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The Impact of French as a Second Language on Teaching

English as a Foreign Language in Algerian primary Schools:
Case of Third Year Primary Level in Tlemcen

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Dedications

I would like to dedicate this work to my beloved parents; **Mohamed** *and* **Samia**, *whom their unconditional love, support, and belief in my abilities have been my guiding light throughout my journey. I also dedicate this work to my soulmate; my husband* **Khaled** *who supports me the most and who is always beside me in my ups and downs; to my lovely siblings;* **Ahlem**, **Sihem**, **Asma**, **Boumedien**, *and* **Brahim**, *to all my teachers, to my family and to everyone I know. This work is dedicated to you, with heartfelt gratitude and endless love.*

Chaimaa.

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Abstract

This research work is set to shed light on the implementation of the English language in Algerian primary schools. The study focuses on investigating the influence of the French language on teaching the English language in Algerian elementary schools. To tackle this issue, the questionnaire and the interview were used as research tools. The questionnaire was submitted to sixty parents of pupils studying at Bouaza Kouider, Hafid Tnessi, and Ikhlaf Boumedien primary schools in Tlemcen. Alongside the questionnaire, an interview has been conducted with three French language teachers and another interview with three English language teachers in the three selected primary schools. The data analysis revealed that the majority of the pupils' parents and teachers recognize the importance of the English language and strongly support its implementation in the Algerian primary schools. Moreover, the participants believed that the French language has a positive impact on teaching the English language at primary schools. Furthermore, the parents and teachers who participated in this research work provided some suggestions and recommendations to enhance the teaching of the English language in the Algerian primary schools.

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List of Abbreviations and Acronyms

%: Percentage.

CENAE: The National Council of Algerian High Schools.

CLT: Communicative Language Teaching.

CRDP: Centre for Didactic and Pedagogical Research.

EFL: English as a foreign language.

EIL: English as an International Language.

ELT: English language teaching.

FL1: First Foreign Language.

FL2: Second Foreign Language.

IT: Information Technology.

ITE: Institute of Technical Education.

L1: First language; native language.

L2: Second language.

LMD: License-Master-Doctorate system.

LPP: Language policy and planning.

MOI: Medium of Instruction.

MSA: Modern Standard Arabic.

SP: Status Planning.

TBLT: Task-Based Language Teaching.

TPR: Total Physical Response.

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General Introduction

English is widely considered to be an important language for global communication and commerce, and as a result, many countries around the world are making efforts to teach English as a foreign language to their students. Teaching English as a foreign language has always been a difficult process across the world, but it has lately gained traction in Algeria. The English language was distributed in three concentric rings. The first inner circle comprises nations where English is the official language, such as the United States, the United Kingdom, and Australia. The second circle includes former British colonies such as India, Singapore, and Egypt. The third circle comprises nations where English is the most widely spoken language (Kachru, 1988). Algeria is assigned to the third Kachru circle. After French, English is the second most widely spoken foreign language in Algeria. The French language is regarded as the first foreign language, while English is regarded as the second. In accordance with an Algerian government resolution, the Algerian educational system has begun using English in primary school in September 2022 in order to meet market and societal needs.

1_Statement of the Problem

The Algerian President Abdelmadjid Tebboune, during his presidency of a cabinet meeting, ordered the adoption of the English language, starting from the elementary level, after a deep examination of experts and specialists, according to a statement by the Presidency of the Republic. Algerian schools educate almost 10 million pupils; roughly, 6 million of them are in the elementary stage, which lasts from the first to the fifth year. They used to learn French as a single foreign language beginning in the third academic year, however, now they are learning English as a foreign language. In this regard, the President of the National Association of Parents of Pupils of Blida, Azzedine Zarrouk, told Al-Shorouk [1]that the decision of the President of the Republic is what represents an old demand of the associations of parents of pupils, as the spread of English language learning has become widespread around the world. The National Council of Algerian High Schools (known as CENAE) believes that teaching foreign languages, especially English, at a young age is important for the future. However, they want the Ministry of National Education to make sure that students are learning these languages well. CENAE is hoping that the Ministry's decision to make English a mandatory subject at primary school will set a precedent for the future. Teaching English in the primary stage is a very important strategy and it requires a lot of planning and preparation. Teachers need to be hired are those who are experienced in this area. Besides, it is important to remember that

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[1] Algerian Newspaper

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French is a very important language in the Algerian speech community. For this purpose, be it at the macro or at the micro level, it would be necessary for both teachers and learners to be aware about the influence that the French language as an FL1 has on ELT in the primary schools.

2_ Aim of the Study

The main aim of this study is to investigate the influence of French on the instruction of English in Algerian primary schools, considering the fact that both languages are taught at the same level and share linguistic similarities. This research deals with the following problem:

In what ways does the presence of French potentially influence the teaching and learning of English in Algerian elementary schools?

3_ Research Questions

In order to investigate the above problem, three research questions were asked:

1_ What is the status of English language in the Algerian society?

2_ What is the influence of French language on teaching English language in the Algerian primary schools?

3_ How can we help pupils learn English in an appropriate way?

4_ Research Hypotheses

Based on the research questions, three hypotheses are suggested:

1_ English language is needed and preferable in the current social contexts in Algeria.

2_ The presence of French as a dominant language affects negatively the teaching of English language in primary schools.

3_ There must be innovative strategies and methods for implementing English in Algerian primary schools so that pupils can achieve success in the language and make a positive impact on their education.

5_ Research Methodology and Tools

Since the main aim of this study is to investigate the impact of French on ELT in primary schools, a descriptive and comparative study was suitable to fulfil this objective. An online questionnaire has been administered to the pupils' parents in order to explore their attitudes toward the decision of ELT in this level. In addition, two semi-structured interviews have been designed; the first one was conducted with three English language teachers in Tlemcen's primary schools to investigate the way they are teaching English language and the influence of

the French language on their teaching process. Similarly, the second interview was with three French language teachers in order to figure out whether the pupils are mixing between the two languages and the teachers' suggestions regarding this issue.

6_ Structure of the Study

In order to undertake the problematic, this research was divided into three chapters; the first one is a theoretical overview of the history of French and English languages in the Algerian educational system. Moreover, it sheds light on the differences and similarities between these two languages at different linguistic levels. The second chapter provides information about the sample population and the research instruments used to gather data. Finally, the third chapter deals with the practical part of this dissertation. It aims at analysing and interpreting the collected data. Thus, this research makes use of two interviews with six primary English and French languages teachers, alongside a questionnaire administered to pupils' parents.

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Chapter One: Language Planning and the Teaching of English as a Foreign Language in

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1.1   Introduction

Due to historical, social, economic and geographical events in Algeria, linguistic diversity appeared. Thus, in our daily speech we use different languages along with the Arabic one, which is the mother language. Generally, the most spreading languages that we use are English and French depending on the person's choice. However, English along with local and national languages is now taught in Algerian schools as a foreign language and it is regarded necessary for a variety of purposes, including science, technology, culture, and so on. As a result, the Algerian government decided to incorporate English into primary schools and that leads to different point of views between those who welcomed this decision and those who are still having some questions about teaching English alongside French language at the same level. Therefore, the current chapter begins with an overview about the linguistic situation in Algeria with a focus on the status of French and English in Algerian society and the educational system. It then provides information on language policy and planning, including the different types of language planning and approaches to language planning. It then moves to talk about the educational system in Algeria. Moreover, it sheds light on the nature of English and French alongside the relation between them. This chapter then specifically addresses the topic of teaching English as a foreign language in Algerian primary schools, including the methods that can be employed in the teaching process.

1.2.   Brief Historical Background of the Linguistic Situation in Algeria

Algeria, a North African country with a rich linguistic history, has been shaped by various factors such as colonization, migration, and political upheavals. According to Mellah and Temmar (2015), "The history of Algeria's languages is inseparable from the history of its peoples, cultures, religions, and political systems" (p. 184).

Arabic, the official language of Algeria, has a long history in the region. As noted by Benrabah (2013), "Arabic language and Islam played a significant role in the formation of the cultural and linguistic identity of the people of Algeria" (p. 1). Over time, Arabic became the dominant language of the region, and Algerian Arabic, also known as Darja, is the most widely spoken language in the country. In addition to Arabic, French also plays an important role in Algeria's linguistic landscape. The French colonization of Algeria began in the early 19th century and lasted for over a century. During this time, French became the language of administration, education, and culture in Algeria. Berber languages are also spoken in Algeria,

particularly in rural areas. The three main Berber languages spoken in Algeria are Kabyle, Chaoui, and Mozabite. In recent years, the linguistic situation in Algeria has become more complex due to the influence of globalization and the emergence of new technologies. English has become an important language for business and education, particularly in urban areas. According to Bouchetara (2017, p. 217), "The rise of English in Algeria can be attributed to the increasing globalization of the economy and the growing demand for English-language skills in the job market". In addition, the internet and social media have created new spaces for language use and have led to the emergence of new hybrid forms of language.

In general, Algeria's linguistic situation is shaped by a complex history of colonization, migration, and political change. As noted by Stolz et al. (2017, p. 177), "Algeria's linguistic landscape is dynamic and multifaceted, reflecting the diverse linguistic and cultural influences that have shaped the country over time". Arabic, French, and Berber languages have all played important roles in shaping Algeria's linguistic landscape, and new languages and linguistic practices continue to emerge in response to global and local forces.

1.3.   Status of Non-Native Languages

Algeria is a country with a rich linguistic heritage, where Arabic is the official language and the mother tongue of the majority of the population. However, several non-native languages are spoken and studied in the country; such as French, English, and Berber languages.

French is the second most commonly spoken language in Algeria, with a significant percentage of the population being proficient in it. It was introduced during the colonial period and has remained an important language in the country, especially in the fields of education, business, and administration. However, there has been a growing trend towards promoting the use of Arabic and other native languages in recent years, which has led to a decline in the popularity of French in some areas. As cited by Dr. Adnane Jabri[2], French is the second most commonly spoken language in Algeria and continues to have a strong presence in the country.

English is also a popular non-native language in Algeria, especially among young people. It is often taught in schools as a second foreign language and is widely used in higher education and business, and nowadays it is taught at the elementary level. However, there is still a lack of English language proficiency in many parts of the country, and efforts are being made to improve the quality of English language education. As mentioned by Benrabah "English is an important language in Algeria, especially in the fields of education and business. However,

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[2] Linguistics Professor at the University of Algiers

there are still significant challenges in terms of improving English language proficiency in the country."(Benrabah, 2015, p. 115-130).

According to Tilmatine, Berber language and culture scholar "Berber languages; including Kabyle, Chaoui, and Tamazight, are spoken by a significant minority of the population in Algeria." (Tilmatine, 2005, p. 50). These languages have long been marginalized and suppressed, but efforts have been made in recent years to promote their use and preserve their cultural heritage.

In short, non-native languages such as French, English, and Berber languages play an important role in Algeria's linguistic landscape, alongside the official language of Arabic. While there are challenges and tensions surrounding their use and promotion, efforts are being made to ensure that they are recognized and valued as part of the country's diverse linguistic heritage.

1.3.1 Status of French in the Algerian Society

Algeria is a multilingual country, and several second languages are spoken and used in various contexts. The French language and its role in Algerian society have been the subject of much debate and discussion since Algeria gained independence from France in 1962. French was introduced to Algeria by the French colonial power in the mid-19th century, and it quickly became the language of administration, education, and culture. The use of French continued after independence, especially among the urban elite, who had received their education in French-language schools. However, with the rise of Arabization policies in the 1970s, French began to lose some of its status as a dominant language. This language continues to play a significant role in Algerian society, especially in education, business, and the media. Many Algerians who have studied in French-language schools are fluent in the language and use it regularly in their professional lives. In addition, French-language media both print and broadcast are widely consumed in Algeria. Attitudes towards French in Algeria are complex and multifaceted. On the one hand, many Algerians view French as a symbol of colonialism and oppression, and there is a growing movement to promote the use of Arabic and other indigenous languages. On the other hand, French is also seen as a language of opportunity, and many Algerians see fluency in French as essential for success in education and business. As stated by Farida Balkacem[3], French is a language of prestige and power, and many Algerians still see it as a ticket to success and upward mobility. But we need to recognize the importance of our own languages and culture and work to promote them alongside French.

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[3] Algerian Linguist and Researcher

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The present period in Algeria is critical and sensitive, with language being a recurring topic of debate in the country. Since the onset of the popular uprising, there has been a growing opposition to the use of French. A language that has been prevalent in Algeria and neighbouring countries like Morocco and Tunisia for almost 150 years. Given the current political crisis in Algeria, many Algerians believe that it is imperative to remove French from the country's language landscape, citing its association with colonialism and lack of global business recognition, and replacing it with English. Such a shift in language use could have significant socio-cultural and economic implications for Algeria and its neighbouring countries, particularly in areas such as education, trade, and diplomacy.

Figure 1.1. Algeria seeks to replace French with English

The concept of transitioning to a different language has been present since September 2010, when the former Minister of Higher Education, Rachid Harraoubia[4], proposed the possibility of replacing French by English in universities, particularly in scientific and technological fields. Recently, the new Minister of Higher Education and Scientific Research, Kamel BEDDARI[5], expressed his belief that English should be used more extensively in research as it is the language used in international channels and scientific journals. In July 2019, the Minister Tayeb BOUZID instructed all faculty rectors in Algeria to use only Arabic and English in official documents, such as diplomas, transcripts, and letters, to promote and strengthen the use of English in the country's universities and enhance the visibility of educational and scientific activities. The Minister stated that this decision meets the demands of students who desire international recognition for their degrees.

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[4] The Former Minister of Higher Education
[5] The New Minister of Higher Education and Scientific Research

In conclusion, the status of the French language in Algerian society is complex and multifaceted. It holds the position of a second language (L2) in terms of linguistic perspective, while politically; it is considered the first foreign language. It plays a significant role in various sectors, including government, administration, politics, law, medicine, commerce, media, and education. However, there is also a growing push to promote the use of Arabic and native languages, leading to a decline in the popularity of French in some areas. Overall, the French language remains an important and influential part of Algerian society, reflecting the country's history and its ongoing relationship with France.

1.3.2   Status of English in the Algerian Society

English is an important second language in Algeria, and its status in Algerian society has been the subject of research and debate. English is widely taught in Algerian schools as a second foreign language, and there is a growing demand for English language proficiency in the job market. In addition, it is used as a medium of instruction in some higher education programs, particularly in scientific and technical fields. English is the international language of commerce, and many Algerian businesses are looking to expand their operations globally. As a result, there is a growing need for employees with strong English language skills, particularly in fields such as finance, IT, and engineering.

English-language media, particularly online, is becoming increasingly popular in Algeria. This has led to a growing demand for English language skills among journalists, bloggers, and social media influencers. It is also a popular language among Algerian youth, who use it to connect with global youth culture, particularly in music, fashion, and social media. This has led to the emergence of a new subculture of Algerian youth who are fluent in English and identify with global youth trends.

It is evident that Globalisation has a significant impact on Algeria. As a result, English is gaining more power and importance in the country due to its global status, while the status of French in the world continues to decline. As Mami (2019) argues:

> After the Arabisation policy of 1971 and the socioeconomic changes worldwide, the use of English as a communicating vehicle started to gain more space within globalised Algeria. Consequently, disparities in the use of French started to fade at the crossroads, leaving more space for teaching English as a second foreign language.

<div style="text-align: center">Mami (2019, p. 910)</div>

Presently, the dominance of the English language persists due to its worldwide reach. This dominance is attributed to several factors, such as being the official language of approximately 25,000 international organizations in 1995-1996 and its association with popular culture, as many well-known musical groups and literature works are produced in English. Additionally, with technological advancements, over 90% of electronic internet content is in English. Furthermore, it is widely used as a language of international travel in the tourism industry. Therefore, English has gained a global status that continues to give it an edge over other languages.

Nowadays there are many opportunities to hear the English language or at least many words-than it used to be in the past, for instance restaurants names such as Best Chicken in Tlemcen or Wonder Food in Algiers, or clothing stores such as Universal Shopping in Algiers and so on.

Figure 1.2. A restaurant in Tlemcen

Figure 1.3. A restaurant in Algiers

Figure 1.4. A clothing store in Algiers

The status of English in Algerian society can be characterized as a growing and increasingly important language. English has been taught in Algerian schools for several decades and is widely recognized as an important language for international communication and commerce. However, the level of proficiency in English varies among different segments of Algerian society. While some Algerians have a high level of proficiency in English and use it regularly in their professional and personal lives, many others have limited exposure to English and struggle with the language.

In recent years, there has been a growing recognition of the importance of English in Algeria, particularly in the fields of education and business. Many Algerian universities have introduced English language programs, and there is a growing demand for English teachers and English language training programs.

In general, while English is not yet as widely spoken as Arabic or French in Algeria, its importance is growing, and it is becoming an increasingly important language in the country's education, business, and international relations.

