cognitively and academically. Young toddlers should memorize to improve attention, focus, and recall. These abilities help them succeed in school and in other areas. Memorization improves vocabulary, grammar, and sentence structure in early age. This improves reading, writing, and communicating.

Question Item 8: How excited are the learners during French sessions?

Very Excited Less Not at all

Table 07: Learners' motivation

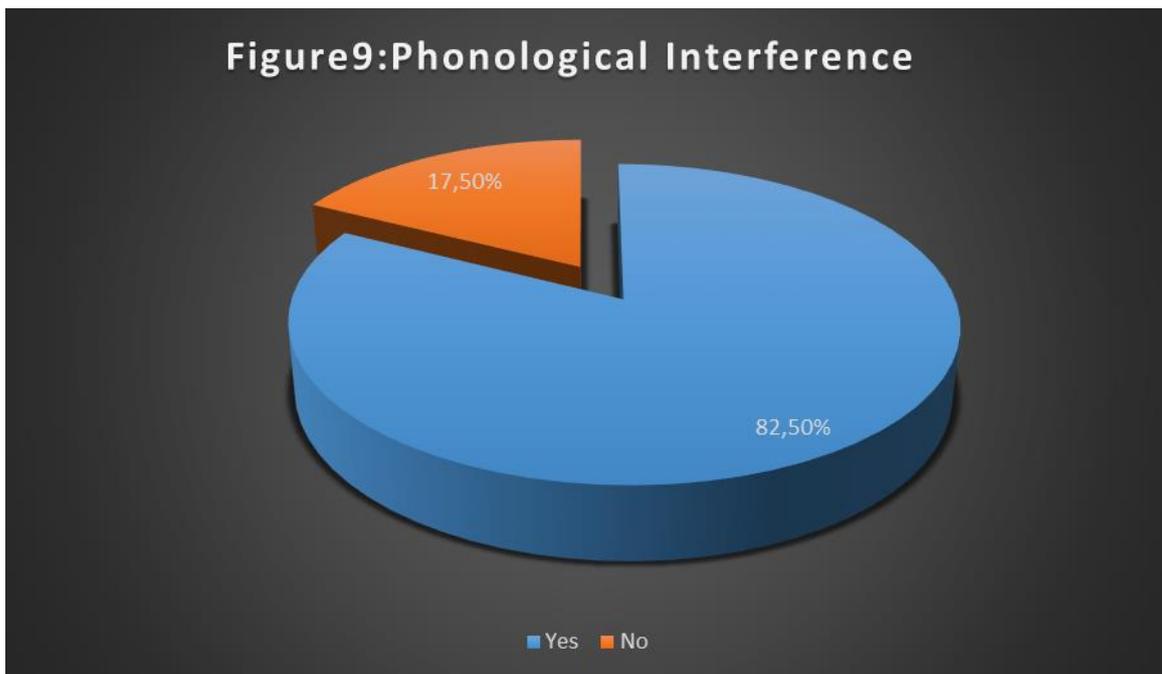
	Number	Percentage
Very	6	15%
Excited	33	82,5%
Less	1	2,5%
Not at all	0	0%

After receiving answers from the teachers, the above data show that 15% of the teachers stated that the learners are very motivated during a French language session. However, the majority 82.5%, i.e., states that learners are excited. While only one teacher said that learners are less motivated.

Creative and interactive methods of teaching a new foreign language have been shown to be effective in making the process enjoyable for learners. Playing games, singing songs, and engaging in other activities during language lessons might help learners retain more of what they learn.

Question Item 9: A) During French sessions, have you noticed any phonological interference between English and French?

Yes No



The data above reveal that the heavy majority, viz., 82.5% observed that the phonological interference occurs systematically in French sessions. While, the rest, representing, 17.5% attest that there is no phonological interference between French and English.

French and English learners may mispronounce and misspell words for numerous reasons. The two languages' sound and spelling conventions are one cause. French and English vowels and consonants are spelled and pronounced differently, though they are written similarly. English speakers may struggle with French's silent letters and vowel sounds. French speakers also struggle with English's complex spelling system, which includes numerous non-phonetic terms. Lack of practice and exposure to the language may cause learners to mispronounce and misspell words. Pronunciation and spelling require continuous practice and feedback.

B) If yes, how often?

Always Sometimes often

Table 08: The Frequency of Phonological Interference

Frequency	Number	Percentage
Always	12	36.36%
Sometimes	17	51.51%
Often	4	12.12%

Among those who have observed that there is a phonological interference between French and English, claim that learners always mispronounce/ misspell French and English with an occurrence (36.36%). The majority affirms that phonological interference sometimes (51.51%) occurs. Whereas, (12.12%) believe that this linguistic transfer often happens.

Question Item 10: Which skill causes problems to learners?

Listening and repeating reading speaking writing

Table 09: Skills.

Skills	Number	Percentage
Listening and repeating	2	5%
Reading	13	32,5%
Speaking	21	52,5%
Writing	4	10%

As regards skills difficulty, the responses demonstrate that speaking is the most difficult one with percentage of (52, 5%). The second challenging skill is reading with a rate of (32, 5%). Some informants (10%) assume that writing is hard for learners. While (5%) of teachers confirm that learners face problems in listening.

Due to dissimilarities between Algerian learners' mother tongue and French, all skills may be challenging. With reference the collected data, speaking and reading in a foreign language can be particularly difficult for first-year learners for a number of reasons. One of the most difficult aspects of learning a new language is pronouncing words and phrases correctly since the sounds of the target language may be considerably different from the sounds of the native language. The learner's confidence in their linguistic abilities may suffer

as a result of their inability to communicate effectively. For first-year learners, reading comprehension might be also difficult because of their limited exposure to the language and its conventions. This can hinder the learning process by making it more challenging to comprehend written words.

Question Item 11: Do you think learning French and English represents linguistic overloadness on learners?

Yes No

Table10: Linguistic overloadness

Answers	Number	Percentage
Yes	25	62,5%
No	15	37,5%

As regards questions-item 11, the heavy majority (n=25; 62.5%) acknowledges the challenge of the linguistic overloadness. While the rest of informants (n=15; 37.5%) do not think that there is an influence of linguistic overload on learners.

Some learners may find it difficult to learn two new languages at once due to the potential for linguistic overload. There are several skills that must be honed in order to become fluent in a new language, including but not limited to: listening, speaking, reading, and writing; pronouncing new words correctly; and mastering complicated grammar rules. It can be daunting to try to accomplish this in two languages simultaneously, even if they are related or near in some way, like French and English are. In fact, if learners are trying to learn two languages at the same time, juggling too much information can impair their development in both of them. It's possible that learners of both languages will mix up words and grammar rules, or that they'll forget the nuances of tone and pronunciation that distinguish one from the other.

Question Item 12: What could be the advantages and disadvantages of precocious learning of foreign languages?

Early childhood foreign language study has its own set of advantages and disadvantages. It is evident that learning a foreign language in primary school equips learners with specific benefits such as the young children acquire languages faster, have stronger pronunciation, and love copying and learning via games. Besides from the positives, there are also possible disadvantages of learning a foreign language at a young age like the children

should put first studying their native tongue above acquiring a foreign language. Learning a new language at a young age may be challenging.

The majority of the participants state the advantages and disadvantages of the PFL.

Some of participants' quote:

Table11: The advantages

Question Item 12 and its follow-up	Participant 01	Participant 02	Participant 03
The advantages	<i>Donne la chance à l'élève pour améliorer son niveau et son vocabulaire</i>	<i>Former les élèves pour savoir communiquer au monde extérieur.</i>	<i>Enrichir sa vie et avoir plus d'opportunités du travail.</i>
English Translation	<i>"Allows the learner to improve his level and his vocabulary"</i>	<i>"Train learners to know how to communicate with people all over the world"</i>	<i>"Enrich your life and provide you with more job opportunities".</i>

The disadvantages:

Table 11.1: The disadvantages

Question Item 12 and its follow-up	Participant 01	Participant 02	Participant 03
The disadvantages	<i>L'enfant confond entre les deux langues.</i>	<i>Les langues ne sont pas pratiquées entre l'enfant et les deux parents.</i>	<i>L'apprenant peut ignorer sa langue maternelle.</i>
English Translation	<i>"The child is confused between the two languages."</i>	<i>"Both languages are not used between the child and the parents."</i>	<i>"The learner may ignore his mother tongue."</i>

Comments

Obviously, learning two foreign languages simultaneously has both benefits and drawbacks. In addition to what the respondents put forward, some other advantages and disadvantages are listed below:

For advantages:

Cognitive abilities like memory, problem solving, and the ability to multitask can all benefit learning two languages simultaneously. Besides, gaining proficiency in two foreign languages at once can improve a learner's ability to acquire a third, by highlighting similarities and contrasts and highlighting patterns in vocabulary and syntax. Also, it can boost learner's ability in both languages since her/his knowledge and skills in one language can be applied to the other. In fact, this can broaden the learner's horizons and help him better understand the world, as they may be exposed to new ideas and traditions.

For disadvantages:

However, learning two foreign languages simultaneously can lead to linguistic overload, which can cause difficulties with memory and focus, as well as a slowed rate of growth in both languages. It takes time and possibly more resources (textbooks, language

classes, tutoring) to learn two languages simultaneously. In addition, interference can occur when learning two languages simultaneously, leading to a muddled understanding of vocabulary and syntax. This can be difficult, and some learners may experience depleted motivation if they experience slow progress or get overwhelmed.

