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ALGERIA

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**Faculty of Letters, Languages, and Social Sciences  
Department of Letters and English Language**

**INVESTIGATING ENGLISH AND FRENCH LANGUAGES  
IMPLEMENTATION IN THE THIRD YEAR CURRICULUM FOR PRIMARY  
SCHOOLS IN ALGERIA :  
CHALLENGES AND PERSPECTIVES  
The Case of “Boualia Said” Primary School**

*An Extended Essay Submitted in Partial Fulfilment of the Requirement  
for a Master's Degree in Didactics and Applied Languages*

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## Dedications

*I want to dedicate my work to my family. They instilled in me a desire to learn and receive higher education, especially by my father. Also, this is dedicated to my brothers and sisters, who have always supported me throughout my studies.*

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## Abstract

This study investigates the implementation of the English language in Algeria's primary schools for third-grade pupils. It explores the perception of this language implementation, the challenges faced by English and French co-existence in the curriculum, and to what extent this co-existence might benefit pupils through contacting their parents and teachers for data collection. The participants were 25 parents and five teachers. A questionnaire was given to the parents around the end of the second semester, and the teachers were interviewed around the end of the third semester. The results suggested that teachers and parents of concerned pupils highly welcome the English language implementation with no rejections. In contrast, the co-existence of the two languages is negatively opinionated, and French should not be taught along with the English language, leading the researcher to recommend incorporating this language in all primary school grades and to restrict the teaching of French to one year.

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## List of Abbreviations and Acronyms

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UK United Kingdom

USA United States of America

L1 Native Language

L2 Second Language

L3 Third Language

LTI Licensing and Training Institute

NATO North Atlantic Treaty Organization

CNN Cable News Network

SLA Second Language Acquisition

TV Television

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# General Introduction

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## **General Introduction**

Language and education are primarily branches of applied linguistics and can be interdisciplinary. It is the scientific study concerned with the process and practice of teaching/learning a second or foreign language and the relationship between language and education. This relationship can be divided into three categories: (1) learning language, (2) learning through language, and (3) learning about language. Learning language as a formal education subject includes more than one language. Sometimes, the educational curriculum may reach more than two languages to be studied for better job chances and other reasons such as academic achievement. Thus, Multilingualism is becoming more and more important and fruitful in today's world, yet, in the same way, it can be good; Multilingualism might be harmful, affecting language learning.

One of the world's spreading languages competing with other languages in primary schools' curriculum has again reached another third-world country curriculum to be taught along with the French language. Algeria has recently implemented the English language in its primary schools' curriculum to be taught to third-year pupils next to the French language. As mentioned above, foreign language learning is undoubtedly suitable for learners, but possible drawbacks to the co-existence of languages should also be considered. In light of this situation, this research studies the perspectives on the English language implementation and the effectiveness of the co-existence of French and English languages in primary schools in Algeria. The research investigates the reaction of third-year pupils' parents and teachers to the English language implementation and how French and English linguistically co-existing in one curriculum can benefit third-year pupils in Algerian primary schools.

The researcher used qualitative and quantitative data to collect data through questionnaires and interviews. In this regard, the researcher tries to find answers to the following research questions:

1. How do parents and teachers perceive English language implementation in Algerian primary schools?
2. To what extent can the co-existence of English and French languages benefit 3rd-year primary school pupils?

Accordingly, the following answers were given by the researcher.

1. Both teachers and parents welcome English language implementation for third-year primary school pupils because they consider the English language to be the language that fits the demands of academic, social and business fields.
2. The co-existence of the two languages can be complementary in learning through commonalities between English and French, such as the alphabet

Hence, the importance of the present study is to raise the awareness of education policymakers and curriculum designers in Algeria about the value of English to pupils' parents and teachers and about the impact of L2 on L3 in learning for third-year pupils to make the right decision.

This work is divided into three chapters:

Literature Review includes the related literature to the research topic and previous studies conducted to understand the phenomenon.

Research MethodologyThe next chapter presents the research method and instruments.

Data Analysis and suggestions, which is the third chapter, demonstrates the data collection and then the analysis of the latter next to some recommendations to be considered. Lastly, come the references and appendices.

Chapter One: Literature  
Review:  
Foreign Languages  
Implementation

## **Chapter One: Literature Review: Part 1: Foreign Languages**

### **Implementation in Algeria**

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## **1.1 Introduction**

The first part of the literature review presents the English language in the hierarchy of languages. The second part speaks about the Algerian educational system's changes. The third part talks about the English presence today. The fourth part states when exactly to start learning foreign languages. The fifth part is a reminder of the Algerians' demands for implementing English in primary schools in Algeria. The prefinal part identifies the relationship between French and English Language in learning. The final part deals with multilingualism and language transfer.

Learning different languages has become widespread in recent years, and the number of multilingual people constantly increases daily. Most of today's language learners go on to learn more than two languages, and statistics have shown that the number of learning languages has been increasing worldwide. Earlier studies showed that a second language might affect learning a third or additional language. This study investigates the English language implementation in Algeria's primary schools and the co-existence of both French and English.

## **1.2 English language in the Hierarchy of Languages**

Since the worldwide influence of the British Empire and the United States of America, English has spread around the world. English today leads international discourse and is the lingua franca in many regions and professional contexts such as science, navigation and law through all types of printed and electronic media in the UK and USA.

In a hierarchy, learning languages goes up rather than down as learners learn the higher-status language.

## Chapter One : Literature Review

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US institutions got more than half the Nobel prizes in the period (1975-1999 ), While. 8.7 % went to the United Kingdom, and 5.6 % went to Germany; therefore, there is no wonder why the US became stronger and how English became the dominant language. These statistics show us the dominance of the USA in research. This fact brought the English language the status of the language of research and the label of modern lingua franca that most learners target in order to be open to knowledge in many fields such as physics, medicine, and economics, which is dominated first by the USA, and directly followed by the United Kingdom repeatedly.

In summation, speakers of English were divided into three types by Graddol(1997): those whose native language is English (around 375 million speakers), those who speak English as a second or additional language (again around 375 million speakers) and those who acquire it as a foreign language (nearly 750 million learners). He also identified the different domains in which the English language was used majorly:the international language of organisations and conferences, publications in science, international economy, banking and trades, global brands promotion, the production of cultural audio-visuals such as film, TV, popular music, international tourism, higher education, international safety, international law, international translation and interpretation, the transfer of technology and the language of the internet.

### **1.3 An Overview of the Educational Reforms in Algeria**

The purpose of educational reform is basically to improve the learning/teaching process in schools. Structural functionalists believe that reform tries to treat specific problems or concerns such as improving teaching, designing adaptive curricula or reorganising the school structure—the Algerian educational systeminitiated Arabization

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as the first reform patterned after the French. Due to an eradication policy, there have been no more French rules and culture since 1962. As a result, hundreds of Arabic teachers were imported from the Middle East as an answer to the order of President HouariBoumediene to secure Arabization. From 1973 onward, Arabic gradually became the language of instruction and the teaching of French was considerably restricted. Three years later, the government abolished all private schools and children were obliged to be educated for ten years, and the period 1976-1979 marked no educational cooperation. Arabic was the language of the teaching of all subjects except sciences and medicine courses (Vermeren, 2009). The generation's worldview has been affected by Arabization and Mass Higher Education by the mid-1980s. According to Vermeren (2009.P, 56), it has become an ideology: "Arabization, in the region, is not only a question of words and symbols but a fundamental question concerning the very conception of the world". Through Arabicizing the educational system, the government wanted to re-establish Algeria's Arabic Islamic Heritage (Mize, 1978) and strengthen Algeria's strategic position within the Arab World (Malley, 1996 ).

### **1.3.1English language Teaching in Algeria**

English is a widespread lingua Franca of Algeria. The independence of Algeria in 1962 came along with the English language integration in middle school. Later, in 2012, about 7% of Algerians spoke English, explained by their emigration to the United Kingdom and other English-speaking countries. In July 2022, Algerian President AbdelmajidTebboune announced that primary schools would start English later in 2022. Though English is now a third language in Algeria and taught in its primary schools for third-year pupils, there is still no radio channel in English, nor is there an English

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newspaper except for the Arabic-speaking newspaper Echorouk El Yawmi which tried in collaboration with the British Council to popularise the English language in Algeria by devoting one to two pages per week for initiation into this language.

### 1.3.2 Foreign Languages Teaching Necessity in Algeria

National educational policy on economic and political grounds has answered why teaching foreign languages is necessary. The transition of Algeria's economy from being based on agriculture into an economy based on industry came with a specific focus on scientific and technical education training. It was a clear and official statement in the "Rapport General du plan Quadrienal ( 1970. P,19 )": "The scientific and technical teaching may be given some priority if we want to reach a rapid development required by the country". Algeria considers foreign languages fundamental to meet political and economic needs since it is impossible to make international contacts only if there is a sophisticated level of communication. In the same concern, the National Charter ( 1976:66 ) stated: "Learning languages of culture would facilitate a permanent communication with the external world, that is modern science and techniques". Acquiring foreign languages next to mathematics, physics, or biology has become necessary in education. According to Richterich ( quoted in (Galison, 1980:57 ) , there were reasons to believe that by experience, any one learning or trying to learn a foreign language is unaware of its benefits. They were uncertain how learning languages other than the mother tongue could be rewarding. Though there is no possibility of evaluating precisely how much English will be needed by learners in the future, the acquisition of foreign languages happens to be a requirement in many careers in trade and politic

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### 1.3.3.English Language Teaching Reforms

Concerning English language teaching, two prominent standing points mark this period: The first was in 1969 when the General Inspectorate of English was constituted. The second was in 1972 when the government decided to ‘Algerianise’ the English teaching books and methods: The constitution of General Inspectorate of English in 1969, and the ‘Algerianisation’ of English books and methods. ( Mize, 1978 ; Hayane, 1989 ).Between 1980 and 1991, we witnessed political and economic changes, and the government became politically liberal and economically open towards the West. The Algerian economic market was spread beyond the French one and provided opportunities to other countries, notably the UK and the USA. As a result, there have been many investments in the Algerian oil and gas industry. ( Kheir Allah, 1997 ; Elnaher, 1997 ). Arabization of the education sector continued and became the primary language of instruction in all curriculum subjects. French was a foreign language starting in the fourth year of primary school, and English studying started in the second year of middle school. Teacher-training courses also encountered changes; the period of training primary and middle school teachers became two years at the **ITE** and a four-year licence degree for secondary school teachers. Moreover, many more English departments were opened in universities during this period, without forgetting the design of Algerian-made textbooks and learning materials. The economic, political, and educational reform process was the most prominent event in this period. Politically, a new constitution allowed political pluralism, giving birth to many political parties.In economics, there was an encouragement of private business and investment, promoting tourism in Algeria and

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providing a labour force capable of speaking foreign languages. Thus, it was an obligation to use foreign languages to satisfy the above economic objectives.