1.4. Language Learning Vs Language Acquisition

Language learning and language acquisition are two distinct but related concepts in the field of language acquisition and education. Language learning refers to the conscious and intentional process of learning a language through study, practice, and instruction. This can include formal language classes, language textbooks, language learning apps, and other resources designed to teach a language explicitly. On the other hand, language acquisition refers to the unconscious and natural process of learning a language through exposure and interaction with a language community.

Infants and young children naturally learn their first language without formal instruction. Additionally, language acquisition is typically considered to be a more effective and efficient method of learning a language, as it involves a more natural and holistic approach to language learning. However, language learning can still be a valuable tool for developing language proficiency, particularly for older learners who may not have as much exposure to the language community. Ultimately, the choice between language learning and language acquisition depends on individual learning goals and circumstances.

Based on this definition of language acquisition, although French is taught in primary schools, it is actually acquired by Algerians through their mother tongue, due to the significant influence of French on the latter. Algeria is considered the largest second Francophone nation globally in terms of speakers, with over half of the population being Francophone in comprehension. According to Maamri (2009), the language used in Algerian homes and on the streets is a combination of Algerian dialect and French words, and even at higher levels of education, Classical Arabic is not well mastered.

On the other hand, in Algeria, English is learned in formal academic settings as a second foreign language after French. Unlike French, no one in Algerian society speaks English as his or her native language. According to Baiche (2008), parents in Algeria believe that although English is an international language, it has no social function in Algeria and therefore do not

want to risk compromising their children's future by prioritizing English education over other
subjects.

Schutz (2014, p.12-13) presents a table outlining the primary distinctions between the two
procedures:

Table 1.1. Some differences between language learning and language acquisition

Language learning	Language acquisition
Artificial and Technical.	Natural and Personal.
Priority on the written language.	Priority on the spoken language.
Theory (language analysis).	Practice (language in use).
Deductive teaching (rule-driven; top down).	Inductive teaching (rule-discovery; bottom up).
Present syllabus	Learner centred activities with room for improvisation.
Translation and use of L1 included.	No translation; no L1.

It is important to recognize that both language acquisition and language learning have their
own strengths and limitations. Language acquisition allows for the development of native-like
fluency and intuitive language use, while language learning provides learners with explicit
knowledge about the structure and rules of a language.

1.5. Definition of Language Policy and Language Planning

Language planning and policy (LPP) is a recent discipline that began in 1960's. It is a way
to solve problems with language by deciding which language will be used as national, official
second, or foreign.

1.5.1 Definition of Language Policy

According to Spolsky (2004), language policy refers to the set of rules, regulations, and guidelines that are established by a government, institution, or organization to manage the use of language within a particular setting. This may include the choice of official languages, language education, language planning, language rights, and language use in various domains such as media, government, and education. Language policies can have a significant impact on language use, language development, language diversity, and language maintenance, and can reflect social, political, and cultural values and priorities. Language policy can also address issues of language planning and development, such as language standardization, orthography, and terminology.

Language policy refers to "the formulation of laws, regulations and official positions regarding language usage and the allocation of linguistic resources by some government or other political organization" (Orman, 2008, p. 39). The decision to introduce the English language to be studied as a second language in Algerian primary schools by the Ministry of education is an example of a language policy decision.

1.5.2 Definition of Language Planning

Many linguists define language planning in terms of large-scale national planning, undertaken by governments, in order to influence ways of speaking or literacy practices within a society.

Haugen (1950) first introduced the term as the deliberate actions taken to alter the linguistic habits of a particular speech community. In other words, language planning involves a purposeful and planned approach to modifying linguistic patterns or addressing language-related problems within a speech community. This can lead to a shift in language use and attitudes among the community, either promoting or discouraging the use of a particular language.

Language policy and language planning are interconnected concepts, often used interchangeably. Language policy refers to the broader linguistic, social, and political goals that underlie the language planning process, as described by Mesthrie et al (2000). It involves making political decisions and enacting laws developed by governments or other authorities. In contrast, language planning is the process that aims to control language use, status, and structure, and planners who possess linguistic expertise, such as linguists, teachers, educators,

and sociolinguists, implement it. In other words, language planning is the practical application of language policy.

A good example of language policy and planning in action is the Algerian government's decision in 1976 to implement an Arabization policy. The decision to Arabize is considered a language policy, while the actual implementation of this decision through language planning activities is what made the policy a reality.

Overall, language policy and planning are closely linked since policy is used to influence language use, form, structure, and status, leading to systematic linguistic change within a speech community.

1.6.   Types of Language Planning

Language planning and policy can be categorized into three major activities; Status planning, Corpus planning, and Acquisition planning.

1.6.1   Status Planning

Status planning (SP) refers to decisions made about the status and functions of languages within a particular community, region, or country. This can include determining the official language(s), promoting the use of minority languages, and deciding which languages are used in education, government, and the media. "Status planning involves making decisions about the use of language in various domains of society, such as education, government, and media. These decisions can have a significant impact on the vitality and survival of a language"(Grenoble & Whaley, 2006, p. 56).

Status planning, which is concerned with the role of language in society, involves making decisions about the allocation of new functions, such as official, provincial, or international, that can impact the status or prestige of the language in question.

1.6.2   Corpus Planning

According to Fishman (1972, p.307-315), corpus planning involves "the selection, codification, and elaboration of norms for the grammar, phonology, orthography, and vocabulary of a language variety, on the basis of a mixture of linguistic and extra-linguistic criteria."

Haugen (1966, p.922-935) defines corpus planning as "the selection of a language form, based on linguistic criteria, from among the existing varieties of a language for use as a standard in education, the media, and other aspects of public life."

In general, corpus planning involves making decisions about the grammar, vocabulary, orthography, and pronunciation of a language variety, with the goal of creating a standardized form that can be used in various domains of public life. It is often carried out by linguistic experts, such as grammarians, lexicographers, and phoneticians, and can involve the creation of new words or expressions, the selection of a standard dialect or language variety, and the codification of grammar and spelling rules.

1.6.3 Acquisition Planning

According to Fishman (1972, p.69-85), acquisition planning involves "the organization, management, and delivery of instruction in a language, as well as the development and distribution of materials and methods for language teaching."

In general, acquisition planning involves making decisions about the target population for language learning, the development of appropriate language learning materials, and the provision of instructional resources to enable learners to achieve their language learning goals. It is often carried out by educational experts, such as language teachers, curriculum designers, and materials developers, and can involve the establishment of language programs, the training of teachers, and the assessment of language proficiency.

1.7. Approaches to Language Planning

Top-down and bottom-up approaches are two contrasting approaches to language planning, each with its own set of advantages and disadvantages. When governments engage in educational planning, they often adopt either of these approaches. It is worth noting that the choice of approach a country takes to formulate foreign language policies is closely linked to its political and educational system.

1.7.1 Top down Approach

The top-down approach to language planning refers to:

> A situation where the language policies and programs are established by national or regional authorities, such as government agencies or educational institutions, assuming that language planning is the responsibility of those in positions of authority, who have the power to make decisions and enforce them.
>
> (Mesthrie et al., 2000, p.53).

This approach is often associated with a desire for linguistic uniformity and standardization. The focus is on the external use of the language, such as in education, media, and official documents. As such, the top-down approach tends to prioritize language form and structure over the actual needs and preferences of the language users themselves.

The top-down approach to language planning is often criticized for being authoritarian and insensitive to the needs and desires of local communities (Kaplan & Baldauf, 1997). This approach assumes that language planning is the responsibility of those in positions of authority, and may ignore the linguistic diversity and complexity of a given society. It may also lead to conflicts between the centralized decision-makers and local communities, who may have their own ideas and priorities about language use and development. Despite these criticisms, the top-down approach has been adopted by many countries as a means of promoting linguistic unity and national identity (Fishman, 1971). It is often seen as a way to promote social cohesion and national development, and to ensure that the language is used correctly in official and public settings. However, there is a growing recognition that the top-down approach needs to be complemented by a bottom-up approach, which takes into account the needs and preferences of local communities and promotes linguistic diversity and creativity.

In some cases, the top-down approach to language planning may be necessary to promote the use of a language that is in danger of dying out, or to provide access to a language that is not widely spoken in a particular area. However, it is important to ensure that such efforts are carried out in a way that respects the linguistic rights and preferences of the affected communities and that local people are involved in the planning and implementation process. One potential benefit of the top-down approach is that it can provide resources and support for language planning and development that might not otherwise be available. For example, it can help to fund language education programs and to promote the use of the language in official settings, which can in turn lead to greater social and economic opportunities for speakers of the language.

Overall, the top-down approach to language planning is just one of many possible approaches, and its effectiveness will depend on a variety of factors, including the political and cultural context, the specific goals of language planning, and the needs and desires of the affected communities.

1.7.2. Bottom up Approach

The bottom-up approach to language planning refers to a process where the language planning initiative is initiated from the grassroots level, that is, from the language users themselves rather than being imposed from the top by the government or other authorities. The bottom-up approach can be seen as a more democratic and participatory approach to language planning where the language users have a say in the planning process.

Cooper (1989), who explains that, provides one definition of the bottom-up approach to language planning:

> The grassroots or bottom-up approach to language planning is based on the premise that the solutions to linguistic problems are best found at the local level by the language users themselves, rather than by national or regional authorities. Language planners working from the bottom-up perspective seek to empower the speakers of minority languages and to ensure that they have a say in the planning process.
>
> (Cooper, 1989, p. 78)

Similarly, Fishman (1991) describes the bottom-up approach as:

> A process of language planning that begins with the interests of those people who are the primary users of a language, whether or not it has any official status. It is based on the premise that language change, and hence language planning, should be driven by the needs and desires of the community itself.
>
> (Fishman, 1991, p. 102)

The bottom-up approach to language planning is an alternative to the traditional top-down approach, which has been criticized for its lack of attention to the needs and desires of local communities. In recent years, scholars and practitioners have increasingly turned to bottom-up approaches as a way of promoting more inclusive and participatory language planning processes. One of the key principles of the bottom-up approach is that language planning should be guided by the needs and preferences of local communities. This involves engaging with community members in a collaborative and participatory way, and taking into account their views and opinions when making decisions about language policy and planning.

Several studies have examined the benefits of the bottom-up approach to language planning. For example, a study by Shohamy and Gorter (2009) finds that bottom-up approaches could be more effective in promoting linguistic diversity and vitality, as well as fostering a sense of ownership and pride among community members. Similarly, another study by Leung and Cazden (2003) finds that bottom-up approaches could be more successful in promoting language maintenance and revitalization among minority language communities. However, the bottom-up approach is not without its challenges. One of the key issues is the need for effective communication and collaboration between community members and language planners. This requires a high degree of trust and mutual respect, as well as effective communication channels and mechanisms for feedback and dialogue.

In general, the bottom-up approach to language planning represents a promising alternative to traditional top-down approaches. By prioritizing the needs and preferences of local communities, it has the potential to promote more inclusive and participatory language planning processes, and to support the maintenance and revitalization of minority languages.

1.8.   Foreign Languages Teaching Policy

Foreign language teaching policies have been a topic of interest for researchers for many years. Research has shown that policies that support the teaching of foreign languages can have a positive impact on language acquisition and can help to preserve and promote linguistic diversity in multicultural societies (Fettes & Gao). In addition, they highlighted the need for policies that support effective language teaching methods and provide resources for language teachers to develop their skills and knowledge.

There has also been research on the impact of globalization and changing demographics on foreign language teaching policies. Some scholars have argued that globalization has led to a growing demand for English language learning and has put pressure on other languages to adapt and compete (Block, 2014). Others have highlighted the need for policies that address the linguistic needs of diverse student populations, including heritage language learners and speakers of indigenous languages (Li, 2018). Researchers have also examined the role of policy in promoting intercultural understanding and communication.

Although parental worries and language inclination should have a significant influence on introducing a language in educational settings, whether it is a second or foreign language, the government decides the language selection and overall teaching objectives. In other words, Algerian policy makers have taken a top-down approach regarding foreign language education. In fact, the foreign language education policy in Algeria has undergone several changes over time. Bellalem (2012, p.1) notes, "the state of foreign language education in Algeria is linked to past socio-political and historical events." He explains that "foreign language policy has progressed through five historical periods: the colonial era (1830-1962), the post-independence period (1962-1979), the economic liberalization period (1980-1991), the political crisis period (1992-1999), and the national reconciliation period (2000-present)" (p.1).

Table 1.2. The Situation of Foreign Language Teaching in Algeria from 1960- 2023

the post-independence period (1962 - 1979)	the economic-liberal period (1980 – 1991)	the political-crisis period (1992 – 1999)	the national reconciliation period(2000 – 2023)

Bilingual educational system. Arabic is the official and national language (Arabisation policy). French is the foreign language	French is the Foreign language taught from Fourth grade in primary school onward.\n\nEnglish is the second foreign language.	No foreign language is used in official speeches and meetings. English is introduced as the first foreign language in primary schools alongside with the French language in 1993. English was taken back from elementary level.	French was reinstated as the first foreign language taught from the second year in primary school onward. In 2023, English is being instructed to students at the third-year elementary level.

Throughout these decades, foreign language teaching in Algeria has encountered various challenges. Looking ahead, the future of foreign language teaching in Algeria will likely continue to evolve. It is expected that there will be a continued emphasis on bilingualism and the teaching of multiple foreign languages, including Arabic, French, and English.

1.9.   The Impact of First Foreign Language on Second Foreign Language

In contemporary society, possessing knowledge of just one language is no longer sufficient. Bilingualism and multilingualism are no longer rare occurrences. There exist over 7,000 languages spoken across 149 countries (Ethnologies, 2009). As a result of the multitude of languages learned, the acquisition of a second foreign language (FL2) is a more intricate process than that of the first foreign language (FL1), leading to potential linguistic interference and creating more challenges. Over the past twenty years, research has demonstrated that the process of acquiring an FL1 is distinct from that of acquiring an FL2, as the learner has already gained proficiency in a foreign language. This previous experience may influence the acquisition of subsequent foreign languages. Angelis (2005) states:

> Native languages are classified as "foreign languages" category in learner's mind this simply creating a cognitive association between them. As one's L1

does not sound "foreign", it is usually excluded and blocked from the association, which is called 'association of foreignness'.

(Angelis, 2005, p.11).

Learning a second foreign language can be impacted by the knowledge and skills gained in the first foreign language. Bialystok & Xiaoja (2011) state:

The impact can be both positive and negative, depending on various factors. The picture emerging from these studies is a complex portrait of interactions between bilingualism and skill acquisition in which there are sometimes benefits for bilingual children, sometimes no consequence at al.

(Bialystok & Xiaoja, 2011, p. 21).

On the positive side, learning a first foreign language can provide a foundation of knowledge and skills that can be transferred to the second foreign language. Additionally, learning a second language can be easier if it shares similarities with the first foreign language, such as vocabulary, pronunciation, or syntax. On the negative side, as stated by Street (1976), learning a first foreign language can also lead to interference or confusion when learning a second foreign language.

1.9.1 The Influence of French Language on English Language

Similar to several other languages worldwide, English has undergone various foreign influences throughout its history, transforming it from a nearly pure language into a completely blended one. One of the languages that has had a profound impact on English since the Norman Conquest in 1066 is French. Croll (2005) states that: "The Norman Conquest made English for two centuries the language mainly of the lower classes, while the nobles and those associated with them used French on almost all occasions" (Croll, 2005, p.4). There are various areas of proximity between French and English, including phonology, lexicon, grammar, and culture.

a) **Phonological Proximity**

One area of proximity between French and English is phonology. The phonetics of Middle English was distinct from the modern English language. The most notable changes occurred in the pronunciation of vowels during the Great Vowel Shift. These changes were accompanied by modifications in the articulation of consonants, particularly in pronouncing several letters that became silent in specific positions, such as /k/ before /n/ in "knit," /g/ before /n/ in "gnaw," and /l/ before vowels and /f/, /v/, /k/ in "calf," "halve," "folk,"

respectively. Due to French influence, some consonant sounds came to be spelled differently, such as the gradual replacement of old English /sc/ with /ʃ / or /tʃ /. In summary, below is a list of Middle English consonants and vowels according to Crystal (1995, p.42):

Consonants: /p/,/b/,/t/,/d/,/k/,/g/, /tʃ /,/dʒ /,/m/, /n/,/ŋ /,/l/, /r/, /w/, /j/,/f/, /v/,/s/, /z/, /Ө/, /h/

Long vowels: /i:/ /e:/ /u:/ /o:/ /ɑ :/ /ɛ :/

Short vowels: /ɪ /, /ɛ /, /ə/, /ɔ /, /ʊ /, /a/, /c/

Diphthongs: /æɪ /, /eɪ /, /aɪ /, /uɪ /, /oɪ /, /ɪ u/, /ɛ v/, /av/, /ɔ ɪ

b) Lexical Proximity:

Another area of proximity is in the lexicon, or vocabulary, of the two languages. Many words in English have French. Similarly, many French words have been adopted into English. However, there are also many false cognates, or words that look similar in both languages but have different meanings, which can create confusion. As Lawless (2006) points out:

> As a result of the Norman occupation of England, English adopted about 10.000 French words; of which around three fourth are still used today. This vocabulary found in every domain: art, literature, cuisine, law, government. More than a third of all English are derived from French either directly or indirectly. An English speaker who has never studied French already knows around 15.000 French words.

