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The Implementation of English as a Second Foreign Language in Algerian Primary Schools between Acceptance and Refusal

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a Master Degree in **Linguistics**

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This study is wholeheartedly dedicated to our beloved parents, who have been our source of inspiration , who gave us strength when we thought of giving up, and who continually provide us with their moral, spiritual, emotional and financial support.

*To our brothers, sisters namely **Sara and Soumia**, to our relatives, and friends who encouraged us to finish this study.*

And lastly to all our classmates in our department who supported us and gave their valuable thoughts during the process of investigation.

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LIST OF ACRONYMS

ADA: Algerian Dialectal Arabic

AP: Acquisition Planning

CA: Classical Arabic

CM: Code Mixing

CS: Code Switching

ELT: English Language Teaching

MSA: Modern Standard Arabic

L1: First Language

L2: Second L Language

LP: Language Planning

Q.R.D: Questionnaire Results Discussion

ABSTRACT

Subject:

"The Implementation of English in Algerian Primary Schools between Acceptance and Refusal"

The present master dissertation aims at examining the attitudes of both parents and teachers towards the implementation of English as a school subject in the Algerian primary schools. It attempts to determine the reasons behind the failure of this project in the Algerian educational system. The study relies on the quantitative method in which data are collected through the use of two online questionnaires, that covered (96) parents and (60) middle school teachers randomly selected. The findings reveal that the majority of the participants hold positive attitudes towards the inclusion of English as a school subject in primary education. Indeed, these attitudes are guided by the present status of English being the dominant language internationally.

Key words:

 Implementation - English - primary school- reasons –attitudes.

GENERAL

INTRODUCTION

Topic :

Language planning process in any country requires joint cooperation between governmental institutions and non- governmental organizations and individuals who are experts in the field. In fact, the terms of language planning and policy are quiet interrelated with other linguistics disciplines such as sociolinguistics. In other words, language planning process to which language policies are resulted, would not meet the anticipated goals if the sociolinguistic situation of a particular country is not taken into consideration. In the case of Algeria, the existence of language planning activities has been a topic of discussion for decades; the fact that most of the decisions are taken by the Algerian political authorities. Indeed, it is always claimed as a language policy activity. Many linguists have argued that language policy decisions especially that of foreign languages remain questionable, to which some foreign languages were added or dropped for some ideological or political reasons.

Motivation :

The incentive behind this research derives from our desire to investigate the implementation of English as a second language between acceptance and refusal within the Algerian speech community, and the status that English holds in the Algerian educational system . How the teaching of English in the primary school is perceived by Tiaret society is also our preoccupation.

Theme :

In Algeria, foreign language planning has been a topic of discussion since independence. Algerian educators define foreign languages in the educational sector according to their status and the nature of the Algerian language policy. English was one of these languages that was introduced in the Algerian primary schools in 1993; as a strategy to replace French in the educational system. However, this project stopped at the early beginnings for political reasons. Questions were raised about the reasons that led to change the Algerian language policy decisions in disfavor of English. It was argued that this decision was not taken at random, but came as a result of many influential factors, which this research tries to make explicit. In modern globalized and highly mobile world, foreign language education is becoming a necessity for the sake of preparing children to be successful and capable of a high level of social integration. Besides what have been stated earlier this study, which is deal with in the field of sociolinguistics aims at exploring various attitudes held by

Algerian people towards English, in general and their awareness of the importance of acquiring English as a foreign language, in particular.

Observation:

English language is widely spread around the world, in fact it becomes an international lingua franca , as a result many countries have promoted its use either in society or at school, this movement which is known as globalization leads the Algerian decision makers to re-consider the current language policies to serve the need of the Algerian people in acquiring this vital language and to reintroduce English in Primary schools.

Research questions:

The current status of English in the educational system raises many questions about the effectiveness of the foreign language policy and its conformity with the recent socio-political and economic reality of Algeria.

To set forth in a coherent study of the stated phenomenon, a main question consisting of two parts is asked:

– What are parents and teachers 'attitudes towards the implementation of English in primary schools; and what are the factors preventing the implementation of English in the Algerian primary education ?

This main question implies three sub questions:

1) Are parents and teachers motivated to support their children on learning English at a young age ?

2) Is there a relationship between parents' educational level and their attitudes towards the early exposure to English?

3) Is it important to implement English in the Algerian primary education?

These questions are asked in order to:

* To determine the attitudes of parents and teachers towards the implementation of English in Algerian primary schools.

* To find out the factors preventing the implementation of English in Algerian primary schools.

* To suggest some solutions in order to improve the status of English in Algeria's educational system.

For these objectives, the following hypotheses are suggested as tentative answers to the above inquiries.

Hypotheses:

1) Most of the Algerian parents and teachers have positive attitude towards the implementation of English in Algerian primary schools; yet purely political reasons come as an obstacle towards implementing English in the Algerian primary schools.

2) Both parents and teachers are motivated to support their children to learn English at a young age .

3) There is a positive relationship between parents' level of education and their attitudes towards early foreign language learning. Such assumption is based on the consideration that parents with higher level of education have more positive attitudes towards early foreign language learning.

4) There's an increase of awareness about the importance of English nowadays.

Methodology :

The method of investigation includes an analytical study of sample group of parents and teachers, which took place mainly in Tiaret speech community.

PROCESS:

This research work includes a general introduction and three chapters.

The General introduction is dedicated to the objectives of the study with brief discussion of the topic.

Chapter one is theoretical review which is mostly devoted to the description of the sociolinguistic situation of Algeria that encompasses the overall used languages and language varieties that includes Arabic with its varieties, Berber, French and English. Besides the following section provides a general background on the major outcomes of languages in contact that represents :bilingualism, multilingualism, borrowing, code switching /code mixing with a brief review of the concepts of Language acquisition and language learning.

Chapter two provides a significant review of the concept of language planning and policy and the terms that are related to them. It is also concerned with English status in Algeria and its position at the international and the local level.

Chapter three discusses the results and analyzes the collected data of the investigation. It deals with the investigation of the findings which are introduced in the form of table, graphs, and statistic figures. They also prepare to possible interpretations of parents and teacher's questionnaire results. Through the use of the questionnaire as a method of investigation. In order to answer the research questions and to test the validity of the assumed hypotheses.

Finally, a general conclusion that reviews the topic and it gives a brief description on the research findings.

CHAPTER ONE

Chapter I: **Theoretical Review   Linguistic Profile of Algeria , language contact and related concepts**

Introduction

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Introduction

Algeria is one of the countries recognized not only for its geographical and ethnic diversity, but also for its linguistic diversity as a result of successive colonization by foreign nations, cultural homogeneity and modern globalization, which have contributed to the adoption of foreign languages, such as English, in order to interact with the outside world. The linguistic situation in Algeria is one of the issues explored in the first part of the first chapter. The purpose of this chapter is to define the linguistic situation in an accurate and competent manner, as well as the verbal repertoire, such as Arabic, French and Berber. It also puts the spotlight on the historical background of these languages and their respective status within the Algerian society. In addition, it should be noted that the main priority of this chapter to view the linguistic landscape in Algeria and examines the predictable perception over the introduction of foreign languages in Algeria such English.

The other part of the first chapter focuses mainly on the introduction of various language contact phenomena such as diaglossia, bilingualism, multilingualism, borrowing and code switching and code mixing, with a detailed description of the concept of language acquisition and its processes at the end of the chapter.

I.1.Languages of Algeria

The vast majority of world countries use more than one language in their daily conversations within their speech communities, Algeria is not the exception. The set of events that happened in Algeria during colonization characterized the history of linguistic diversity. As a result, different languages and language varieties are present.

I.1.1.Arabic

Arabic language is the native tongue of 200 million people around the globe. It is among the first major languages spoken globally [1].From a historical point of view, Arabic language is always classified under the group of Semitic languages, a term that covers various languages or language varieties ; some of them still exist and others long dead. The use of Semitic languages differ from one nation to another depending on both their geographical and structural features into three groups North Western, Northeastern and southwestern. Arabic language and its varieties cover what is known today as The "Arab world" (Modern Syria, Lebanon, parts of Jordon), Central –South Iraq, and the Arabian Peninsula and Ethiopia. In

fact, the Arabic language belongs to the south western group. Besides, it dates back to the Sixth or Seventh Century AD. The expansion of Islam is the main reason that helped Arabic language go beyond the Nomadic tribes who first spoke it, and who lived in the Arabian Peninsula and surrounding places before and at that time of Islamic revelation (Holes, 2004).

For better or for worse, the strong relation between Arabic language and the Islamic religion contributed to the coming of Arabic into the full light of history. Rouadjia claims in this respect:

"The Arabic language and Islam are inseparable.
Arabic has a privileged position as it is the language
of the Koran and the prophet, and the shared language
of all Muslims in the world, language of science, language of culture".
(Rouadjia 1991 quoted in Benrabah, 2007:67)

In the Algerian context, the term Arabic language is used to refer to the language varieties that exist within the community, and which are spoken by Algerians. Each language variety is used for specific purposes. These varieties can be divided into three major classes : Classical Arabic (CA), Modern Standard Arabic (MSA), and Algerian Dialectal Arabic (ADA).

I.1.1.1. Classical Arabic

From a historical perspective, at the dawn of the Islamic period, there were only two obtainable sources of literary Arabic which are : the Qur'an and pre-Islamic poems. In fact, these two origins were to play an integral role in the standardization and development of this Semitic tongue. Obviously, the earliest educational studies focused mainly on Quranic text ; which had to be conveyed and explained namely on the textual basis and on the semantic level (Versteegh,1997).

Classical Arabic (henceforth CA) is the language of the holy Qur'an which is always regarded as the most important base of written Arabic. From a linguistic point of view, CA is seen as a superior form of Arabic tongue in accordance with Islamic perceptions. It is the resource of huge historical, scientific, religious, and literary heritage. (Falaq, 2018).

At present day, this language variety is no longer used in everyday life of Algerians, it is rather limited to religious practices. A concrete example of this ; the use of CA in mosques.

I.1.1.2. Modern Standard Arabic.

Modern Standard Arabic (hereafter MSA) is the official and national language of Algerian speech community as it is decided by the country 'constitution. In depth consideration of MSA would reveal that such a simplified version of classical Arabic in terms of lexes and style. Grammatically and phonologically based on classical Arabic, with a less complexity concerning vocabulary. It is used in formal written along with spoken settings. It is clearly noticed that MSA is used in different domains such as : newspapers, Radio, public speeches, theater …etc. Ennaji (1990) states that:

> *Modern Standard Arabic is standardised and codified to the extent that it can be understood by different Arabic speakers in the Maghreb and in the Arab world at large, it has the characteristics of a modern language serving as the vehicle of a universal culture.*
>
> *(Ennaji, 1990, quoted in Benali, 2007:28)*

Another explanation for the term MSA is :

> *Standard Arabic which is also known as modern literary Arabic and formal Arabic is used for public speeches, formal meetings, and mass media. It is also the medium of instruction, literature and science. It is never used in an ordinary everyday conversation among Algerians.*
>
> *(Chebchoub 1985: 7)*

It is also the medium of instruction, literature and science. It is never used in an ordinary every day conversation among Algerians. Many efforts have been made to "Modernise" the latter and make it more effective to meet the demands of modern life.

I.1.1.3. Algerian Dialectical Arabic

Algerian Dialectal Arabic (hereafter ADA) generally speaking, Arab speakers have Arabic dialects or vernacular as their mother tongues Indeed, It is argued that they are not linguistically united in terms of spoken varieties used in daily conversations and personal interactions the Algerian country is a part of the "Arab world "which has also a dialectal variety. When we speak about ADA in Algeria we have to refer to the language variety used between Algerians in their daily contact, In other words, it is the mother tongue of most Algerian people who acquire it at a very early age to illustrate it is used in informal settings

such as: home, street and so on, derived from the standard Arabic language. The fact that Algerian Arabic is neither codified nor standardised make it a law variety with a limited use. In addition, there is no specific writing system for ADA the one of Standard Arabic is used for such purpose In writing Arabic essays students are forbidden to use Colloquial Arabic. Another important point concerning ADA is the further we move from one region to an other the greater linguistic differences will become. Kaye (1970:67) argues that:

> *It refers to the colloquial language known as Amma, darija or lahja (dialects). The colloquial varieties number in the hundreds. Being spoken and not written, they are distinguishable from Classical Arabic as a result of a general grammatical simplification in structure with fewer grammatical categories.*

Algerian Dialectal Arabic or what is called "Darija/Amiya" share several features with the Standard Arabic, but there are also so many differences at the syntactic, lexical and morphological level. According to Benrabah :

> *Spoken Arabic in Algeria (…) is spread over four major geographical areas each with its own linguistic features (1)Western Algerian Arabic used in an area which extend from the Moroccan border to Tenes. (2) Central Algerian Arabic spoken in the central zone which extend to Bedjaia and includes Algiers and its surroundings.(3)Eastern Algerian Arabic spoken in the high plateaus around Setif, Constantine, Annaba and extends to Tunisian border.(4) Sahara Algerian Arabic spoken by around 100,000 in habitants in the Sahara Disert.*
> *Ethnologue (2004); Queffélec et al,(2002;35) Taleb Ibrahimi (1995 : 3)*

Another important point concerning ADA is the further we move from one region to an other the greater linguistic differences will become.