Regarding the educational field, reforms were represented in the appointment of the National Commission to reform the education and training system in January 1989. In a report, the cornerstone was that parents and educators wanted to teach English in primary schools rather than French. The report was submitted to the government in May 1989. ( Ministry of Education, 1989 ).Surprisingly, the 1989 educational reforms were frozen due to a civil war breaking out in 1992.

Furthermore, Higher Education mass and unemployment of graduates were significant hindrances. In 2000, the global economy and the market witnessed a rapid change, and although just escaping a bloody war, Algeria was obliged to adapt to the job market. This obligation created frustration, as it is faced with Arabization; Arabic was re-announced in the 1996 constitution as the only national and official language and legally generalised and used in all state sectors by July 1998. Not just generalising it but also forbidding the use of any foreign language in official deliberations, debates and meetings ( Grandguilaum, 1997 ).

Both authorities and the population declared the need for educational reforms. The reforms included the re-introduction of French at an early stage. Algeria appointed the National Commission for the Reform of Education (CNRE) for this concern in 2000. As a primary task, the government wanted to evaluate the situation of the educational system and to supply some recommendations on the necessary reforms that go hand in hand with the country's new policy of democracy, reconciliation and economic development. The CNRE's report was given back in 2001, confirming the urgency to

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reform the educational system to keep up with the 21st-century reforms. (Tawil, 2006).

Reforms covered the school structure, teacher training, syllabi and textbooks.

<b>The school structure's reforms include :</b>	Presentation of a preschool level for five-year-old pupils and the years of primary school were shortened from 6 to 5 years and from 3 to 4 years in middle school, not to forget the shortening of the post-compulsory education in secondary school to three streams, which are: general, technical, and vocational.
<b>The teacher training reforms include:</b>	Amelioration of knowledge and skills of teachers and inspectorate, in addition to coordinating and evaluating teacher training and development.
<b>The teaching syllabuses and textbook reforms include:</b>	New teaching programs for all school levels, in addition to the provision and evaluation resources and materials, plus the introduction of new teaching methodology to meet the program's objectives and setting up systems

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	for information and technology.
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With equal importance, a new curriculum that approaches education socio-constructively and regards learning and teaching as a process of social construction based on interaction and critical reflection was accordingly implemented in the Algerian education system in 2003. To achieve the objectives, a new teaching syllabus, textbooks and teaching materials were designed, and teacher development programs were initiated to enable teachers to adapt to the new curriculum. Dealing with educational reforms, referring to foreign language teaching, is undeniable. Therefore, French was re-implemented in the 2<sup>nd</sup> year of primary school. On the other hand, the English language was implemented in the 1st year of middle school after being taught in primary school. This year, whole new changes were made concerning language teaching mainly. English became part of compulsory education in third grade without excluding the French language, which means that French and English became co-existential.

### **1.3.4 Algerian demands for setting the English language in Algeria's primary schools**

Many demands for setting the English language as a first foreign language in Algeria were raised as around 6 thousand people asserted its implementation compared to 255 who opposed it based on a public vote declared by the online website of CNN Arabic. The claims alluded to the necessity of English and the elimination of French, the first foreign language in Algeria. They also centred on making some educational reforms



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where French is replaced by English and giving more importance to it because of its status as the international language (95% demands, 2016 demands). The national organisation of pupils' parents launched a campaign to replace French with English and set English as the first foreign language in Algeria. It was posted on Facebook and aimed at collecting parents' signatures across Algeria to realise these demands. The signatures were collected and sent to the Ministry of National Education under the title 'I am the parent of primary school pupils. I demand that the government teach my children English instead of French, as the latter is no longer the language of science, trade or tourism. Although more than 1,000 signatures were collected, the Ministry of National Education did not respond, asserting indirectly that these demands would not be realised (Daoudi, 2015). The generalisation of English and its setting as a first foreign language as basic demands go on as the parents maintained their views.

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## **1.4 Foreign Languages Learning**

As millions of children have witnessed in the bi-lingual areas of the world, a second and even a third language can be acquired from the very earliest ages without seeming effort or retardation of the mother tongue. Moreover, this is shown to occur in all normal children, irrespective of levels of intelligence. Interference from the mother tongue has been less before age 10, and neuro-physical clinical investigations suggest that the speech-learning centre of the brain is at its maximum capacity between the first year and the ninth year of life

### **1.4.1 English Language Today**

English is the most widely used of the 4.000 to 5.000 living languages. As a mother tongue, it ranks only second to Chinese. There hundred million speakers of English are to be found in every continent, and an equally widely distributed body of second language speakers use English for their day-to-day needs, totalling over 250 million. Barriers of race, colour and creed are no hindrance to the continuing spread of English. English is the official language of international aviation, a significant vehicle of

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debate at the United Nations, and the language of command for NATO. From its position 400 years ago as a dialect, little known beyond the southern countries of England, English has grown to its present status as the primary world language. It is unofficially the first language of international sports and the pop scene. Half the world's scientific literature is written in English. English is often the only available tool for twentieth-century learning.

### The Three Circles of English

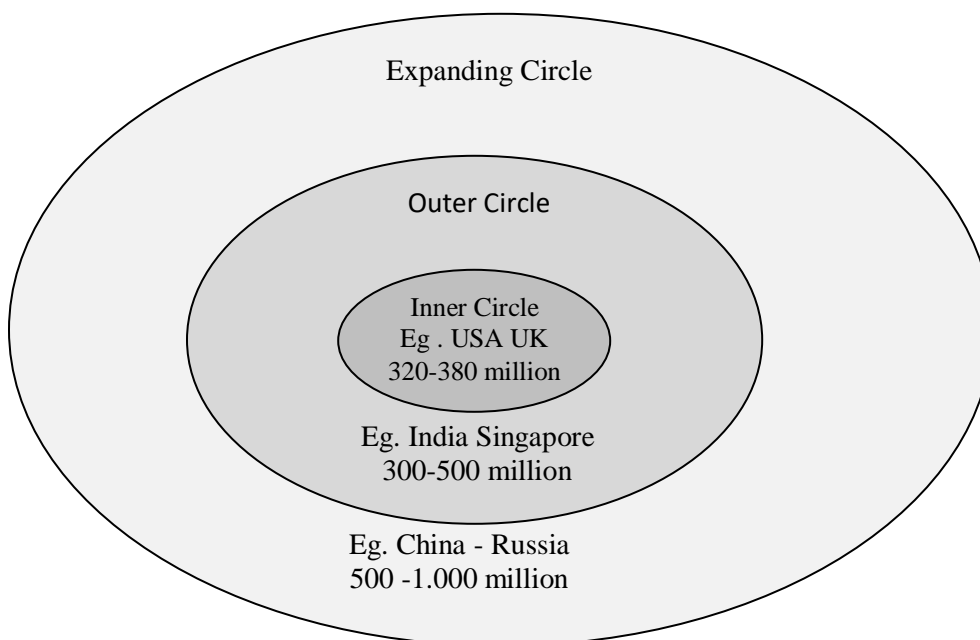


Fig 1.1 English language circles. David Crystal (2003) English as a Global Language p:61

The Inner Circle, the Outer Circle, the Expanding one, according to Kachru (1986:529): “Represents the three types of speech of English, phases of the spread of the language, and particular characteristics of the uses of the language and its acquisition and linguistic innovations.”

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The Areas wherein the English language is the mother tongue, such as the USA, UK, Ireland, Australia and New Zealand, represent the Inner Circle.

Ruanda, Malawi, Philippines, India, Singapore, and over 50 other territories make the Outer Circle. English in this Circle is used as a second or additional language and became part of previous countries' institutions that started encouraging the establishment of multilingual settings.

Japan, Korea, China, Poland, Greece, Norway, Algeria, and other countries that recognise the importance of English as an international language make the Expanding Circle. Even though a member of the Inner Circle never colonised those countries, the number of members is increase increasing.

### **1.4.2 Relationship between English and French language in learning**

Language learning and French is similar regarding the many commonalities between both languages. First, let us look at how French and English came to be; not surprisingly, the two languages belong to different Indo-European sub-groups: lower Germanic ( English ) and Romance ( French ). Historically, French has more in common with Irish, and English has more with Albanian. French was also the language of English aristocracy in the Middle Ages and has consequently left its mark on the English language. As far as similarities go, English and French do share the same alphabet. They sometimes use similar grammatical structures and have several common words ( or at least Roots ). Linguists have found that English and French share up to 27% of their words or lexical similarities (similarities in form and learning). Different sources estimate that 45 % of words in English are of French origin, even though the similarity could be

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more evident. Remember, though, that the lexical similarities between German and English are 60%! They have pretty much more in the ordinary. If we take a quick look, we can see the French origin of many words in English. For example, the names, pairs of synonyms (begin-commence, freedom/ liberty), and even cuisine (pig=pork (porc in French), and cow=beef ( bœuf in French )! While there is a small amount of intelligibility between English and French speakers, it has to do with many historical and recent borrowings which have become so naturalised that we do not even notice them. Here are a few prominent French-to-English examples : déjà-vu, a la mode, cul-de-sac, RSVP, film noir, femme fatale, avant-garde, faux pas.

There are also many words that you would not necessarily think of as being of French origin because they become so ‘anglicised’, like camouflage, sauce, cache, debacle, depot, impasse, and restaurant.