<div align="center">(Lawless, 2006, p.4)</div>

Here is a list provided by Crystal (1995, p. 47) of some English words coming from French

Table 1.3 Some English words coming from French

Level	Examples
Administration	Royal, Parliament, Duke, Authority, Court, Servant.
Law	Jury, Crime, Arrest, Decree, Accuse, Prison.
Military	Defend, Army, Navy, Enemy, Guard, Soldier.
Food and Drink	Appetite, Cream, Dinner, Salad, Sardine, Juice.
Home	Lamp, Basin, Cushion, Curtain, Chamber, Couch.

Religion	Prayer, Mercy, Faith, Confess, Miracle, Religion.
Fashion	Jewel, Pearl, Dress, Diamond, Chemise, Fashion.

The pronunciation and spelling of English underwent changes under the influence of French. As stated by Lawless (2005):

> English pronunciation was also affected by French. Old English had the unvoiced fricatives sounds /f/ as in "fat", /s/ as in "same", /sh/ as in "shin" and the /th/ as in "thin". And French helped to distinguish the voiced sounds /v/ as in vote /z/ as in zone and /zh/ as in "mirage". French also contributed to the introduction of the diphthong "oy" as in "boy".
>
> (Lawless, 2005, p.4)

c) Grammatical Proximity:

There are also some similarities in the grammar of French and English, such as the use of subject-verb-object word order and the formation of questions by changing word order or adding question words. However, there are also many differences in grammatical structures, such as the use of articles, gender agreement, and verb conjugation, which can be challenging for learners. Lawless (2006) states that:

> French had much less influence on English grammar, but you can see a Few elements of French grammar in the English language. One notable example is found in the word order of expressions like "attoney general" and "surgeon general", where English uses noun+adjective, which is typical of French rather than the normal word order of adjective+noun.
>
> (Lawless, 2006, p.5)

d) Cultural Proximity

Finally, there is also a cultural proximity between French and English, particularly in terms of their shared history and influence on each other. For example, French culture has had a significant impact on English-speaking countries in areas such as cuisine, fashion, and art.

The proximity between French and English is a topic of interest for linguists, language learners, and cultural enthusiasts alike. As two of the most widely spoken languages in the

world, French and English share many similarities, including a common Indo-European origin, significant historical influence on each other, and a prominent position in global communication and commerce. However, there are also notable differences in pronunciation, vocabulary, grammar, and culture that can create challenges for learners and lead to misunderstandings. Understanding the proximity between French and English can provide insights into language learning and cross-cultural communication, and enhance our appreciation of the rich and complex linguistic and cultural heritage of these two languages.

1.10. **Educational System in Algeria**

The Ministry of National Education oversees the educational system in Algeria. It is a centralized system that follows a 5+4+3 structure, which consists of:

*Primary education: This stage lasts for five years and is mandatory for all children between the ages of 6 and 11. The aim of primary education is to provide basic literacy and numeracy skills.

*Middle education: This stage lasts for four years and is also mandatory. Students between the ages of 11 and 15 attend middle school, where they continue to build on the foundation laid in primary school.

*Secondary education: This stage lasts for three years and is not mandatory. Students between the ages of 15 and 18 attend high school, where they can choose between three different streams; general education, technical education, or vocational education. The general education stream prepares students for university, while the technical and vocational streams prepare them for the workforce.

After completing secondary education, students can opt to attend a university or a vocational school. The Algerian university system is centralized and overseen by the Ministry of Higher Education and Scientific Research.

*Higher Education: Since 2004, the Algerian system of university degrees has undergone a major reform known as the LMD system, which is modelled after the structure adopted in Europe through the Bologna process. Under this system, the degree framework is organized as follows: License (which takes three years to complete after the baccalaureate), Master (which takes two years after obtaining the license), and Doctorate (which takes three to four years after obtaining the Master's degree). The primary aim of this reform is twofold: firstly, to provide Algerian students with more internationally compatible university programs, and secondly, to offer greater flexibility in choosing and transferring courses and credits, thereby increasing the effectiveness of the system and making it better suited to the needs of the labour market.

1.10.1. Status of French in the Algerian Educational System

Algeria is a former French colony, and French has been the second official language of the country since independence in 1962. As a result, French has traditionally been the dominant language of education, administration, and the media. However, in recent years, there has been growing debate and discussion about the role and status of French in the Algerian educational system. One of the main issues is that the dominance of French has created a linguistic divide between the minority of Algerians who are fluent in French and the majority who are not. This has led to concerns about equity and access to education, as well as cultural identity and national unity. Grand Guillaume (1983, p.12) noted that "The knowledge of French started expending to a more important number of citizens after independence, particularly school children, for French, it was the language of instruction".

To address these concerns, the Algerian government has taken steps to promote Arabic as the language of instruction in schools and universities. In 1998, a law was passed requiring all schools to use Arabic as the language of instruction for at least 50% of subjects. This has been accompanied by efforts to develop and standardize modern standard Arabic (MSA) as a language of science and technology, as well as promoting the teaching of Tamazight, the indigenous Berber language of Algeria. Despite these efforts, French remains a crucial language in the Algerian educational system, particularly at the tertiary level. Many university courses are still taught in French, and proficiency in French is often required for admission to top-tier programs.

In primary education, French is a subject that is taught in Algeria from the age of eight, and it continues for the next three years. The ultimate aim is for students to achieve a high level of proficiency in verbal and written communication, and to specialize in branches that require excellent knowledge of French. The focus in primary education is on pronunciation, as well as the memorization of words, numbers, and letters. With the new education system, learning French has become more complex, as students now begin to learn the language in-depth from the third year. However, this approach may be challenging for students who are only eight or nine years old, as they are expected to learn not only basic vocabulary, but also grammar rules and writing skills.

In secondary school, the emphasis on French language learning continues, with students delving deeper into the language and learning more complex skills, such as letter writing and text analysis.

In high school, students are expected to have already acquired basic knowledge of the language and are required to further develop their skills in reading and analysing literary works. They are taught how to write essays, analyse the plot and characters of novels and plays, and discuss the themes and messages conveyed in the texts.

The presence of the French language in Algerian education dates back to the French colonialism era, and it continues to be a fundamental part of the educational system from primary education to university level. In fact, many Algerian students pursue their studies in French, particularly in fields such as medicine. The French language is also considered an easy language to learn and serves as a foundation for learning other Romance languages such as Italian, Spanish, and Portuguese. Additionally, it is an analytical language that enhances critical thinking and cognitive development.

1.10.2. English Language in the Algerian Educational System

English has become a global language that is spoken worldwide and is taught as a primary or secondary foreign language, even in countries like Algeria where it is not the national language. As stated by Crystal (1997) "There has never been a language so widely spread or spoken by so many people as English." (p.127). In the late 1970s, Algeria's Ministry of Education decided to introduce English as a second foreign language, alongside French, to be taught from the first year of middle school.

In Algeria, English is typically taught from the age of 11, starting in middle school and continuing through university. While it is considered the second foreign language in the country, it is not as significant as French and does not have a practical role in daily life like French does. Furthermore, since English is not taught at a young age in primary school, it is limited to reading, writing, listening, and speaking, resulting in its absence from daily life. According to Cable (1978), various factors have contributed to the development of the English language, such as the Renaissance, England's emergence as a maritime power, the growth of the British Empire, and advancements in commerce, industry, science, and literature.

In Algeria, the English language is classified as a foreign language and is taught starting from the age of 11 in the second stage of middle school, as previously mentioned. Students learn English for four years in middle school, followed by three years in secondary school, and continue to study it at the university until graduation. At the middle school level, students are expected to have attended approximately 250 hours of English classes, during which they acquire basic language structures and vocabulary necessary to express themselves in the four

main functions of the language: description, instruction, narration, and socializing. They are also expected to develop their listening, speaking, reading, and writing skills to gain a mastery of the fundamental characteristics of the English language.

Consequently, based on the Algerian directives of June 1999, students are expected to acquire fundamental English language skills, including the ability to comprehend and understand oral messages, produce simple oral messages with guidance, read and understand simple passages, demonstrate comprehension through various linguistic activities, write basic personal letters fill out simple forms, and write elementary application letters.

It is understandable that students may face difficulties in learning a new language, especially in the beginning stages. However, with consistent practice and exposure to the language, they can improve their skills. It is also important for teachers to use effective teaching methods and materials to help their students learn. Regarding the topics that students are expected to know at the end of middle school; it seems that they are focused on developing communication skills in English, which is a positive step. These topics cover a range of language functions, such as describing people and places, telling stories, making comparisons, and participating in discussions, which are useful in everyday situations. It is important to note that language learning is an ongoing process, and students will continue to develop their skills throughout their academic journey and beyond.

1.11. Learning English at an Early Age

Learning a foreign language at an early age, typically starting at age five has become increasingly common. In many countries, including Algeria, parents often teach their children foreign languages prior to entering primary school, providing instruction on letter pronunciation, simple communication methods, and basic language fundamentals. As a result, these children have a solid foundation in the language when they begin formal instruction at school. Other parents may wait until their children begin school to expose them to foreign language learning, while some children may acquire language skills through television and games.

The Ministry of Education has mandated the inclusion of English language instruction beginning at age eight, which corresponds to the third primary school level. In many countries, English has become the primary foreign language taught in schools due to its prevalence in the world and its status as the language of the present era. Private schools often begin teaching English in the first grade to facilitate effective communication and support the child's overall

learning development. The decision to teach English at an early age has positive effects, including:

a) Improves cognitive development

Learning English at an early age can improve cognitive development and increase critical thinking skills. A study by Zhang et al. (2019) found that early English language learning could promote higher-order thinking skills and help children to develop creativity, imagination, and problem-solving abilities.

b) Increases language proficiency

Studies by Nikolov and Djigunovic (2006) have shown that early English language learners have better pronunciation, vocabulary, and grammatical accuracy.

c) Enhances academic achievement

Early English language learning has been linked to enhanced academic achievement in other subjects, such as mathematics, science, and social studies. A review by Song et al. (2017) finds that early English language learning can positively affect academic achievement and help to narrow the achievement gap between students.

d) Increases cultural awareness

Learning English language at an early age can also increase cultural awareness and promote cross-cultural understanding. A study by Garcia-Sanchez et al. (2017) finds that early English language learners have more positive attitudes towards different cultures and are more likely to express interest in other languages and cultures.

1.12. Teaching English in Algerian Primary Schools

Over the years, there has been a growing interest in introducing English language education in the primary stage, with proponents arguing that it can provide numerous benefits for young learners. One of the main benefits of starting language education at an early age is that children have a natural ability to acquire language skills, and research shows that this can lead to more proficient language skills in the long term. Furthermore, introducing English language education in the primary stage can help children become more familiar with the language and

its culture, which can help them communicate more effectively with people from different countries and cultures (Swain et al, 2014).

However, introducing English language education in the primary stage is not without its challenges. One of the main challenges is that it requires additional resources and teacher training to ensure that the curriculum is delivered effectively. This can be particularly challenging in developing countries or in areas with limited resources. Despite these challenges, many countries have already introduced English language education in the primary stage, and research shows that it can have a positive impact on students' language skills and cultural awareness (Cummins, 2014). However, it is important to note that the success of this approach depends on several factors, including the quality of the curriculum, the availability of resources, and the level of teacher training and support. In addition, Algeria is one of the countries that choose to teach English language in its primary schools.

1.12.1. The Experience of "1993"

In the 1990s, primary schools began offering English as a mandatory foreign language in addition to French. As a result, fourth-grade students were given the choice to choose their first foreign language. Benrabah (2014) noted that "under the influence of the pro-Arabization lobby which comprised Islamists, conservatives and nationalists, [that] the Ministry of Primary and Secondary Education introduced English in primary school as a competitor to French …" (p. 50).

In 1993, the Algerian Ministry of Primary and Secondary Education separated French and English as two distinct foreign language options, requiring students to choose one as their first mandatory foreign language. The Algerian Ministry of Education on September 6, 1993, issued a decree (029/M.D/93) stating that English should be introduced gradually in selected primary schools as a pilot project, starting from September 1993. The schools were chosen at random for this purpose, as noted by Djouimaa (1999). This decree also included specific guidelines related to:

a) Programs and instructional materials: The C.R.D.P (Centre for Didactic and Pedagogical Research) developed and distributed a textbook and a workbook for teaching English.

b) Schedule: The teaching of English was allocated the same amount of time as French, which is five hours per week. However, some students may receive an additional session each week.

c) Teachers: English language instruction in primary schools was assigned to teachers who graduated from the I.T.E (Institute of Technical Education), and they received specialized training for this purpose.

d) Organization of teachers' work in primary schools: English teachers were required to work with two or three classes within one, two, or three neighbouring primary schools. Additionally, inspectors in collaboration with the I.T.E were responsible for organizing training courses and seminars for these teachers.

e) Supervision and monitoring: Inspectors were responsible for monitoring and overseeing the work of English teachers in primary schools.

All the pilot schools involved in the project received copies of the decree for reference. By introducing English in primary schools, Algerian policymakers implemented a bottom-up approach to foreign language teaching by allowing parents and students to choose their first mandatory foreign language between French and English. However, the number of students who chose English was surprisingly low, resulting in the competition between the two European languages being in favour of French (Benrabah, 2014).

Algerian Francophones believed that the English language did not represent a serious competitor to French, and hence the experiment failed. On the other hand, Arabophones accused them of deliberately sabotaging the project due to Algeria's political and economic dependence on France. However, there is no clear evidence to suggest that the pilot project was unsuccessful. Djouimaa (1999) noted, "Many parents in favour of the operation do not find the opportunity to make a choice between English or French, their children being registered in schools where the experiment is not available " (p. 27-28). This was because pilot schools were selected randomly, with classroom availability being the only criterion for selection. Furthermore, it is difficult to implement the project during a period of ideological conflicts and political unrest (civil war).

1.12.1.   Teaching English in the Primary Stage during the Academic Year 2022-2023

After a prolonged period of anticipation, the long-awaited decision to introduce English language instruction in primary schools has finally been made during the school year of 2022-2023. The addition of English language instruction to the elementary education curriculum for the academic year 2022-2023 sparked a range of reactions from various stakeholders. While some expressed appreciation for the decision, others voiced concerns and questioned the methods that would be used to teach English alongside other languages at the primary level.

However, Kamal Newari,[6] an educational activist, refuted these concerns, stating that the decision had undergone extensive study and preparation by the relevant ministry. This included the creation of textbooks and the allocation of teaching hours in compliance with legal requirements. He praised the decision as a brave and bold move by President Abdelmadjid Tebboune. Newari believes that the decision was neither sudden nor hasty. He also mentioned that the ministry of education had been preparing for the inclusion of English language instruction in the primary school curriculum since March 2021, as stated by the Minister of Education. Moreover, it was discussed at the cabinet level in March 2022, leading to the official adoption of English language instruction beginning in the academic year 2022-2023.

Kamal Newari pointed out that preparations began immediately after the decision was issued by the Ministry of Education, which launched advertisements for contracting employment at the level of education directorates for graduates of universities holding a License's degree in English language or translation. He added that the files will be arranged according to criteria and conditions set by the Ministry of Education, such as residency in the same municipality that has the job vacancy. In case the number of applicants from the same municipality exceeds the available positions, the Ministry of Education will apply the second criterion, which is the seniority of the certificate obtained. In case of equality in the previous criteria, the Ministry will resort to applying the age criterion, where the older candidate will be hired. Concerning the number of hours allocated, Newari explained that the instruction of English would begin in the third year, with a period of one and a half hours, distributed across two 45-minute sessions per week. As a result, the employed teacher will obtain the legally mandated hourly rate in other schools.

1.13. Methods for Teaching English in Primary Schools

There are various methods of teaching English for the primary stage. Here are some commonly used ones:

a) Communicative Language Teaching (CLT):

This approach focuses on developing students' communicative skills in English through meaningful interactions. CLT emphasizes authentic language use and encourages students to practice speaking and listening skills in real-life situations. Incorporating daily situations into English language teaching can promote natural language practice and contextual learning.