Section Three: Informants' Suggestions and Prospects

Question Item 13: How do you predict the outcomes of precocious learning of foreign languages in Algeria?

Learning foreign languages at primary school has become a growing trend in many countries in the world. Concerning the participants' suggestions and prospects, the majority of the participants show a positive stand towards the outcomes of precocious learning of foreign languages in Algeria.

The following are some participants' answers:

Table 12: Informants' Suggestions

Question Item 13	Participant 01	Participant 02	Participant 03	Participant 04	Participant 05
Informants' Suggestions	<i>Un programme adapté.</i>	<i>Mobiliser plus d'objets d'apprentissage.</i>	<i>Une formation professionnelle des professeurs.</i>	<i>Apprendre une nouvelle langue est toujours une nécessité à l'apprenant pour découvrir une nouvelle culture et acquérir de nouvelles connaissances.</i>	<i>La bonne maîtrise d'une langue étrangère à un âge précoce entraîne une bonne performance en langue maternelle.</i>

English Translation	<i>“An adapted program.”</i>	<i>“Mobilize more Learning objects.”</i>	<i>“Professional teacher training. ”</i>	<i>“Learnin ng a new language is always a necessity for a learner to discover a new culture and gain new knowledge.”</i>	<i>« Mastering a foreign language at an early age leads to good performance in the mother tongue.”</i>
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Comments

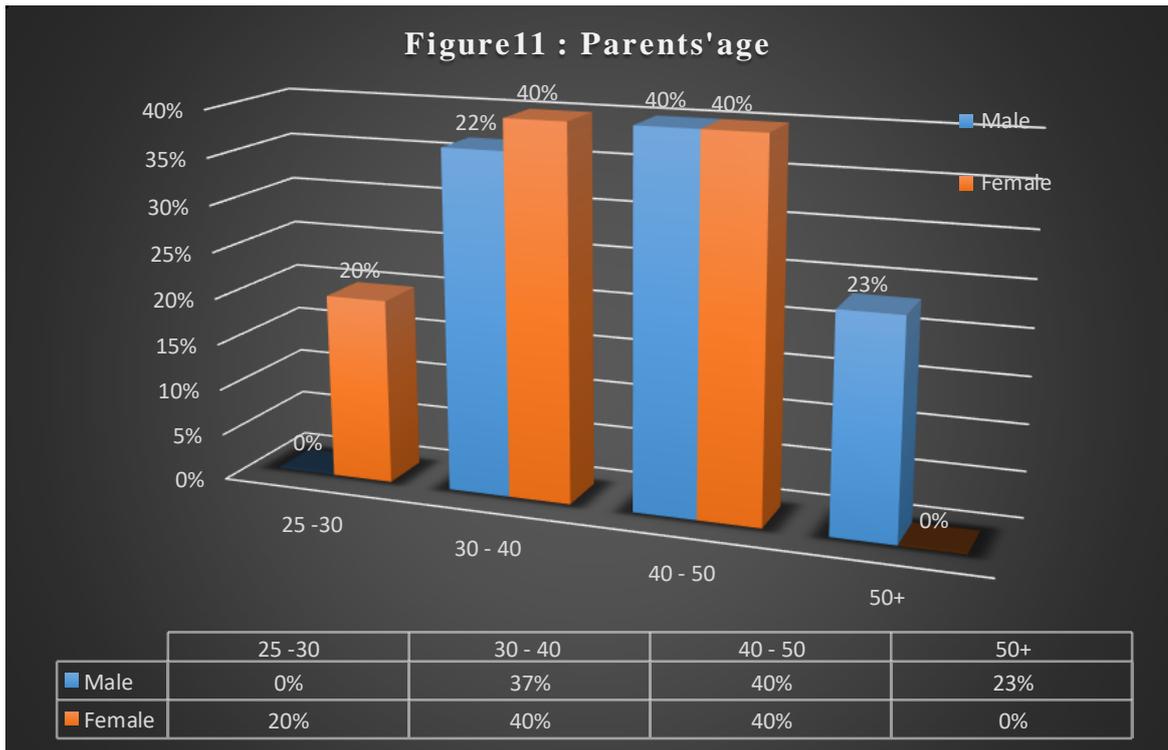
Overall, many elements and individual differences need to be considered when attempting to foretell the results of precocious foreign language learning. Although there are some predictors, each learner's specific environment and personality must be taken into account.

III. 1. 2. Parents 'Questionnaire

For the sake of gauging parents' attitude towards the issue under investigation, the current Survey was conducted with fifty parents (30 males and 20 females). The latter were randomly selected. To insightfully discern such abstract feeling, 13 closed- and open-ended questions were asked.

Section One: Participants' Personal Information

Question Item 01: Age

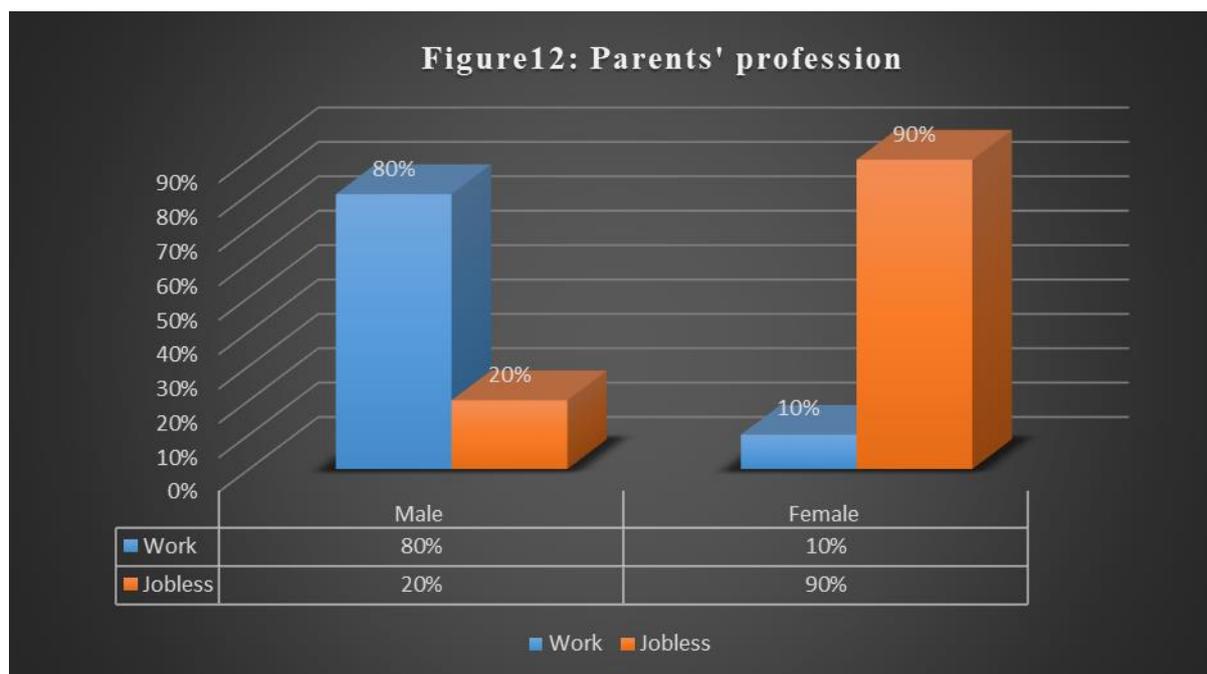


The gleaned data in the above figure shows, that male respondents' age ranges from 31 and to 51 and more. None of male respondent is aged under the age 30. Yet, eleven of them (37%) are aged between 31 and 40. Besides, twelve of males are aged between 41 and 50 (40%). The rest has the age of 51 and more (23%). Whereas, female participants' age is distributed as follows; four of them (20%) are aged between 25 and 30, eight have the age ranging between 31 and 40 (40%). A similar number of female respondents' is aged between 41 and 50. None of the female respondent is aged above 51. Referring to the above stated results, it can be deduced that males are more aged than females.

This reveals that in the Algerian context, females get married earlier than males. Yet, the reasons behind such age gap between the two genders may be due to cultural, traditional and religious reasons.

Question Item 02: Parents' profession

Job:

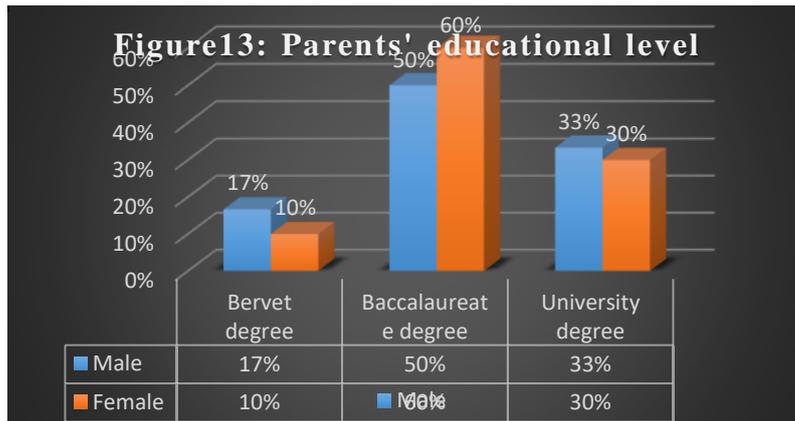


From the figure, we can notice that the number of male employees exceeds the number of Female employees by a percentage of (80%) compared to (10 %). The estimated unemployment rate is 20% among males and 90% among females.