### **1.4.3 The Use of Multilingualism ( bilingualism )**

The co-existence of two or more linguistic systems in one’s tongue is known as Multilingualism. Examples of citizens with Multilingualism can be found in most countries. Switzerland’s citizens speak Italian next to French and German, and Belgians speak French besides German next to Dutch. Meanwhile, Canada has two official languages, French and English. In the last decades, bilingualism has received much interest. However, up to the 1960s, bilingualism was getting less attention. This inattention resulted from the monolingual ideology that using another language might threaten one’s mother tongue. Many countries started to consider bilingual education a danger to their constitutions. Learning foreign languages was always controversial. Some studies on this phenomenon emphasised some adverse effects of bilingualism on

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intelligence and cognition (e.g., Laurie, 1890; Jespersen, 1922; Saer, 1923; Smith, 1923) and that it could lead to psychological perplexity among children (Baker, 2006). One of the problems of bilingualism is language interference (language transfer). Children with bilingualism were considered to be cognitively inferior to monolingual ones. Nikolov and Mihaljvićigunović (2006:234), on the perplexing issue of learning foreign languages at an early age, assert, “On the one hand, early exposure is often seen as a key to success and a solution to all problems in language education; on the other hand, it may be a threat to first language development and identity.” In a study by Lambert and Peal (1962), the bi-lingual group outperformed the monolingual group on verbal and nonverbal intelligence measures. In another study, Thomas (1988) found that USA’s speakers of English and Spanish outperformed monolinguals in learning French. In contrast, other researchers like Hoffman, 2001, Valencia and Cenoz, 1992, Sanz, 2000, Klein 1995, and Cummins, 1979 have an opposing perspective, bringing evidence that bilingualism positively affects children’s cognitive development.

### **1.4.3.1. Importance of Multilingualism ( bilingualism )**

Bilingual (multilingual) individuals are privileged with inter-communication ability due to acquiring more than one language. Studies proved that individuals speaking more than one language are much more intelligent than their peers, explaining that languages ameliorate their cognitive skills and decrease dementia. Children also have a share of benefits from learning languages represented in developing their cognitive growth. Monolingual children outperform bilingual children in many subjects, including Mathematics and sciences.

### **1.4.4 Second Language Acquisition**

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The second language refers to all languages that learners learn after their mother tongue and can be a second, a third or a fourth. It is a process where individuals learn a second language. Away from language teaching practices, second language acquisition is related to learners. As an academic field, second language acquisition is a sub-branch of « Applied Linguistics », a relatively new field. Similarly with other sub-branches, second language acquisition is interrelated with psychology, cognitive psychology, and education. In order to distinguish the academic field from the educational process, terms like « studies of second language acquisition », « research in a second language », and « research in second language acquisition » are used. SLA started as an interdisciplinary field, so research in second language acquisition is hard to date. Back precisely. Seemingly, it has developed prominently since the mid-sixties. Second language learning might incorporate « heritage language learning » but does not incorporate « bilingualism ». Most SLA researchers view bilingualism as a final result of some language learning and not as a process occurring during its learning, and they also see that the term « bilingualism » frequently refers to excellence in speaking a language equal to its native speakers. Books in fields such as education and psychology usually use bilingualism to refer to all forms of « multilingualism ». Second language acquisition is not so closely related to foreign language acquisition. On the contrary, learning a second language and a foreign language share the same fundamental processes in different circumstances.

### **1.4.4.1 The Language of Learners**

The language of the learners is the language in which any second language learner speaks and writes. It is used as fundamental data for second language acquisition



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research. More than half of the research in SLA depends on internal representations of language found in learners' minds, and these representations transform through time. Till now, the exact image of these representations is still unrecognisable through brain scans and other similar methods; therefore, researchers of second language acquisition return to theorising conclusions about these rules and representations from the learner language, spoken or written.

### **1.4.4.2 The interlanguage**

Initially, the attempts to describe the learner's language were built upon comparisons between different languages and error analysis of learners. These approaches could not detect every error made in the second language learning process. An individual whose first language is Serbo-Croat and who is learning English may say, "What is Pat doing now ?" is an example, and it is not a valid sentence in either language. Developing this idea of interlanguage helped explain these systematic errors. Interlanguage is an inter-related linguistic system in the mind of a second language learner, and it is not a short version of the language being learned with so many mistakes from the second language being learned, nor is it a language based on errors caused by the mother tongue. Instead, interlanguage is a language with its own systematic rules.

### **1.5. Language Transfer**

The second language acquisition process differs predominantly from the first language acquisition because primary languages will influence the former learners'

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proficiency. This influence is known as « Language transfer ». Language transfer is a complex process resulting from the interaction between the linguistic pre-experiences of the learner and the linguistic input of the language being learnt, besides the cognitive processes. The transfer is not always from the learner's mother tongue, and this former can also happen in other languages that the learner has proficiency in. This phenomenon incorporates more than one aspect of language and instead happens to most aspects, including grammar, phonology, lexicon, and pragmatics. Language transfer probably happens when the learner senses a similarity between a feature of the learner's pre-acquired language and another feature represented in the interlanguage. With this happening, more complicated language forms acquisition may be delayed in favour of less complicated ones resembling those found in the learner's mastered language. The learner might also exclude aspects they see as very different from their first language.

Language transfer was the subject of several studies, with many undiscovered aspects. Many theories tried explaining language transfer, but none were widely accepted. When two relevant units share the same structure and other features, the language production is free of mistakes and is called positive transfer. Words descending from the same parental language can be an example. Language interference is more regarded as a source of errors than a source of correctness in discussions. The transfer that results in errors is called negative transfer and might occur when users of language transfer different items and structures in both languages.

### **1.5.1 Negative Transfer**

When comparing two languages (contrastive analysis) to identify their structural differences and similarities, language transfer is highly expected when finding significant

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differences. The English preposition: “I am going to the beach on Friday.” In Spanish, the preposition is replaced by an article: “Voy a la playa el viernes.” English native speakers newly learning Spanish may produce a transfer error by using an unnecessary preposition due to their reliance on English. Whitley asserted that students naturally make such errors and that they are based on how the English words are used. Another example of negative Transfer is English learned by German students. Though English and Deutsch are part of the same Germanic language family, students encountered negative transfer. While there is no plural for “Information” in English, “Informationen” can be used in the German language to express the plural for the word, and German students will likely use “pieces of information” in English, too, breaking the rule of uncountable nouns. Brown mentions that “all new learning involves transfer based on previous learning”.

### **1.5.2 Positive Transfer**

The consequences following positive transfer are highly neglected and rarely discussed. However, observable effects can follow these consequences. Positive transfer will occur once the similarities between two languages are apparent and the learner is aware of them. For example, German learners with English as their L1 can guess a German word from its English counterpart. However, it is not the same for other linguistic features like word order, phonetics, connotations, collocation, etc. This approach negatively affects the learner by making him/her more subject to the influence of “false friends”, morphologically similar words but different meanings. Visual learners or learners who misjudge the relationship between languages are highly influenced by “false friends”.

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Next to positive and negative transfer, there has been evidence that any transfer from L1 comes out with a technical or analytical advantage in favour of monolingual speakers. L1 speakers of Korean whose second language is English were noticed to be more accurate in their perception of unreleased stops in English than native English speakers who are functionally monolingual because of the different status of unreleased stops in Korean from English.

### **1.5.4 Conscious and Unconscious Transfer**

If the transfer is not unconscious, it is automatically conscious. While conscious, learners might rely on conjecture to produce a text or speech in a second language because they either have not learned its proper usage or have forgotten it. While unconscious, learners might not be aware of the differences in structures and internal rules between the languages in question. Those users could also know the structures and the internal rules, yet they might find it difficult to practically apply them and thus end up falling back on their L1. Eric Kellerman's case, the "transfer-to-nowhere" principle, can demonstrate unconscious transfer. Eric Kellerman focused on conceptual organisations of the language rather than its syntactic features. In this case, the speaker's conceptualisation of experience is decided by the language, and the principle describes the process as an unconscious assumption influenced by between-language variation. Kellerman explicated that when "learners may not look for perspectives peculiar to the [target/L2] language; instead, they may seek the linguistic tools which will permit them to maintain their L1 perspective." they find difficulty in acquiring construal patterns of a new language. On the other side, the conscious language transfer can be illustrated in Roger Andersen's principle called "transfer-to-somewhere," which says "a language

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transfer will be susceptible only if it is compatible with natural acquisitional principles or is perceived to have a similar counterpart (a somewhere to transfer to ) in the recipient language.” This is somehow a heuristic designed to make sense of the target language input through the assumption of a form of awareness on the part of the learner to transfer L1 to L2. The differences between Kellerman’s and Andersen’s principles can be described by the analogy that the latter emphasises the acquisition of linguistic means, whereas Kellerman’s principal concerns conceptualisation as the fuel of discovering those means.

### **1.5.5. Consequences of Language Transfer**

Learners who encounter language transfer from one language to another may end up with some inevitable consequences, such as:

#### **1.5.5.1 Underproduction**

For Schachter (1974), overproduction is a strategy that L2 learners use to avoid producing errors when using structure, sounds, or words they are diffident about in the L2. Experts still disagree on the causes of overproduction and what it is exactly as it is a complex phenomenon (Avoidance). For example, English learners with Hebrew as L1 may understand how the passive, a cake is made, works but may choose the active voice, ‘I make a cake,’ “the learner avoids the passive structure. Avoidance has three types, according to Kellerman : (1) learners of L2 do not know the exact correct target construction and anticipate certain problems with their L2 construction, (2) the L1 speaker knows the target constructions but certain situations make it difficult for him/her to use them, such as conversational topics that the L2 learner has a deficiency in or (3),

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the L2 speaker knows how to produce the L2 constructions correctly but prefer not to as it gainsays their behaviour.

### 1.5.5.2 overproduction

It is when learners produce specific structures within the L2 more frequently than native speakers. In Schachter and Rutherford's study (1979 ), Chinese and Japanese speakers were found to be overproducing certain types of cleft constructions :

E.g., ' It is deplorable that....'