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[6] Algerian educational activist

"Communicative Language Teaching emphasizes the use of English in real-life situations and focuses on the development of students' communicative skills in English." (Richards and Rodgers, 2014, p.182). For instance, discussing the child's clothing, practicing vocabulary related to toys and furniture, teaching food-related terms, or using vocabulary commonly used in shopping can all be effective ways to teach English. Additionally, providing the child with a shopping list that includes pictures and asking them to collect the listed items can also enhance their language learning experience. By integrating language learning into real-life situations, children can develop practical language skills and improve their ability to communicate effectively in English.

b) Task-Based Language Teaching (TBLT):

This approach is based on the idea that language learning is most effective when students are engaged in tasks that are meaningful and relevant to their lives. TBLT involves setting up tasks that require students to use English in order to complete a task, such as planning a trip or creating a presentation. "Task-Based Language Teaching is an approach to second language instruction that emphasizes the use of language to communicate and to accomplish tasks." (Willis and Willis, 2007, p. 1).

c) Total Physical Response (TPR):

This method emphasizes the use of physical actions to help students understand and remember English vocabulary and grammar. TPR is particularly effective for young learners, as it is a fun and engaging way to learn English. "Total Physical Response is a method of language teaching that emphasizes the use of physical actions to help learners understand and remember language." (Asher, 2008, p. 1). Teaching children new vocabulary can be more effective by linking the words to physical movements or emotions, such as using role-playing activities. This approach can facilitate the construction of sentences and promote focus during the learning session, as the children are engaged in performing their roles. By incorporating physical movements and emotions into language learning, children can better internalize and apply new vocabulary in a meaningful way, ultimately enhancing their overall language proficiency.

d) Using stories and anecdotes:

It is an effective way of teaching English to children as they are attracted to colourful and illustrated stories that enable them to look at the pictures while learning new words. Stories enhance the four language skills of the child: listening, writing, speaking, and reading. Reading books is one of the best ways to master the language as the child learns the formation of

sentences and new vocabulary in a fun way. The teacher can control the volume of their voice, use body language and facial expressions while telling the story make eye contact with the children to keep their attention, and pause and emphasize important events to engage the students.

   e) Games style:

Children at a young age typically prefer playing games over studying. However, if language education is combined with games that motivate them to learn, it can be effective. The teacher must carefully select games that capture the children's attention during the lesson. Nevertheless, games and activities in the language classroom should not only serve as a source of entertainment or distraction, but should also be an integral part of the curriculum with specific learning objectives that encourage students' engagement and active participation (Sarpparaje, 2017).

Gozcu and Caganaga (2016) state that games used for educational purposes should adhere to a set of criteria that distinguishes them from mere enjoyable activities. These criteria include the presence of clear learning objectives, a focus on language components, appropriateness of content and correctness, ease of use, age and content relevance, interest, motivation, and fun. Additionally, short games are preferred to maintain the learners' interest.

According to Sarpparaje (2017), there are several language learning games that can be used in the classroom such as Spelling Contest, Call My Bluff, and Hangman. Additionally, there is a wide range of other games suitable for early language education, such as Last Man Standing, Charades, Pictionary, Board Race, Taboo Words, Hot Seat, Chalkboard Acronym, and Categories. There are countless games that can be used to facilitate language learning, but their success depends on the collaboration between learners, teachers, and the administration. These games are designed to make learning fun and engaging.

   1.14.   Conclusion

English language is widely recognized as the most popular and commonly used language worldwide. Algeria has made efforts to introduce English language instruction in its primary schools. This move is intended to provide Algerian students with a foundation in English language proficiency that will serve them well in their future academic and professional pursuits. However, teaching English in Algerian primary schools presents several challenges that need to be addressed to ensure effective language learning. This chapter has provided a brief account of the historical, linguistic, and social status of French and English in Algeria. It

has also examined the influence of French on the English language at different levels. Overall, the chapter has aimed to provide a comprehensive overview of the complex and unique nature of the relationship between these two languages. The upcoming chapter will address the research methodology utilized in the present study as well as the methods of data collection.

Chapter Two: Research Methodology and Data Collection Methods

2.1. Introduction.

2.2. Aim of the Research.

2.3. Research Design.

2.4. Data Collection Methods.

    2.4.1. Questionnaire.

    2.4.2. Interview.

2.5. Sample Population.

    2.5.1. Parents' Profile.

    2.5.2. Teachers' Profile.

2.6. Limitations of the Study.

2.7. Conclusion.

2.1. Introduction

The present chapter aims to explain the practical part of this research, outlining its main purpose and shedding light on the research design. Moreover, it describes the methods used to collect data, namely administering a questionnaire to pupils' parents and conducting interviews with primary schools English and French teachers. Furthermore, this chapter expounds upon the selected sample population participating in the research in addition to the limitations of the study.

2.2. Aim of the Research

The primary goal of this chapter is to provide insight into the methodology employed for data collection in this research. The main objective of this study is to examine the influence of the French language on teaching and learning English in Algerian primary schools. Taking into consideration that these two languages share similarities and they are introduced at the same level in the curriculum. Bearing in mind that French is considered as a second language in Algeria and many Algerian people are fluent in it, however, English is a foreign language and it is new to many Algerians. This research paper aims to investigate the suitability of teaching English at the third primary level. Moreover, the study seeks to explore whether the French language exerts a positive or negative influence on the teaching and learning of English in Algerian primary schools.

2.3. Research Design

This study is concerned with investigating the impact of French language on teaching English language in Algerian primary schools. Therefore, the process of gathering the data will be based on the descriptive method. Moreover, the research design for this study adopts a mixed-methods approach; the study incorporates both qualitative and quantitative methods. According to Dornyei (2007) "Mixed methods research involves different combinations of qualitative and quantitative research either at the data collection or at the analysis levels. Typical example: consecutive and interrelated questionnaire and interview studies." (p.24). According to Johnson et al, mixed method research is "a class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, theories and or language into a single study." (Johnson et al, 2007, pp. 112-133). Semi-structured interviews will be conducted with three English language teachers and three French language teachers from Bouaza Kouider, Hafid Tnessi, and Ikhlaf Boumedien primary schools situated in Tlemcen. Additionally, a questionnaire will be administered to the parents of pupils attending the selected primary schools. The utilization of a mixed-methods design in this

research provides an opportunity to gain a comprehensive and nuanced understanding of the challenges, perspectives, and potential solutions associated with teaching English in the presence of French in Algerian primary schools.

2.4. Data Collection Methods

As stated before, the research methodology employed to investigate the impact of French language on teaching English language in Algerian primary schools involved a combination of qualitative and quantitative data collection methods. To gather primary data, a questionnaire was administered to the parents of pupils attending the selected primary schools. The questionnaire aimed to gather quantitative data to assess parental attitudes towards the decision of implementing English language in third year primary level and its effects on their children's academic proficiency. In addition to the questionnaire, semi-structured interviews were conducted with six primary school teachers, evenly split between English and French languages teachers, from different schools in Tlemcen. These interviews allowed for an exploration of their experiences, observations, and opinions regarding the influence of French language on the teaching of English language.

2.4.1. Questionnaire

The questionnaire is a research tool aims to gather data. It consists of a set of questions or statements designed for the sake of gathering information from a group of people to fulfil the needs of the research. It is considered as the main means for collecting quantitative data. As stated by Winkinson and Birmingham (2003):

> Questionnaires can be designed and used to collect vast quantities of data from a variety of respondents. They have a number of benefits over other forms of data collection […] an effective questionnaire, is one that enables the transmission of useful and accurate information or data from the respondent.

Winkinson and Birmingham (2003, p.08).

In this research, a questionnaire of twenty questions is administered to sixty parents of primary school's pupils in Tlemcen. The questionnaire is drafted in standard Arabic so that everyone understands it and it is divided into two sections; the first section consists of five questions were designed to provide general information about the parents (gender, the area of living, level of education and the linguistics competence). The second section consists of

fourteen questions aim to explore the parents' perspectives towards the implementation of English language in the elementary level. Moreover, to investigate the effect of this decision on the children's academic proficiency. Alongside the ways in which they help them learn English language in a suitable manner. The sections are not entitled to ensure simplicity and ease of understanding for parents, considering their limited familiarity with linguistic concepts.

The questionnaire of this study includes a combination of closed-ended questions where the participants can answer with yes/no or choose the suitable option, along with open-ended questions that allow them to provide statements or additional information. Furthermore, the last question is an open-ended one, inviting parents to offer their suggestions and recommendations for the school to better support the needs of bilingual pupils in terms of learning English and French.

2.4.2. Interview

An interview is considered as a valuable method for gathering data through direct conversation with individuals. As stated by Corbin and Strauss:

> Semi-structured interviews are those in-depth interviews where the respondents have to answer pre-set open-ended questions and thus are widely employed by different healthcare professionals in their research. Semi-structured, in-depth interviews are utilized extensively as interviewing format possibly with an individual or sometimes even with a group.

Corbin & Strauss (2008, 3rd ed).

However, it is worth noting that no one of the participants accept be recorded during the interview. In addition, it is important to mention that all the interviewees fully answered the questions posed during the interview process.

In order to investigate the impact of French language on teaching English language, two semi-structured interviews were designed. The first interview was conducted with three English language teachers from different primary schools in Tlemcen. Ten questions were posed to these teachers, aiming to delve into various aspects of their teaching experience. These questions cover topics such as their years of teaching, experience and educational degree. Furthermore, they were asked about their perceived teaching competency, and the challenges they encountered in their teaching practice. Moreover, the focus was on their perspective on how the French language affects their teaching process. Similarly, the second interview was carried out with three French language teachers from various primary schools in Tlemcen. This interview comprised of ten questions that were specifically designed to address certain aspects

of language mixing and the teachers' approaches to handle this issue. The primary focus of this interview was to investigate whether the pupils are mixing the two languages (French and English) and to understand how the teachers are dealing with such occurrences. Furthermore, the interview explored the teachers' strategies and behaviour when instructing pupils who are learning these foreign languages at the same level, particularly those who exhibit language-mixing tendencies. Lastly, the teachers were asked to provide some pieces of advice for other educators who are in the same situation.

2.5. Sample Population

In order to investigate the influence of French language on teaching English language in Algerian primary schools, two distinct population samples were targeted to maximize the collection of valuable information and achieve accurate outcomes. According to Smith (2004):

> A sample population is the whole subset of the population, which is actually investigated by researcher and whose characteristics, were generalized to entire population….Sampling should also determine the best representation of the population, so as to allow for an accurate generalization of results.

Smith (2004, p.84)

To ensure a representative sample, this study selects three primary schools in Tlemcen. The sample consists of parents whose children attend these schools, as well as English and French languages teachers currently teaching in these institutions.

2.5.1. Parents' Profile

A questionnaire was addressed to sixty parents of pupils who are learning English in three different primary schools in Tlemcen. Only thirty-one parents have answered the questionnaire. It was conveyed to them via email.

Table 2.1. Sampling of Parents

Gender	Tlemcen	Other	Total	Percentage
Male	1	1	2	6.5%
Female	26	3	29	93.5%
Total	27	4	31	100%

As the table shows, the parents were randomly chosen in terms of gender. However, it was intentionally ensured that all or most of them were from Tlemcen since the current study was conducted in primary schools in Tlemcen. Based on the data, the sample population consists of 31 parents of pupils who are learning English for the first time in Tlemcen's primary schools. Twenty-seven of them were from Tlemcen, with one male accounting for 3.7% and females comprising the majority at around 96.3%. In the other category, which includes participants from area of living other than Tlemcen, there are only four parents. There was one male makes-up 25% of this category, and three females constitute 75%.

In general, the sample population comprises two males with the percentage of 6.5% and twenty-nine females accounting for 93.5%. There was a percentage of 87.1% of the participants from Tlemcen and only 12.9% of them were from other locations. That was for purpose, since this research takes place at the level of Tlemcen primary schools.

2.5.2. Teachers' Profile

In order to gather more data about this research, two semi-structured interviews were conducted. One was with three English language teachers and the other one was with three French language teachers in three primary schools in Tlemcen.

Table 2.2. Sampling of Teachers

Teachers	French Teacher -1-	French Teacher -2-	French Teacher -3-	English Teacher -1-	English Teacher -2-	English Teacher -3-
Academic Degree	Master two	Master two	Master two	License	Master two	License
Years of Teaching	Five years	Nine years	Seven years	For the first time	For the first time	For the first time

The table shows a basic understanding of the academic backgrounds and experience levels of the teachers in French and English subjects. As it is shown in the table, there is diversity in the experience of teaching. Thus, all the English language teachers are teaching for the first

time, however, the French language teachers have varying years of teaching experience. Another point, the French language teachers all hold a "Master two" degree, while the English language teachers have a mix of qualifications, with one teacher holding a "Master two" degree, while the others hold a "License" degree.

The names of the teachers were not mentioned, as per their preference. It is worthy to mention that in each primary school in Tlemcen, there is at least two French language teachers. However, there is only one English language teacher who teaches two sessions per week, with a duration of forty-five minutes for a session and they teach in three different schools as stated by them. This study aims to explore the challenges faced by the two languages teachers in order to investigate the impact of French language on teaching English language in primary schools. In addition to the ways of teaching they are following to fulfil the learners' needs especially that those learners are pupils at the age of eight, which is a very young age.

2.6. Limitations of the Study

During the course of this study, some challenges were encountered. Firstly, the study was conducted within a limited timeframe, which can pose limitations on the number of participants and data collection. Secondly, as it is a new topic since English language is being taught for the first time in Algerian primary schools, there is an absence of sufficient books and documents, as well as a lack of available sources on the internet. This may affect the depth of literature review and background research conducted for the study. Another point, there was no access to teachers and students who had experience in teaching English at primary schools in 1993. In addition, the decision of teachers to not be recorded during interviews may limit the richness of the qualitative data collected. Therefore, the absence of recordings can restrict the ability to capture and analyse their responses accurately. Finally, the questionnaire was conducted to sixty parents and only thirty-one answers have been submitted. This represents a response rate of approximately 51.7%.

2.7. Conclusion

To sum up, this chapter has focused on the research methodology, addressing the research aims, research design, and data collection methods. To gather reliable data regarding the impact of French language on teaching English language in Algerian primary schools, specifically in Tlemcen, the researcher utilized a questionnaire administered to pupils' parents alongside with two interviews addressed to their teachers. The questionnaire included a combination of closed-

ended and open-ended questions. This chapter also provided an overview of the participants involved in the study in addition to the limitations of the research.

In the forthcoming chapter, the researcher will delve into the analysis of the data obtained through the questionnaire and the interviews. The analysis aims to explore information that are directly relevant to the issue being investigated. By examining and interpreting the data, the researcher will be able to draw meaningful conclusion and contribute to the existing knowledge in the field.

Chapter Three: Data Analysis and Interpretation.

3.1. Introduction.

3.2. Data Analysis.

    3.2.1. Analysis of the Parents' Questionnaire.

    3.2.2. Analysis of the French Language Teachers' Interview.

    3.2.3. Analysis of the English Language Teachers' Interview.

3.3. Discussion of the Findings.

3.4. Conclusion.

3.1. Introduction

This chapter focuses on data analysis and discussion. The results obtained from the two instruments employed in this study; the questionnaire and the interviews, will enable the researcher to address the primary research questions effectively.

The aim of this research is to examine the impact of French language on the process of teaching English language in primary schools. The analysis and discussion in this chapter will be helpful in answering the research questions and evaluating the hypotheses.

3.2. Data Analysis

As mentioned in the preceding chapter, this study makes use of two research tools; the questionnaire that was addressed to the third year primary level pupils' parents. In addition to the two interviews conducted with their French and English languages teachers.

3.2.1. Analysis of the Parents' Questionnaire

The questionnaire was addressed to sixty parents of third year pupils from three different primary schools in Tlemcen. It was answered by thirty-one of them. It was distributed in Arabic language so that all of them can understand the questions. The questionnaire consists of twenty questions.

Question 01: Gender.
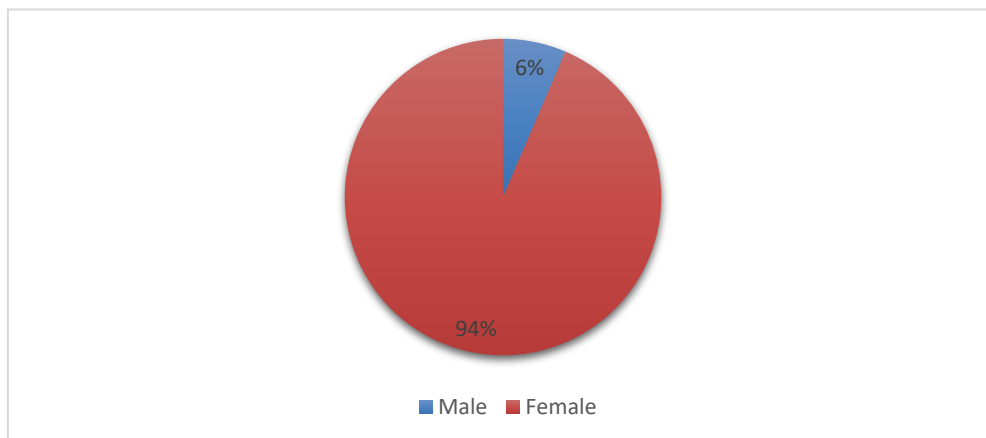
Figure 3.1. Parents' gender.