Based on the data above, it can be said that females are still concerned with bearing children and keeping houses in the Algerian society. Only a few of them work out doors. This reveals that the Algerian society is a highly masculine one. Masculinity stands for a society in which social gender roles are clearly distinct. In fact, in such patriarchal societies, males systematically enjoy some advantages, including job discrimination based on gender.

Question Item 03: Educational Level

Brevet Degree Bachelor degree University degree

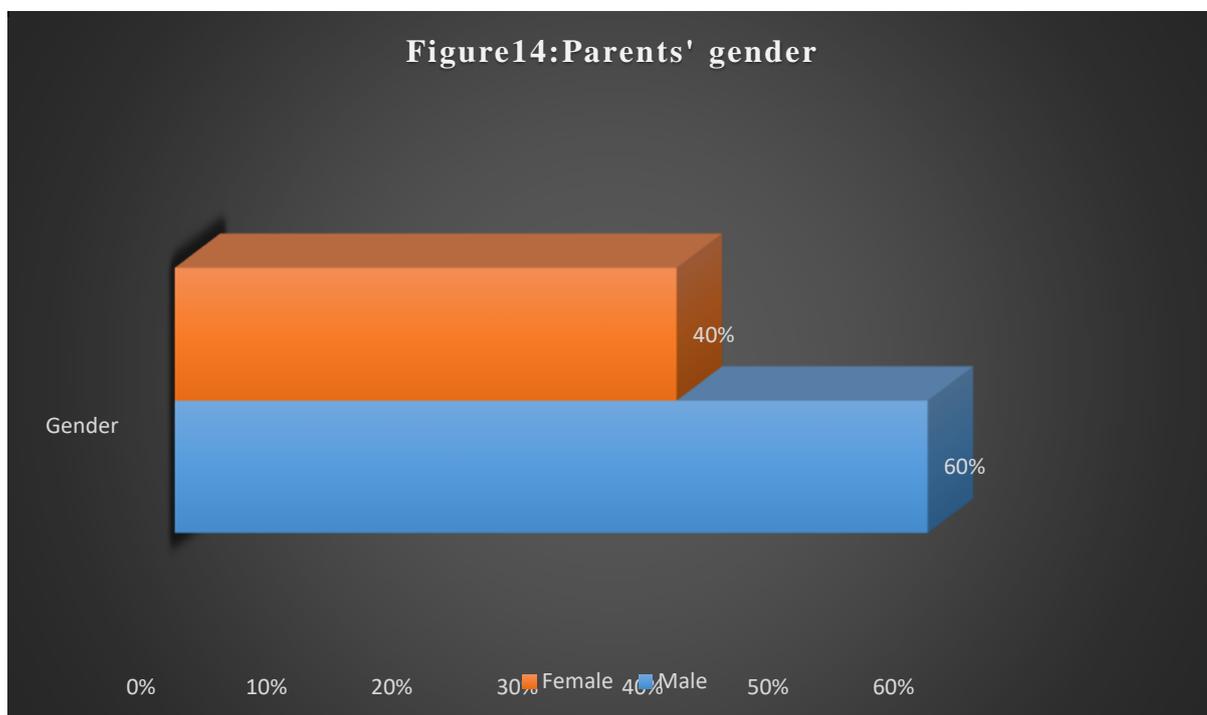


According to the bar graph above, seventeen per cent (17%) of the male participants have a brevet degree (BEM), whereas fifty per cent (50%) detain a baccaureate degree. For the rest representing thirty- three per cent (33%) have a university degree. Regarding female participants, ten per cent (10%) hold brevet (BEM), while sixty per cent (60%) hold a baccaureate degree. For the rest thirty per cent (30%) hold a university degree.

Relying on the data above, it can be said that the majority of Algerian females are eager to learn, and when it comes to acquiring a university degree, the majority of them (70%) leave school and marry. It is noticed that most of male would carry on their university studies for reasons work than continue their studies for unknown reasons.

In fact it is commonly acknowledged that children can be monitored, guided, and helped by their educated parents, which makes difference for those whose parents are illiterate.

Question Item 04: Gender



The figure indicates that (60%) of the participants are males (30 out of 50) and (40%) are females (20 out of 50). It is noticed that the majority of the learners ask their fathers to complete or sign the paperwork handed to them by the teacher or administration.

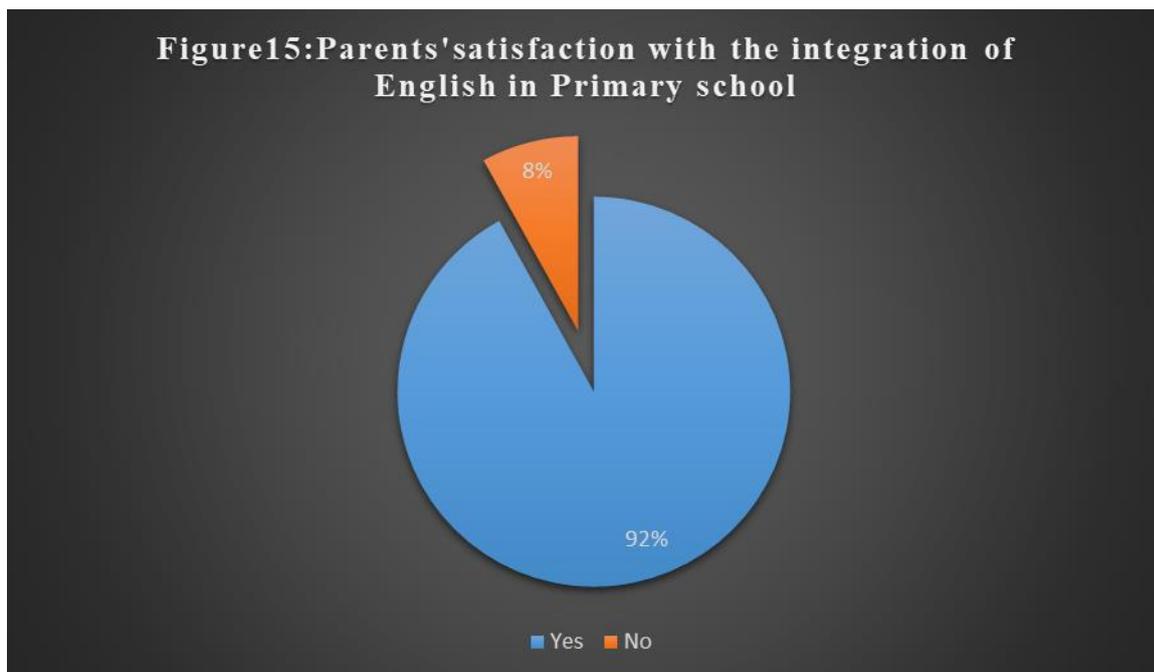
With reference to the above data, it can be noted that males are dominant as regards the learners' education involvement. This may have a positive impact on learners' academic achievements.

Section Two: Parents' Perception towards the precocious foreign language learning.

Question Item 05: Are you satisfied of the decision to integrate English language in primary school?

Yes

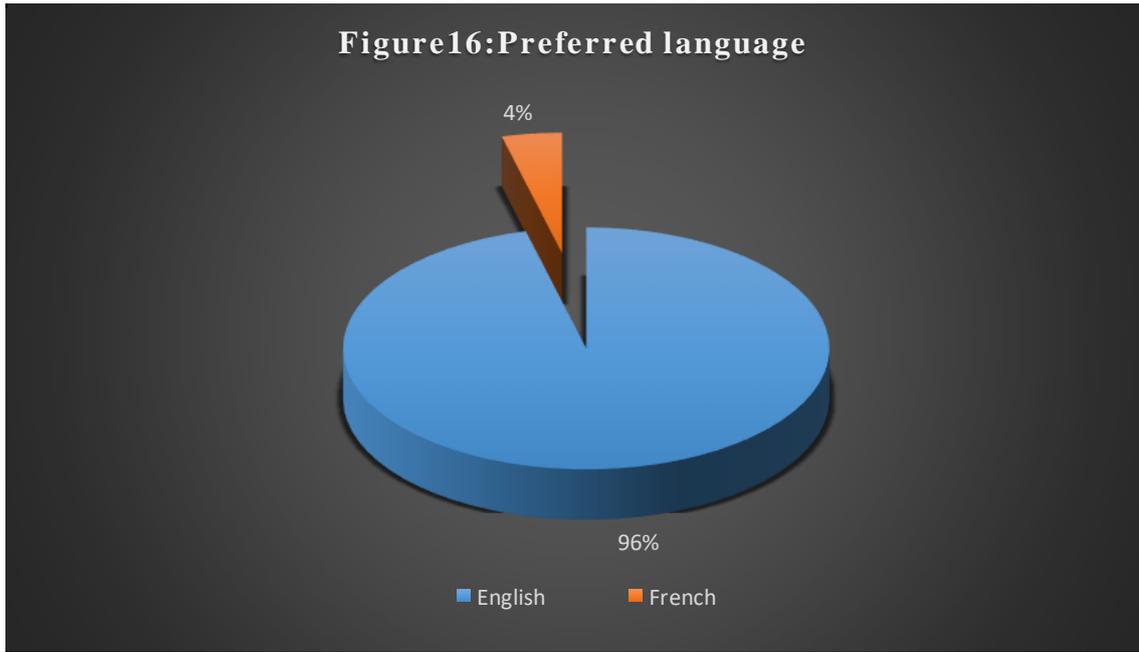
No



As shown in the figure above, the majority of the participants support the decision with 92%, while the minority (8%) has a different opinion.