Moreover, sentences containing there are/ there indicate an influence of the topic marking function moving from L1 to L2 English sentences. French learners were found to be overusing presentational structures for introducing new referents in discourse when speaking Italian or English.

#### -Errors production

An L1 speaker may take a structure or word from his/her mother tongue and use it within the L2 (substitution). The following sentence is an example from a Swedish learner of English shown by Odlin(1989 ).

E.g.,But sometimes I must go bort

Here, the word bortreplaced the word away in English.

Polish learners of English may pronounce the word think as [fink] due to the influence of their L1 accent on English pronunciation.

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Learners of English may translate words from their L1 literally into the L2 ( loan translation ).

The word skyscraper may be directly translated as gratte-ciel, “scrapes-ciel” in French.

L2 learners may also face “over-differentiation”, meaning distinctions in the L1 are carried over to the L2. Alternatively, its counterpart is “under differentiation” if learners cannot make distinctions in the L2. Another error learners may face is “hypercorrection”, where speakers consider some forms in the L2 as very important to acquire without appropriately understanding the exceptions to formal rules that are in the L2.

### **1.6.6.French Interference in L2 English**

Pyn(inMehlhorn, 2007) clarifies that L1 rules, L2 (first foreign language) rules, and L3 (foreign language being learned) are owned by the interlanguage of learners for phonological knowledge. These are interfering rules described as “bridges” linking the pre-linguistic knowledge to L2 and L3. This link can be seen in speaking and reading and is usually indicated by recourse to word stress, speech sounds and intonation typical of French. The following examples can illustrate this:

1. The letter “h” at the beginning is unvoiced, e.g., hemisphere [‘emisfiə] instead of [‘hemisfiə], hotel [‘otel ] rather than [‘həutel ], etc. The final and central “h” is also omitted. In French, the letter “h” is always unvoiced.
2. In polysyllabic words, “ure” at the end is pronounced [ juə ], e.g., literature [‘literə’tjuə ] instead of [‘litritʃə ], word stress is displaced again. This interference is at the phonological level.

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Another interference happens when the influence of French alters the spelling of words in English. These coming examples can illustrate this alteration:

1. Ending words with an extra “-e”, e.g., closeness rather than closeness, group rather than groups, Greek instead of Greek, etc.

2. Use the French suffixes such as -ique, -eur, and -oire, e.g., électrique instead of electric. This interference is at the orthographical level

The borrowing of French words by Francophones while writing and speaking in English is interference at the lexical level. The borrowed words may or may not be converted to sound more natural in English. Francophone learners tend to use borrowing to add to their poor knowledge of English vocabulary, e.g., langues as an alternative for languages and flutes as an alternative for mistakes.

L2 influences pronouns and determiners and tense and mood in L3 interference at the Grammatical level. The word order is also subject to the influence of French, usually represented in positioning adjectives after nouns in noun phrases. Adjectives in the French language usually go after the word they modify. e.g., a factor important instead of a significant factor, image clear instead of clear image, etc.... Using definite articles with proper nouns is not an English language feature. However, Francophone learners sometimes transfer this feature from French to English due to French interference. e.g., Professor Brackert teaches in Frankfurt. Using a different tense is another grammatical interference from French to English. e.g., I studied here for a year; he left yesterday and the misuse of relative pronouns. e.g.: Here is the student whom you saw last week, the people who retransfer



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### 1.7 Conclusion

In summation, learning languages in education is a form of Multilingualism. With the implementation of English next to the French language in primary schools of Algeria, the latter can cause adverse effects on cognition and intelligence like language interference, as some studies emphasised (e.g., Laurie, 1890; Jespersen, 1922; Saer, 1923; Smith, 1923). In contrast, studies made by other researchers like Lambert and Peal (1962) and Thomas (1988) found that bilingual groups outperformed monolingual ones. When interference is rewarding, it is a positive transfer; when it is unrewarding, it is a negative transfer.

# Chapter Two : Research Methodology Design and tools

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## Chapter Two: Methodology

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## Chapter Two: Research Methodology Design and Tools

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### 2.1 Introduction

The research conducted is to investigate the English implementation in primary schools of Algeria and the co-existence of the latter with the French language by knowing the perspectives of parents and teachers of third-year pupils about the implementation of English and the two languages co-existence challenges. The researcher chose the mixed methods approach.

### 2.2 Data Collection Methods and Tools

Data were collected quantitatively and qualitatively using a questionnaire distributed to parents of pupils studying in Boualia Said primary school and gathered during the second semester of the academic year 2023-2024, in addition to an interview held during the third semester.

The questions of the interview which contained 7 open-ended questions and the questionnaire which had 3 open-ended questions and 5 closed-ended questions were chosen according to the aim of each one. For the questionnaire, the following questions were used:

Question 1: What is your level of education? was chosen to know more about the parents educationally.

Question 2: What is your job? was chosen to know more about the parents' role in society

Question 3: What languages do you speak? helped the researcher to know about the topic and the participants

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Question 4: How do you classify Arabic, English, French languages? Helped the researcher to know more about the topic and the participants

Question 5: Do you think that English language learning is easy? Why? helped the researcher to know more about the topic and the participants

Question 6: Are you for learning the English language in primary? was chosen to answer the first research question

Question 7: Are you for learning English or French or both in primary? Why? was chosen to answer the second research question

Question 8: How will you help your children learn the English language? was used as an additional related question

For the interview's questions, the following questions were used

Question 1: what are your educational qualifications? was chosen to prepare the participants into the research core stone and to know them educationally

Question 2: how long have you been teaching? aimed at knowing the participants' years of experience in teaching

Question 3: how do you consider the implementation of English language in third year's primary curriculum? was chosen to get informed by the teachers about their attitude towards English language inclusion in primary schools

Question 4: do you think that introducing two foreign languages for third grade primary pupils does not affect their language learning? aimed at answering the second research question

Question 5: do you believe that well trained middle school or high school teachers are suitable to teach at the primary level? aimed at knowing the participants' opinions about

## Chapter Two : ResearchMethodology Design and Tools

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wether teaching primary school pupils English is similar to teaching middle and high school students

Question 6 : how will you make your teaching of English very effective for children? was made to test and see the readiness of teachers

Question 7: what are the techniques and strategies that facilitate teaching/learning process you adopt in your teaching?was used to test and see the readiness of teachers

Question 8: what difficulties may arise for the primary school language teachers? aimed at getting to the participants ideas on the hardships faced by teachers

Question 9: do you think introducing the English language in primary school prepare the learners for a better acquisition in the future? was chosen to get answers about participants ideas on the pros of learning the English language on the long term.

### **2.3 Sample for the Study**

The sample for the study was selected from Boualia Said Primary School. The researcher chose about 25 parents of 3rd-year pupils to answer the questionnaire;five teachers were picked up for the interview who were met for data collection atthe primary school “Boualia Said”(parents). The second sample (teachers) was met through social media, except for one teacher from the same primary school mentioned.The latter were of different ages, experienced and inexperienced teachers, and the questionnaire mostly incorporated female participants, with the majority working as teachers.

### **2.4 Research Design**

The research design was sequential, with a structured questionnaire and a semi-structured interview to get primary descriptive data. The quantitative data were statistically analysed, and qualitative data were narratively analysed.

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The researcher chose the questionnaire for data collection because it is designed to seek opinions from individuals in a sample or a population on issues directly related to the objectives of research the study. Besides, the questionnaire's advantages include guarantee of the anonymity of respondents, the easiness of a large amount of data collection, and not being cheap to administer. As for the interview, the researcher used this method for the right qualitative part of the research and for its significant advantage of producing a high response rate. This oral questionnaire also helped the researcher explain confusing and ambiguous questions in detail through personal contact.

### **2.5 Research Approach**

The researcher used the mixed methods approach, including both quantitative and qualitative methods, for more reliability.

#### **Mixed Methods Approach:**

It is an approach of research which includes both qualitative and quantitative methods, such as a questionnaire and an interview, which was the case in this research, and it is sometimes referred to as multimethodology or multimethod research that includes the use of more than one method of data collection in a research study or set of related studies.

Multimethodology contributes to implementation research by providing information about what core. Components are adopted and by whom ( quantitative methods ) and why ( qualitative methods ) to develop interventions adopted to the practice environment and sustainable. The most significant benefit of mixed methods research is that it combines specific, detailed insights from qualitative research (such as focus groups) and generalisable, easily replicable data from quantitative research (such as surveys).

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### 2.6 Ethical Considerations

The researcher ensured that research participants were not harmed in any way whatsoever and that the participants' dignity was prioritised. Full consent was obtained from participants prior to the study. The researcher made sure that the participants' privacy is to be protected. He made sure there was an adequate level of confidentiality of the research data. The anonymity of participants was ensured. There was no deception or exaggeration about the aims and objectives.

There were no affiliations or any source of funding, as well as any possible conflicts of interest to declare, and all communications concerning the research were done with honesty and transparency. Primary data findings were represented as they are without any misleading information or modifications.

### 2.7 Conclusion

All in all, the researcher chose a mixed methods approach in congruence with the research questions. Combining quantitative and qualitative approaches provides a better understanding of research problems and complex phenomena than either approach alone by integrating qualitative research and qualitative data.