Chebchoub (1985) mentions that the two forms are used interchangeably in the sense that, when one is used in cases ;the other is not. This linguistic behaviour occurs more often in diaglossic situations. Both of them differ in terms of function and structure. Starting first with the functional level ;it is noticed that ADA is used at home for daily communication purposes. While, MSA is used as a medium of instruction at schools. In addition, most Algerian people use Algerian Arabic In their daily activities, which is a status that MSA does not have. On the other hand, it is said that these two varieties are structurally different. Despite the fact that,

Algerian Dialectal Arabic is deduced from Standard Arabic, it is clearly noticed that the two variety at the phonological, morphological, syntactic and semantic level.

I.1.2.Berber

Berber or what is commonly known as Tamazight is among the official and the national languages of Algeria. The number of the Berber speakers represents 25 % of the total population (Chaker, 2003). In fact, most of the Berber speech community is located in the region of Tizi Ouzou where 85% of speakers are estimated (Chaker, 2004).

From Historical point of view it universally agreed that Berbers are the native inhabitants of Algeria, in the same context Berber was used to refer to the non-speakers of Latin or Greek (Ahfir, 2018), besides the origins of Tamazight has been a topic of discussion among Linguists and historians throughout history. In the sense that various linguists have varied views concerning this issue the most acclaimed hypotheses is that of Ennaji (2005) & Achab (2001) where they claimed that Tamazight belongs to the Afro-Asiatic language family, however there is an opposite claim that Tamazight was derived from Libyan dialect of Arabic as Haddadou (2000) says :

> *Present Berber descends from Libyan, a language which was spoken in North Africa since high antiquity. Ancient Greek and Latin authors signaled this language, which was distinct from that of the Phoenician colonizers, but unfortunately, no one of them [the authors] described it. In the 5thcentury, St Augustine noted that the indigenous tribes of North Africa spoke one language; however, we do not know if he hinted at the unity of the Libyan language of which he had known different spoken varieties, or a particular dialect which was widespread in his time or spoken in certain regions of the country.²*
>
> *(Haddadou, 2000, quoted in Benali 2007:38)*

Nevertheless, Berber is linguistically diverse as any other languages that exist in Algeria, In this context, Achab (2001) assumes that a lack of connection among the areas of Tamazight led to a dialectisation process these dialects vary in terms of phonology and lexis rather than of grammar or structure, indeed The kabyle variety is the native tongue of the great majority of Kabylie's population which represents 85% of the population living in the region of kabylia (Chaker, 2004). In fact Kabylia is one of the major areas in which the language is still used.it consists of four main regions that includes : Tizi-Ouzou, Bgayet (or

Bejaia), Bouira and Boumerdes, besides Tashawit Tamazight is spoken in some eastern areas in Algeria such as Aures (Batna).

Other varieties include Tamasheq (Toureg) which is used in southern Algeria and in the Saharan regions of Mali and Niger, more slightly in Burkina Fasso and in southwestern Libya.

Furthermore, despite the many efforts that have been made by the the Algerian government to officialize the use of Tamazights in various domain it is being downgraded and looked at from traditional standpoint, however it is perceived sa Haddadou (2003) describes it in the following statement :

> *... A patrimony, i.e., a bequest of the past that should be preserved in the state in which it has been transmitted, it is never envisaged as a living national reality which should be promoted, to make of it an instrument of communication and development.[3]*
>
> *(Haddadou, 2003, quoted in Benali 2007:60)*

As mentioned earlier, it is commonly accepted that Berber was and remains an integrate part of Algerians identity in fact many efforts were made of officialize and promote its use alongside Modern standard Arabic in official domains, however this process requires a planned language policy and the support of political power.

I.1.3.French

The French language is regarded as the most dominant foreign languages in Algeria in comparison to other Foreign languages such as English. In fact Algeria is the second Francophone community with 16 million speakers in spite of lacking the membership of the international organization of Francophone.

Besides it is said that nowadays, French is being widely used in official and non-official domains such as mass media, administration, governmental institutions and scientific studies as Sebaa (2000) describe it in following statement **:**

> *"Empirical reality indicates that the French language occupies in Algeria an indisputable situation, unique in the world. Without being the official language, it conveys officiality, without being the language of instruction, it remains a language of transmission of knowledge, without being the language of identity, it*

continues to shape in different ways and through several channels, the collective imagination. It is common knowledge that most of the work in administrative and central or local management structures is carried out in French. It is equally obvious that the Algerian languages of use, Arabic or Berber, are more receptive and more open to the French language because of its force of communicative penetration.[4]

(Sebaa, Culture and plurilingualism in Algeria)

In fact, the situation of French in Algeria remains questionable and unclear where French is treated as a semi-official alongside Modern Standard Arabic more than its status as a foreign language.

From Historical perspective, the existence of French language in Algeria is dated back to the year of 1830, the date that remarks the French invasion which lasted for 132 years. During this painful colonial period, French colonizers attempted to eradicate and distort the cultural and linguistic identity of Algerian which is represent most of the native tongues that of Arabic and Berber. To put it another way, their attempt was to show that their language and culture is superior to that of Arabic and Berber.

Linguistically, it is important to say that the arrival of French as in the Algerian linguistic scene caused a strong conflict with other language mainly with Arabic in accordance with Dourari (2003) statement:

Socially manifests itself in the form of a dull, sometimes very tumultuous struggle between Arabists and Francisants at all levels of the social and administrative hierarchy. Under the guise of a linguistic war looms a struggle of the elites to safeguard or improve their status in the administration and for the control of power. [...] Language is no longer seen as a means of communication that fulfils, among other things, a specific social function. It has become a criterion of ideological affiliation.[5]

(Dourari, 2003, quoted in Boubakour, 2008 :56)

By the same token, it is believed that this political dispute was primarily led by the arabophones party, which was a dominant group in post independent Algeria. Indeed they believed that French should be dropped from schools and replaced by English as said below :

In the ruling clans, they find, on the one hand, groups virulently anti-French which demand arabisation-Islamization, eradication of French and its replacement by English. Of another one, a fringe is which started talks of Molière as model «to update» Koranic Arabic: a kind of «arabisation-translation» which consists in expressing in Arabic the linguistic and cultural data acquired in the contact of French culture. [6]

(Grandguillaume 2004: 31)

Furthermore, it clear that the French colonization war had it traces on the mother tongue of Algerians which is the Algerians Arabic, it consists of several borrowed words from French, indeed some of these borrowed are integrated in the written and spoken form of the language and generally take an a local form (Grandguillaume 2004).

Moreover, Chebchoub (1985) in her dessertation, mentioned more details about the two Algerian varieties of French namely Standard Algerian French and colloquial Algerian the former is often spoken by people with high educational level and it is used mainly in formal settings such as universities, educational institutions while the latter is used generally by people who did not learn standard French at schools and illiterate people.

I.1.4.English

English is officially a second foreign language in Algeria behind French, in Algeria English have limited functions in comparison to French and Arabic ;it is used mainly in educational institutions and higher education studies, in fact it is considerably clear that the previous language policy reforms such Arabization and the increasing hostile attitudes towards French have contributed to rise of English in Algeria as foreign language, According to Rezig (2011) 1993 remarks the very first attempt to improve foreign language teaching at the early stage, at that time primary school student were given the chance to choose between English and French as compulsory subject, however; it stopped at the early beginnings due to the lack of schools coverage.

Furthermore, according to what has been said in association with other languages in Algeria As Arabic. One can argue that the demand over English in Algeria is a result of several economic and sociocultural problemes as stated by Miliani (2000):

"In a situation where the French language has lost much of its ground
in the sociocultural and educational environments of the country; the introduction

of English is being heralded as the magic solution to all possible including
economic, technological and education ones ".
(Miliani, 2000, quoted in Mami, 2013)

In addition, it is important to Say that English is the language to which one can connect to the world and access modernity in all aspects, in this respect Benrabah (2014:51) says:

> *..ordinary people viewed the introduction of English in elemen-tary schools as another plan adopted by their leaders to deny them the right to access "modernity" via the language of economic power. They considered the durable mechan-ism of "elite closure" as an expression of this language expropriation.*

I.5.Language contact phenomenon

Over the last few decades, language contact has been the main interest of many scholars around the world. Weinreich' book in 1953 which is entiteld «Language in Contact» is always seen as pioneering in the field. Languages in contact are always recognized as a social and linguistic phenomenon which occurs when speakers of different languages or different dialects of the same language interact with one another. Which lead to a wide transfer of linguistic features. This linguistic behavior is the result of many factors such as ;wars, colonization, emigration and so forth. without doubt, when speakers of different languages come into contact ;it is quiet clear that these languages influence each other. ".Another detailed explanation provided by Thomason (2001:1)

> *In the simplest definition, language contact is the use of more than one language in the same place at the same time. It isn't hard to imagine a situation in which this definition might be too simple : for instance, if two groups of young travelers are speaking two different languages while cooking their meals in the kitchen of a youth hostel, and if each group speaks only one language, and if there is no verbal interaction between the groups, then this is language contact only in the most trivial sense.*

In Algeria, for instance, there are different languages used by people. So, the contact between :Standard Arabic, Algerian Arabic, Berber and French created a sociolinguistic situation characterized by different phenomena. Here are the major outcomes of contact linguistics in the Algerian speech community.

I.6.Language contact outcomes

I.6.1.Bilingualism

One of the major outcomes of languages in contact, and which have taken place in all countries around the world ; is always referred to be "Bilingualism ".Generally speaking, one can say that, Bilingualism is a standard term used to refer to a situation where two languages are used either by an individual or a group of people. Indeed, there are thousands of different definitions for this term, in other words ; there is no agreement among scholars on a unified one. The most common definition is that of Bloomfield (1933:55-56) in which he claims that a bilingual should **have "a native –like control of two or more languages** " On the the other hand, Haugen (1956:9) defines Bilingualism as :"A cover term for people with a number of different language skills, having in common only that they are not monolinguals " (quoted in Ghoul 2012:26).From Haugen's definition it can be understood that he referred to both Bilingualism and multilingualism. we cannot neglect the fact that, the two terms are strongly related to each other. When languages and cultures come into contact, they may bring either a bilingual or a multilingual situation. In a similar way, Grosjean (2010:4) dealt with the matter in the following detailed and fully explained definition :

"*I propose this definition of bilinguals at the outset : Bilinguals are those who use two or more languages (or dialects) in their everyday lives***"**

In this respect, Grosjean mentioned that there are three important points within this definition. First, *"…it puts the emphasis on the regular use of languages and not on fluency"*. He insisted on the usual language use rather than on fluency. Second, it encompasses the use of dialects along with language. For instance, an Italian who uses different dialects of Italy such as "Pugliese" can be viewed as a bilingual person ; in the same position with someone who uses English and Spanish regularly. In the same context, he added that the term multilingualism is not appropriate to describe individuals who use just two languages. Indeed, the latter is not used frequently as bilingualism, he added :

> *… Third, the definition includes two or more languages, since some people use three or four languages, if not more. I have been often asked why I don't use the word "multilingual".Two reasons come to mind. The first is that some people are "only" bilingual (they know and use two languages) and it seems odd to use*

the term "multilingual "when describing them. The second is that the word "multilingual" is used less than "bilingual" in reference to individuals.