Based on the participants' responses, it can be said that the Algerian society accepts English language in primary school because they may view it as an important language nowadays. It is highly important to start learning it at an early age because it may be the ideal age.

Question Item 06: Do you prefer English or French? Explain why



Reflecting on figure above, 96% of participants opt for English as a preferred language, while 4% chose French as an option.

Reflecting on the parents' answers, these learning preferences for English may be related to the status of English as a global language, and especially because in developed countries English is taught starting from pre-schooling. While, the Algerians are unable to ignore the French language as a consequence of the colonization since it is still used everywhere.

The following statements are some of the participants' arguments:

For English:

Table 13: The participants' Viewpoints As Regards English Language

Question Item 12 and its follow-up	Participant 01	Participant 02	Participant 03
The participants' arguments:	لأن اللغة الإنجليزية لغة عالمية ولغة التكنولوجيا الحديثة. إنها لغة التواصل الدولي وتفتح لك تجربة ثقافية جديدة	لأن اللغة الإنجليزية هي اللغة العالمية في المعاملات بين جميع البلدان	أفضل اللغة الإنجليزية لأنها لغة عالمية

English Translation	<i>“Because the English language is a universal language and the language of modern technology. It is the language of international communication and opens up a new cultural experience for you. ”</i>	<i>“Because English is the international language in transactions between all countries.”</i>	<i>“I prefer English because it is an international language”.</i>
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For French:

Table 14: The participants’ Viewpoints As Regards French Language

Question Item 06	Participant 01	Participant 02
The participants’ arguments:	لا تزال اللغة الفرنسية موجودة في حياتنا اليومية، خاصة أنها أداة نستخدمها للتواصل بيننا	لا يمكننا الاستغناء عن اللغة الفرنسية لأننا ما زلنا نستخدمها في حياتنا اليومية
English Translation	<i>“The French language is still present in our daily lives, especially as it is a tool we use to communicate.”</i>	<i>We cannot abandon the French language because we still use it in our daily lives ”</i>

Comments

For English

The participants who opted for English put forward many reasons such as its status in the world (global language), opportunity for work, easy communication especially via social media and its hegemony in all spheres of life; economic and political.

For French

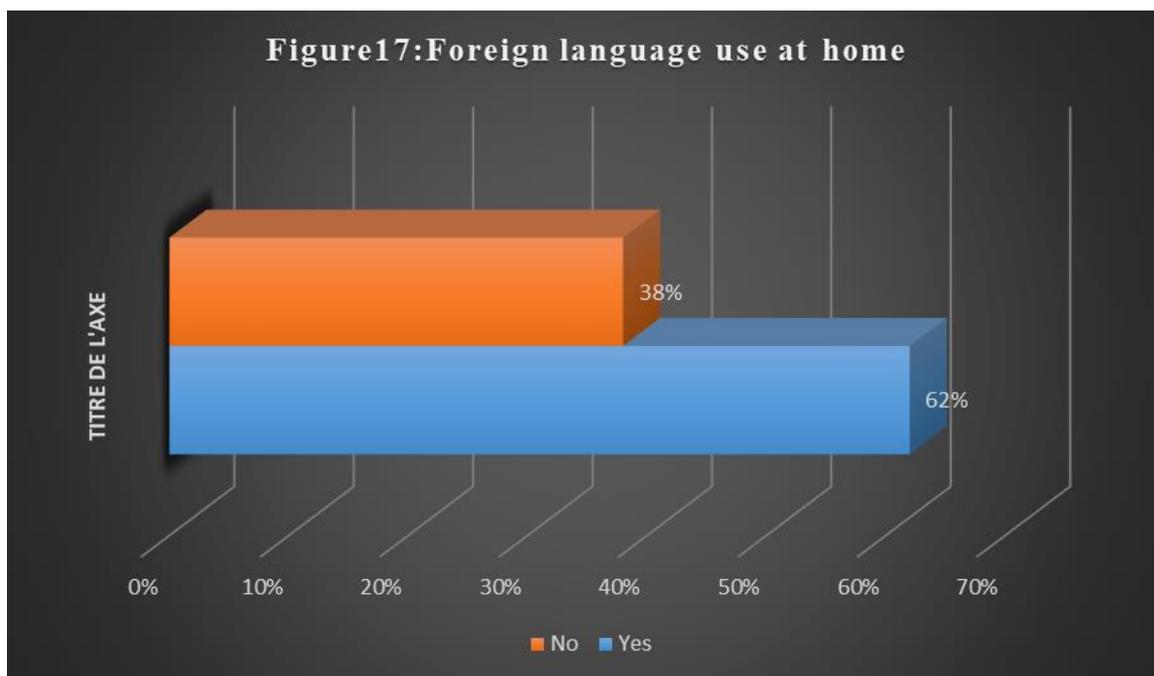
The participants who opted for French advanced a set of reasons namely the anchoring of the language in the Algerian society, its regular use in daily life, administrations and higher education.

Section Three: Learners’ Attitude towards English and French.

The answers from parents about their children's attitude towards two foreign languages reveal:

Question Item 07: Do your children use a foreign language at home?

Yes No

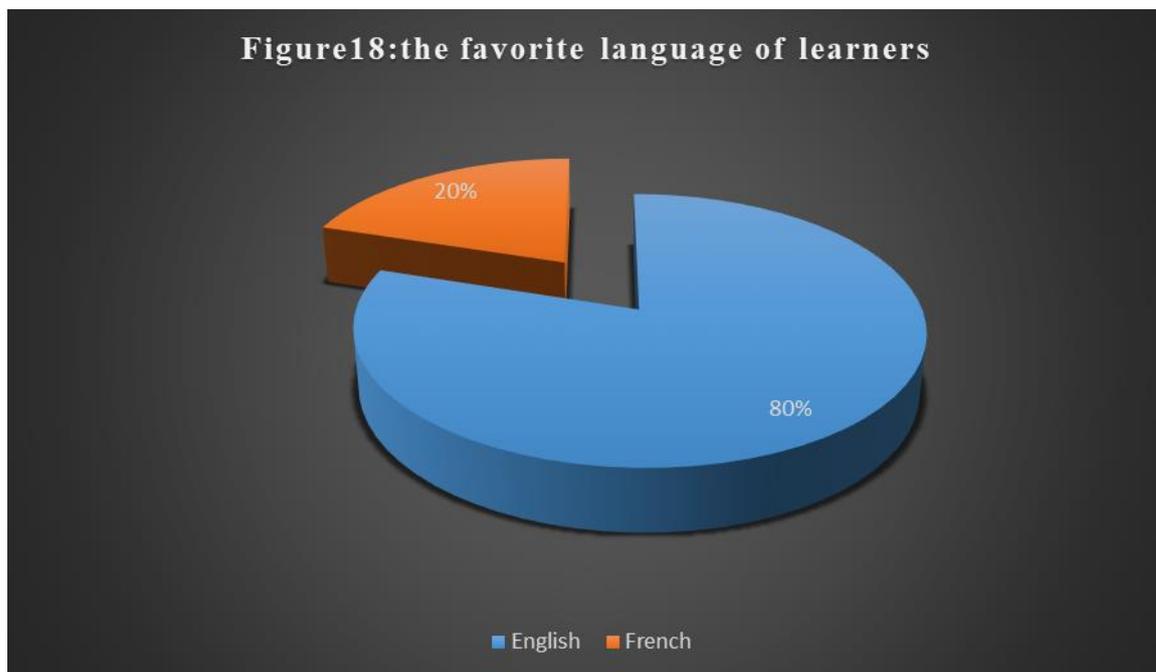


The statistics in the figure show that 30 of the participants stated that their children use foreign languages at home, while 19 of them stated that they do not use them.

Relying on these data above, it can be deduced that the use of foreign languages at home might be regarded as a positive factor for language learning. This motivational indicator on the part of young children requires parents’ support.

Question Item 08: What is your child’s favorite language?