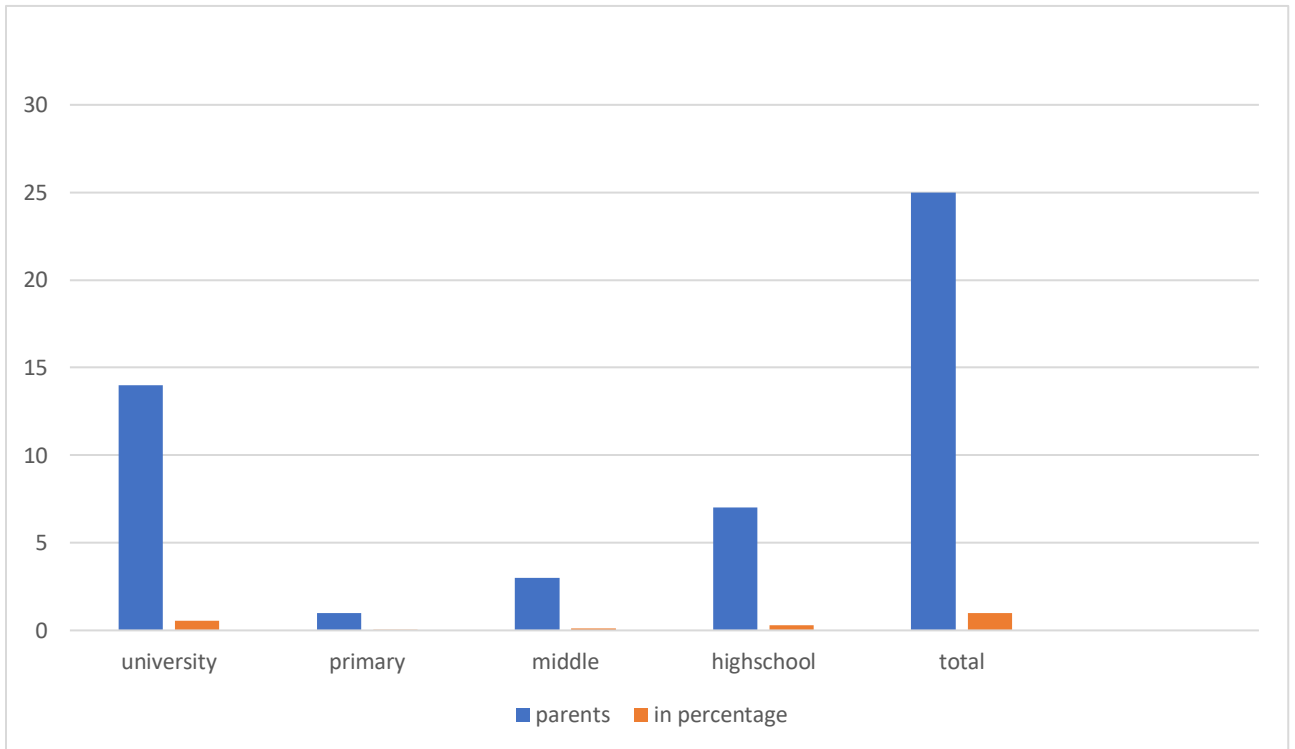
# Chapter Three: Data analysis and suggestions

## **Chapter Three: Data Analysis and Suggestions**

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### 3.1 Introduction

The questionnaire, given to the pupils of the three grades, contains three sections built on closed and open-ended questions. Although the latter was conducted in English, the researcher translated it into Arabic for a better understanding of the questions by parents. The interview, which had been given to the teachers of English and French at primary school, contains eight questions.



### 3.2 Results of the Questionnaire

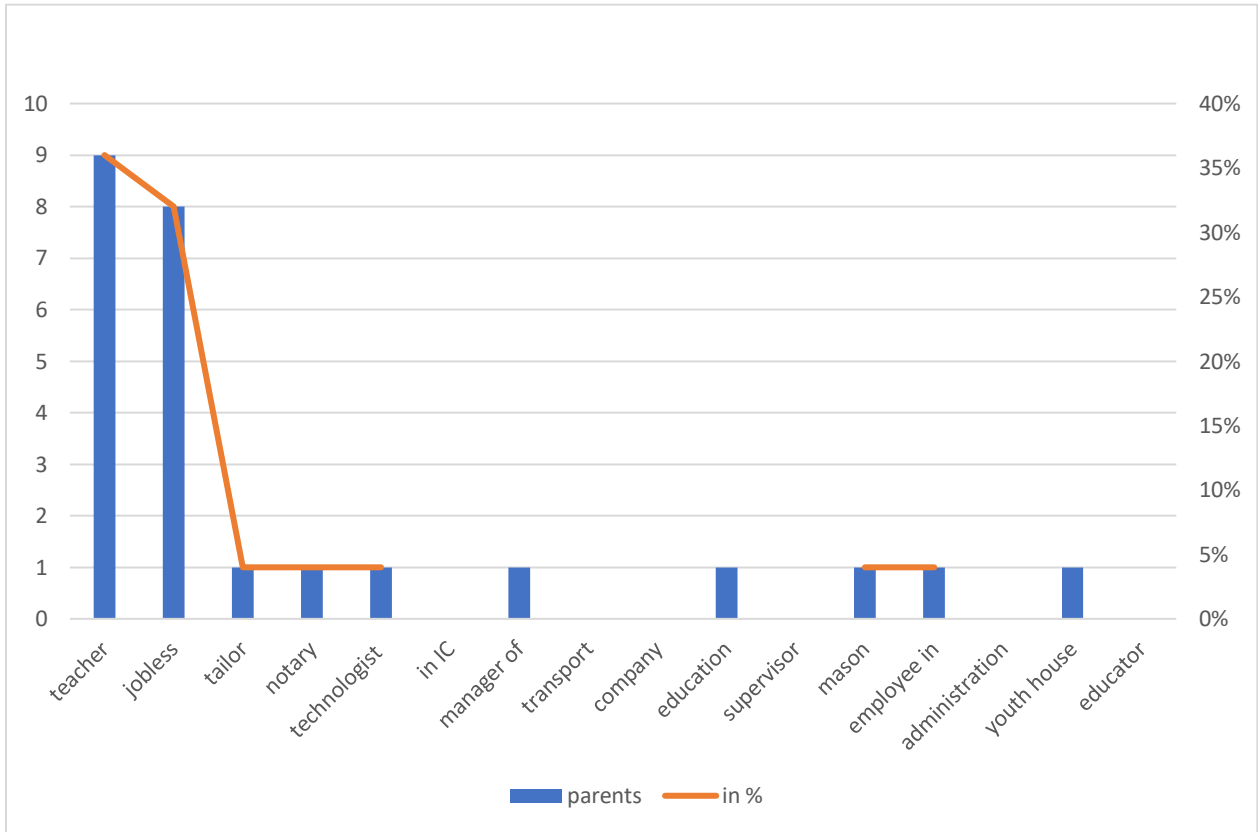
**Bar-chart 3.1** Parents' level of education

Question 1: What is your level of education?

## Chapter Three : Data analysis, suggestions

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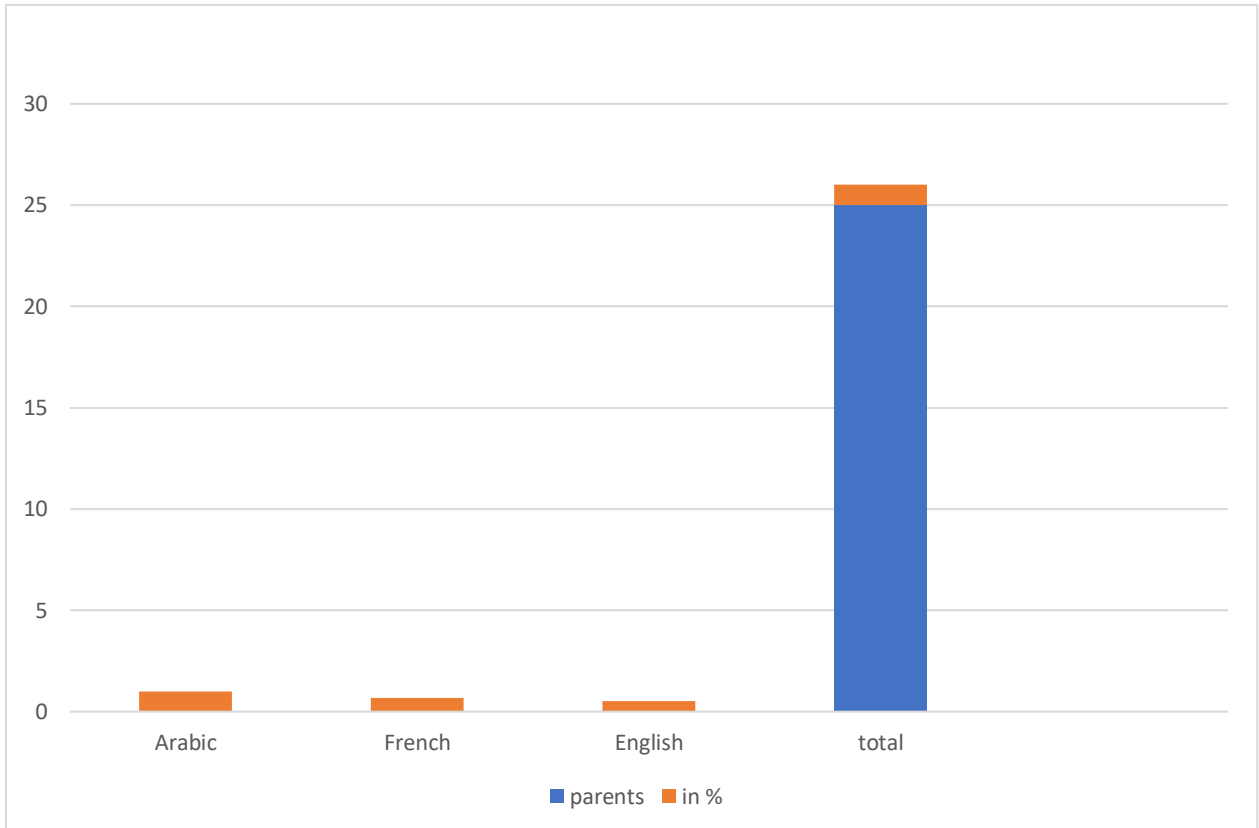
**Bar-chart 3.2** Parents' occupations

Question 2: What is your job?