Weinreich (1953) distinguishes three types of Bilingualism :coordinate, compound, and subordinate bilingualism. This typology represents the relationship between the linguistic sign, and its semantic context, or what is commonly known as the signifier and its signified. In the first type, coordinate bilingualism occurs when the user connects a signifier from each language with a separate unit of signified. Moradi (2014:108) says that :

In coordinate bilinguals, each linguistic code is stored and organized separately in two meaning units and the bilinguals have two systems of meanings for words; i.e. one system of meaning is for words that the individuals know in the L1 and the other is for words they know in L2. Usually refers to someone whose two languages are learnt in distinctively separate contexts. On the contrary, the second type which is referred to be compound bilingualism takes place when the individual recognizes two meanings (signifiers), but consider them to be a single compound or "composite unit of signified.

Usually refers to someone whose two languages are learned at the same time, often in the same context.

"In compound bilinguals, two sets of linguistic codes (e.g. 'Dog' and 'Sag') are stored in one meaning unit; in other words, have one system of meaning for words which is used for both L1 and L2".

(Moradi, 2014:108)

The third and the last type is subordinate bilingualism; corresponds to individuals learning a new language with the aid of a language they have previously learned. Moradi (2014:109) argues that:

In subordinate bilinguals, linguistic codes of Bilinguals' second language (L2) are assumed to be understood and interpreted through their first language (L1). Specifically, they are considered to possess two sets of linguistic codes, however, only one meaning unit, which is accessible merely through their L1.

Bilingualism most of time is related to the movement of people from place to place. It is a result of contact that occurs between groups who speak different languages. In fact, there are many reasons behind the phenomenon of bilingualism and which are of great importance and should be taken in consideration. First, education is one of the significant factors contributing to bilingualism. The child acquires the native tongue at early stage and at home. To illustrate, Algerian children acquire Algerian Arabic which is the mother tongue at home, then they study Modern Standard Arabic in first years of schooling and later on they learn French as a foreign language. Above all, foreign investment and trade are other factors of bilingualism ;as they make significant support to the movement of people from rural regions, where only one language variety or dialect is used to cities where another different language is spoken. People from rural areas are gradually attracted to big cities due to the better living conditions. For this reason, the linguistic effect is an increase in bilingualism especially if the business is carried out in the other language.

Algeria is characterized by Arabic –French bilingualism; French language has been deeply rooted in the Algerian society, as a result of the French Colonization of the country that lasted more than one century.

I.6.2. Multilingualism

Despite its significance as a global phenomenon, multilingualism has received little attention from researchers in the fields of linguistics, psycholinguistics and applied languages debt, extensive attention given to the phenomenon of bilingualism (Cenoz, et al jessner 2003) in Fact multilingualism is a complex phenomena on, which is difficult to define precisely in regard to the various background of these researchers. Indeed, many definitions of the term have been proposed, in this regards, Li (2008) describes multilingual person as:*"anyone who can communicate in more than one language, be it active (through speaking and writing) or passive(through listening and reading)".* (quoted in Cezon, 2013: 05).

Another definition of multilingualism is given by the European Commission (2007): "the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives, (European Commission, quoted in senoz, 2013: 06): in similar way Maher (2017) added that multilingualism is purely social phenomen in this respect he writes **:**

"Multilingualism (Latin multus + Lingua many and language) is a social situation involving groups or communities who communicate, with varying proficiency, in more than one language, in addition to a national or standard language".

On the other Hand, Bloomert (2010) views multililingualim from different presperctive, in this sense multilingualism is not only a collection of languages but also extends to cover broader terms such as dialects, accents styles and accents, as he says :

Multilingualism... should not be seen as a collection of "languages" that a speaker controls, but rather as a complex of specific semiotic resources, some of which belong to a conventionally defined „language", while others belong to another "language". The resources are concrete accents, language varieties, registers, genres, modalities such as writing –ways of using language in particular communicative settings and spheres of life, including the ideas people have about such ways of using, their language Ideologies.
(Bloomert 2010, quoted in Aubakirova, 2019 : 20).

Similarly, the multilingual repertoire involves the use of different separated languages alongside the use of varieties of the same language (Sridhar 1996).

However, for other researchers multilingual individuals do not need to be competent or proficient in the all languages they use according to Sridhar (1996 :50)
"Multilingualism involving balanced, nativelike command of all the languages in the repertoire is rather uncommon, typically, multilinguals have varying degrees of command of different lanaguages in their repertoire"

I.6.3. Borrowing

When languages come contact they generally cause a linguistic effect of mixed languages in fact individuals feel the need to take some linguistic items from another language to fill in the linguistic and communicative gaps of the base language such behavior is commonly known in the literature as Borrowing, Gumperz (1982 : 66) defines borrowing as follows :
Borrowing can be defined as the introduction of single word or short, frozen, idiomatic phrases from one variety(i.e. language), into the grammatical system

of the borrowing language and they are treated as if they are part of lexicon of that language and share the morphological and phonological system of the language.

Moreover, Hudson (1980 : 55) mentions in his introductory book for sociolinguistics that borrowing is elaboration of the languages' system in which he says :

... borrowing involves mixing the systems themselves, because an item is 'borrowed' from one language to become part of the other language everyday examples abound- words for food, plants institutions, music and so on, which most people can recognize as borrowings.

In the process of borrowing the recipient language generally refers to the language that copies an element from the donor language which is in fact the base language, it means that it comes to include this element into its own system. Indeed It is often noted that since the donor language does not lose the borrowed element, borrowing is actually a kind of copy and the "borrowing" is hardly suitable. However, it is very deeply embedded in linguists' (and lay persons') usage as Haugen (1950) says :

The metaphor implied is certainly absurd, since the borrowing takes place without the lender's consent or even awareness, and the borrower is under no obligation to repay the loan...The real advantage of the term 'borrowing' is the fact that it is not applied to language by laymen. It has therefore remained comparatively unambiguous in linguistic discussion, and no alter term has yet been invented.

(Haugen, 1950: 211-212)

Two main types of borrowing can be distinguished as follows :

I.6.3.1.Lexical Borrowing

In relation to what have been stated about borrowing, it is also important to add that lexical borrowing is kind of borrowing that involves the adaptation of single words or larger sentences from the donor languages and incorporated into the recipient language system, in this regards *Holmes (2017:44)* claims **:** *"... Borrowing of this kind generally involves single words –mainly nouns –and it is motivated by lexical need",* Holmes added that the reason for borrowing in this case is the absence or the lack of vocabulary in the second language so if

one does not have enough vocabulary in their second language they are likely to borrow from their mother tongue to express themselves in a sufficient manner.

Another important aspect is that lexical borrowing is one-way process which goes from the most prestigious language to the less prestigious language (Meyers scotton 2006) as in the case of the French Norman French conquest of England where most of words of English were borrowed from French which was powerful and dominant during this period.

1.6.3.2.Cultural Borrowing.

Cultural borrowing is another type of Borrowing that involves adoption of words or expressions which are new to the recipient language, to put it another way these words generally are culturally related. Meyers Scotton writes in this respect :*"Cultural borrowings are words that fill gaps in the recipient language's store of words because they stand for objects or concepts new to the language 'culture'" (2006: 212)* words such as automobile and computers are the most frequently used words but either the non-native English speakers would not recognize such words awing to the fact that they did not have contact with the western world before the appearance of these new technologies, additionally as opposed to lexical borrowing the term cultural borrowing is reserved for the importation of terms for cultural novelties, cultural borrowing is not always one-sided, and extensive communication between speakers of both languages is not a necessity (Fried et al, 2010 :21). it may also "*extends to speech forms that are not connected with cultural novelties*" (Bloomfield, 1933: 461).

I.6.4.Code Switching

Most speakers who are either bilingual or multilingual individuals choose what language they should use in certain situation, they would either switch to other languages in a single conversation or create a new language (Wardhaugh, 2006) such phenomenon is generally refers to as code switching, hence code switching is the most used and studied aspect of language contact, in this sense it is difficult to give a precise definition to the notion of Code switching owing to the different perspectives many linguists hold on code switching.

One of these definition is that of Meyers- Scotten (1993:03) in which she says Code Switching (herafter CS) is the selection by bilinguals or multilinguals of forms from embedded variety in utterances of a matrix variety during the same conversation she added

that CS may occur at any linguistic level that includes languages, styles or dialect/registers , from this definition it is clearly highlighted that Meyer-Scotten proposed new concepts to the process of CS which are in fact the matrix variety and the embedded variety the matrix language is the major participant in the conversational Code Switching while the embedded language refers to the other used languages but with lesser role Likewise Bentahila and Davies (1983) writes about code switching as follows :

> *We shall henceforth use the tem code-switching to refer to the use of two languages within a single conversation, exchange or utterance. The result is an utterance or interaction of which some parts are clearly in one of the bilingual's languages and other parts in the other language.*
>
> *(quoted in Ahmed Sid, 2009 : 98)*

Generally speaking, code switching can be defined as the process in which multilinguals and bilingual individuals move back and forward either between two distinct languages or between verities of the same language in a single conversation or at the middle of a sentences, moreover there are different forms that shape code switching the first one is The term intra-sentential is used to refer to switching within the sentence, in contrast with the term inter-sentential used for switches between sentences as the relevant unit for analysis.

As regards the typology of code switching, there are two main commonly distinguished types of code switching situational code switching and metaphorical code switching. Situational code switching involves the use of languages in different situations, According to Hudson (1980: 52) **"…** *in community multilingualism the different languages are always used in different circumstances, and the choice is always controlled by social rules"*. From the above statement it should be noted that situational code switching seems similar to diglossia to some extent, however Gumperz (1982) assumes that only one code is used in diglossic situation in single period of time as compared to code switching that requires the use of several languages in various situations Metaphorical code switching as proposed by Blom and Gumperz (1971) is the case where the situation is determined / defined by the language choice of the speaker, according to this view speakers the process of language selection takes place when the speaker is unable to identify the contextual situation or when he/she ignores the characteristics of people who are concerned with this situation.

I.6.5.Code Mixing

The concepts code-switching and 'code mixing' are often used interchangeably, though 'code-mixing (herafter CM)' is also used to refer to intrasential code switching. indeed it is argued whether code mixing and code switching are attributed to mean the same linguistic behavior among bilinguals or being separated concepts, for Hudson (1980) conversational CS is the equivalent term for CM he claims that code mixing occurs between bilinguals who tend to mix the languages they master in a balanced way they move back and forward from the first language to the other language and so on, in the same vein Wardhaugh (1992) states that conversational code mixing involves the deliberate mixing of two languages without an associated topic change in (Mabule 2015: 341), according to him code mixing is viewed as a symbol of solidarity in multilingual communities.

I.7.Language acquisition and Language learning

Language is important tool for human communication and social interaction if one is not able to learn or master a language of particular speech community thus he /she will not be able to communicate effectively with the other people in this society specifically in multilingual societies where more than language can be found therefore it is commonly acknowledged that humans are naturally born with the ability to acquire the language they hear from the parents and the surroundings, such phenomena refers to as Language acquisition which is defined as **"*a subconscious process similar to that by which children acquire their first language" (Kramina,1999: 27)***, in this respect it is commonly acknowledged that a child have the necessary neural abilities that qualifies him/her to learn or to use language (Kramina 1999: 24) additionally, it is said that the effectiveness of the acquisition process is associated with biological factors. in fact the two neurological scientists Penfield & Roberts (1959) created the concept of the critical period hypothesis, according to this view individuals are allowed to acquire a language in particular period of time in an easy manner, this process generally takes place before the age of 8 or 9,the justification for this hypothesis is that their brain at that age is plastic and after adolescence it becomes more and more rigid and set (Madrid 2001), Penfield in this view recommend that 'for the purposes of learning languages, the human brain becomes progressively stiff and rigid after the age of nine' and that **"*when languages are taken up for the first time in the second decade of life, it is difficult... to achieve a good result .. because it is unphysiological*"** quoted in Singelton (2007 : 48).

As opposed to the acquisition process which is claimed to be biologically related and connected to the period of childhood, language learning usually occurs when the acquisition is completed, in this essence Kramina (1999 : 24) defines learning as *"conscious process, is the product of either formal language learning situation or a self-study program. It focuses students' attention on the form (structure) of the language",* besides learning refers to process of having the knowledge about a langauge which is known mostly as "grammar" or "rules", the given process is also known as explicit learning (Krashen, 1982).

I.7.1.Second Language acquisition

Second language refers to the efforts of individuals to learn a language other than their first language, in particular second language is different from a foreign language in which the former plays a social and a structural role in the society, it is also recognized as known as communicative tool among the community of bilinguals or multilingual (Ellis 1997) on the other hand a foreign language use is limited and is primarily learnt in educational settings such as school.