English French

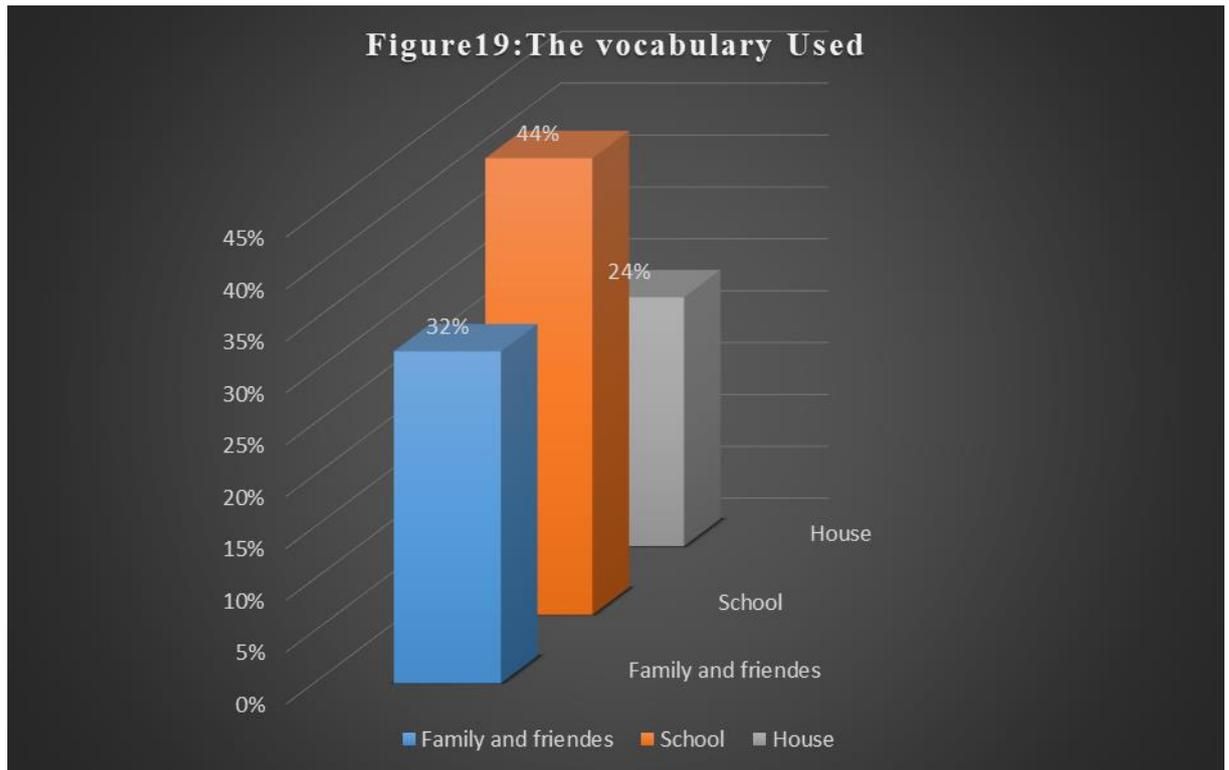


From the above data, it appears that the majority of parents (80%) argue that their children prefer English while the minority representing 20%, states that their children prefer French.

Based on parents' affirmations, it can be said that many factors may influence young learners' preference such as its popularity; omnipresence in social media, its relative easiness compared to French than, besides other social factors.

Question Item 09: In which vocabulary do you notice that your son/daughter excels the most in language?

Family and friends School House

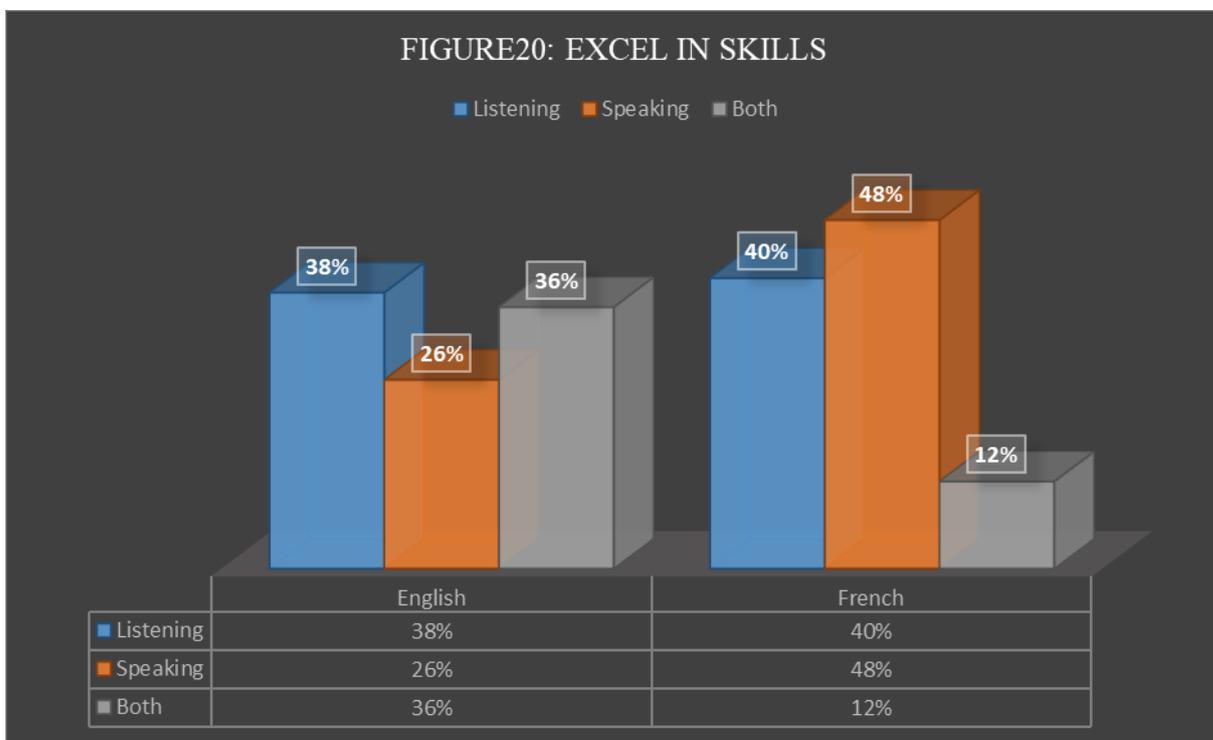


According to 44% of the parents state that their children use vocabulary related to school, while 32% of them affirm that vocabulary related to family and friends is used more by their children. The rest, representing 24% stipulate that they use words related to home.

Generally speaking, in and out of the classroom, primary school learners employ a wide range of vocabulary words. Pronouns, prepositions, and verb tenses are some of the most frequently used words and phrases among pupils in primary school. Words like "teacher," "pupil," "classroom," and "homework" appear regularly in their conversations. In addition, children in primary education frequently employ a lexicon of social concepts such as "friend," "game," and "share." The phrases "hello," "goodbye," "let's play," and "can I have a turn?" are all wonderful examples. Primary school learners also regularly utilize action verbs like "run," "jump," "play," and "draw" in their daily interactions. Learners in primary school frequently utilize a descriptive language to talk about their surroundings. As they interact with their peers and teachers, and expand their vocabularies, primary school learners utilize a wide variety of words and phrases.

Question Item 10: In which skill do you notice that your son/daughter excels the most in language?

English		French	
Listening	<input type="text"/>	Listening	<input type="text"/>
Speaking	<input type="text"/>	Speaking	<input type="text"/>
Both	<input type="text"/>	Both	<input type="text"/>



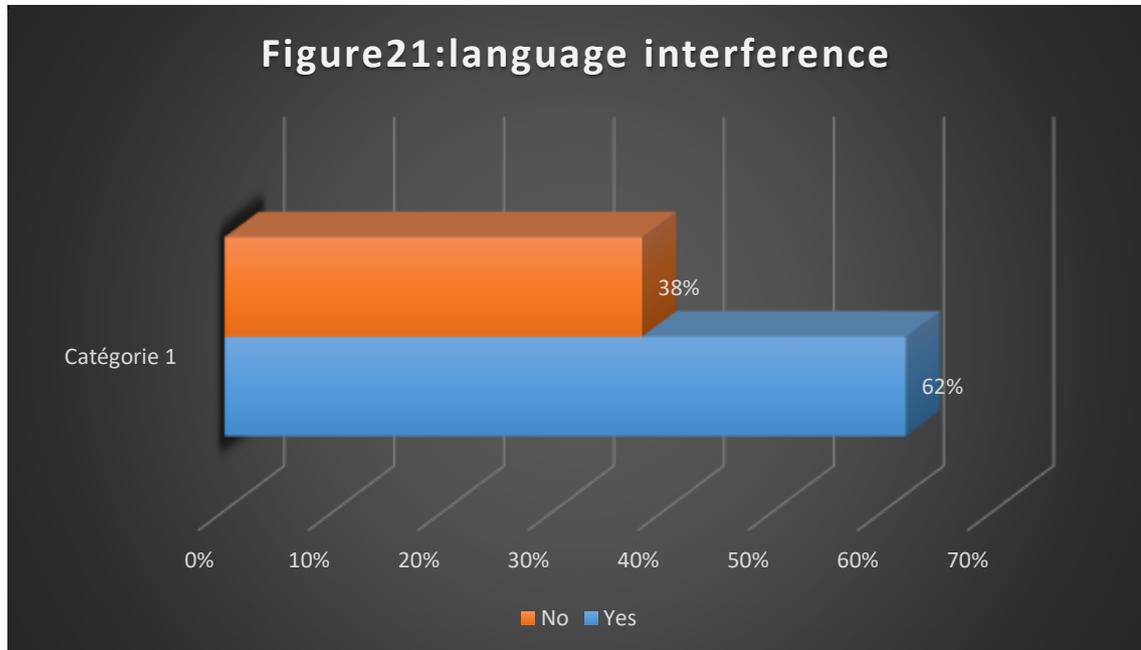
The table illustrates that regarding English, 36% of the parents noticed that their children excel in both speaking and listening, with 38% for listening and 26% for speaking. For French, 48% of them noticed that their children excel at speaking with 40% at listening the remaining portion 12% excel at both.

Since this is learners' first experience learning a foreign language, they find it simple for them to recognize the basic concepts and they can perform well in speaking and listening skills.