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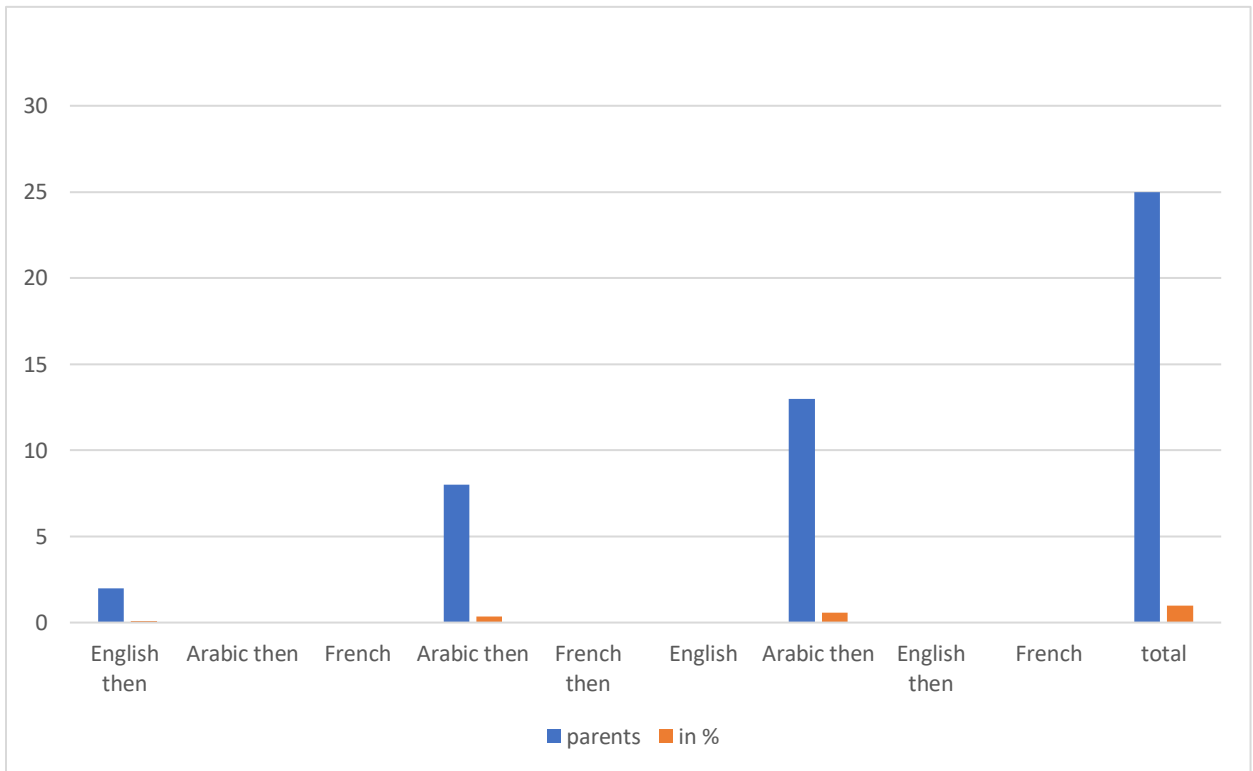
**Bar-chart 3.3**Parents' languages of speaking

Question 3: What languages do you speak?

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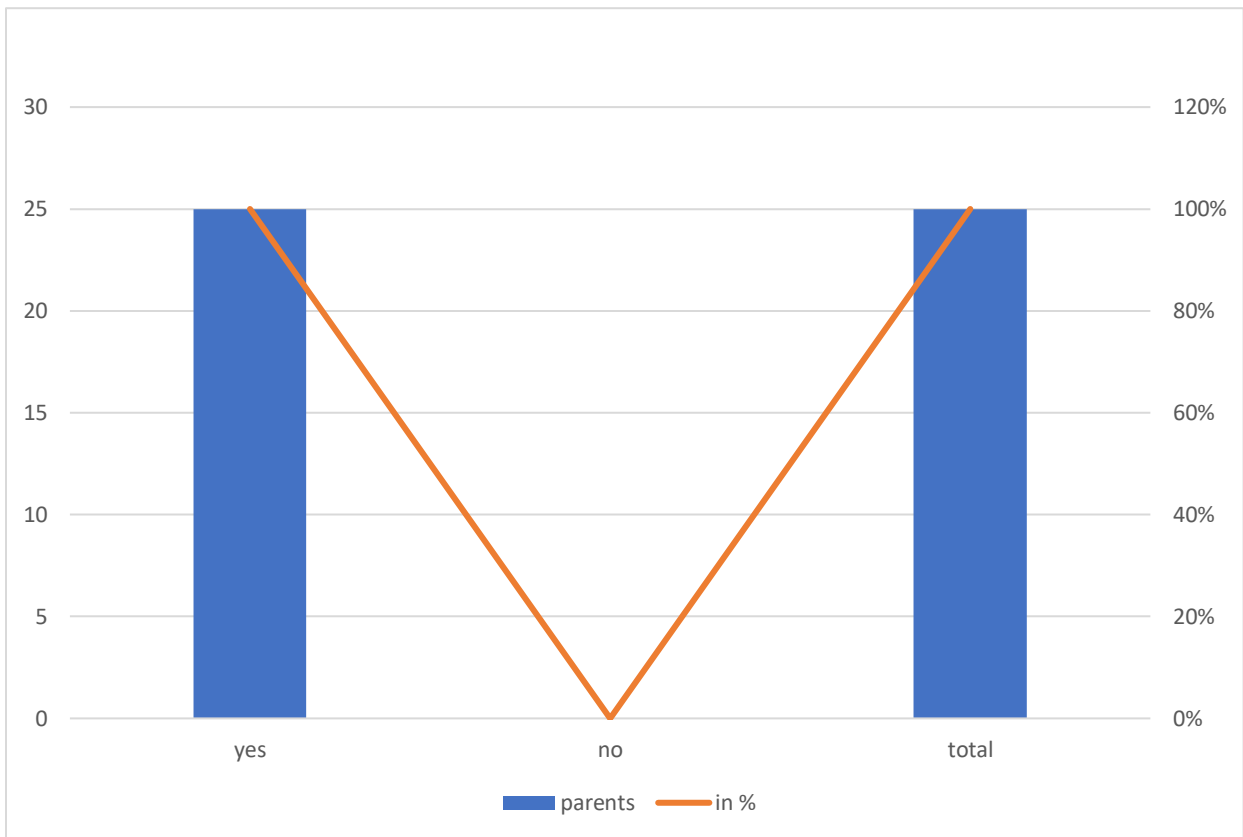
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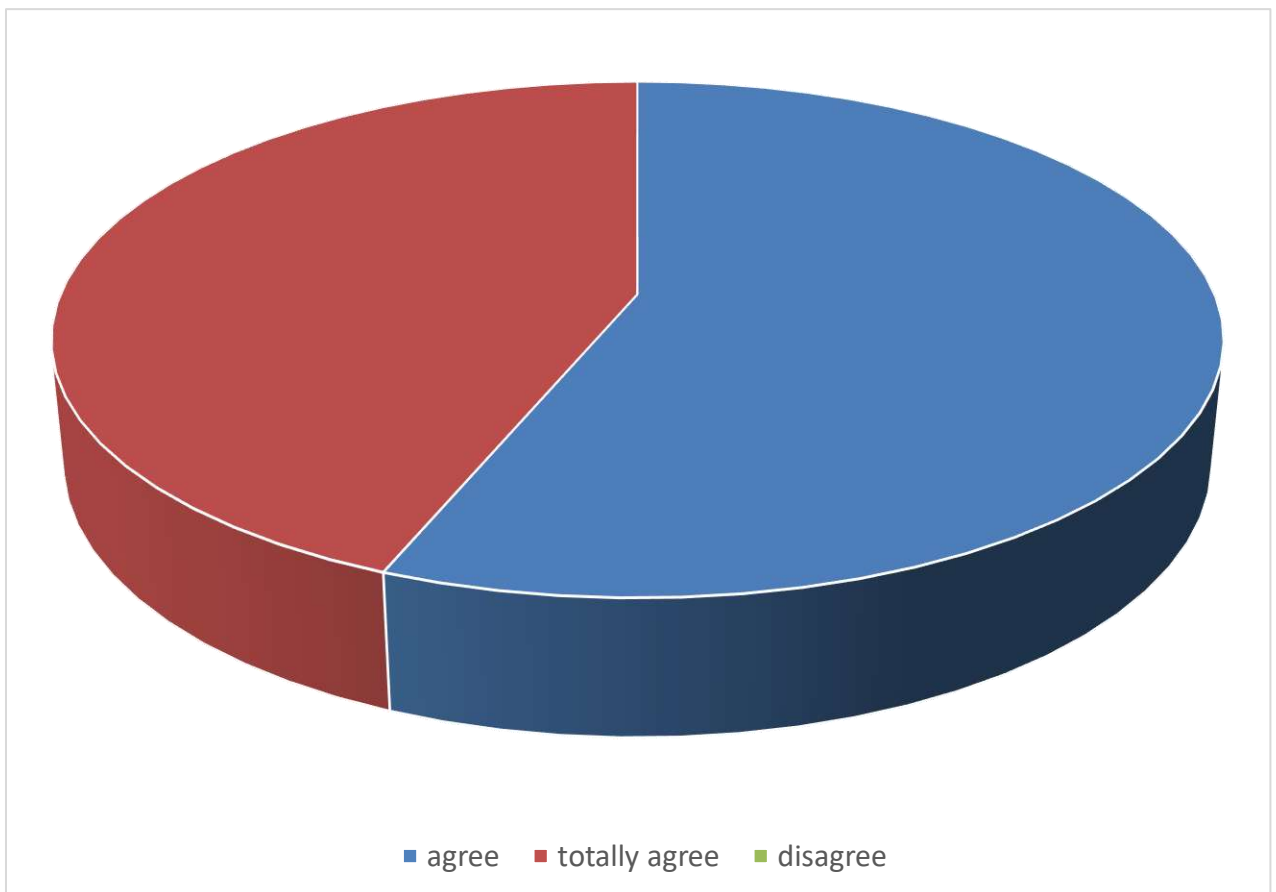
**Bar-chart 3.4** Parents' languages importance classification

Question 4: How do you classify the following languages in terms of importance: Arabic, French, and English?



**Bar-chart 3.5**Easiness of English language learning

Question 5: Do you think that learning the English language is easy?And why?