Furthermore, that ways of acquiring a second language vary from an environment to another and from a one person to another in this sense it is commonly believed that people are able learn a second language within natural second language environment or through classroom instruction in this regard Klein (1986) distinguished between what he calls spontaneous and guided acquisition according to him in naturalistic second language the learner focuses on the communicative aspects of the language while in the instructed second language acquisition the learner focuses on one of the few aspects of the linguistic system (Ellis 1997).

I.8.Theoritical models to second language acquisition

I.8.1. The Contrastive Hypothesis

According to the Contrastive theory, the acquisition of a second language is primarily determined by the structure of the acquired language; these second language structures are integrated with great ease as a consequence of positive transfer; opposing frameworks, on the other hand, pose consideration difficulties and lead to errors resulting from negative transfer or intervention between the two languages.(Klein 1986) similarly Meyerhoff (2011:307) on the other hand provides a comprehensive definition of this term which is as follows : " An

approach to second-language acquisition that focuses on points of similarity and difference in two varieties. The assumption is that where they differ, learners will have most difficulty". From this definition it is clearly noted that the intersectional differences in the structures of two language or language verities can affect the process of language acquisition in either positive or negative way. In fact those structural differences are important and useful in order to anticipate the difficulties that a send language learner would face thus based on this criteria, teaching materials will be developed to asses him (Wardhaugh 1970), in this sense Trager and Waddle (1966) state :

> *...the change that has to take place in the language behavior of a foreign language student can be equated with ; differences between the structure of the student's native language and culture and that of the target language and culture. The task of the linguist, the cultural anthropologist, and the sociologist is to identify these differences. The task of the writer of a foreign language teaching program is to develop materials which will be based on a statement of these differences; the task of the foreign language teacher is to be aware of these differences and to be prepared to teach them; the task of the student is to learn them.*

(quoted in Wardhaugh, 1970 : 3-4)

I.8.2.The Natural Order Hypothesis

In this proposed theory of Krashen (1982), it is believed that people acquire the grammatical structures of a given language in early stage and In anticipated order, for instance Brown (1973) found that the acquisition of a certain grammatical words happens mostly with children whose first language is English, in this view he writes:

One of the most exciting discoveries in language acquisition research in recent years has been the finding that the acquisition of grammatical structures proceeds in a predictable order. Acquirers of a given language tend to acquire certain grammatical structures early, and others later. The agreement among individual acquirers is not always 100%, but there are clear, statistically significant.

(Krashen, 1982:12).

I.8.3.The Monitor Hypothesis

Despite the strong relation between the processes of learning and acquisition, it remains unclear in what way they are used, Krashen (1982) states that learning and acquisition are used differently in which the former initiate communicative level In a second language performance and also. The speech pattern, besides learning is useful to alter the form of acquired utterances as Krashen (1982 :15). claims :

> *Learning has only one function, and that is as a Monitor, or editor. Learning comes into play only to make changes in the form of our utterance, after is has been "produced" by the acquired system. This can happen before we speak or write, or after (self-correction).*

Conclusion

When languages come into contact they are likely to establish a special linguistic situation, in fact, it is known that the world is multilingual, where different languages coexist with each other, Algeria is considered to be an integral part of this community, given the large amount of linguistic storage it has, these linguistic resources are explained in more detail in the present chapter. In addition to the different outcomes of language communication resulting from the complex linguistic environment of Algeria, it should be recognized that the implementation of the sociolinguistic data of the Algerian nation is crucial to the examine attitudes towards the language policy decisions and the effectiveness of language planning activities, specifically those that are concerned with foreign languages.

NOTES
TO
CHAPTER ONE

1 - *Website : https://es.verbling.com/articles/post/the-history-of-arabic-language*

2 - *"Le berbère actuel descend du Libyque, une langue parlée en Afrique du Nord dés la haute Antiquité. Les auteurs anciens, grecs et latins, ont signalé cette langue, distincte de celle des colons phéniciens, mais malheureusement aucun d'eux ne l'a décrite. Au Vème siècle de l'ère chrétienne, Saint Augustin faisait remarquer que les tribus indigènes d'Afrique du Nord parlaient une seule langue, mais on ne sait s'il faisait allusions à l'unité de la langue Libyque dont il aurait connu plusieurs parlers, ou un dialecte particulier répandu de son temps ou encore parlé dans certaines régions du pays".*

3 – *"...qu'un patrimoine, c'est-à-dire un legs du passé qu'il faut préserver dans l'état où il a été transmis, elle n'est jamais envisagée comme une réalité vivante de la nation qu'il faut promouvoir, pour en faire un instrument de communication et de développement".*

4 - *"La réalité empirique indique que la langue française occupe en Algérie une situation sans conteste, unique au monde. Sans être la langue officielle, elle véhicule l'officialité, sans être la langue d'enseignement, elle reste une langue de transmission du savoir, sans être la langue d'identité, elle continue à façonner de différentes manières et par plusieurs canaux, l'imaginaire collectif. Il est de notoriété publique que l'essentiel du travail dans les structures d'administration et de gestion centrale ou locale, s'effectue en langue française. Il est tout aussi évident que les langues algériennes de l'usage, arabe ou berbère, sont plus réceptives et plus ouvertes à la langue française à cause de sa force de pénétration communication".*

5 – *"Se manifeste socialement sous la forme d'une lutte sourde, parfois très tumultueuse, entre arabisants et francisant à tous les niveaux de la hiérarchie sociale et administrative. Sous l'apparence d'une guerre linguistique se profile une lutte des élites pour sauvegarder ou améliorer leur statut dans l'administration et pour le contrôle du pouvoir. [...] La langue n'est plus perçue comme moyen de communication remplissant, entre autres choses, une fonction sociale déterminée. Elle est devenue un critère d'appartenance idéologique".*

6 – *"Dans les clans dirigeants, on trouve, d'un côté, des groupes viscéralement anti-français qui revendiquent l'arabisation-islamisation, l'éradication du français et son remplacement par l'anglais. De l'autre, se trouve une frange qui a pris la langue de Molière comme modèle pour « oderniser» l'arabe coranique : une sorte d'« arabisation-traduction » qui consiste à*

exprimer en arabe les données linguistiques et culturelles acquises au contact de la culture française".

CHAPTER TWO

<u>Chapter II</u>: Language Planning and English Language in Algeria

Introduction

II.1. Towards a Definition of Language Planning.

II.2. Dimensions of Language Planning

 II.2.1. Status Planning.

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  II.2.2.1. Graphization

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II.3. Language Policy

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II.4. The Theory of Language Management

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II.6. The status of English in Algeria

II.7. ELT situation in Algeria

Conclusion

Introduction

Language planning and language policy is an inventible consequence of different language contact phenomena that seems to be a major feature in multilingual communities with respect to the successive colonial invasions that these communities have encountered. The major concern of the percent chapter is to provide clear theoretical pieces of information of the notions of language planning and language policy concerning local context, first the process of language planning is defined briefly, regarding the different types that language planning that encompasses status planning, corpus planning, acquisition planning, and prestige planning, the second discussed element is that of language policy in which the term is viewed separately from language planning.

The second part of the chapter is dedicated to the English language the main concerns were to describe and analyze the current status of English in Algeria as well as around the globe, it also sheds the light on the main factors of the success of English as an international lingua franca and its future within the Algerian nation either in an educational domain or other domains.

II.1.Towards a Definition of Language Planning

Language planning (henceforth LP) perhaps is not the first acclaimed name in the literature but it was previously namely called by different names such as language engineering (Miller 1950) and language management ,However the term LP is heavily used in the literature. Haugen (1965: 188) mentions that Weinreich used this term in a seminar at Columbia University in 1957, however it is claimed that Haugen is the first linguist who introduced this term to the literature in this respect Haugen's (1959) defines it :

> *By language planning I understand the activity of preparing a normative orthography, grammar, and dictionary for the guidance of writers and speakers in a non-homogeneous speech community. In this practical application of linguistic knowledge, we are proceeding beyond descriptive linguistics into an area where judgment must be exercised in the form of choices among available linguistic forms.*
>
> *(quoted in Hornberger, 2006: 03)*

After Haugen proposal various definitions have been published to explain the nature of LP the first definition is that of Rubin and Jernudd (1971) in which they say :

Language planning is deliberate language change; that is, changes in the systems of language code or speaking or both that are planned by organizations that are established for such purposes or given amandate to fulfill such purposes. As such, language planning is focused on problem-solving and is characterized by the formulation and evaluation of alternatives for solving language problems to find the best (or optimal, most efficient) decision.

(quoted in Cooper, 1989:30).

From the above definition, it is noted that LP is a problem-solving activity that occurs at the structural levels of language with the efforts of organizations, however for Jernudd and Das Gupta (1971) LP is not limited to the field of linguistics but extends to other fields such as politics and administration *"We do not define planning as an idealistic and exclusively linguistic activity but as a political and administrative activity for solving language problems in society"*, on the other hand, Tauli (1974) claims that the theory of LP is a scientific discipline that causes changes on the oral and written form at different levels of language as he says *"Language planning is the methodical activity of regulating and improving existing languages or creating new common regional, national or international languages"* quoted in Cooper (1989:30).

Above all, LP can be defined simply as the deliberate effort to influence language with respect to function, status, and acquisition with the intervention of various agents from governments to individuals.

Hugen (1966 -1983) proposes four steps of LP process:

1-Selection of a norm (one of a number of competing languages, modifications of an existing language variety or creation of a new standard.

2-Codification of form (establishing the selected norm by adopting an appropriate script, devising an orthography and linguistic description).

3-Elaboration of function (expanding the language to cope with use in wider domains, particularly vocabulary expansion.

4- Acceptance by the community (stamp of authority on the selected norm by the government.

II.2. Dimensions of Language Planning

LP is divided into four dimensions. These are: Status planning, corpus planning, acquisition planning, and prestige planning starting first with two traditional dimensions.

II.2.1.Status Planning

When a language is banned from use for educational purposes it has no status. However, when the government allows its official use alongside the official used language it is said to gain status, such process is referred to as status planning which refers to the efforts that take places at the governmental level to change the status and the function of a given language in a given speech community, besides it is commonly agreed that The linguist Heinz Kloss is the first who coined the term of status planning in 1696, according to Kloss (1969) the major concern of status planning is the position of languages and *"its standing alongside other languages or vis-a-vis a national government."* rather than its form or structure, indeed status planning is undertaken by political leaders or officials, often with some legal experience but with very little sociolinguistic knowledge, another definition of status planning is given by Kaplan and Baldauf (1997:30) as they say :

> *Status planning can be defined as those aspects of language planning which reflect primarily social issues and concerns and hence are external to the language(s) being planned. The two status issues which make up the governmental level to change the status and the function of a given language in a given speech community, besides it is commonly agreed that The linguist Heinz Kloss is the first who coined the term of status planning in 1696, according to Kloss (1969) the major concern of status planning is the position of languages and "its standing alongside other languages or vis-a-vis a national government.*

Additionally, status planning is undertaken by political leaders or officials, often with some legal experience but with very little sociolinguistic knowledge, in the other hand Kaplan and Baldauf (1997) views status planning as the external aspects of language which are primarily connected to the social issues that represent   language selection and language implementation.

It is clearly stated that Kaplan and Baldauf emphasize on the social aspect of status planning that involves the selection of language variety or social variety.

According to Bamgbose (1991) status planning embraces, among other things, *"maintenance, expansion or restriction in the range of uses of a language for particular functions"*

As regards the functional aspect of status planning, Stewart (1968:540-541) identifies the following ten functional domains for language planning:

I. Official (symbol: o); function as a legally appropriate language for all politically and culturally representative purposes on a nationwide basis. In many cases, the o function of a language is specified constitutionally.

2. Provincial (symbol: p); function as a provincial or regional official language. In this case, the official function of the language is not nation-wide, but is limited to a smaller geographic area.

3. Wider communication (symbol: w); the function of a linguistic system (other than one which already has an o or p function) pre-dominating as a medium of communication across language boundaries within the nation.

4. International (symbol: i); the function of a linguistic system (other than one which already has an o or p function) as a major medium of communication which is international in scope, e.g., for diplomatic relations, foreign trade, tourism, etc.

5. Capital (symbol: c); the function of a linguistic system (other than one which already has an o or p function) as the primary medium of communication in the vicinity of the national capital. This function is especially important in in countries where political power. social prestige, and economic activity arc centered in the capital.