Question Item 11: Does your child have difficulties extracting letters while reading text in both languages?

Yes

No



The table and figure show that 62% of the participants noticed language interference among their children, while 38% did not experience any difficulties. Those phonological interferences may occur at an early age while learners are inexperienced with foreign languages.

Being an inevitable phenomenon, especially between French and English, interference can take several forms, including the inappropriate use of French grammatical structures in English or the inappropriate use of English vocabulary or idioms in French. New words and idioms may be coined in both languages as a result of interference, so it is not all bad. However, it can complicate things for learners who are not fluent in both languages, which is the case of primary school learners.

Question Item12: What other difficulties does your child face?

All learners encounter difficulties when learning multiple languages at the same time, and this occurs frequently since it is their first time. All parents expressed the difficulties their children face in studying two foreign languages at the same time.

Some of the participants' comments are as follow:

Table15: The children's Difficulties

Question Item 12 and its follow-up	Participant 01	Participant 02	Participant 03
The children's Difficulties:	توجد صعوبات في تلقي الدروس والنطق وفي طريقة إيصال المعلومات للطالب	صعوبة في حفظ مفردات لغتين مختلفتين جديدتين لطالب المرحلة الابتدائية في نفس الوقت	عدم وجود بيئة مناسبة للتحدث باللغة الإنجليزية بشكل مستمر، وهذا عائق كبيرة أمام تعلم أي لغة
English Translation	<i>"There are difficulties in as regards lessons' assimulation,pronounciation and the method of implemementing the lesson ."</i>	<i>"Difficulty in memorizing vocabulary for two different languages those are new to a primary school student at the same time".</i>	<i>"The lack of a suitable environment to speak English continuously and this is a major obstacle to learning any language".</i>

Comments

Most of the participants believed that learning two foreign languages at the same time may cause many difficulties such as linguistic overloadness, phonological interference and an appropriate sociolinguistic environment.

Section Three: Parents' suggestions and prospects

Question Item 13: What do you think about the future of Precocious foreign language learning in Algeria?

Foreign language learning is an effective step since children's brain and nerve cells have developed to a stage where the kid can assimilate three languages at the same time.

All the respondents expressed positive expectations about the future of the precocious foreign language learning in Algeria.

Some of participants' quote:

Table16: participants' quotations

Question Item 12 and its follow-up	Participant 01	Participant 02	Participant 03
participants' quotations	خطوة إيجابية	مستقبل جيد	ضرورية لمواكبة التطور التكنولوجي والعلمي في العالم المعاصر
English Translation	"A positive step"	"Good future"	<i>"Necessary to keep pace with technological and scientific development in the contemporary world"</i>

Referring to parents' responses, it can be noticed that they unanimously welcomed and supported beginning precocious foreign languages instruction for their young children in primary school education. Studies have indicated that teaching a child foreign languages at an early age can have positive effects on the child's brain development, IQ, ability to solve problems, and openness to other cultures.

III. 1. 3. Classroom Observation

Observation was used to collect variable and valid data. It was held in three primary schools in Tiaret, where both teachers and learners were under observation in order to determine their attitude and behaviour in the classroom.

III. 1. 3. 1. First Classroom

The first session in Maachi Said primary school took place the 14th March 2023 from 9:45 to 10:30 AM. The teacher entered and said good morning to her learners and they greeted her back. The number of the learners is 29 (15 boys and 14 girls). The Subject of the session was a remediation of the learners' ability to recognize colours and toys, activity four on page 31. It was about drawing their favourite toy and colouring it, then creating a dialogue about that. The teacher ability of controlling the classroom was perfect. She gave her learners instructions about the activity before doing it, her communication skills and her ability to relate between sessions helped her in managing her learners' mispronunciation and misbehaviour. The teacher avoided using Arabic in many situations, trying to draw to make her learners understand the targeted vocabulary (colours, shapes and toys). The learners are active participants of the lesson they could recognize colours and were able to make discussions with the teacher and among themselves about shapes and colours. Indeed, they were able to remember and recall the previous units dealing with (family and school objects), they also could understand the instructions and apply them. There was a phonological interference in some words like orange, blue and crayon. The learners were highly motivated. At the end of the session, the teacher engaged learners in a physical activity in which they should stand up and make some movements, they performed that activity which was in a form of a game keeping them motivated.

The second session took place on the 19th March 2023 from 9:45 to 9:15. This session was conducted outside the classroom the teacher preferred to do it this way in order to make a change and keep her learners motivated and active. First, she divided her learners into two groups, a group of boys and a group of girls. She started giving instructions about the challenges that they are going to face. She wrote words in which vowels were missing and asked both groups to complete them. The second activity was about colours, where she each time picks up a colour and choose a boy and a girl to guess quickly what the colour was. The third activity was basic questions that they should answer quickly also, like: what is your name, how old are you. She also showed her learners some pictures about toys and the house space components. The learners in this session were over excited and motivated and as a result they were less disciplined than the first session, and the teacher could not manage the class.

The third session was on the 09th April 2023 at the same time like the other sessions. The session was the first lesson of a new unit. The lesson's title is '*My Pets*'. As usual, the teacher made a 5 minute warm up in the form of a discussion in which she tried to refresh her

learners' minds because they were on holidays. The teacher asked her learners about the date, then she wrote it on the board. She started hanging pictures of animals, and asked her learners to close their eyes and listen to an audio, which was about animals' voices and recognize them using their auditory sense. Despite the fact that the learners were on holidays, they were so excited, motivated, and active during the whole lesson. They were able to recognize all animals' voices, identify their names, and make a dialogue about animals. They were able to work in groups and do the listening and repeating activity together. At the end of the session, the teacher played a song and started singing with her learners.

comments

Through the three attended lessons what was concluded is that the lecture is learner-centered. The teacher was authoritative. In Fact, she could lead her learners by attaching them to high expectations both in achievement and behaviour, it is the style that all teachers should follow while managing young foreign languages learners.

III. 1. 3. 2. Second Classroom

The first session in Al Amir Khaled primary school was 15th March 2023 from 13:00 to 13:45. The number of the learners is 28 (17 boys and 11 girls). The session was conducted in order to correct the second term exam. The teacher greeted her learners and they greeted her back. She asked them about the date and picked up one of the learners to write it on the board. The learner made some mistakes concerning some letters of March and Wednesday. She tried to point out the mistakes and correct them with the learners. The teacher had no control over the classroom. She was unable to manage her classroom, it was noisy and disrespectful. In fact, the learners stood up whenever they wanted to talk to each other. She started writing the exams' exercises then gave instructions about what they made as mistakes. Some of the learners were motivated and active participants, thus they could remember the vocabulary used in the exercises. There was a slight phonological interference with French concerning the word March and the pronunciation of the sound /r/. The few active learners were advanced in the pronunciation of the used vocabulary in the exercises of the exam. At the end of the session, the teacher said goodbye to her learners and went out.

The second session took place on the 16th March 2023 from 9:45 to 10:30. It was a session of remediation. The teacher walked in and greeted her learners and told them the page and the activities of that day's lesson. The teacher used pictures and audio instruments in order to familiarize the learners with the pronunciation of toys (doll, robot, car, train), and she tried

to resort to Arabic in order to explain some terms in relation with pictures and toys. What was different in this session that the teacher gave much more instructions before dealing with the activities. She monopolized the whole session, and the kids were only repeating and that made her tired especially that most of learners were slow learner. Some of the learners were able to make discussion with their teacher and do a dialogue with their peers that were mainly about toys and colours. The participation in the classroom was almost non-existent. At the end of the session, she wished them happy holidays and asks them to revise their lessons.

The third session took place on the 10th April 2023 from 12:30 to 13:15, the teacher entered the class and greeted her learners and they greeted her back and she asked them about their holidays and explained to them the meaning of the term holidays. That day's session was a lesson of the new unit '*My Pets*', the teacher asked her learners to close their eyes and use their hearing in order to recognize the animals' voices using a subwoofer. When they recognized the animals' voices, she asked them what animals they know, but only two learners could mention some pets like (dog, chicken, cat). Then, she hanged some pictures on the board and asked her learners one by one to tell their names. At the end, she asked them to draw those pets and colour them as homework. In this session the learners were not highly motivated to study and the participation was only from few members.

Comments

What can be noticed that the sessions attended at El Amir Khaled primary school, were teacher centered. The teacher was the performer, following the same style which may make the learners spoon-fed and too much dependent.

III. 1. 3. 3. Third classroom

The first session at Tazi Said primary school, the number of the learners is 24 learners (11 boys and 13 girls). The session, took place on the 19th march 2023 from 13:00 to 13:45. The teacher entered and greeted his learners, they greeted him back. He was obliged to clarify some points about the exam that was corrected last session. As soon as he finished, he asked his learners about the date and wrote it up on the board, while they were dictating it for him. After that the teacher asked his learners to open the book on page 40 and try to do exercise six which objective is to recognize colours. The learners could memorize colours and correct the sentences using the right colour. They were motivated and the majority of them participated in doing the exercise and despite the fact that they used some terms in Arabic but they could discuss with the teacher. There was a slight phonological interference which concerns the

pronunciation of the word March. The teacher during the session gave instructions of each step of the exercise and tried to repeat for some slow learners who did not understand the instructions and related between lessons. His focus was totally on learners but he had no control over the classroom and the learners were moving everywhere and making noise.