**Pie-chart 3.6** Welcoming English language implementation



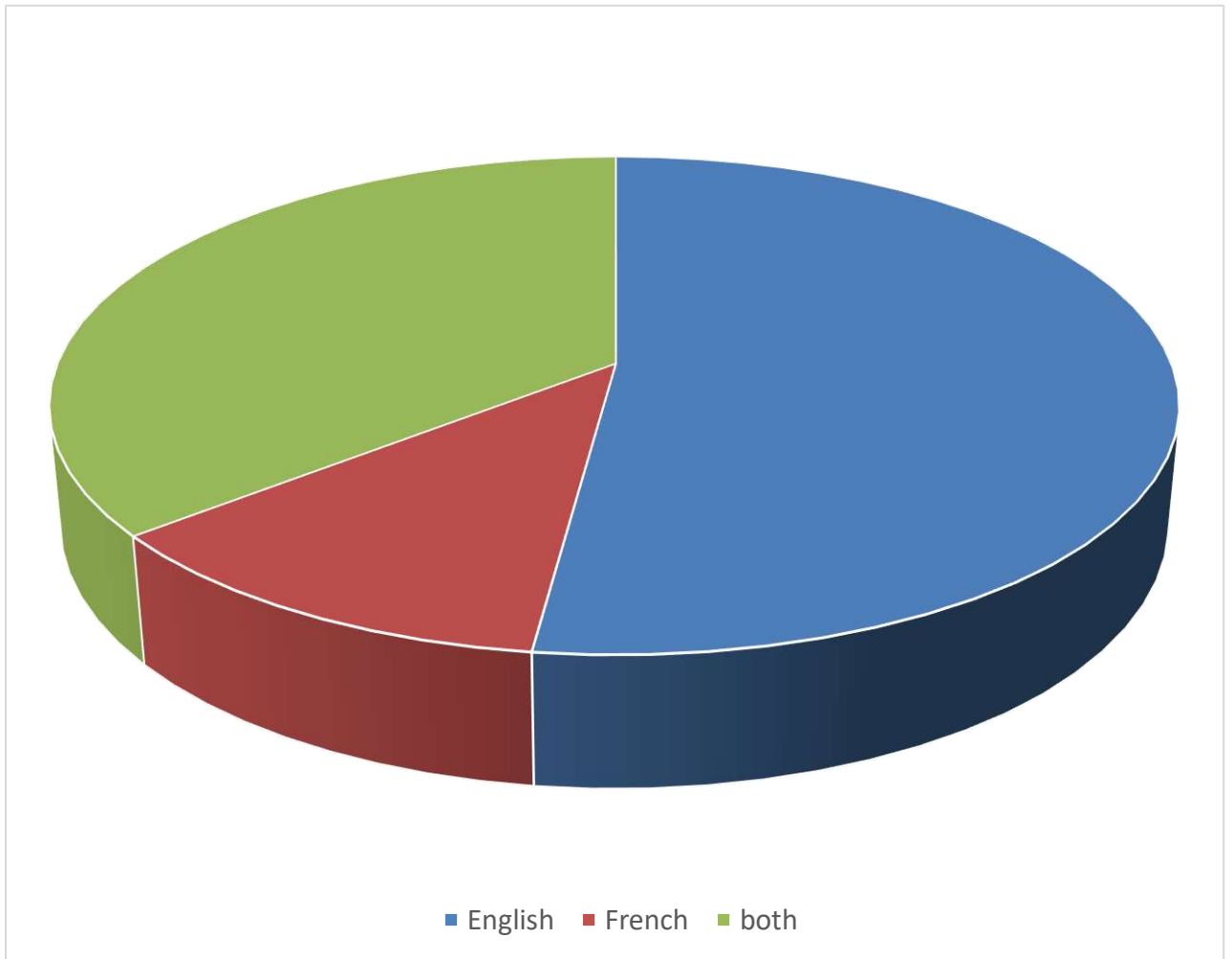
## Chapter Three : Data analysis, suggestions

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Question 6: Are you for learning the English language in primary schools?

The researcher included this question to know the parents' stance towards English language implementation in primary school.

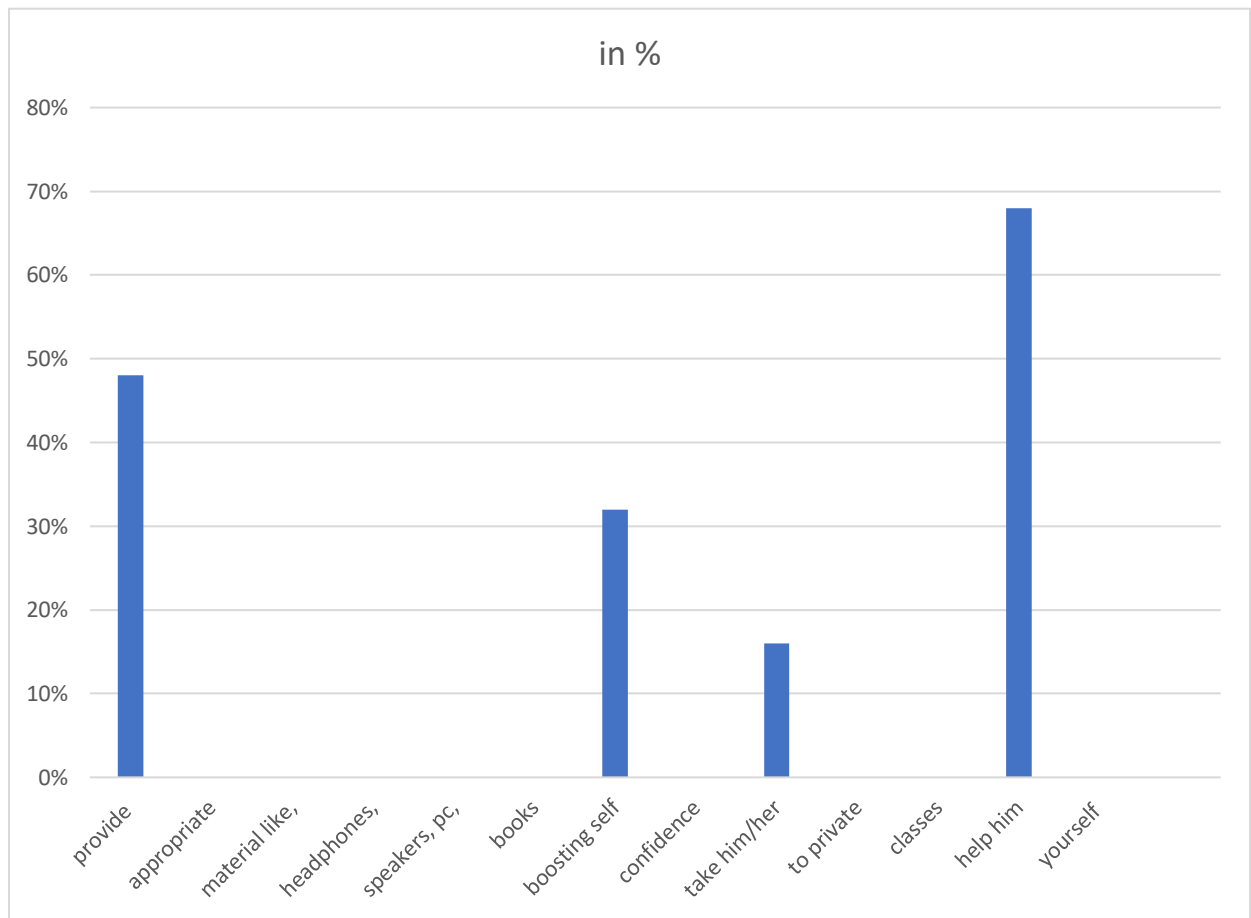


**Pie-chart 3.7** Effectiveness of the co-existence of French and English Languages

Question 7: Concerning primary school studies, are you for learning the English language, French language or both, and why?

## Chapter Three : Data analysis, suggestions

The researcher included this question with multiple choices to see the participant's inclinations and preferences and whether they are for or against the co-existence.



**Bar-chart 3.8** Parents' methods of helping their children in the English language

Question 8: How can you help your children learn the English language?

### 3.3 Analysis of the Questionnaire's Results

## Chapter Three : Data analysis, suggestions

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Question 1: What is your level of education?

Figure 1 shows that most of the participants had a university level of education; in numbers, they were 14 and in percentage, 56%

Question 2: What is your job?

Figure 2 shows that most parents were teachers, mostly in primary schools, and precisely about nine teachers represented 36%.

Question 3: What languages do you speak?

Figure 3 displayed the precedence of the French language directly after Arabic by a percentage of 68%, as it was repeated 17 times.

Question 4: How do you classify Arabic, French, and English languages in terms of importance

Figure 4 illustrates that the significant classification given by parents was Arabic, then English French represented 57%.

Question 5: Do you think that learning the English language is easy?

Figure 5 illustrates that 100% of the participants, who were 25, agreed with the opinion that English language learning is easy.

Reasons for agreeing that learning the English language is easy were classified into five themes for a thematical analysis, which is: (1) importance, (2) like, (3) internationalism, (4) language memorisation, (5) pronunciation, and the central theme

## Chapter Three : Data analysis, suggestions

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was pronunciation, in percentage, 32% saying that the English language is straightforward to speak.

Question 6: Are you for learning the English language in primary schools?

Figure 6 shows that all of the participants in the primary school showed a positive attitude and perception of the English language implementation, with 56 % agreeing and 44 % agreeing.

Question 7: Concerning primary school studies, are you for learning the English language, French language or both, and why?

Figure 7 displayed a solid inclination to English by participants to be taught in primary school and expressed in 52%, 13% for French and 36% for both languages.

Reasons for choosing or inclining to both languages were classified into three themes: (1) completion, (2) dominance, and (3) work. Here, importance had the most outstanding share, representing 75%, where participants justified their inclination by saying that the two languages are necessary and have a prominent value nowadays. The other Themes' shares were 12.5% for each.

Question 8: How will you help your children learn English language?