6. Group (symbol: g); the function of a linguistic system primarily as the normal medium of communication among the members of a single cultural or ethnic group, such as a tribe, settled group of foreign im-migrants, etc. So strong can the association between linguistic behavior and group identity be, that at times a linguistic system with a g function may serve as an informal criterion for ascertaining group membership.

7. Educational (symbol: e); the function of a language (other than one which already has an o or p function) as a medium of primary or secondary education, either regionally or nationally.

8. School subject (symbol: s); the language (other than one which already has an o or p function) is commonly taught as a subject in secondary and/or higher education.

9. Literary (symbol: I); the use of a language primarily for literary or scholarly purposes.

10. Religious (symbol: r); the use of a language primarily in connection with the ritual of a particular religion.

II.2.2.Corpus Planning

Unlike status planning, corpus planning is a type of language planning that deals with the form and the structure of language. Indeed it is claimed that Haugen definition of language planning is an implicit description of corpus planning in which he says:

> *The activity of preparing a normative orthography, grammar, and dictionary for the guidance of writers and speakers in a non-homogeneous speech community. In this practical application of linguistic knowledge, we are proceeding beyond descriptive linguistics into an area where judgment must be exercised in the form of choices among available linguistic forms.*

For Kloss (1969) the activity of corpus planning usually involves the intervention of agencies or individuals to modify the corpus of a given languages by presenting new technical concepts , orthographic modifications and the adoption of a new script. Indeed in his famous dichotomy of status and corpus planning , Kloss asserted that the task of corpus planning should be performed with the aid of experts that represent writers and linguists , therefore the joint cooperation between experts can lead to foundation of academies and commissions or some other official or semiofficial organizations the latter are expected to perform long range cooperative work.

From the above definition, it should be noted that Kloss definition of corpus planning gives importance to the individual efforts of the creation and the change on the language corpora without referring to the political intervention, in this context Kloss claims that corpus planning cannot be performed without the aid of other experts, who are chiefly linguists and writers, who are called upon to form an academy, commission or some other official or

semiofficial body within the framework of which they are expected to do some long-range team-work. No such separate set-up, as a rule, can take place (Kloss, 1969 : 81)

Bamgbose (1991:110) lists the following corpus planning activities that are required To achieve anticipated results:

* Design of orthography or reform of the existing spelling system.
* Standardization/harmonization of spelling/word / Forms.
* Determination of word pronunciation.
* Choice of script.
* Terminology, vocabulary expansion.
* Change in grammatical structure (such as the Introduction of the decimal system).
* Creation of simplified registers for special purposes; dialect leveling.
* Cultivation and counseling in respect of different styles and genres.
* Production of primers, readers, manuals in connection with literacy training/schooling.
*Translations of various kinds, of the bible, for Example; dictionaries, grammars; Fiction And Other Creative Arts, Including Language; Other forms of production of written and oral texts

In the broad sense: Creation of institutions dealing with language.

Questions only (such as language commissions).

(Bamgbose, 1991:110, cited in; Gadelii 1999:06).

In brief, corpus planning is a complicated process that takes place at different levels of language such as grammar, pronunciation, and spelling to meet the anticipated functions in a given speech community.

II.2.2.1. Graphization

Graphization is one of the steps that Ferguson (1986) suggests developing a language in the scope of language planning, generally speaking unlike Haugen's codification graphization is the specific activity of corpus planning that addresses the adoption of a writing system for languages, besides in this stage of language development the anticipated goal is to modify the written script and orthographies of a given language, indeed languages with no existing written form are most that needs the process of graphization in order to be a suitable language for educational purposes (Newmeyer 1988).

II.2.2.2.Standardization

Standardization is the one of the main activities of corpus planning that involves the development of a sole language variety to be the standard or the representative of other regional and social dialects either in its written or spoken form ; for Ferguson (1968) the chosen variety refers to as the supra-dialectal norm the which is the "best" form of the language, besides in his book of language planning and education Ferguson (2006) mentions that the substitution of optional variants with invariable forms is the major element in the process of creating a unified written language variety, as regards the implementation strategy for standardization the notion of codification should be used, according to Haugen (1966) codification refers to the process of providing clear understanding to the norm, mainly through the creation of codified grammars, dictionaries and authors ,besides these tools usually help the language planners to give clarity and independence to the standard language (Ferguson 2006).

II.2.2.3.Modernization

Modernization takes place when standardization and graphization are accomplished, it involves the expansion of language resources to meet the needs of the modernized society in which the new technical terms are added as Massamba (1987:184) puts it out in the given definition :

> *Language modernization may be defined as the development of a language in a way that will enable it to express both new and technological concepts. The most crucial aspect of language modernization is the development of scientific and/ or technical neologisms. With new scientific and technological innovations and inventions, new concepts are bound to emerge. Hence the need for terminology.*
>
> *(quoted in Blommaert, 2014:73)*

Furthermore, Ferguson (1968) suggests that the process of modernization entails two aspects:" (a) the expansion of the lexicon of the language by new words and expressions and (b) the development of new styles and forms of discours lexical expansion is needed to deal with new topics, such an example of successful lexical expansion is that of Japanese and Hungarian. The process of lexical creation and development can arise either from the language-internal processes and external extensive borrowing; these two aspects are the main factors that determine the success of lexical expansion for a certain language (ibid).

II.2.3. Acquisition planning

Language acquisition planning or what is called by some linguists language-in-education planning is a newly established category of language planning alongside status and corpus planning. Cooper used the term for the first time in his original work of language planning and social change According to cooper , Acquisition planning means the arranged efforts that leads to the promotion to learn a the language; furthermore cooper argues that adding acquisition planning to the other types is useful for two reasons the first reason is that a is slightly close to language spread phenomenon which focuses on the extension and the increase of language users rather than language uses, the second reason for Cooper is that the users of language affect the modifications that take place at the structural and the functional level of language so if a language becomes a lingua franca it attracts new users who can give new uses to this language or its form for Hornberger (2006: 06) Acquisition planning is defined as follows: *"...Acquisition planning as efforts to influence the allocation of users or the distribution of languages / literacies, by means of creating or improving opportunity or incentive to learn them, or both"*.

II.2.4.Prestige planning

The notion of prestige planning was firstly coined by Haarmann (1990) in addition to the dichotomy of status planning and corpus planning which is a separate category of language planning. While the corpus and the state planning are productive practices, prestige planning is a receptive or value function that affects (Kaplan and Baldauf 1997), to put it another way, prestige planning entails the perception of people towards the implementation of status and corpus planning decisions, additionally, Haarmann (2012:89) claims that:

> *What is important with regards to the concept of prestige planning is one should not mistake prestige planning for planning activities which aim to consolidate prejudice or stereotypes, on the contrary, the general aim of prestige planning must be to overcome stereotypes categorizations which often include intolerance, mistrust, or even elements.*

Furthermore, the different actors in the process of prestige planning such as governmental activities, activities of agencies, group activities, and activities of individuals can affect the success of the language plan when the different actors differ in prestige and effectiveness (Kaplan and Baldauf 1997). Another important aspect is that the prestige

planning is focused on the promotion of language in which a language can be either prestigious or not through its use or promotion by social and institutional organizations or individual bodies, in addition to the previous statement prestige planning determines the impact of language policy and planning that requires Immense promotion to guarantee the implementation and the use of language policies and planning (Kaplan & Baldauf 2003).

II.3. Language Policy

Language policy is often associated with language planning, however, it is argued that language policy is distinct from language planning, to put it another way, language policy is concerned with the implementation of the planned interventions of language planners indeed, language policy has been defined in several ways For Kaplan and Balduf (1997: xi*)" language policy is a body of ideas, laws, regulations, rules, and practices intended to achieve the planned language change in the society, group or system".* from the previous definition, it should be noted that Kaplan and Baldauf's definition is ambiguous and vague the reason that language policy goal is to achieve the anticipated language change, an aspect which usually associated with language planning, From a socio-cultural perspective Shiffman (1996: 2-3) claims that language policy as a cultural and social construct as he says :

> *Language policy is primarily a social construct. It may consist of various elements of an explicit nature - juridical, judicial, administrative, constitutional and/or legal language may be extant in some jurisdictions, but whether or not a polity has such explicit text, the policy as a cultural construct rests primarily on other conceptual elements - belief systems, attitudes, myths — the whole complex that we are referring to as linguistic culture, which is the sum totality of ideas, values, beliefs, attitudes, prejudices, religious strictures, and all the other cultural 'baggage' that speakers bring to their dealings with language from their background.*

Spolsky (2004:05) on the other hand suggests three component that characterizes language policy from other disciplines that he calls the language policy of a speech community, the two first components are language practices and language beliefs or ideology in which the latter refers to what people think about a language, the last component is The last component includes the intervention of language planning or management to change or influence the language practice, in a similar way McCarty (2011:08) believes that language policy is a complex socio-cultural process which is characterized as the *"modes of human*

interaction, negotiation, and production mediated by relations of power" (McCarty 2004 quoted in McCarty 2011:08), in other words, the policy is regulating power which is associated with power and hence managing the language uses and status (Ibid).

II.3.1.Covert and Overt Language Policy

As regards Language policy a well-known distinction can be made which is called in the literature as overt and covert policy, overt policy means the explicit declaration of certain languages as an official or national. In this sense policy is can be also stated through legislation and laws (Shohamy 2006), besides in some cases language policy is not always stated explicitly but also can be implicit in these situations Shohamy (2006) claims that it can be difficult to detect the language policy as it is hidden or visible from the public, for instance in the USA the status and the uses of English are not declared in the American constitution and official documents, however, it is noted that English is the sole language that is used extensively in the majority of domains (Ibid).

II.4.The Theory of Language Management

Neustupný and Jernudd. are said to be the first linguists who used the term of language management in their introductory text of language planning (1987). Indeed language management is newly founded notion which is not entirely independent from language planning process but it is considered an approach of language planning that focuses on the communicative and interactional aspect of language and language use.

Besides, Neustupný and Jernudd. (1987) defines it as a system of interaction, After the publication of Neustupný and Jernudd several studies has been conducted to explain the theory of Language management (hereafter LMT), For Language management refers to the deliberate efforts which are undertaken by an individuals or group of people who have authority over participants in the domain in order to alter their their practices or beliefs (Spolsky, 2009) .In this sense Spolsky introduces the term of domain as an alternative of community.

As regards the actors or the agents in the process of language management, Nekvapil and Sherman (2015) suggest that the activities of language management are performed by two main agents the first is institutions such as governments, it is namely called institutional management in the literature, the second agent is what the theory of language management is

concerned about which is called simple management (or discourse-based management), this kind of management involves the efforts of individuals to adjust their speech in particular interactions and situations as in instance if the speaker founds out that his/her interlocutor cannot understand the speech because of the used language variety or the speed of the discourse his/her is likely to change the speech the upcoming conversations.

II.5. English as a worldwide language

There is no specific definition for the term " global language ", but it generally refers to a language that is studied and spoken globally. In fact, nowadays, the English language is dominating the whole globe; and it can be clearly noticed that it is widely spread all over the countries around the world. Such as; USA, Australia, Canada, United Kingdom Switzerland, and so on. From a historical point of view, the essential factor for the establishment of a global language is that it is spoken by those who wield power. As determined by David Crystal " who is one of the world 's foremost linguistic experts "and who presents a lively and factual account of the rise of English as a global language, In addition to; the current and future status of English language as the international language of communication. The reason behind becoming a language a global language has nothing to do with the number of people who speak it but rather affected by" who those speakers are ". In the sense that, the dominance of any language is strongly related to economic, cultural, and technological power. He adds that no language can progress as an international communication medium without a strong power. (Crystal 2017:07) in the same context, he claims that: "*A language has traditionally become an international language for one chief – reason: the power of its people. Especially their political and military power*".

In the present time, English is a global language that acts as the world lingua franca. Indeed, there are several factors that make it a crucial tool to communicate. Firstly, it is the most commonly used foreign language. To illustrate, if an American and Algerian who come from different countries; typically use English as a shared language to communicate. This is why everyone needs to learn that language. Bolton and Kachru,(2006:93) define international English as follows:

> "*…it is difficult to predict the shape of international English in the twenty-first century. But it seems likely that more rather than less standardization will result…*".

English is used everywhere. You hear it on television spoken by politicians from all over the world. when someone travel to a foreign country no other language is used and understood but English. Thus, learning the English language is a very important task. For the reason that it gives the learners the ability to communicate across cultures and it increases their chances of getting jobs in different countries around the world.