The second session took place on the 21st March at the same time like the first session. At the beginning of the session the teacher greeted his learners and they greeted him back. He asked them to open their books on page 41 and started copying the exercises on the board, without giving any other instructions about what to do. After copying the exercises, he asked his learners to make attention to him and he started explaining the first exercise which is about finding words in a grid which are mainly about toys and colours and he gave them enough time to do it alone. Then he started picking up some learners to do the activity together. The next activity was about reading some sentences about the same topic the majority of learners were able to read and pronounce the sentences perfectly. The learners in this session kept at the same rate of motivation, and all members participated to do the activities, but they were hyperactive and their actions were not similar to the last session.

The third and last session took place the 9th April 2023 in Ramadan from 12:30 to 13:15; the lesson was about the pronunciation of the letter 'A'. The learners and teacher greeted each other; the teacher welcomed his learners and asked them about their holidays. He started reading the example of the first activity and asked his learners to repeat after him. Later he explained the example for the learners in Arabic «a black cat in a black bag» which means in Arabic «قطعة سوداء في حقيبة سوداء» one of the learners asked the teacher a question which was why in English we say "black cat" and not "cat black". He asked the question in Arabic, what the teacher said was that English is not like Arabic because each language has its own rules. The learners had some difficulties in memorizing some terms like "apple, fish, and the bat " which caused hindrance to them, thus they kept silent for a while. They were less motivated than the previous sessions, and only few members could participate actively and discuss with the teacher. The majority could not recognize whether the sound /a: / or /æ/ exist in some words. The teacher was less active and nervous because of the noise that he always faced with the class, and also because of fasting.

Comments

According to what was observed in Tazi primary school sessions. The learners were very noisy to the point then managing them was impossible. It was also noticed that the pre-step preceding the pronunciation phase was omitted by the teacher.

III. 1. 4. Interview: theatrical Analyses

This interview was conducted with 03 EFL teachers in order to investigate and gauge the teachers' perception towards the precocious foreign language learning. The interview was divided into 9 questions.

Question one: To what extent are you satisfied of the precocious foreign language learning in the Algerian primary school?

Participant 01: Very satisfied

Participant 02: Well satisfied

Participant 03: Very satisfied

For this question, it is noticed that all of the teachers were very/well satisfied. They all agree that it is a positive step, for English is a global language and argued that the learners happily accept the language and they interact actively with the teacher. It can be said that, the teaching community is satisfied about foreign languages learning and teaching in the Algerian primary schools.

Question two: After six months of teaching English, how difficult/ easy is it for an 8-year-old learner?

Participant 01: It is easy. The learners accept the information easily.

Participant 02: It is easy. It depends on the teacher's method.

Participant 03: It is easy. At this age, learners will be able to learn more than one language.

As shown in the previous answers, all the teachers agreed that teaching English for an eight-year-old learner was easy because the learners accept the language easily and they feel comfortable during the English sessions. As the third participant states that the learner will be able to learn more than one language because an early age is the best to learn.

Through this question, it is clear that the young learners' age is appropriate for languages learning and it is neither an obstacle for teachers or for learners.

Question three: Is the allocated time sufficient to attain the predetermined objectives?

Participant01: No, Is not enough for 40 learners.

Participant02: The time is not enough for mixed ability learners.

Participant03: Is not sufficient.

As we can see, all the participants stated that one hour and half per week is not sufficient to attain the predetermined objectives. The teachers claimed that it is very tiring to teach 8 classes at the same time and this causing problem to them.

What can be said here is that the allocated time for English teaching in the Algerian primary schools is not well studied by authorities and needs to be recognized by experts in the educational domain.

Question four: Are the learners able to memorize the target vocabulary in each session?

Participant01: Yes. It is up to the teacher

Participant02: Yes.

Participant03: Yes.

As shown in the participants' answers. The young learners are able to memorize the target vocabulary because they use simple words and sentences. As regards the first participant, the learners' acquisition mainly depends on the teacher's instructional way.

This question reveals that young foreign languages learners succeed in receptive skills and productive ones regarding vocabulary.

Question five: How excited are learners during English sessions?

Participant01: Very excited. They wait for the session impatiently.

Participant02: Very excited. They were prepared to learn English.

Participant03: Very excited. Love English.

Reflecting on the participants' answers, the learners are very excited during English sessions. One of the participants argues that they wait impatiently for the session. Other teacher states that the social media already prepared them. While the other teacher said that they love English.

This question shows that the Algerian primary schools' foreign languages learners (3rd year) are passionate with languages especially English. Their impatience and motivation towards English language may be stirred up by internal and external factors. For the former, it can be the teacher's behaviour and school environment, and for the latter, it may be due to TV programs and social media (YouTube, video games, cartoons...).

Question six: During English sessions, have you noticed any phonological interference between English and French?

Participant01: Yes.

Participant02: Yes.

Participant03: Yes.

All the participants argue that at the beginning of the year, there were a phonological interference between English and French but with time, they adapt with the two languages.

It can be said that the learners are not familiar with these two languages and they are studying them at the same time and this may confuse them. According to the teachers' answers to this question, it can be said that both teachers and learners faced the problem of the phonological interference in the beginning of the scholar year, but gradually they could fix it.

Question seven: Which skill causes problems to learners?

Participant01: Writing.

Participant02: Writing.

Participant03: Writing.

As the ministry asked the teachers to focus only on oral expression, oral production and written production. All teachers face problems on writing, causing learners' slowness.

What can be understood from the above answers is that writing is challenging skill for many primary school learners because it requires the integration of many different abilities, including but not limited to: grammar, spelling, vocabulary, syntax, and organization. In addition, learners whose language abilities are still maturing may find it difficult to express themselves coherently and efficiently in writing.

Question eight: Do you think learning French and English represents linguistic overloadness on learners?

Participant01: It depends on the learner.

Participant02: For some yes.

Participant03:No.

Regarding question-item 8, it is noticed that teachers have different overviews about the linguistic overloadness and its impact on primary school learners. The first participant and the second ones' answers assume that there is linguistics overloadness while learning French and English simultaneously. While, the other one states that linguistic overloadness is not an influential factor that hinders learners' learning of French and English.

According to the answers, the linguistic overloadness represented by English and French is a matter which is related to the learners' abilities and whether they are slow learners or not, it is also related to learning two new languages for the first time .

Question nine: How do you predict the outcomes of precocious learning of foreign languages in Algeria?

Participant01: *Successful.*

Participant02: *I think, English will be more successful than French.*

Participant03: *I believe that, Algerians are truly capable of learning new languages; they are also open to the idea. We will not be like native countries but I believe English will be our second languages regardless Arabic.*

Concerning the participants' viewpoints, they believe that future of the foreign language in Algeria will be successful and English will be a first foreign language in Algeria, because it is an international language.

The last question answer shows that the expectation about the future of precocious foreign languages learning is bright and will give many advantages to these young learners generation and to the next generations in many aspects, especially with the help of digitalization.

III. 2. Data Triangulation

The triangulation of gleaned data from questionnaires, interviews and classroom observations reveal that most of targeted participants, viz., French teacher, learners' parents, English teachers and English teaching in praxeological scenes agreed on the beneficial outcomes of precocious languages learning.

Early foreign language exposure has been shown to benefit learners' brain development, academic performance, and ability to communicate with others from a variety of cultural backgrounds. Teachers of French have found that their learners who start studying the language at a young age are more likely to become proficient speakers and to gain an

appreciation for the culture of the country where French is spoken. Benefits of acquiring a second language at a young age include better communication skills and an increased awareness for other cultures, as highlighted by both English teachers and teachers in praxeological contexts. Overall, the triangulation of data from various sources lends weight to the argument that acquiring a second language at a young age is beneficial to a person's intellectual, emotional, and social growth.

However, precocious language learning, especially the case of Algerian primary school learners is not free from drawbacks. Algerian primary school learners may experience linguistic interference when learning two foreign languages simultaneously at a young age. This is when the first foreign language causes problems with the second foreign language (French and English) they are trying to learn. This might be especially difficult for learners whose language skills are still developing.

Potential cultural discord is another obstacle. The cultural differences between the learner's native tongue and the target languages can be disorienting and uncomfortable for young children. Feelings of isolation and estrangement from one's own culture may entail.

There may also be logistical obstacles to acquiring foreign languages at a young age, such as a scarcity of trained teachers, inadequate materials, and no extracurricular opportunities for practice.

Conclusion

This chapter reflects the practical part of the research. The collected data were analysed and critically discussed and provided data interpretation, recommendations, and research limitations. It discusses results gathered through the triangulation methods (questionnaires, interview, and observation).

Recommendations and Suggestions

At the end of the research, based on the results of the study, experience, and awareness of the topic under discussion, here are some recommendations and suggestions for stakeholders to raise awareness of the issue of precocious learning of foreign languages in Algerian schools:

1. Provide training for primary school teachers to enable them to teach foreign languages effectively, including courses in language pedagogy and teaching methodology

2. Develop a clear and comprehensive curriculum for teaching foreign languages in primary schools that includes age-appropriate materials and activities.
3. Encourage the use of modern teaching methods and resources, such as language labs, multimedia materials, and online resources, to enhance the learning experience for learners.
4. Raise awareness among parents and the wider community about the benefits of learning foreign languages at an early age and the importance of supporting language learning at home.
5. Foster partnerships with foreign language institutions, such as embassies, cultural centres, and language schools, to provide additional language learning opportunities for learners and teachers.
6. Provide support and resources for teachers to engage in professional development activities and continuing education in the field of foreign language teaching.
7. Conduct research and evaluation studies to assess the effectiveness of current language learning policies and programs and to identify areas for improvement.