The pie chart above represents the gender of the participants. As it is shown, the majority of the participants are females representing approximately 93.5% of the total. However, males make up a significantly smaller portion, accounting for only 6.5%. These results indicate that mothers are more involved in their children's education compared to fathers.

Question 02: The area of living.
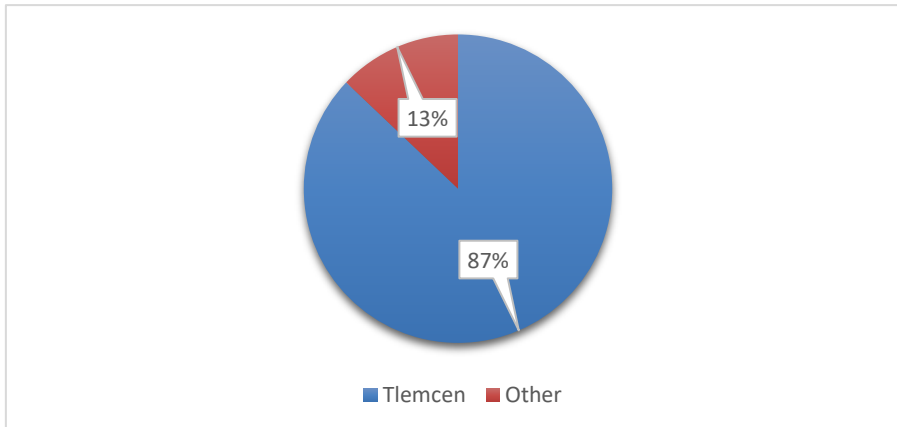
Figure 3.2. Parents' place of residence.

This question aims to know the area of living of parents. Since this piece of research takes place in Tlemcen, it is preferable that the majority of the participants are from Tlemcen. As it is shown, 87% of the participants were from Tlemcen, which represents the majority. However, only 13% of them were from other areas.

Question 03: Level of education.
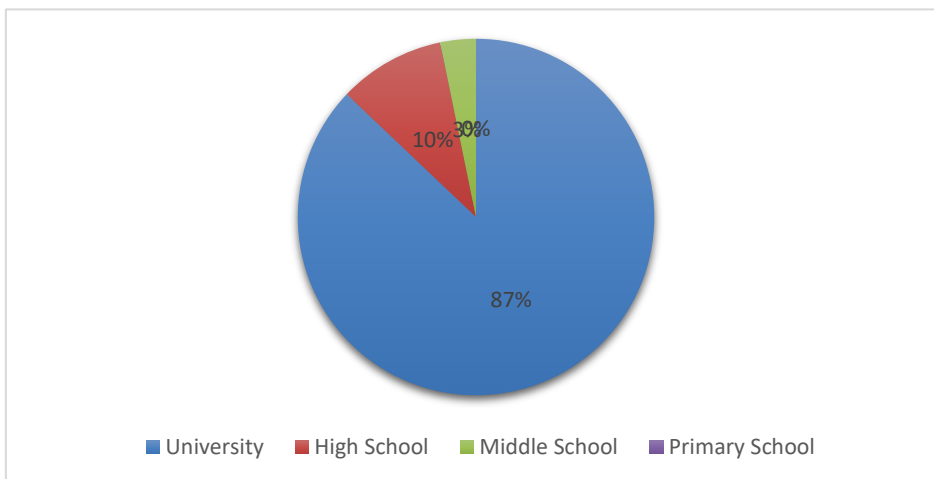
Figure 3.3. Parents' Level of Education.

According to the results, the majority of participants possess a university level as twenty-seven of them selected the university category. While three parents hold secondary level. Additionally, only one of them has discontinued his education at the middle school level. Apparently, almost all the participants in this research have a high educational level.

Question 04: What are the foreign languages that you speak in addition to the Arabic language?
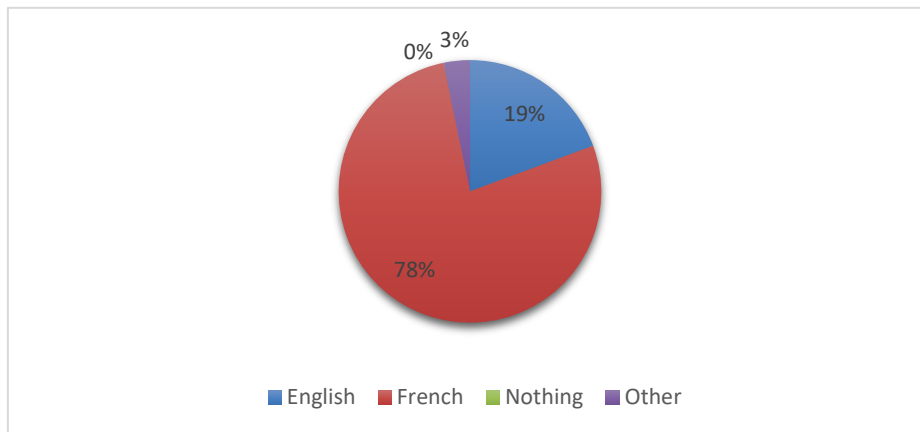
Figure 3.4. Foreign Languages Spoken by Parents.

This question aims to find out which foreign language is used by the participants alongside their mother tongue (Arabic language). As is it shown in the pie chart above, the majority of the participants speak French language, which is the second language in Algeria with a rate of 77.4%. In addition, the second most spoken foreign language by the parents is English language, with a percentage of 19.4%. Moreover, one of the parents answer that he spoke another language neither French nor English language. However, no one of them has answered with nothing, which means that all the participants are bilingual.

Question 05: Do you think that learning foreign languages is necessary nowadays? Why?

Table 3.1. Parents' Perspectives about Learning Foreign Languages.

Yes, it is necessary.
Yes.
Yes, because it is the language of the era.
It is necessary to keep up with scientific and economic developments.
Yes, it is necessary. Because it is the most widely spoken language globally, and people need it wherever they are.
Of course.

Indeed, learning the language of your enemy is a means to protect oneself from their harm. This is a saying of the Prophet Muhammad (peace be upon him). Moreover, learning foreign languages helps in traveling and understanding the cultures of other peoples.
Yes.
Yes, it is necessary due to its importance. Especially the English language, it is important to be able to communicate in English language in any country you travel to.
Yes, to communicate with other people.
Yes, it is necessary to keep up with global advancements in all fields.
Yes.
No.
Yes, it is used to communicate.
Learning foreign languages is necessary nowadays to keep up with events, sciences, and research in various fields and to gain knowledge about the civilizations and customs of different peoples. However, the language of the Quran remains always the mother of languages and the most important one.
Yes, because they are global languages.
Because it is a symbol of civilization and openness to the world, enabling us to develop ourselves.
Of course, because languages help us discovering others' cultures, understand them and communicate with them more effectively.
Yes, language learning broadens our intellectual horizons and allows us to keep up with new developments.
Yes, because it is necessary nowadays.

This question is asked in order to understand the parents' opinions regarding learning foreign languages. This will lead us to know their situation on teaching English and French languages in primary schools. As it is shown in the table, nearly all the participants think that learning foreign languages is important for different reasons. All of the responses agree that learning foreign languages is necessary in order to keep up with the scientific and economic developments, communicate with others and understand their cultures. However, it seems that some participants thought that the question was specifically about learning English language. Therefore, they said that it is the language of the era and the most widely spoken language globally.

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Question 06: In your opinion, what is the most important language in the current time?
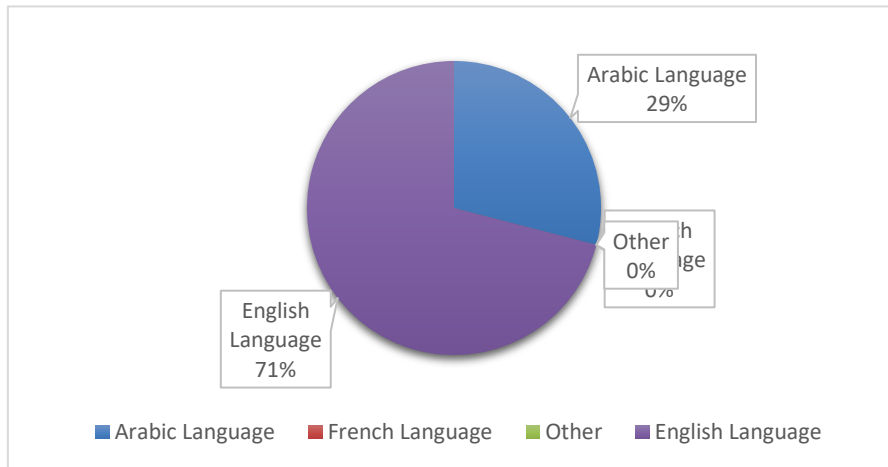
Figure 3.5. The Most Important Language according to Parents.

This question is complementary to the previous one. According to participants, the most two important languages nowadays are English and Arabic languages. As it is shown in the pie chart, 71% of the participants choose English as the most important language nowadays and the others choose Arabic language.

Question 07: What is your proficiency level in the English language?
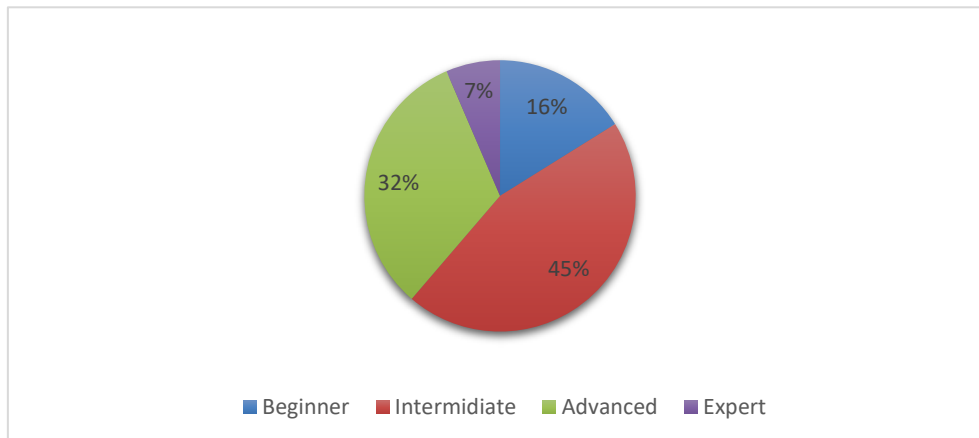
Figure 3.6. Parents' Level in English Language.

As it is shown, the majority of parents rate their level as intermediate and advanced in English language. Therefore, out of thirty-one participants, fourteen qualify their level as being intermediate and ten as advanced. However, five of them rate their level of proficiency as

beginner and only two as expert. The results show that almost all the participants with a percentage of 77.5% have a mediocre level in English language.

Question 08: What is your child's level in English language?
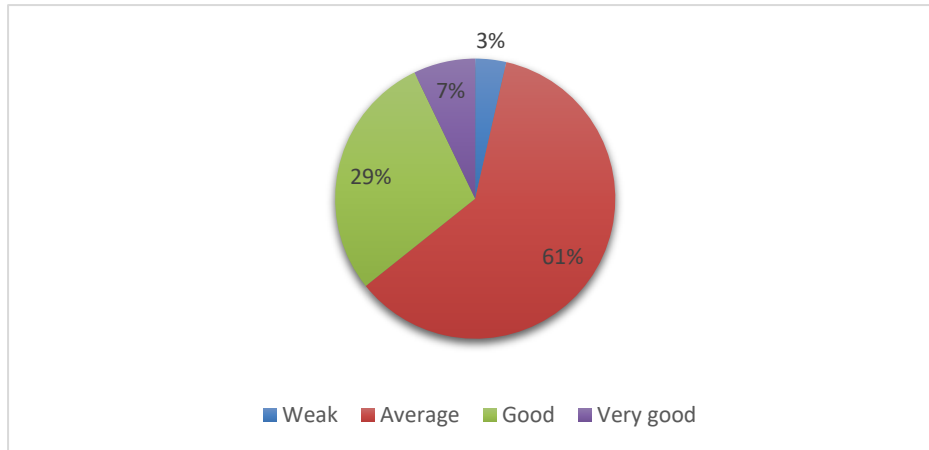
Figure 3.7. The Child's Level in English Language.

First, it is worthy to mention that only twenty-eight participants have answered this question. As it is shown, seventeen out of twenty-eight rate their children's level as average and eight rate them as good. However, two parents rate their children's level as very good and only one of them rate his child level as weak. These results show that the parents are satisfied with their children's English language level, since they rate their children who are learning English language for the first time as intermediate.

Question 09: What foreign language do you mostly speak with your child?
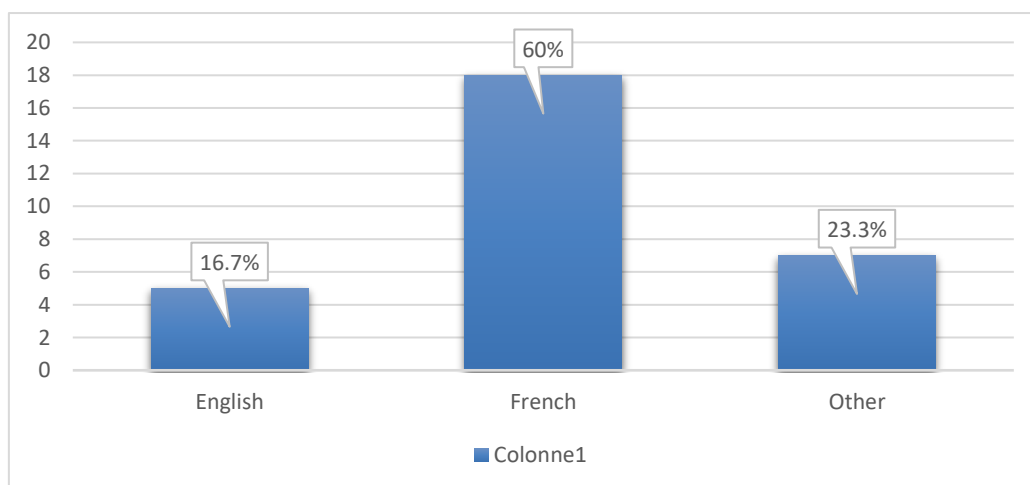
Figure 3.8. The Foreign Language that Parents Mostly Use to Communicate with their children.

As the results show, the majority of the participants choose French language as the most foreign language used to communicate with their children with a percentage of 60%. Then, seven of them stated that they use neither French nor English (other language) with a percentage of 23.3%. However, only five of the participants stated that they usually use English language, with a percentage of 16.7%. This question was at the aim to explore which foreign language between French and English language do parents prefer to use mostly in their daily speech with their children.

Question 10: What was your reaction towards the decision of implementing English language in primary schools?

Table 3.2. Parents' Reaction towards the Decision of Implementing English Language in Primary Schools.

I said it is wonderful.
It is unacceptable in primary level due to the child's limited cognitive reception.
Normal.
I welcomed the idea, but if they kept the French language in the intermediate stage, it would have been better to avoid confusion in pronunciation of letters.
It is a good idea.
Good.
My opinion does not differ from the overall opinions expressed by parents about the decision to introduce the English language in primary schools, which was and still met with astonishment, confusion, and anger. This is because students at this stage should first have a solid foundation in their native language in order to progress in their educational and developmental journey. Any deficiency in their academic achievement will have a negative impact on their future in terms of education and career prospects.
It is a beautiful thing.
The decision of implementing English language is perceived more as a political move rather than a purely scientific or educational one.
I highly appreciated the decision.
I was in favour of the idea.
I was delighted with this matter.
I was glad to hear the news.
No.
English language is better and easier than the French language.

| It is a good decision because English is the primary language and it should be learned. |
| It is a somewhat good decision, but it lacks capabilities. |
| I liked this decision. |
| I think it is a good and suitable decision. |

According to the answers, parents' opinions varied regarding the issue of implementing the English language in the primary schools. In the one hand, some participants believe that it is the best way to improve pupils' performance in the intermediate and secondary levels. However, on the other hand, some are concerned about the ability of third-grade pupils to cope with the high pressure, dense curriculum, and the multitude of subjects and languages being taught. This question was asked in order to investigate the parents' opinion towards introducing English language to third year primary stage's pupils. Fourteen answers out of twenty have a positive reaction, which means that the majority of the parents welcomed the idea of teaching English in primary schools. However, three participants did not appreciate the idea due to children's capacities and their limited cognitive reception (according to their answers). Furthermore, one participant said that he likes the idea but he prefers to keep French language until middle school; according to him, it is preferable to replace French language by English language. According to one participant, the inclusion of the English language in the primary stage is a positive step, but it requires providing all the necessary conditions to embark on this new experience. The last participant out of twenty, said that this is a political move rather than an educational one.