II.6.The status of English in Algeria

At present day, the English language has become a universal language according to many different reasons. In fact, the extensive use of English as a medium of global and international connectivity has created a desirable and vital need to learn it, either as a first foreign language in non –English speaking communities or as a second foreign language, as it is the situation in Algeria. In the Algerian education, English has become an integral part of the curriculum and has reached enormous demand at all levels. Firstly, it is introduced for four years at the level of the middle school (i.e. Starting from the first year middle school). Then, it is taught for three years in secondary school.

Concerning higher education, it is used throughout Algerian universities either as a main subject "at the level of English department "and by which students of this specialty are required to attend the following modules ": Linguistics, Phonetics, Civilization, Oral expression, Written expression,…and so on». Or it is taught just as an additional module at the level of other departments; where students are expected to follow ESP courses according to their field of study. and it is taught under the LMD system. (License, Master, Doctorate). English still a language of restricted use in comparison to the French language, yet its vital role in all fields cannot be neglected. Zoughoul (2003, 19) states that: *"In Arab North Africa, and although French has had a strong foothold in Tunisia, Algeria, and Morocco, it has been retreating and losing a lot of ground to English. The tendency of what can be termed a shift from French to English in thus countries cannot be canceled"*.

For better or for worse, English has imposed itself as a global language and has, therefore, become the most spoken language all over the world. Algeria, like the rest of the world, knows the significance of English and its crucial role at the world stage. Hence, it was adopted as a foreign language in its educational system.

II.7. ELT situation in Algeria

The focus on English Language Teaching (henceforth ELT) is becoming an essential aspect of the education system all over the globe. For this very reason, the Algerian ministry of education has undergone major changes and it gave considerable priority concerning the teaching of English. As a result, ELT in Algeria has gained an amount of reinforcement. It is taught for seven years: four years at the level of the middle school in addition to three years in the elementary school. In this globalized world, learning a foreign language specifically "English language "is a must. According to Miliani (2000), the majority of decision-makers and users see foreign languages similarly as the most appropriate way to keep pace with the challenges of the world constantly changing. He adds that the most central theme is that, foreign languages are thought of as a magic cure for the main ills the country is encountering in the domain of economy and technology. In the same context, some assume that these languages prepare for the future generations of the third-millennium challenges. English is the language of technological, economic, scientific …etc domains and it is the language of many countries around the world that is why the teaching of English is now a part of the curriculum in all schools brought the country.

Conclusion

It is clear that the activities of language planning and policy are becoming a necessity in recent times specifically in countries that were subject for colonial occupations and linguistic identity disorder, Algeria is one of these countries that witnesses several foreign invasion from countries such as France, as a result, Algeria suffered from a linguistic crisis which is represented in the domination of French language and ideology over other languages in Algeria such as Arabic and Tamazight, in this respect political officials were the responsible to undertake the process of language planning and policy without the consultation of individuals and independent organizations hence this led to the failure in taking effective decision especially that concerns education.

CHAPTER

THREE

Chapter III : Field work

Introduction

III.1. Parents 'Questionnaire.

    III.1.1. Sample Population..

    III.1.2. Parents' Profile

    III.1.3. Parents 'Questionnaire Description.

III.2. Analysis of the Results

III.3. Questionnaire' Results Discussion(QRD)

III.4. Teachers 'Questionnaire.

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    III.4.2. Teachers' Profile

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III.7. Recommendations

    III.7.1. Recommendations on the Implementation of English in Algeria

Conclusion.

Introduction

This chapter is devoted to the study of data collection and the discussion of the results in which the first part includes detailed data on the methods used for the research, then the second part is dedicated to the presentation of the results of the questionnaire, the data are mainly presented in form of graphs, statistics, and figures, the latter pave away to further discussions and interpretation in the following sections which is important to answer the research question and test the validity of the assumed hypotheses.

As regards the method of investigation, which is the questionnaire, a group of 96 parents and group of 60 teachers have been chosen randomly to respond to answer the questionnaire which is important to meet the anticipated goals of the research.

III.1.Parents 'Questionnaire
III.1.1.Sample Population.

An Arabic version of questionnaire is designed as an online form (Since Arabic is the native tongue of Algeria), allowing parents to express their ideas and thoughts easly. The sample of this research was selected randomly. Before deciding which type of respondents we had to choose, we made a minimal research on the available online platforms that are extensively followed by Tiaritian parents, and in which they are usually interested especially to what is related to their children educational issues. The sample population of the parents 'questionnaire encompasses 96 participants, in order to find enough data for the research.

III.1.2.Parents' Profile

The target population includes 96 participants. 64 of them are females while only 30 of them are males. Their ages range between 26 and 40. As regards the educational level the majority of participants have a secondary school level.

III.1.3.Parents 'Questionnaire Description

Section one : Personal Information

It includes 3 questions items through which participants' age, gender, educational level are selected.

Section two: Parent's impression on foreign languages

Four questions items are included in this section. In order to investigate parents' perception on the importance of learning foreign languages at the present time.

Section three : **Parents' Perception towards Learning English at an Early Age**

The last and the most important section. Since, it incorporates 9 questions. . Different types of questions are used. 3 of them are closed ended questions (Q 3, Q 4 and Q 5).The aim behind them is to know parents ' opinions about learning English language at an early age and their attitudes about teaching it as a school subject in Algerian primary school. The other 2 questions are open ended questions (Q 8 and Q 9).They provide parents with a chance to express their ideas concerning the introduction of English in Algerian primary schools. Besides, the section covers also 4 questions items (Yes /No question) investigating parents' willingness in supporting the introduction of English in the primary stage.

III.2. Analysis of the Results

The questionnaire results are as follows :

Section one: Informants 'personal Information

Question 01: Gender

The results demonstrate that the majority of respondents 64 are females that equal (68,09%), and only 30 of them are males and that equal (31.91%).02 parents give no response. It reveals that mothers are more interested in teaching English language than fathers do.

Table III.1. Parents 'gender

Informants 'answers	Number of parents	Percentage
Male	30	31,91%
Female	64	68,09%
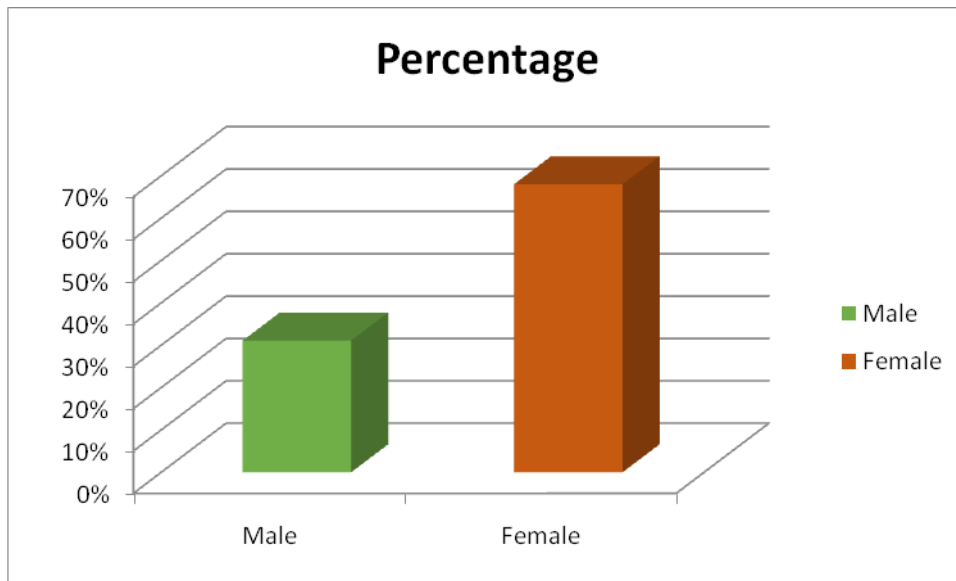
Chart 01: Parents 'gender

Question 02: Age

Findings in the following table and figure indicates that 70 of the informants 'ages vary from 31 to 35 which equal (74.47%). Which means that the large number of respondents are young. 16 of respondents 'ages range from 26 to 30 and which represents (17,02%). 06 of participants were under the category aged between 36-40 estimated by (06.38%). Only two of them are aged above 40 that equal (02.13%). 02 respondents give no answer.

Table III.2. Parents' age

Informants' answers	Number of parents	Percentage
26---30	16	17,02%
31---35	70	74,47 %
36---40	06	06,38 %
+40	02	02.13 %
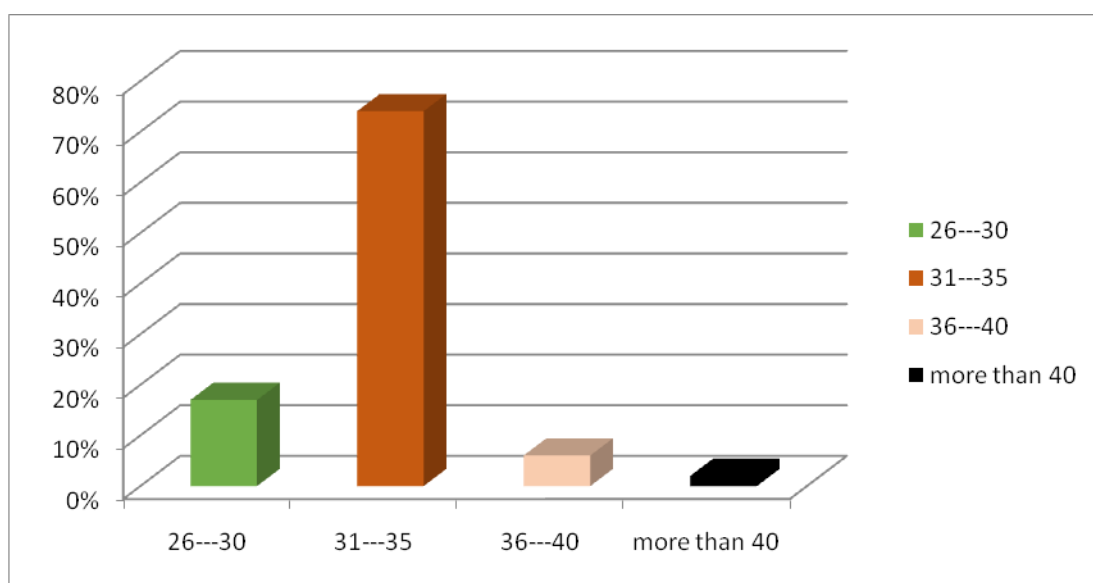
Chart 02: Parents ' age

Question 03: Parents' educational level

From the statistics shown in the table and figure, the qualification of parents can be classified under four levels. The vast majority of them 92 estimated by (97.87%) have a secondary level. Whereas, one respondent has an intermediate level (01.06%).and the same result concerning the university phase. However, none of respondent holds the primary level. The above results indicate that the educational level of parents have a considerable effect on their positive attitudes towards the inclusion of English in Algerian primary schools. 02 informants give no answer.

TableIII.3. Parents 'educational level

Informants' answers	Number of parents	Percentage
Primary	00	0%
Middle	01	01.06%
Secondary	92	97.88%
University	01	01.06%
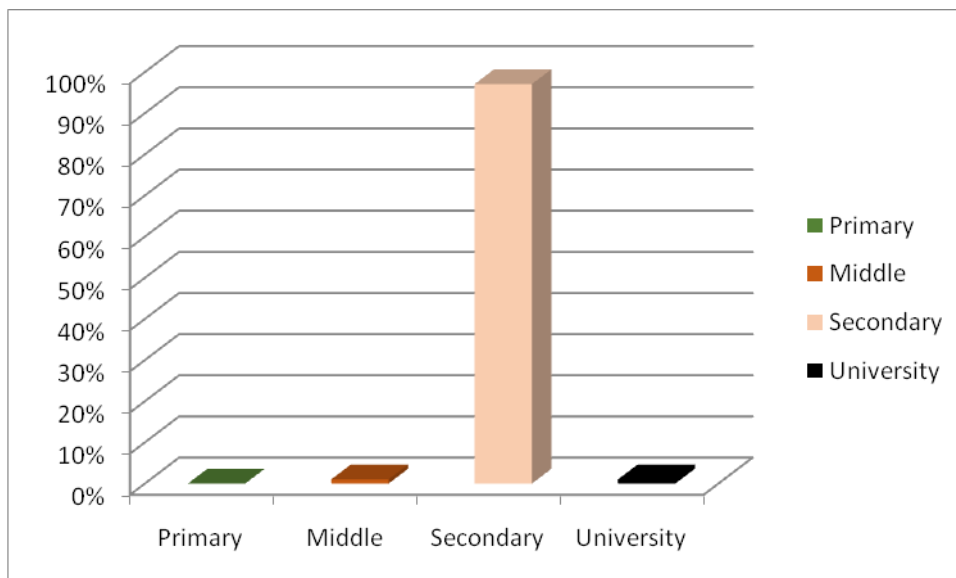
Chart 03: Parents 'educational level

Section two: Parents' impression on foreign languages

Question 04: Which language do you use in your daily life?