By implementing these recommendations, stakeholders can help to raise awareness of the importance of precocious learning of foreign languages in Algerian schools and provide learners with the skills and knowledge they need to succeed in a globalized world.

Limitation of the Study

This research, as any other survey, has limitations. Concerning the first limitation, since the questionnaire's target group was French teachers, copies were provided to 60 of them. Furthermore, eight of them did not return their copies, and ten of them did not take the questionnaire seriously, neglecting to answer at least half of the questions, especially the open question, and we received just 40 responses. The second limitation has to do with parents. Since, it was asked from the learners to provide the questionnaire to their parents, but unfortunately, some of them filled it themselves and some parents might have completed out the questionnaire half-heartedly by disregarding. The third limitation due to setting, as primary schools were located far from each other. It was exhausting to move from one school to another to hand out the questionnaires and then return back to gather them. This procedure takes at least two weeks to be completed.

General Conclusion

General Conclusion

This research study attempted to investigate parents' and teachers' attitudes towards the precocious foreign languages learning in the Algerian Primary schools. This study highlighted English's dominant position in the modern world and how its important status compelled many governments to implement language policies and make English the first foreign language in many nations throughout the world. In addition to that, it emphasized the importance of language planning and policy decisions in establishing the status of languages, as well as how this affects foreign language acquisition in many nations, including Algeria.

According to the current study, Algerian society prioritizes English to French as a foreign language, which is shown in the language's widespread use in different sectors. According to the research, English is becoming more essential in today's Algeria and must be given priority. Algerians are getting more open to the world and coping with worldwide developments and changes, and now, English is the language preferred and demand from everyone. Despite the increasing number of parents sending their children to learn English in private schools and the fact that French is still considered to be the first foreign language, the Algerian Ministry of Education still perceives English as having a secondary importance and only teaches it as an additional foreign language in public schools. While English is the dominant foreign language in all over the world, French is still the second language in Algeria because of political, historical, and economic reasons.

This survey showed that implementing English in Algerian primary schools is a pioneering idea that is quickly becoming a reality, and the Algerian society, from teachers to parents, are ready and willing to embrace English in primary school to enhance language acquisition. While, the idea to include English into primary schools provoked significant debate among parents and teachers about the possibility of primary school children acquiring two languages after Arabic at an early age.

The investigation was carried out in the city of Tiaret with the participation of forty primary school French teachers, three English teachers, and fifty primary school parents from different regions of the city. The findings confirmed that there was a positive attitude towards learning English and French at the same time in Primary school and according to the opinions of the participants, who confirmed the learners' ability to acquire the language in simple and quick way, the implementation of this decision was useful and effective. Thus, the hyposthese are confirmed by the findings.

The present research demonstrates the benefits of an early age for language learning and exposure, Parents' Choice of English to be the subject of instruction in the primary cycle and the teachers supporting the precocious foreign language learning. According to the study's outcomes, Algerian society is prepared and open to embrace precocious foreign language learning in primary school in order to enhance language acquisition. And it is necessary to include an experience-based curriculum based on enabling young learners to engage with the environment to acquire the target language. Further, research on curriculum design for the implementation of English in Algerian primary schools is highly recommended.

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Appendices

Appendices

Appendix 1

Teachers' Questionnaire

Nous serions reconnaissants si vous pouviez nous aider en répondant aux questions suivantes concernant vos attitudes en tant que professeur de français envers l'apprentissage précoce des langues étrangères dans les écoles primaires, il n'y a pas de bonne ou de mauvaise réponse, nous sommes intéressés par votre opinion personnelle, s'il vous plaît répondez le plus objectivement possible, vos réponses resteront anonymes et ne seront utilisées qu'à des fins de recherche académique.

Partie 1 : informations personnelles et professionnel des enseignants.

1. Age :
2. Sexe : Homme Femme
3. Expérience professionnelle

Partie 2 : Attitudes envers l'enseignement précoce des langues étrangères au primaire.

4. à quel point êtes-vous satisfait de l'enseignement précoce des langues étrangères ?

Très satisfait Satisfait Moins satisfait Pas de tout satisfait

5. A/Après six mois d'enseignement du français, Est-qu'il est difficile/facile pour les apprenants ?

Facile Moyen Beaucoup plus difficile Très difficile

B/Si facile/ difficile indiquez pourquoi ?

.....

6. est-ce que le temps imparti au français est suffisant ?

Oui Non

7. est-ce que les apprenants sont capables de mémoriser le vocabulaire ciblé dans chaque session?

Oui Non

8. à quel -point sont les apprenants motivés pendant les cours de français ?

Très motivés Motivés Moins motivés s de tout

9. A / durant les sessions de français, avez-vous remarqué une quelconque interférence phonologique entre français et anglais ?

Oui Non

B/ Si oui, à quelle fréquence?

Toujours Souvent Jamais

10. Quelle l'activité semble difficile pour les apprenants ?

Écouter et répéter Lire parler re

11. Est-ce que apprentissage de l'anglais et de français en même temps représente une surcharge linguistique pour les apprenants ?

Oui Non

12. Quels sont les avantages et les inconvénients de l'enseignement précoce des langues étrangères ?

.....

Partie 3 : Suggestions et recommandations.

13. quels-sont vos prédictions pour l'apprentissage précoce de langue étrangère?

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

Merci!

Appendix 2

استبيان الأولياء

يسرنا ان تشركوننا آراءكم بالإجابة على الأسئلة وابداء آرائكم فيما يتعلق بتعلم أبنائكم اللغات الأجنبية في المرحلة الابتدائية. وليكن في علمكم ان أجوبتكم نستفيد منها لغاية علمية ولكم منا جزيل الشكر والعرفان.

الاسئلة:

1. السن:
2. المهنة:
3. المستوى الدراسي:
4. الجنس: ذكر أنثى
5. هل انت مقتنع بقرار ادراج اللغة الإنجليزية في الطور الابتدائي؟ نعم لا
6. هل تفضل اللغة الإنجليزية ام اللغة الفرنسية؟ لماذا؟
اللغة الإنجليزية اللغة الفرنسية
.....
.....
7. بعد 06 أشهر من الدخول المدرسي:
هل يتحدث أولادك باللغة الاجنبية في المنزل؟
نعم لا
8. الى اي لغة لاحظت ابناءك أكثر ميولا؟
الإنجليزية الفرنسية
9. بماذا ترتبط المفردات التي يستعملها عادة؟
العائلة والأصدقاء المدرسة المنزل
10. في اي مهارة لاحظت ابنك /ابنتك متفوقا أكثر في اللغات؟
الفرنسية: السمع التحدث
الانجليزية: السمع التحدث
11. هل يواجه ابنك صعوبات في مخارج الحروف خلال قراءة النصوص باللغتين؟ نعم لا
12. ما هي الصعوبات الأخرى التي ي/تواجهها ابنك / ابنتك؟

.....
.....

13. كيف ترون مستقبل تعليم المبكر اللغات الأجنبية في الجزائر؟

.....
.....

شكرا على تعاون

Appendix 3

Interview

Personal information

Name

Age

Years of experiences

Interview questions

1. To what extent are you satisfied about the precocious foreign language learning in the Algerian primary school?
2. After six months of teaching English, how difficult/ easy is it for an 8-year-old learner?
3. Is the allocated time sufficient to attain the predetermined objectives?
4. Are the learners able to memorize the target vocabulary in each session?
5. How excited are learners during English sessions?
6. During English sessions, have you noticed any phonological interference between English and French?
7. Which skill causes problems to learners?
8. Do you think learning French and English represents linguistic overloadness on learners?
9. How do you predict the outcomes of precocious learning of foreign languages in Algeria?

Appendix 4

Classroom observation grid: third year learners' performance

Issue		Session 01		Session 02		Session 03	
Precious foreign language teaching	Objective s	Yes	No	Yes	No	Yes	No
	Memoriza tion of the target vocabular y						
	Motivatio n						
	Phonologi cal interferen ce						
	Participati on actively in class						
	Class discussion						
	Environm ent adequacy						

Appendix 5

Classroom observation Grid: Third year Teachers' performance

Issue		Session 01		Session 02		Session 03	
		Yes	No	Yes	No	Yes	No
Precious foreign language teaching	Objectives						
	Communication skills						
	Focus on students						
	Behaviour engagement						
	Call for feedback						
	Relating between sessions						

Résumé

L'apprentissage précoce des langues étrangères a récemment été mis en place dans les écoles primaires algériennes. Les avis sont partagés entre ceux qui sont pour et ceux qui sont contre. Pour découvrir les attitudes des parents et des enseignants, nous avons mené cette recherche de master.

ملخص

تم تطبيق التعلم المبكر للغة الأجنبية مؤخرًا في المدارس الابتدائية الجزائرية. يتم تقاسم الآراء بين أولئك الذين يؤيدون وأولئك الذين يعارضون. للكشف عن مواقف الآباء والمعلمين، أجرينا هذا البحث

Summary

Precocious foreign language learning has recently been implemented in Algerian primary schools. Opinions are shared between those who are for and those who are against. To reveal the attitudes of parents and teachers, we conducted this master research.