Question 11: In your opinion, how important is it for your child to learn English language in primary school?
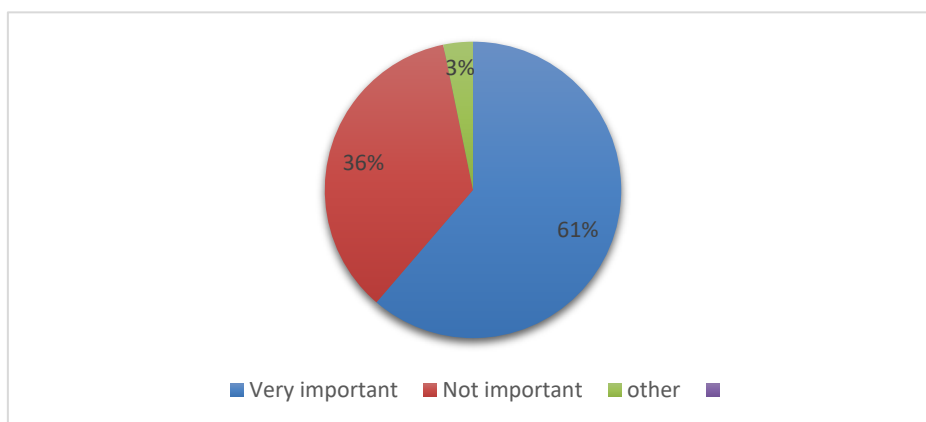
Figure 3.9. The Importance of Learning English in Primary Schools in Parents' Opinion.

As it is seen, the majority of the parents see that it is very important to learn English at an early age with the percentage of 61.3%. In contrast, eleven parents answer that it is not important. One participant has another opinion and opts for the "other" option. The aim of this question is to reveal the parents' views about whether English should be taught at an early age or not.

Question 12: Are you satisfied with the English language-teaching curriculum in your child's school?
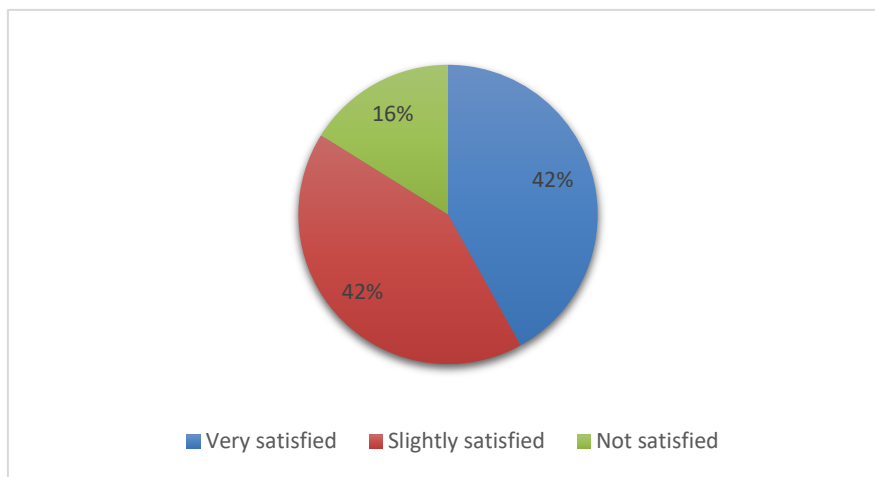
Figure 3.10. Parents' Opinions about the English Language-Teaching Curriculum in their Children's Schools.

Parents' opinions varied regarding the English language-teaching curriculum in their children's schools. As the results show, out of twenty-six answers, the half expressed being very satisfied, while the remaining half indicated being slightly satisfied. However, it is worth noting that out of the total thirty-one responses, five participants expressed their dissatisfaction with the curriculum.

Question 13: What is your feeling about the amount of time allocated for teaching English language in your child's school?
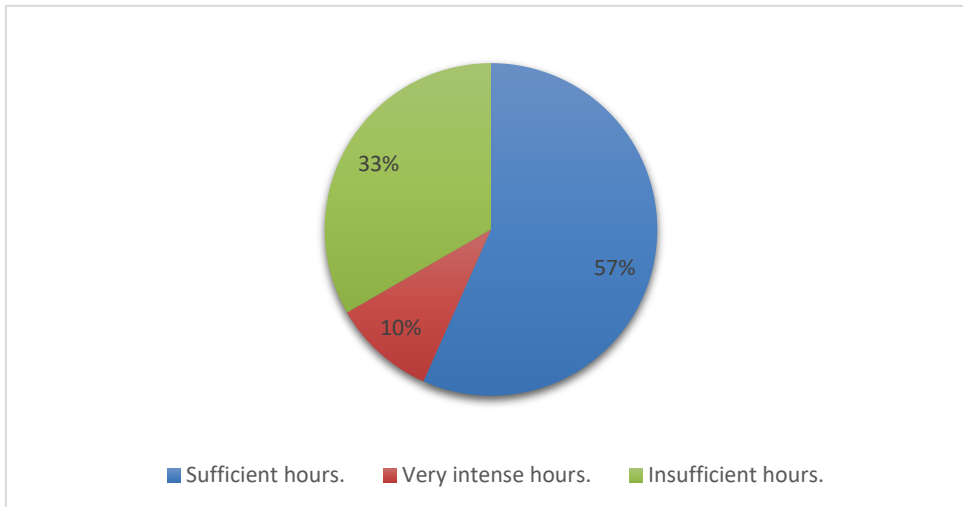
Figure 3.11. Parents' Opinions about the Time of Teaching English in their Children's Schools.

First, it is worthy to mention that out of thirty-one participants, thirty parents have answered this question. The majority of respondents, comprising almost 57%, believe that the time of teaching English language in their children's schools is sufficient. However, more than 33% of the participants consider the hours dedicated to teach English language as excessively intense. In contrast, 10% of the respondents expressed that the hours allocated to English language instruction are insufficient.

Question 14: Do you think that learning French language alongside English language can have positive effects on your child's learning of English?
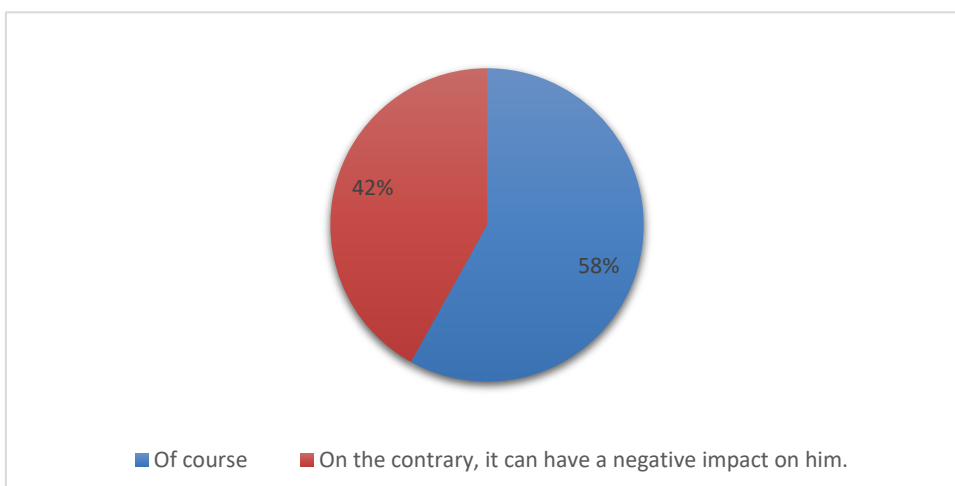
Figure 3.12. The Parents' Opinions towards the Effect of Learning English Language alongside French Language on their Children's English Language Learning.

The data reveal that more than half of the participants agree that learning English language alongside French language could have a positive impact on their children's English language

learning. Conversely, almost the other half, comprising 41.9%, expressed concerns that this bilingual approach may have a negative effect on their children's English learning. This question was conducted in order to investigate the parents' perspectives on the influence of French language on teaching English language, particularly that both languages are taught at the same level.

Question 15: How often do you communicate with your child's English teacher about his progress and learning needs?
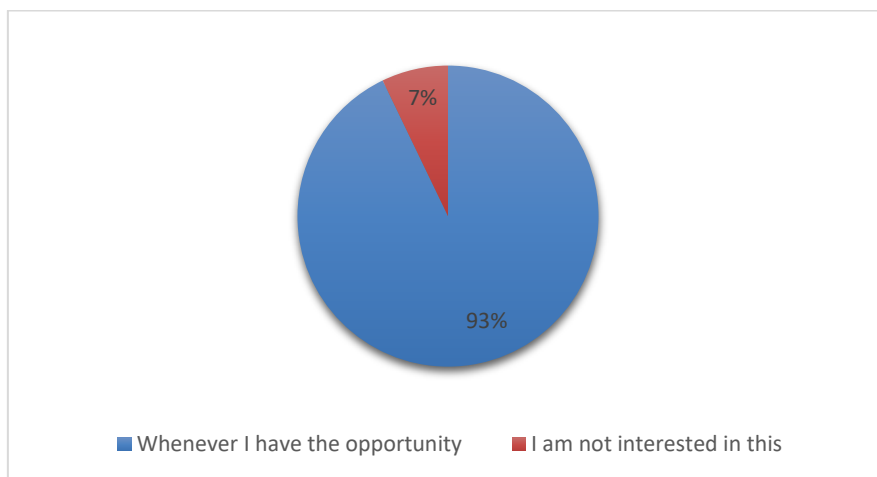
Figure 3.13. Parents' communications with their children's English teachers concerning their learning needs.

Twenty-eight parents out of thirty-one participants have answered this question. As it is shown above, almost all the respondents show their interest in engaging with their children's English teachers to discuss their learning needs and track their progress. Furthermore, only two respondents expressed a contrasting view on this matter.

Question 16: How do you encourage your child to practice and improve his English language skills outside of school?

Table 3.3. The Way Parents Choose to Encourage their Children in Improving their English Language Skills.

The way parents encourage their children to improve their English language skills.	Number of responses	Percentage
By speaking to them in English and giving them attention and praise to boost their confidence.	10	34.5%
Encouraging them to watch programs and cartoons in English language.	10	34.5%
Enrolling them in English language courses.	6	20.7%

| Providing them with all the necessary learning materials. | 3 | 10.3% |

The table above highlights various strategies employed by parents to encourage their children's English language development. As it is shown, a significant portion of the parents (34.5%) in the sample encourages their children's English language development by conversing with them in English. They also provide attention and praise to enhance their children's confidence in using the language. Similarly, an equal number of parents encourage their children to improve their English language skills by encouraging them to watch programs and cartoons in English. This method exposes children to the language in a fun and engaging way. A smaller portion of parents (20.7%) opts to enrol their children in formal English language courses. A relatively smaller number of parents (10.3%) focus on providing their children with the necessary learning materials for English language improvement.

Question 17: Are you interested in participating in any activities or programs for learning English that the school may offer for parents and families?
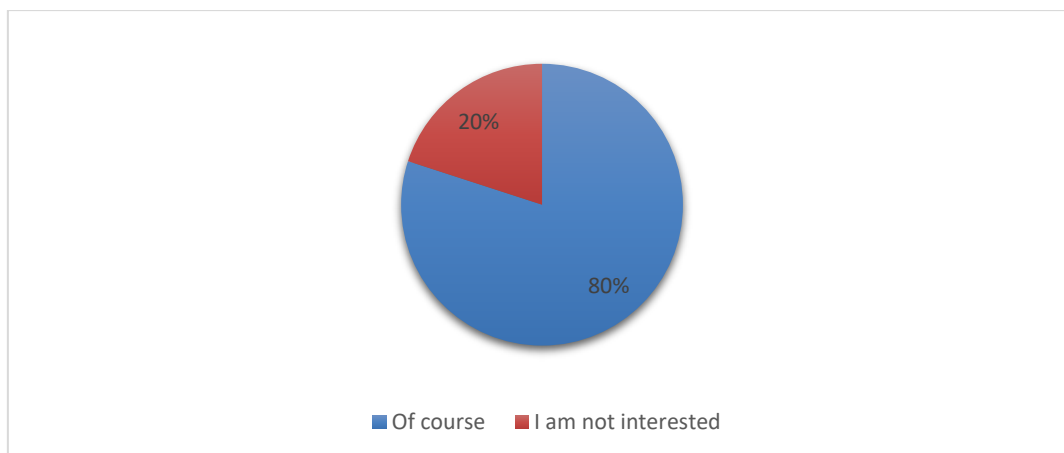
Figure 3.14. Parents' Interest in Participating in Activities to Learn English.

This question aims to explore the parents' interest in their children's language learning and to investigate whether or not they are ready to participate in activities or programs for learning English language for the sake of their children's benefit. As it is shown, the majority of participants express their willingness to participate. Therefore, 80% answer that they are interested and only 20% express the contrast.

Question 18: How do you think a bilingual learning environment in your child's school can benefit or affect his overall academic performance?

Table 3.4. Parents' Opinions about the Effect of a Bilingual Environment on their Children's Academic Performance.

Learning in early childhood is like engraving on stone. I believe that this decision is beneficial for the pupils.
Extremely beneficial, it promotes intellectual diversity.
Learning languages has a significant impact on cognitive development.
Yes.
Honestly, I do not know because my daughter's father and I speak French and English fluently, as well as other languages, and we learned in primary school just French language. I think it could have a negative impact on her early education because she has plenty of time to learn foreign languages in the future.
It can be beneficial.
It is beneficial.
No, on the contrary, it has a negative impact.
It is possible for language mixing to occur, which can lead to difficulty in mastering either language or both.
It affects his overall academic performance.
Too much workload for their age.
It has a negative impact because they are not yet qualified for neither the French language nor English language, let alone the Arabic language.
It has a positive impact.
It gives him an experience.
Certainly, learning languages will greatly benefit them as it will open their minds to the world and make them more active.
If there is a balance between the native language and foreign languages, it would create a distinctive and enriching linguistic environment.
Good.

This table presents a range of opinions from parents regarding the effect of a bilingual environment on their children's academic performance. Seventeen parents out of thirty-one participants answer it. The majority of parents strongly believe in the benefits of a bilingual environment, citing advantages such as intellectual diversity, cognitive development, and a broader perspective. However, some opinions indicate uncertainty or a lack of specific knowledge on the topic. On the contrary, others express concerns about potential negative impacts, such as language mixing or excessive workload.

Question 19: Have you noticed any specific challenges or advantages for your child who is learning both French and English at the same time?
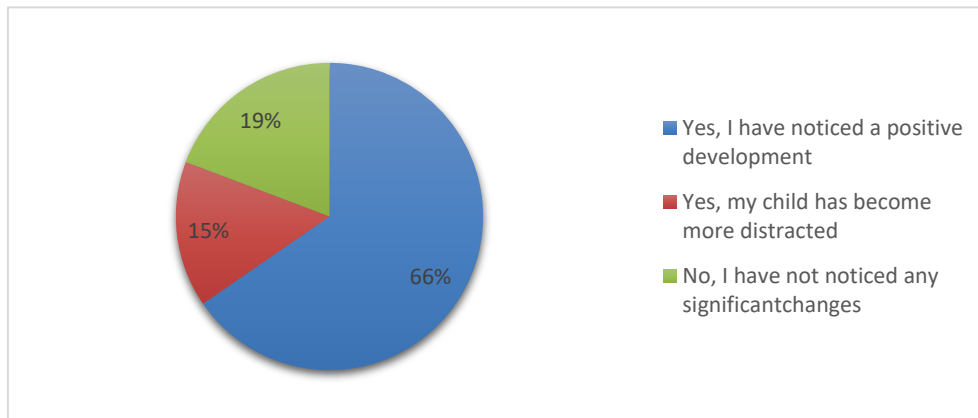
Figure 3.15. Challenges or Advantages Noticed by Parents for their Children.

This question is complementary for the previous one. It aims to explore whether parents have observed positive or negative impact of bilingual learning environment. This will help address the research questions concerning the influence of the French language on the teaching of English in primary schools. Based on the data provided, seventeen parents out of twenty-six responses, which represents the majority, stated that they have noticed a positive development, indicating that the French language positively affects the teaching of English. On the other hand, some clarified that they have not noticed any changes, with the percentage of approximately 19%. Additionally, nearly 15% of the respondents (four participants) mentioned that their children have become more distracted, suggesting a negative effect of the French language on the teaching of English in primary schools, according to their perception.

Question 20: What recommendations do you have for the school to better support the needs of bilingual pupils in terms of learning English and French?

Table 3.5. Parents' recommendations for the school to support the needs of bilingual pupils.

Allocate both a theoretical and practical aspect through play-roles, pictures, skits, and providing them with real-life examples to enhance their understanding and not only rely on written lessons. The study environment should be fun and humorous to help the child absorb the information and remember it.
Hard work.
Provision of material and human resources.