In this question, the results obtained show that the largest number of parents '83' which represents a percentage of (88.30%) ; use Arabic language in their daily lives as a means of communication. While, French language is spoken by two of respondents estimated by (02.13%). Another spoken language is English by 09 participants the equivalence of (9.57%).Two of them provide no answer.

Table III. 4. The language used by parents in their daily lives

Informants 'answers	Number of parents	Percentage
Arabic	83	88,30%
French	02	02,13%
English	09	09,57%
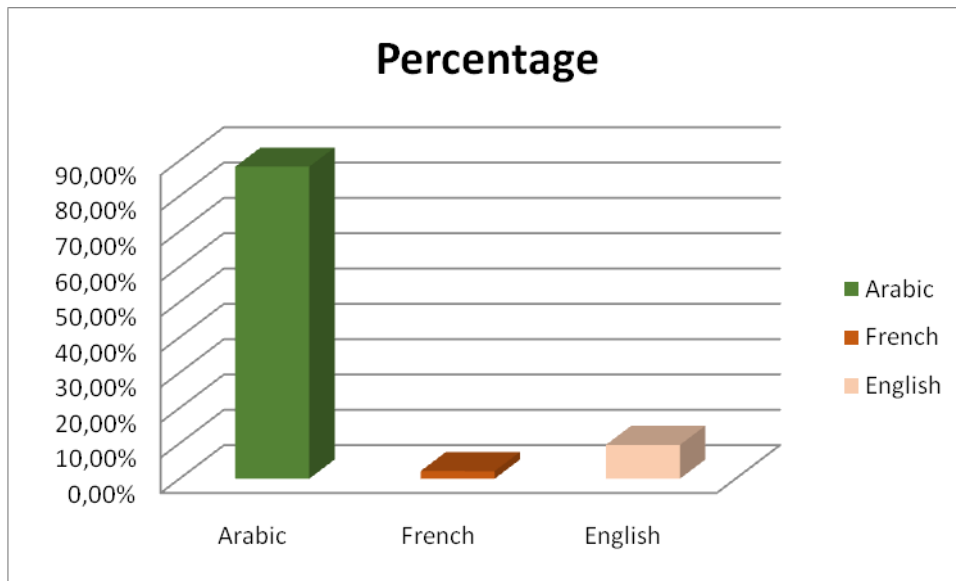
Chart 04: Scores illustrating the language used by parents in their daily lives

Question 05: In your opinion does learning foreign languages become necessary at the present time?

In this question the respondents have been asked whether learning foreign languages is important. All parents answered '94' by yes, in the sense that, they affirmed that foreign languages are of prime importance in the present time. 02 of them give no answer.

Table III.5. Parents' reflection on the importance of learning foreign languages

Informants ' answers	Number of parents	Percentage
Yes	94	100 %
No	00	00%
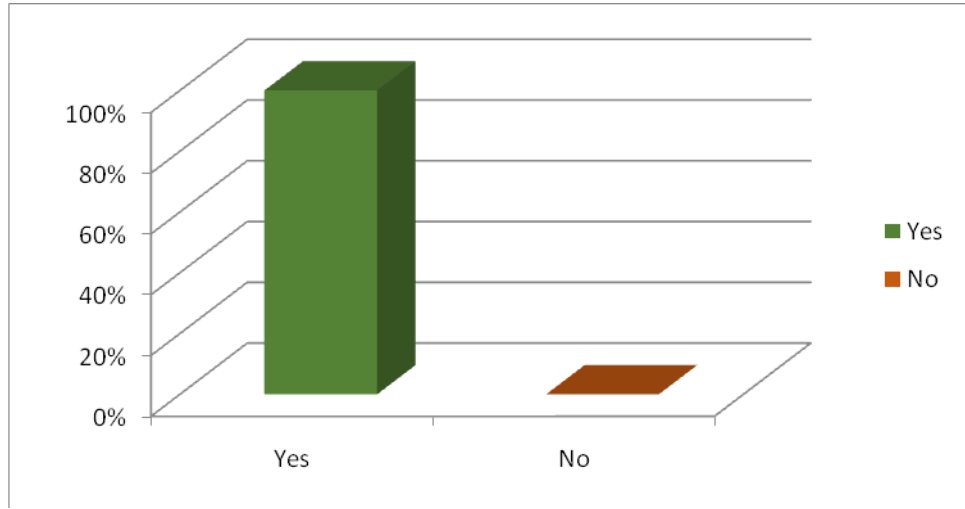
Chart 05: Scores illustrating Parents' reflection on the importance of learning foreign languages

The following statements are some of participants ' quotes supporting the importance of learning foreign languages

Participant 1 :

"لمواكبة التطور والعصر وكل ما هو جديد في كل المجالات واللغة هي وسيلة للتواصل والتقدم"

"To keep pace with development, and all that is new in all fields".

Participant 2:

"الانفتاح على العالم وكسب فرص أوسع للتعلم، الاكتشاف وفهم الحياة بطريقة أشمل"

"Openness to the world, gain wider opportunities to learn, discovery,

and understand life in a more comprehensive way"

Participant 3 :

"لأنه ستصادف في حياتك الكثير من المواقف التي تجبرك على تعلم اللغات الأجنبية"

"Because in your life you will encounter many situations that compel you to learn foreign languages"

Participant 4:

"نحن لسنا فقط بحاجة لتعلم اللغات الأجنبية بل للتمكن منها جيدا. لذلك وجب علينا تعلمها وتعليمها في سن أبكر. من جهة أخرى اللغات الأجنبية عامة تساعدنا في حياتنا اليومية كسهولة استخدام وسائل التكنولوجيا. الاستفادة من بحوث علمية بلغات أخرى. وسهولة التواصل في حال السفر لبلدان أجنبية "

"We do not only need to learn foreign languages, but to master them well. Therefore, we must learn and teach them at an early age. On the other hand, foreign languages in general help us in our daily lives. Use technology means easily, take advantage of scientific research in other languages. Ease of communication in case of traveling to foreign countries"

Participant 5:

"ضرورة فرضتها المنظومة الاقتصادية والعالمية وكذا البحث العلمي"

"A necessity imposed by the economic, global system and scientific research"

Participant 6:

"لأن العالم أصبح قرية صغيرة والتواصل مع الآخرين يتطلب إتقان اللغات الأجنبية "

"Because the world has become a small village and communication with others requires mastery of foreign languages"

Question 06: If we take into account the changes that the world is witnessing day after day, what language do you consider important and necessary today ?

This item of the questionnaire focuses on the most important language in the world in the present time. Respondents were not restricted to choose the answer, yet were free to choose the language they consider essential nowadays. All informants who answered "93" with no single exception agreed on the fact that" English 'is a global language and it is a necessity in today's world. 3 respondents give no answer.

Question 07: What is your personal view about English language ?

This question is of extreme significance as it attempts to identify parents ' attitudes towards English language. All the informants expressed positive views. They all agreed on the fact that English is the most commonly spoken language all over the globe. Participants also

see that English is the language of technology and progress. Besides, it is the language of scientific and higher studies.

Here are some respondents ' quotes expressing their reflection about English language.

Participant 1 :

"الإنجليزية لغة مميزة فهي سهلة الاستيعاب والاستعمال وهي لغة مهمة جدا للتنمية والوقوف باقتصاد الدولة "

"English is a distinctive language, it is easy to understand and use, and it is a very important language for the development and standing of the country' economy"

Participant 2:

"هي لغة العلم كما أنها لغة عالمية معظم الدول تستعملها "

"It is the language of science, it is a universal language that most countries use "

Participant 3:

"الحاجة لتعلم اللغة الإنجليزية تزداد يوما بعد يوم من الضروري جدا الالتفات لها وإعطاءها أهمية في مجتمعنا"

"The need to learn English increase day by day, it is very important to pay attention to it and give it importance in our society "

Participant 4:

"هي لغة عالمية توحد جميع الدول وهي لغة العلوم والتكنولوجيا والدليل أن معظم دول العالم تركز على تعليمها للأطفال في سن مبكرة"

"It is a universal language that unifies all the countries, and it is the language of science and technology, and the proof is that most countries in the world focus on teaching it to children from a young age "

Participant 5:

"سهلة الفهم ذات قواعد بسيطة سلسة وجاذبة للطالب"

"Easy to understand with simple rules that are smooth and attractive to the student"

"بالنسبة لي هي لغة عالمية فرضتها القوى الاقتصادية الدولية وهي اللغة المفضلة عندي"

"For me, it is a global language imposed by the international economic power, and it is my favourite language "

Section 3:Parent's attitudes regarding learning English at an early age

Question 08: Did you notice your child 's tendency to learn a language other than Arabic ?

The data analysis revealed that the majority of informants (93.48%) responded positively concerning their children 's tendency to learn other languages besides Arabic. which means that children at an early age have the ability to acquire different languages. Yet the minority of the target population (06.52%) responded negatively to this question. 04 participant give no answer.

Table III.6. Children 's tendency to learn a foreign language

Informants ' answers	Number of parents	percentage
Yes	86	93.48%
No	06	06.52%
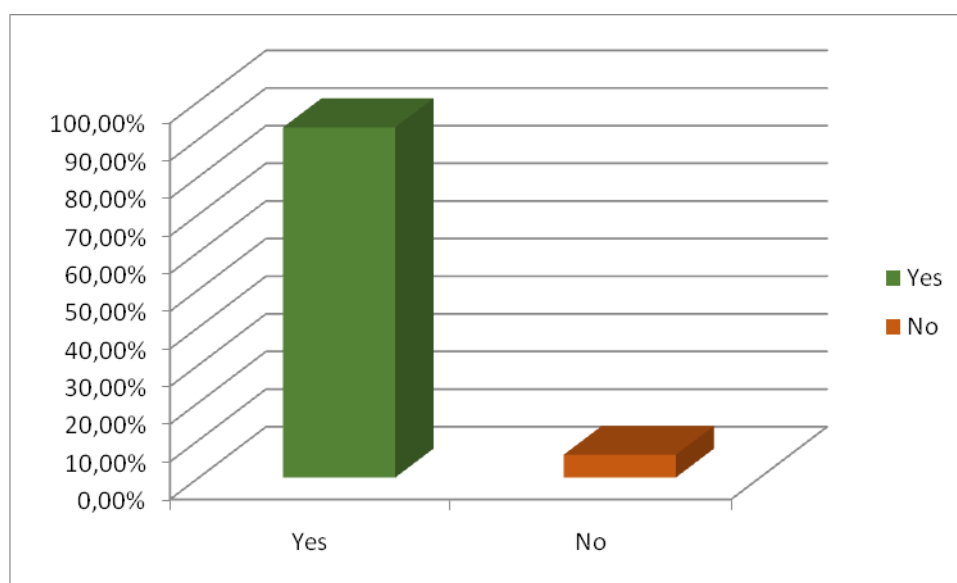
Chart 06: Children 's tendency to learn a foreign language

Some respondents 'quotes supporting their choice:

Participant 1:

"الانجليزية وذلك عبر القنوات الجديدة التي تستعمل اللغة الانجليزية وسهولة تعلمها"

"English through new channels that use English and its ease of learning"

Participant 2:

"يحاول ترديد كلمات انجليزية مثلا good, yes, no, money"

"He tries to repeat English words such as : good. yes. no. money"

Participant 3:

"اللغة الإنجليزية، واكتشفتها من خلال ميله للأغاني باللغة الإنجليزية"

"English, and I discovered it through his penchant for English songs"

Participant 4:

"اللغة الانجليزية من خلال مشاهدة أفلام كرتون"

"English by watching cartoons"

Participant 5:

"أصبح يريد تعلم نطق كلمات بسيطة كصباح الخير وأهلا باللغة الإنجليزية كما أن مشاهدته للرسوم والأغاني الأطفال الأجنبية تجعله يتعلمها بسهولة وأيضا استخدام العاب الفيديو"

"He wants to learn how to pronounce simple words, such as good morning and welcome in English and watching foreign children's cartoons and songs makes him easily learn it and also use video games"

Question 09: The earlier that foreign language learning starts, the better.