Figure 8 displayed a strong emphasis on home assistance by parents, where most of their answers made this clear as helping him myself was repeated about 17 times, outnumbering the rest of the methods, representing 68%.

### 3.4 Analysis of the Interview's Results

## Chapter Three : Data analysis, suggestions

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Question 1: How do you consider the implementation of the English language in the third year's primary curriculum? Was chosen to get informed by the teachers about their attitude towards English language inclusion in primary schools

Four of the five teachers said differently that the implementation is a good decision, especially for the pupils, except one who showed a different attitude and said it is irrational for the third grade to have two foreign languages in their curriculum. In percentage, those who showed a positive attitude toward the implementation are represented in 80%, and the rest on the adverse reaction side were 20%.

Question 2: Do you think introducing two foreign languages to third-grade primary school pupils does not affect their language learning?It was chosen to determine the teachers' opinions on the co-existence of English and French in primary schools.

Four teachers agreed upon the effect of learning two foreign languages on the language learning of the third-grade pupils. Meanwhile, only one teacher said that the co-existence has no effect. In percentage, 80% agreed that the co-existence of the two languages affects language learning, and only 20% did gainsay.

Question 3: What difficulties may arise for the primary school language teachers?I was chosen to knowthe participants' thoughts on the success of the English implementation decision.

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One teacher said that the only difficulty is with the French teachers; another said that the interference of French causes difficulty, and also the interference of Arabic, said by another teacher. The fourth teacher said they may face a lack of techniques and unfamiliarity of the pupils with the new language and struggle with pronunciation. The fifth one claimed that classroom management and learning styles can be complex.

Question 4: Do you think introducing the English language in primary school prepares the learners for better acquisition in the future? It was chosen to see the participants' reaction to pupils learning English early and if they agree with the idea that English will be helpful in the future.

All of the teachers agreed that introducing English can be a preparation for better acquisition in the future. In percentage, 100% agreed upon this.

### Suggestions

The results revealed that all pupils' parents were optimistic about the English implementation, from agreeing to totally agreeing. This is not only in Algerian primary schools but also worldwide, where English is determined as a second or third language. Likewise, teachers' results were nearly the same, as most teachers showed a positive

## Chapter Three : Data analysis, suggestions

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attitude toward the English language in the primary school curriculum. Therefore, Based on the findings of this small-scaled research work, the researcher would like to suggest that policy makers and curriculum designers of Algerian primary schools must take into consideration the inclusion of the English language in the other grades of primary school since it is both an easy language and a powerful one currently.

The results also confirmed that the co-existence of English and French languages is not beneficial and complementary for third-year pupils, as choices were mainly directed to the English language alone. Children liked the language a lot apart from finding it easy to learn. Therefore, again, policymakers and curriculum designers must use their power after some consulting to limit the study duration of the French language at the primary level to one year and make that year the first year and English alone for the remaining four years of education. This way, there will be less linguistic confusion and, at the same time, some ideas and basics of the French language.

### **3.5 Conclusion**

The results of the questionnaire and interview analysis that was done narratively suggest that the English language implementation is welcomed by both teachers and parents of third-grade pupils but discourages the co-existence of the two languages( French/English) due to the international status of the English language.



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# General Conclusion

**General Conclusion**

One might say that the English language is forcibly proving its existence all over the world and winning more and more supporters because after investigating the Language implementation in Algerian primary schools for third-grade learners seeking the perception of participants on the language implementation and their opinion on the simultaneous learning of English and French, teachers and parents were in favour of this decision.

Learning English and French simultaneously is not as beneficial as learning English alone. Such priority was explained by prominence and the current status of the English language being the international language as it was found by the research results that showed a highly positive attitude by participants towards the inclusion of English in primary schools represented 100 % and showed a negative opinion on the co-existence of English and French in primary schools curriculum.

Previous works stated the same about the importance of the English language that most foreign language learners target for its high status in many fields. Like any other country, the Algerian educational system saw this and how it could benefit from implementing English in primary school to end up in all levels of education. The implementation was not a first in Algeria as it took place once but ended up displaced to the first year of middle school. Keeping French in the curriculum leads to linguistic co-existence, which can lead to the emergence of language transfer where young learners may face confusion dealing with both languages, and as a result, their speech may be underproduced or overproduced. Language interference can cause a learner to mix the grammar of L1 with L2, which can happen for all other language aspects.

This research methodology is a mixed methods approach with quantitative and qualitative methods and tools. It took place at the primary school called Boualia Said, where a questionnaire was given to be answered by the parents of the pupils. An interview was addressed to teachers to fulfil the motive of the researcher of contributing to the scientific research world in language and education and come out with considerable research with which policy makers and curriculum designers can take as an informative source. After difficulty in finding and contacting the participants to get informed about their attitude towards the English implementation in primary school and the simultaneous learning of English and French, the results of the questionnaire showed the highest percentage for accepting English in primary schools, and also the highest percentage for English without French company in the curriculum. For the interview, the same results showed up.

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# Appendices

## Appendix I

### Parents' questionnaire

1- What is your level of education?

- University
- Secondary school
- Middle school
- Primary school

2- What is your job?

.....

3- What are the languages that you speak?

- Arabic
- French
- English
- Other languages (specify).....

4- do you think that learning foreign languages is necessary?

YES  NO

5- How do you classify the following languages in terms of importance?

- Arabic
- French
- English
- Others.....

6- Do you consider learning English as an easy task?

YES  NO

Why?.....  
.....  
.....

7- I am for learning English in primary school

Totally agree,  agree to  disagree

8- Concerning primary school studies, I am for learning the language

French  English  English and French

Why?.....  
.....  
.....

9- I can help my children learn English by

Providing appropriate learning material such as books, pc, speakers, headphones

Improving his self-confidence

Taking him/her to private classes

Helping him/her myself

## Appendix II

استبيان الأولياء

ما هو مستواك الدراسي؟

الجامعة

الإبتدائي

المتوسطة

الثانوية

ما هي وظيفتك؟

.....

ما هي اللغات التي تتحدثها؟

العربية

الفرنسية

الإنجليزية

لغات أخرى (حدد)

كيف تصنف اللغات التالية من حيث الأهمية؟

العربية

الفرنسية

الإنجليزية

أخرى.....

هل تعتبر تعلم اللغة الإنجليزية سهلاً؟

نعم  لا

.....  
لماذا؟.....

أنا مع تدريس اللغة الإنجليزية في الابتدائي

أوافق كلياً  أوافق  لا أوافق

في ما يخص المواد التعليمية بالمدارس الابتدائية، أنا مع تعلم اللغة

اللغة الإنجليزية  اللغة الفرنسية  اللغة الإنجليزية والفرنسية

.....  
لماذا؟.....

بإمكانك مساعدة طفلك على تعلم اللغة الإنجليزية عن طريق

توفير الوسائل المناسبة كالكتب، الحاسوب المحمول، مكبر الصوت، السماعات

تعزيز ثقته بنفسه

أخذه لتلقي دروس خصوصية

مساعدته بنفسه

## **appendix**

The interview

Q1. What are your educational qualifications?

Q2: How long have you been teaching?

Q3: How do you consider the implementation of the English language in the third year's primary curriculum?

Q4: Do you think that introducing two foreign languages for third-grade primary pupils does not affect their language learning?

Q5: Do you believe well-trained middle or high school teachers can teach at the primary level?

Q6: How will you make your teaching of English very effective for children?

Q7: What techniques and strategies facilitate the teaching/ learning process you adopt in your teaching?

Q8: What difficulties may arise for primary school language teachers?

Q9: Do you think introducing the English language in primary school prepares the learners for better acquisition in the future?

## AppendixIV

Tables

1. The table below expresses the parents' attitudes towards the implementation of the English language in primary schools in Algeria

Answer	Parents	Expressed in %
agree	14	56%
totally agree	11	44%
disagree	0	0%
total	25	

2. The table below expresses the parents' opinions about the co-existence of English and French languages in primary schools in Algeria

Answer	Parents	Expressed in %
--------	---------	----------------



English	13	52%
French	3	13%
both	9	36%
total	25	

### Résumé :

De nos jours la Multilinguisme est devenue très fréquente. En apprenant deux langues à la fois, on risque d'avoir une confusion dans la mémoire. La majorité des pays du tiers-monde accordent une grande importance à l'apprentissage des langues étrangères. L'introduction de la langue anglaise dans l'enseignement primaire algérien est une preuve tangible à l'accord de cette importance. Ce modeste essai est une recherche à charcuterie quantitatif et qualitatif des opinions des enseignants et parents d'élèves de la troisième année primaire concernant l'introduction de la langue anglaise dans le cycle primaire. Aussi l'utilité de la dualité des langues. Les points importants de ce mémoire c'est une synthèse des études antérieures et théories littéraires, suivie de suggestions.

### ملخص :

أصبحت تعددية اللغة في يومنا هذا جد منتشرة. بتعلم لغتين في آن واحد قد يحدث نوع من التشوش الفكري. تبدي معظم دول العالم الثالث اهتمام ملحوظ بتعلم اللغات الأجنبية و إدراج الإنجليزية في الإبتدائيات الجزائرية حديثا هو دليل آخر على هذا الإهتمام. يبحث هذا المقال العلمي بطرق كمية و نوعية عن آراء المدرسين و أولياء تلاميذ السنة الثالثة ابتدائي حول إدراج الإنجليزية و حول مدى منفعة التعلم الثنائي للغتين للتلاميذ المعنيين. أهم نقاط هذه المذكرة هي نبذة عن الدراسات و النظريات الأدبية السابقة، تحليل آراء المدرسين و الأولياء و يليه إقتراحات.

### Summary

Multilingualism is becoming full-blown nowadays. Learning more than one foreign language at once can be frustrating. Most third-world countries are giving foreign languages considerable value, and a late proof is implementing the English language in Algeria for their primary students. Through quantitative and qualitative research methods, this study investigates the opinions of teachers and parents on the English language implementation and the extent to which simultaneous learning can be beneficial for the concerned pupils. The main points of the thesis are a review of related literature and an analysis of the opinions, followed by recommendations.