For achieving effective learning, it is important to take into consideration the individual thinking of each student and provide detailed language explanations during an adequate number of hours per week.
Providing additional hours for bilingual learning.
Returning to the original approach and leave English language instruction to the secondary level rather than the primary level. Thank you.
Reducing the workload by eliminating unnecessary subjects.
They should hire specialized teachers.
The French language and English language lessons should not be on the same day.
I have no idea.
It can be challenging for a child to learn two closely related languages with similar alphabets, especially when there is already a heavy workload with other subjects.
Good luck.
Intensifying the lessons.
One language alongside the native language is more than sufficient.
Providing the necessary resources.
Separating them into different levels so that they are not both in the same grade.
Introduce English in the fifth grade, after the child has already developed a strong foundation in the French language, and then proceed to English so that he will not mix between the two languages.
Focusing on the mother tongue, through which the student can grasp the meanings and contexts of words in other languages.
Learning well.

The table above represents various recommendations from parents regarding how the school can support the needs of bilingual pupils. Only nineteen participants answered this question. They give interested suggestions and recommendations that might be taken into consideration. These include; employing interactive and engaging teaching methods, providing appropriate resources and specialized teachers, considering individual thinking and language explanations, adjusting language instruction schedules, and creating a balanced workload. The recommendations also touch upon the importance of the mother tongue, sequential language introduction, and intensifying language lessons.

3.2.2. Analysis of the French Language Teachers' Interview

In order to collect more data for this research, two semi-structured interviews have been submitted alongside the questionnaire. The first interview that consists of ten questions was directed to three French language teachers from three different primary schools in Tlemcen. It aims to investigate their perspectives, views and recommendations towards the impact of French language on teaching English language. It is worth noting that this interview was conducted in French language.

Question 01: What is your educational degree?

Table 3.6. French Language Teachers' Educational Degree.

Respondents.	Educational Degree.
Respondent 01.	Master Two.
Respondent 02.	Master Two.
Respondent 03.	Master Two.

As it is shown in the table above, all the teachers interviewed have a master two degree. This question aims to study the educational level of the respondents and as it is seen, they all have the same level. The results highlight that many primary school French teachers in Algeria have a master two degree.

Question 02: How many years have you been teaching French language?

Table 3.7. French Language Teachers' Years of Teaching.

Respondents.	Years of Teaching.
Respondent 01.	Five years.
Respondent 02.	Nine years.
Respondent 03.	Seven years.

This question aims to investigate the teachers' experience in teaching. As it is shown, their years of teaching vary. The data reveals that these teachers possess a moderate level of experience, as the minimum number of years reported is five and the maximum is nine. This

suggests that they are not beginners in their profession, yet they do not possess extensive experience either.

Question 03: Do you think that experience comes with years of teaching? If yes, how does it affect your classroom?

Table 3.8. French Language Teachers' Opinions about the Relation between Years of Teaching and Experience.

Respondents.	The experience comes with years of teaching.	How does it affect your classroom?
Respondent 01.	Of course.	Experience is acquired over time. The teacher learns to live up to his role as a mediator through practice, and over the years, he improves and refines his skills.
Respondent 02.	Yes.	We undergo training with the inspector to learn how to manage the classroom, prepare lessons, and handle students.
Respondent 03.	Yes.	We develop a deeper understanding of curriculum content and become more adept at adapting teaching methods to meet diverse student needs.

As the table shows, all the respondents agree that the experience comes with years of teaching. The responses highlight the positive impact of experience on the classroom. Thus, they clarify that experience helps teachers to develop their skills, learn more effective classroom management techniques and gain a deeper understanding of curriculum content.

Question 04: What was your first impression when you heard about implementing English language in primary schools alongside French language?

Table 3.9. French Language Teachers' First Impression towards the Decision of Implementing English Language in Primary Schools.

Respondents.	Their first impression towards the decision.
Respondent 01.	I had mixed impressions about the introduction of English in primary school, but today, after 6 months of experience, I am convinced that it can only be beneficial for the child.

Respondent 02.	I think that the optimal year for introducing the learning of English is the 5th year, rather than the 3rd year.
Respondent 03.	This decision does not seem suitable for the child.

As it is shown in the table, the teachers' impressions towards the implementation of English language in primary schools vary. Thus, the first respondent shows that she has become convinced of the benefits of this decision after gaining experience. However, the second respondent suggests an alternative grade for the introduction of English language. Moreover, the third one expresses her belief that the decision is unsuitable for the child. These varying perspectives show the different views and opinions individuals may hold regarding the implementation of English language learning in primary schools.

Question 05: Is it important for a child to learn English at third year degree? Why?

Table 3.10. French Language Teachers' Views about the Importance of Learning English at a Young Age.

Respondents.	Is it important?	Why?
Respondent 01.	Yes.	Personally, as a teacher and a mother of two children at the primary level, I would love my children to learn more than one language at this age.
Respondent 02.	No.	It is important, but not at this age.
Respondent 03.	No.	Children of this age, when learning two foreign languages at the same level, may experience confusion and mix the languages together.

This question may be considered as a complementary of the previous one. Thus, it represents varying points of view from the teachers regarding the importance of learning English at a young age. As it is seen, the interviewed teachers have different perspectives. While the first one shows her desire for children to learn various languages, the other one suggests that it is important but not at the third degree. However, the third one expresses concerns about potential language confusion when learning two foreign languages simultaneously.

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Question 06: How do you think teaching French language affects the learning of English by primary school's students?

Table 3.11. French Language Teachers' Views concerning the Impact of French Language on the Learning of English Language by Primary School's Pupils.

Participants.	The influence of French language on English language learning.
Participant 01.	Conducive to learning and retaining information.
Participant 02.	The pupils may mix between the two languages.
Participant 03.	French language teaching helps in learning English language.

This question aims to investigate the French language teachers' perspectives towards the impact of French language on teaching and learning English language. As it is seen, two teachers out of three believe that learning French can positively impact the acquisition of English language skills. It implies that the knowledge and skills gained from learning French can support and enhance the learning process of English. However, one participant suggests that there is a risk of language mixing, where pupils may confuse or blend elements of both languages.

Question 07: Have you noticed any particular difficulties or advantages for students who study French and English at the same level?

Table 3.12. French Language Teachers' Observations.

Respondents.	Observations.
Respondent 01.	I did not feel any detrimental interference.
Respondent 02.	They confuse the two languages.
Respondent 03.	They mix between the two languages.

This question is complementary to the previous one, thus, they have the same objective. As the results show, one respondent did not observe any interference between the two languages. However, the other two participants noticed confusion and mixing between the languages.

Question 08: Did you receive specific training or professional development to teach French as a second language to students learning both languages at the same level?
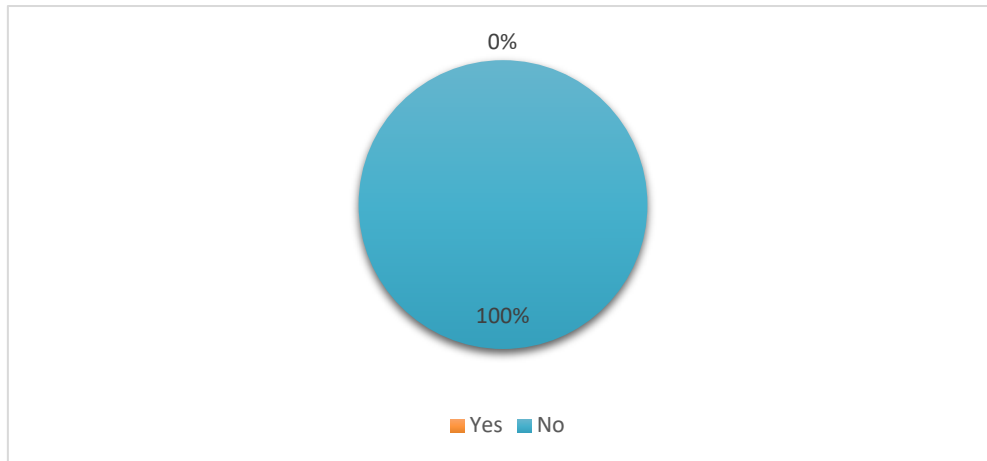
Figure 3.16. French Language Teachers who Receive Professional Training.

This question aims to explore whether French language teachers have received any specific training in order to assist students in learning both languages and how to handle students who mix the two languages. As it is seen, they have not received any training or formation in this regard.

Question 09: Do you communicate with the English teachers about the progress of students in learning both languages?

Table 3.13. French Language Teachers' Communication with English Teachers about the Progress of Pupils.

Participant 01.	We do not communicate about this.
Participant 02.	We do not meet because we have different hours of teaching.
Participant 03.	No.

This question seeks to explore whether teachers of both languages communicate with each other about their pupils' progress. As the results show, they do not.

Question 10: What recommendations do you have for other French teachers who work with students learning French and English at the same level?

Table 3.14. French Language Teachers' Recommendations.

Respondents.	Recommendations.
Respondent 01.	Teamwork is the secret to success. Since the letters are the same, the work is shared and prepared in advance, except for reading and pronunciation, which are different.

Respondent 02.	You have to be comprehensive. For example, when pupils call you "miss," do not get upset. Teach them that "miss" is in English and "madame" is in French.
Respondent 03.	You should explain for your pupils the importance of learning foreign languages and that this will help them in their career.

This question aims to explore French language teachers' recommendations and suggestions to their colleagues who are at the same situation in order to help pupils learn both languages in an appropriate way. The table above shows their suggestions that might be taken into consideration by other teachers.

3.2.3. Analysis of the English Language Teachers' Interview

In order to collect more data in this research, an interview of ten questions have been conducted with three English language teachers in three different primary schools.

Question 01: When did you study English for the first time?

_Participant one : In middle school.

_Participant two: In middle school.

_Participant three: In middle school.

This question was designed in order to explore whether one of the participants have experienced the implementation of English at primary school of Algeria in 1993. As the results show, all the respondents started learning English language from middle school as the majority of Algerian citizens.

Question 02: What is your educational degree?

Table 3.15. English Language Teachers' Educational Level.

Respondents.	Educational degree.
Respondent 01.	License.
Respondent 02.	Master Two.
Respondent 03.	License.

This question aims to explore the teachers' educational level. As it is seen, two of the respondents have license degree and one of them has master degree. This means that teachers who are able to teach English in primary schools can have license or master degrees.

Question 03: How many years have you been teaching English?

Table 3.16. English Language Teachers' Years of Teaching.

Respondents.	Years of Teaching.
Respondent 01.	For the first time.
Respondent 02.	For the first time.
Respondent 03.	For the first time.

This question was designed to study the teachers' experience in teaching. As the table shows, the three teachers interviewed are teaching English for the first time.

Question 04: Which teaching method do you prefer in teaching foreign languages in primary school? Why?

Table 3.17. Teaching Methods Used in Teaching Foreign Languages.

Respondents.	Teaching Method.	Why?
Respondent 01.	I prefer to use games in teaching.	To help them learn in a funny way.
Respondent 02.	I use these 3 methods interchangeably; student-centred method, Montessori and small groups instruction.	I found them useful in teaching young learners.
Respondent 03.	I prefer to use total physical response method.	To teach them vocabulary.

The table above represents different preferred teaching methods used by English language teachers. The first respondent focuses on using games to create a fun learning environment. The other one utilizes a combination of student-centred, Montessori, and small group instruction methods for teaching young learners. Moreover, the third participant prefers the total physical response method for teaching vocabulary.

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Question 05: Is it important for a child to learn English at this level? Why?

Table 3.18. English Language Teachers' Views Concerning the Importance of Learning English Language at a Young Age.

Respondents.	Is it important?	Why?
Respondent 01.	Yes.	It is so beneficial for the child.
Respondent 02.	Of course.	Because in this early age the child's brain can register much information and it is obvious in ourselves as adults the knowledge that we gained at the childhood still exists till nowadays.
Respondent 03.	Yes.	It is widely recognized that young children possess a natural aptitude for language acquisition. Introducing them to multiple languages during this crucial period can yield numerous advantages.

This question was asked in order to investigate the teachers' perspectives towards the implementation of English language in primary schools and the reasons behind it. As the results show, the three participants clarify that it is important for the child to learn English language at this age. Their reasons are closed to each other, since all of them agree that this decision is beneficial for the child. Moreover, they said that a child can learn different languages better than an adult.

Question 06: What challenges could face the teacher when teaching English in primary school?

Table 3.19. The Challenges that may face the English Language Teacher.

Respondents.	Challenges.
Respondent 01.	I have not found problems because we do not have writing.
Respondent 02.	Time is not enough; 45 minutes a session two times per week. Crowded classes. Different schools at the same time. No English environment outside the school, so most of the learners practice English only in the English session. There is no workbook.
Respondent 03.	We teach at different schools and the time of teaching is not enough.

This question was designed to present the challenges faced by the English language teachers. The respondents highlighted various answers. The first respondent said that he does not face

any problem. However, the two others have approximately similar challenges including time constraints, crowded classes, teaching at multiple schools and the absence of workbooks. These challenges can impact the overall teaching and learning experience, there must be some strategies and solutions to address them effectively.

Question 07: Do you think that teaching both English and French at the same level may lead to a confusion in the child's brain? Please justify.

Table 3.20. English Language Teachers' Views towards English Language Teaching alongside French Language.

Respondents.	Do you think that teaching English language alongside French language may confuse the child?	Justify.
Respondent 01.	No.	In contrast, I believe that teaching languages at a young age is advantageous.
Respondent 02.	No, I do not think so.	I am with the idea of teaching kids as many languages as they can. Because I believe that the children at that age can acquire easily.
Respondent 03.	No.	Learning multiple languages enhances cognitive development. It improves memory, problem-solving skills, and creativity.

This question is complementary to fifth question; they both aim to investigate the teachers' points of views towards the decision of teaching English language and French language at the same level in primary schools. As it is shown in table above, the three interviewed teachers find that teaching the two languages at the same level is so beneficial for the children and this decision will not lead to the confusion in their brains.

Question 08: According to your experience, how may French language impact the teaching of English language in primary school?

Table 3.21. English Language Teachers' Perspectives towards the Impact of French Language on Teaching English Language.

Respondents.	The impact of French language on teaching English language.
Respondent 01.	French language has a positive impact on teaching English language.
Respondent 02.	The two languages have many similarities and when teaching English and French languages at the same time we can benefit. Since we are focusing on teaching listening and speaking skills, teachers of French language helped us a lot in the writing skill.
Respondent 03.	French language helps a lot in the instruction of English language. Because the two languages have similar alphabets, this will help pupils in learning writing in English and will find it easier.

This question helps a lot in answering the research questions. The table above shows the perspectives of English language teachers towards the impact of French language on teaching English languages in primary schools. As the results show, the three interviewed teachers agree that French language has a positive impact on the instruction of English language. They justify their answers by clarifying that the two languages are very close to each other and they have many similarities especially the alphabets which will help them in teaching writing skills.

Question 09: Have you received any specific training or professional development in teaching English in primary schools?

Table 3.22. English Language Teachers' Professional Training.

Participants.	Answers.
Participant 01.	I received the ten days pedagogics training. Fortunately, I am one of the teachers who have been selected in Tlemcen to attend online training from the British council.
Participant 02.	I received 60 hours training for teaching in primary school, and now I am attending an online training from the British council: Algeria teaching for success primary 2023; it is a 21 hours course.
Participant 03.	I received 60 hours training to teach in primary school.

The table above represents the participants' involvement in training programs to enhance their language teaching skills. As it is seen, they all have the sixty hours training which lasted

ten days. Two of the participants benefited from both local and online training opportunities, including courses provided by the British Council. These training experiences show the participants' commitment to professional development.

Question 10: How do you differentiate instruction for students who have varying levels of proficiency in English?

Table 3.23. The Treatment of English Language Teachers towards their Students.

Participants.	Answers.
Participant 01.	Teachers should know that in the classroom there are different levels of proficiency. Therefore, we have to understand and support them.
Participant 02.	The human beings are different so automatically you can find in the same class different types of learners; brilliant learners who understand from the first speech and slow learners who needs us to repeat several times in order to understand.
Participant 03.	I treat them all equally.

This question aims to explore the teachers' attitude towards the diversity of language proficiency between pupils in classrooms. The respondents emphasize the importance of understanding and supporting pupils with different abilities and highlight the need for personalized instruction. Additionally, one participant emphasizes the value of treating all students equally, indicating a commitment to fairness and inclusivity in the classroom.

3.3. Discussion of the Main Findings

This research makes use of two research instruments. A questionnaire, of twenty questions, has been submitted to sixty parents and has been answered by thirty-one participants (pupils' parents). Moreover, three French language teachers have been interviewed alongside three English language teachers. The teachers and parents were from three different primary schools in Tlemcen. The aim of this research is to investigate the impact of French language on teaching English as a foreign language in Algerian primary schools. Furthermore, this study focuses also on the situation of English in Algeria and the appropriate ways to teach pupils this new language.

The questionnaire was submitted to third year pupils' parents in order to help answering the research questions. Regarding first research question, which is about the situation of English

language in Algerian society. According to the results obtained, the opinions vary but the majority of the participants believe that English is an important language because it is the first language in the world, the language of the media and it is necessary for their children to learn it. The findings indicate that the majority of the participants have a positive perspective towards the implementation of English language in Algerian primary schools. They express a preference for English and consider it as a crucial foreign language. The questionnaire also aims to investigate the parents' opinions regarding the influence of French language on teaching and learning English language, which is the second research question. According to the findings, the majority of the parents strongly believe in the positive impact that French language has on teaching English language. They also show that they support the bilingual environment, emphasizing benefits such as enhanced intellectual diversity, cognitive development, and a broader perspective. Finally, the last question provides the parents' suggestions and recommendations to make a better environment for their children for the sake of helping them learning the English language in an appropriate way. These findings will contribute to addressing the third research question.

Another tool used to help collect more data about this research is the French language teachers' interview. This interview of ten questions was conducted to three French language teachers in three primary schools. It aims to investigate the French language teachers' perspectives towards the influence of French language on teaching English language. First of all, the majority of the respondents do not welcome the idea of the introduction of English at third year. They prefer if they keep it to another year so that the child builds an idea about French language first then he can be introduced to English language. They add that this decision may lead the child to confusion. However, the majority of the participants clarify that French language is beneficial in learning English language and it helps a lot in the teaching process of this language. The last question was at the aim to explore the French teachers' recommendations to provide a better learning of both languages to the child at this age.

Finally, an interview of ten questions was undertaken with three English language primary school teachers. The findings show that the participants strongly believe at the importance of learning English language at this level. They add that they do not see any problem in learning the two languages simultaneously. Another point, all the respondents clarify that French language has a positive impact on the teaching of English language since it helps them a lot in writing due to the similarities between the two languages especially in letters. Furthermore, the teachers mentioned the challenges they are facing in the teaching process that must be taken into consideration. Finally, the interviewed teachers presented the various teaching methods

they are using in the classroom in order to help pupils learn the language in an appropriate way. In addition, they are asking about their treatment with pupils who have different levels of proficiency and they all clarify that the language teacher must be comprehensive; he has to repeat several times for those who do not understand quickly and to treat everyone equally.

Regarding the hypotheses that were introduced in this research work, it seems that not all of them are proved. The first hypothesis stating that English language is needed and preferable in the current social contexts in Algeria is proved due to the previous findings from the questionnaire and the interviews. However, the second hypothesis, which states that French language has a negative impact on teaching English language in Algerian primary schools is refuted because the majority of the responses show that French language effects positively the teaching of English language. Furthermore, the third hypothesis, which states that there must be innovative strategies and methods in teaching English language in primary schools, is proved according to the results.

3.4. Conclusion

This chapter has focused on the analytical part of the research. In order to investigate the impact of French language on teaching English language in Algerian primary schools, this research makes use of two research instruments; the questionnaire and the interview. This chapter has examined the attitudes of both parents and teachers towards the implementation of English language in primary schools, as well as, their perspectives about the impact of French language on teaching English language at this level. According to the results, it seems that one out of the three hypotheses suggested is refuted. Thus, the majority of the participants clarify that they believe that French language has a positive impact on teaching English language in elementary level.

General Conclusion

This research work has dealt with a new topic; which is the implementation of English language in Algerian primary schools. The aim of this study is to investigate the impact of French as a second language on teaching English as a foreign language in Algerian primary schools.

This research is divided into three chapters. The first chapter includes the theoretical part of the work; it has dealt with the linguistic situation and the educational system in Algeria, it also brought attention to the influence of French language on English language, and it has recommended some methods to teach English language in primary level. Furthermore, the second chapter has dealt with the methodology explaining the data collection methods and the sample population. Moreover, the third chapter is dedicated to the data analysis and the discussion of the findings.

In order to find out the answers of the research questions, this research work makes use of two research instruments. These tools are the questionnaire, which was transmitted to sixty parents of pupils who are studying in three different primary schools in Tlemcen, and it has been answered by thirty-one parents. The other research tool is the interview; two interviews have been conducted with three French language teachers and three English language teachers in the selected primary schools. The selected primary schools in Tlemcen are Bouaza kouider, Hafid tnessi, and Ikhlaf boumedien. The use of a mixed-method approach enables the researchers to collect as much data as possible in order to examine the hypotheses being suggested taking into consideration the perspectives of both teachers and parents regarding the influence of French language on teaching English language.

The results of the study have shown that the majority of parents and teachers have a positive perspective towards the decision of English language implementation in Algerian primary schools, because they believe that English is a very important language. Moreover, both parents and teachers perceive that French language has a positive impact in teaching English language in Algerian primary schools. In addition, the participants in this study provided valuable suggestions and recommendations for effectively teaching English to third-level pupils in primary schools. These suggestions aim to enhance the language learning experience and ensure its appropriateness for young learners.

To sum up, the analysis of the collected data supports and confirms two hypotheses out of three. Thus, the second hypothesis is refuted. However, it is important to note that the confirmation of the hypotheses is not absolute, as there may be some limitations and nuances

to consider. Therefore, further research and investigation may be necessary to gain a more comprehensive understanding of the topic.

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Appendix A

Questionnaire (Arabic Version)

تأثير اللغة الفرنسية على تدريس اللغة الانجليزية في الطور الابتدائي للمدارس الجزائرية

هذا الاستبيان هو جزء من البحث للحصول على شهادة الماستر في اللغة الانجليزية، والهدف منه هو دراسة موقف الاباء

من ادماج اللغة الانجليزية في الاطوار الابتدائية في الجزائر.

المرجو منكم الاجابة على الاسئلة التالية عن طريق وضع علامة في الخانة المرافقة لإجابتكم، ويرجى منكم الاجابة على

الاسئلة التي ليست لها اجابة مقترحة. شكرا مسبقا.

الجنس

انثى ☐

رجل ☐

منطقة العيش

تلمسان ☐

أخرى ☐

المستوى الدراسي

جامعي ☐

ثانوي ☐

متوسط ☐

ابتدائي ☐

اللغات الاجنبية التي تتكلمها الى جانب اللغة العربية

انجليزية ☐

فرنسية ☐

لا شيء ☐

أخرى ☐

هل ترى ان تعلم اللغات الاجنبية هو امر ضروري في الوقت الحالي؟ و لماذا؟

....

حسب رأيك ما هي اللغة الاكثر اهمية في الوقت الحالي؟

اللغة العربية ☐

اللغة الإنجليزية ☐

اللغة الفرنسية ☐

أخرى ☐

ما هو مستواك في اتقان اللغة الانجليزية؟

جيد جدا ☐

جيد ☐

متوسط ☐

ضعيف ☐

ما هو مستوى ابنك في اللغة الانجليزية؟

جيد جدا ☐

جيد ☐

متوسط ☐

ضعيف ☐

ما هي اللغة الاجنبية التي تتحدث بها غالبا مع طفلك

فرنسية ☐

انجليزية ☐

أخرى ☐

كيف كانت ردة فعلك عند معرفتك بقرار ادراج اللغة الانجليزية في المدارس الابتدائية؟

....

ما مدى أهمية أن يتعلم طفلك اللغة الإنجليزية في المدرسة الابتدائية في رأيك؟

مهم جدا ☐

ليس مهم ☐

اخر ☐

هل أنت راضٍ عن منهج تدريس اللغة الإنجليزية في مدرسة طفلك؟

راضي جدا ☐

راضي قليلا ☐

لست راض ☐

ما هو شعورك حيال مقدار الوقت المخصص لتدريس اللغة الإنجليزية في مدرسة طفلك؟

اعتبرها ساعات كافية ☐

ساعات مكثفة جدا ☐

ساعات غير كافية ☐

هل تعتقد أن تعلم اللغة الفرنسية إلى جانب اللغة الإنجليزية يمكن أن يكون له أي آثار إيجابية على تعلم طفلك للغة الإنجليزية؟

بالتأكيد ☐

بالعكس يمكن ان يؤثر عليه سلبا ☐

كم مرة تتواصل مع مدرس اللغة الإنجليزية لطفلك حول تقدمه واحتياجات التعلم؟

كلما سنحت لي الفرصة ☐

لست مهتما بهذا ☐

كيف تشجع طفلك على ممارسة وتحسين مهاراته في اللغة الإنجليزية خارج المدرسة؟

عن طريق التحدث معه بالإنجليزية واعطائه الاهتمام الكافي لتعزيز ثقته بنفسه ☐

مشاهدة البرامج والكرتون باللغة الإنجليزية ☐

تسجيله في دورات لتعلم اللغة الإنجليزية ☐

توفير جميع المستلزمات الخاصة للتعلم ☐

هل أنت مهتم بالمشاركة في أي أنشطة أو برامج لتعلم اللغة الإنجليزية قد تقدمها المدرسة للآباء والعائلات؟

بالتأكيد ☐

لست مهتما بهذا الامر ☐

كيف تعتقد أن بيئة التعلم ثنائية اللغة في مدرسة طفلك يمكن أن تفيد أو تؤثر على الأداء الأكاديمي العام؟

....

هل لاحظت أي تحديات أو مزايا محددة لطفلك الذي يتعلم لغتين الفرنسية والإنجليزية في ان واحد؟

نعم لاحظت تطورا إيجابيا ☐

نعم ابني أصبح مشتتا ☐

لا لم الاحظ اي تغير ☐

ما التوصيات التي لديك للمدرسة لدعم احتياجات الطلاب ثنائي اللغة بشكل أفضل فيما يتعلق بتعلم اللغة الإنجليزية والفرنسية؟

....

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Appendix B

Questionnaire (English Version)

The impact of the French language on teaching English in Algerian primary schools

This questionnaire is part of a research project for obtaining a Master's degree in English language. Its objective is to study the parents' perspective on the integration of the English language in primary levels in Algeria.

Please answer the following questions by marking the box next to your answer, and kindly respond to the questions that do not have a suggested answer. Thank you in advance.

Gender

Male ☐

Female ☐

Area of living

Tlemcen ☐

Other ☐

Educational level

University ☐

High school ☐

Middle school ☐

Primary school ☐

Foreign languages that you speak alongside the Arabic language

English language ☐

French language ☐

Nothing ☐

Other ☐

Do you consider learning foreign languages to be necessary nowadays? Why?

……………………………………………………………………………..

In your opinion, what is the most important language at the present time?

Arabic language ☐

English language ☐

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French language ☐

Other ☐

What is your level of proficiency in English language?

Expert ☐

Advanced ☐

Intermediate ☐

Beginner ☐

What is your child's level in English language?

Very good ☐

Good ☐

Average ☐

Weak ☐

What foreign language do you mostly speak with your child?

French language ☐

English language ☐

Other ☐

What was your reaction towards the decision of implementing English language in primary schools?

……………………………………………………………………………………….

In your opinion, how important it is for your child to learn English language in primary school?

Very important ☐

Not important ☐

Other ☐

What is your feeling about the amount of time allocated for teaching English language in your child's school?

Sufficient hours ☐

Very intense hours ☐

Insufficient hours ☐

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Do you think that learning French language alongside English language can have positive effects on your child's learning of English?

Of course ☐

On the contrary, it can have a negative impact on him ☐

How often do you communicate with your child's English teacher about his progress and learning needs?

Whenever I have the opportunity ☐

I am not interested ☐

How do you encourage your child to practice and improve his English language skills outside of school?

By speaking to them in English and giving them attention and praise to boost their confidence. ☐

Encouraging them to watch programs and cartoons in English language. ☐

Enrolling them in English language courses. ☐

Providing them with all the necessary learning materials. ☐

Are you interested in participating in any activities or programs for learning English that the school may offer for parents and families?

Of course ☐

I am not interested ☐

How do you think a bilingual learning environment in your child's school can benefit or affect his overall academic performance?

…………………………………………………………………………………………

Have you noticed any specific challenges or advantages for your child who is learning both French and English at the same time?

Yes, I have noticed a positive development ☐

Yes, my child has become more distracted ☐

No, I have not noticed any significant changes ☐

What recommendations do you have for the school to better support the needs of bilingual pupils in terms of learning English and French?

…………………………………………………………………………………………

Appendix C

French Teachers' Interview (French language Version)

Chers professeurs,

Cet entretien a pour but de recueillir des données sur l'influence du français dans la langue anglaise.

Vous êtes donc priés de répondre aux questions suivantes.

Sexe : Homme   Femme

Question 01 : Quel est votre niveau d'études ?

Question 02 : Depuis combien d'années enseignez-vous le Français ?

Question 03 : Pensez-vous que l'expérience vient avec les années d'enseignement ? Si oui, comment cela affecte-t-il votre classe ?

Question 04 : Quelle a été votre première impression lorsque vous avez entendu parler de l'enseignement de l'anglais à l'école primaire au même niveau que l'enseignement du français ?

Question 05 : Est-il important pour un enfant d'apprendre l'anglais à ce niveau ? Pourquoi ?

Question 06 : Comment pensez-vous que l'enseignement du français affecte l'apprentissage de l'anglais par les élèves du primaire ?

Question 07 : Avez-vous observé des difficultés ou des avantages particuliers pour les élèves qui étudient le français et l'anglais au même niveau ?

Question 08 : Avez-vous reçu une formation spécifique ou un perfectionnement professionnel pour enseigner le français comme une langue seconde aux élèves qui apprennent les deux langues au même niveau ?

Question 9 : Est-ce que vous communiquez avec les professeurs d'anglais sur le progrès des élèves dans l'apprentissage des deux langues ?

Question 10 : Quelles recommandations avez-vous pour les autres professeurs de français qui travaillent avec des élèves qui apprennent le français et l'anglais au même niveau ?

Merci.

Appendix D

French Teachers' Interview (English Version)

Dear teachers,

This interview aims to collect data on the influence of French on the English language.
You are kindly requested to answer the following questions.

Gender: Male Female

Question 01: What is your educational degree?

Question 02: How many years have you been teaching French language?

Question 03: Do you believe that experience comes with years of teaching? If yes, how does
it affect your classroom?

Question 04: What was your initial impression when you first heard about teaching English
in primary school at the same level as teaching French?

Question 05: Is it important for a child to learn English at this level? Why?

Question 06: How do you think teaching French affects the learning of English by
elementary school students?

Question 07: Have you observed any specific difficulties or advantages for students who are
studying French and English at the same level?

Question 08: Have you received specific training or professional development to teach
French as a second language to students who are learning both languages at the same level?

Question 09: Do you communicate with English teachers about students' progress in learning
both languages?

Question 10: What recommendations do you have for other French teachers who work with
students learning French and English at the same level?

Thank you.

Appendix E

English Teachers' Interview

Dear teachers,

This interview is intended to collect data about the influence of the French language on the English language.

You are, therefore kindly requested to answer the following questions.

Sex: Male   Female

Question 01: When did you study English for the first time?

Question 02: What is your educational degree?

Question 03: How many years have you been teaching English?

Question 04: Which teaching method do you prefer in teaching foreign languages in primary school? Why?

Question 05: Is it important for a child to learn English at this level? Why?

Question 06: What challenges could face the teacher when teaching English in primary school?

Question 07: Do you think that teaching both English and French at the same level may lead to a confusion in the child's brain? Please justify.

Question 08: According to your experience, how may French language impact the teaching of English language in primary school?

Question 09: Have you received any specific training or professional development in teaching English in primary schools?

Question 10: How do you differentiate instruction for students who have varying levels of proficiency in English?

Thank You

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ملخص

تسلط هذه الدراسة الضوء على إدماج اللغة الإنجليزية في المدارس الابتدائية الجزائرية. تهدف هذه المذكرة إلى البحث عن تأثير اللغة الفرنسية كلغة ثانية على تعليم اللغة الإنجليزية كلغة أجنبية. تشير نتائج هذا البحث إلى أن غالبية أولياء الأمور والمعلمين لتلاميذ السنة الثالثة ابتدائي لديهم نظرة إيجابية تجاه ادراج اللغة الإنجليزية في المستوى الابتدائي. وعلاوة على ذلك، يعتقد غالبية المعلمين والأولياء أن اللغة الفرنسية لها تأثير إيجابي على تدريس اللغة الإنجليزية في المدارس الابتدائية الجزائرية.

Résumé

Cette recherche met en lumière l'introduction de la langue anglaise dans les écoles primaires algériennes. Son objectif est d'étudier l'influence du Français en tant que langue seconde sur l'enseignement de l'Anglais en tant que langue étrangère. Les résultats indiquent que la majorité des parents d'élèves et des enseignants de troisième année ont une perspective positive quant à la mise en œuvre de la langue anglaise au niveau élémentaire. De plus, la majorité des enseignants et des parents estiment que la langue française a un impact positif sur l'enseignement de la langue anglaise dans les écoles primaires algériennes.

Summary

This research sheds light on the introduction of English language in Algerian primary schools. It aims to investigate the influence of French as a second language on the teaching of English as a foreign language. The findings indicate that the majority of third year pupils' parents and teachers hold a positive perspective towards the implementation of English language in elementary level. Furthermore, the majority of both the teachers and parents believe that French language has a positive impact on the instruction of English language in Algerian primary schools.