The table and figure show that the majority of respondents which equals (89.37%) of the participants strongly agreed with the statement " the earlier that foreign language learning starts, the better. A total of 8 parents ; the equivalence of (08.51%) agreed with the mentioned statement. However, just one participant (01.06%) show his completely disagreement, and

same result for disagreement. Which reveals that parents are aware about the necessity of learning foreign languages at an early age. 2 of them give no answer.

Table III.7. Degree of agreement and disagreement representing the parents attitudes towards the early exposure to foreign language

Informants' answers	Number of parents	Percentage
Strongly agree	84	89.37%
Agree	08	08.51%
Strongly disagree	01	01.06%
disagree	01	01.06%
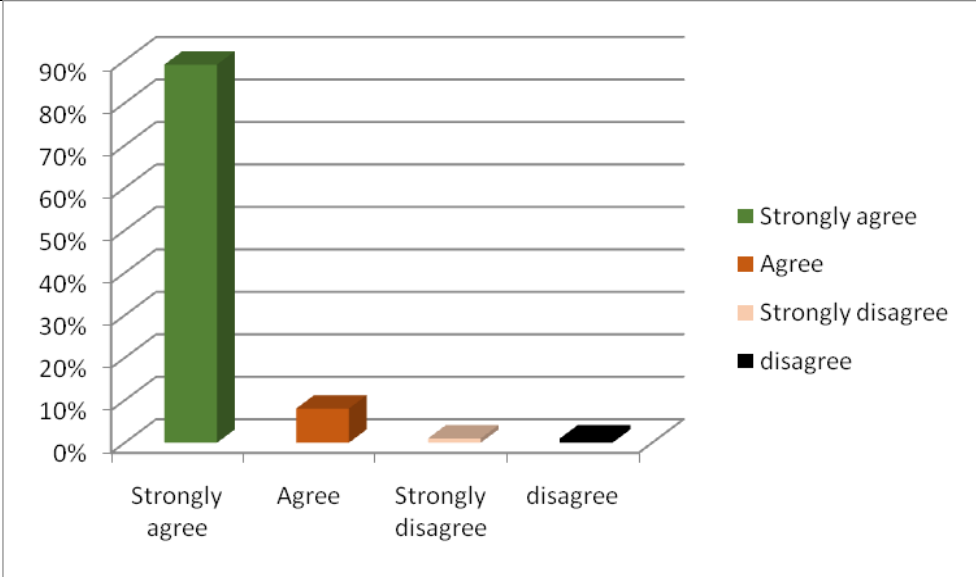
Chart 07: Degree of agreement and disagreement representing the parents attitudes towards the early exposure to foreign language

Question 10 : I am for the teaching of English in the primary school instead of the delay until the middle school.

The above question is the most important item of the questionnaire. The intention behind it is to know parents ' attitudes towards the implementation of English as a school subject in the primary stage. As listed in the table, the highest frequencies 89 which equals (95.70%) were attributed to the parents who strongly agreed with respect to changing the current situation in which English language is only taught at the level of middle school. Along with one participant (01.07%) who agreed and supported the same view. Minorities declared

their disagreement including one informant (01.07%) who strongly disagreed and two informants (02.16%) who disagreed in relation to early exposure of English in primary school. In the sense that, the earlier English is learnt, is the better. 03 respondents give no answer.

Table III.8.Parents 'attitudes about the implementation of English in the primary school

Informants' answers	Number of parents	Percentage
Strongly agree	89	95.70%
Agree	01	01.07%
Strongly disagree	01	01.07%
disagree	02	02.16%
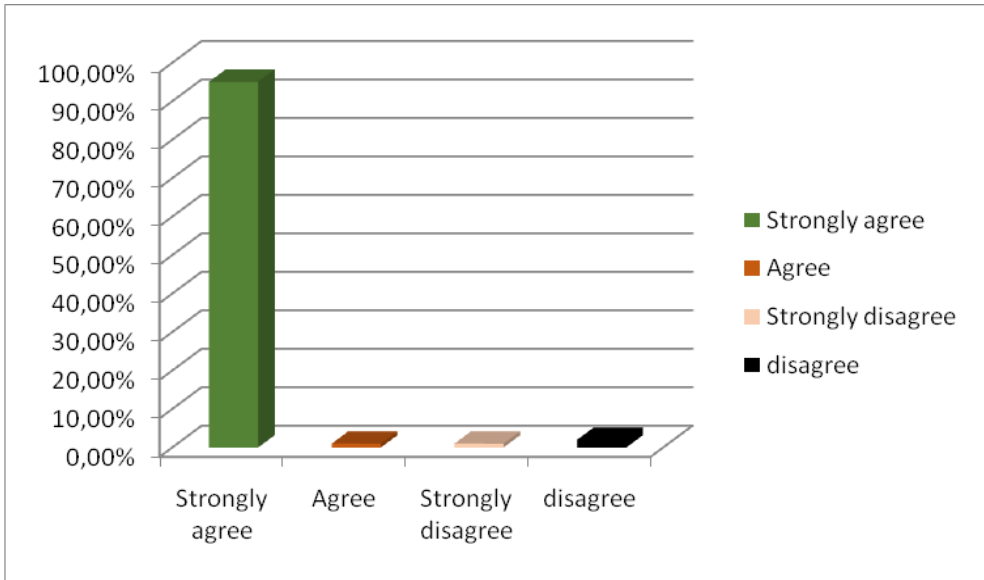
Chart 08: Parents ' attitudes about the implementation of English in the primary school

Question 11: Concerning foreign languages in the primary school, I am with the idea of teaching :

This question is also of prime importance. As it attempts to determine what foreign language(s) parents prefer as subject of instruction in primary school. It puts forward 03 choices namely; English, French, English with French. In fact the highest number of participants 57 which equals (60.64%) were for the idea of teaching English as a school subject so they opted for only English. However, 36 of them which equals (38.30%) opted for both English and French. only one informant (01.06%) choose French. 02 respondents give no answer.

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Table III.9.Parents' foreign language choice

Informants'answers	Number of parents	Percentage
English	57	60.64%
French	36	38.30%
English + French	01	01.06%
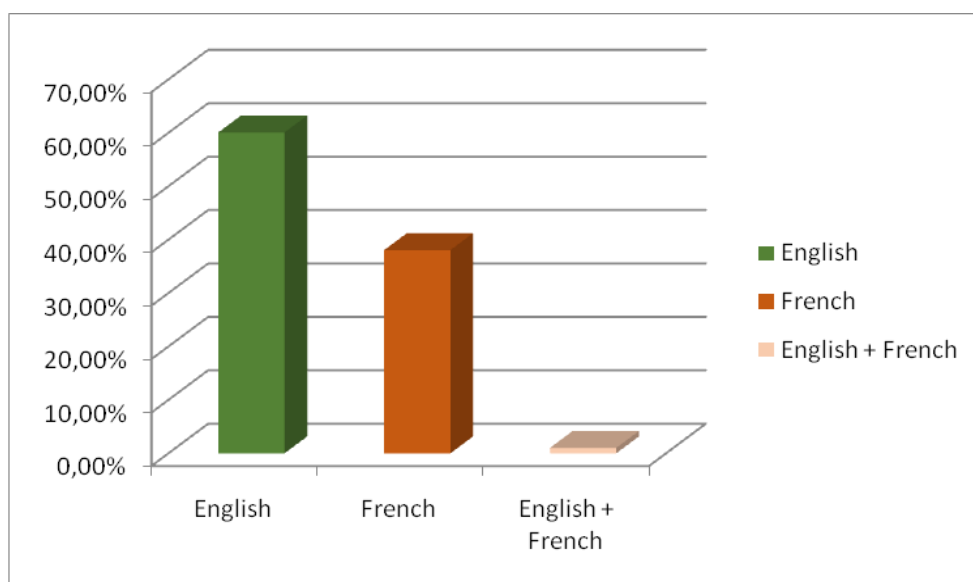
Chart 09: Parents' foreign language choice

Question 12 : Do you think that parents support for their children is important for learning the foreign language early and effectively ?

If your answer is "yes " How will you help your children to learn English?

It should be made clear from the onset that the respondents are not experts in language teaching. Therefore, they provide proposals that they think fit their children to develop good level in English. The majority of respondents who are estimated by (98.94%) express their positive attitude towards the effectiveness of their support .while the minority show their negative view with the percentage of (1.06%). 02 participants provide no response .

Table III. 10. parents ' reflection concerning the effectiveness of their support in learning foreign language

Informants 'answers	Number of parents	Percentage
Yes	93	98.94%
No	01	01.06%
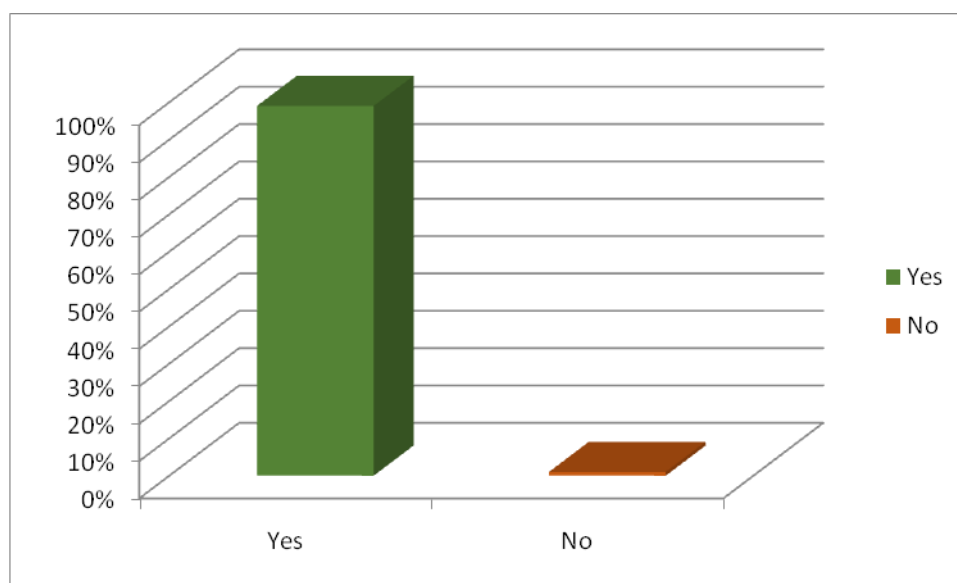
Chart 10: parents ' reflection concerning the effectiveness of their support in learning foreign language

The respondents claim that they will help their children to learn English by:

participant 1:

"بتدريسه إياها بطرق مرحة وأساليب متطورة عبر بعض البرامج المشوقة كما هو الوضع الآن مع أطفالنا الصغار في المنزل"

"By teaching it in Fun ways and sophisticated styles through some exciting programs as it is now with our young children at home"

participant 2:

"من خلال استعمالها في الحياة اليومية وخاصة البيت"

"Through its use in everyday life, especially the home"

"من خلال الألعاب التثقيفية الرسوم الهادفة باللغة المراد تعلمها. ومدارس اللغة الخاصة"

"Through educational games, the instructions are intended in the language to be taught. And private language schools "

participant 4:

"بالنسبة لي أدخل بعض الكلمات الإنجليزية في حياتي اليومية مع أطفالي كما أجعلهم يشاهدون برامج و أغاني الأطفال باللغة الإنجليزية"

"For me, I'm introducing some English words into my daily life with my kids, and i'm making them watch kids' programs and songs in English"

participant 5:

"التعود عليها من صغره من خلال إدراجها في الألعاب ومحاولة تعليمه مبادئها الأساسية وتحفيزه"

"Get used to it from a young age, by including it in games and trying to teach it its basic principles and motivate him"

participant 6:

"بتعليمه أساسيات اللغة مثل الحروف والأرقام وأسماء الحيوانات وغيرها وذلك عن طريق العاب تفاعلية أو أغاني الصغار"

"By teaching him the basics of language such as letters, numbers, animal names, and more This is through interactive games or young songs"

Question 13: Do you think your son's future career depends on his English language mastery?

The intention behind the above question is to know parents perspectives concerning the their child future in relation to English mastery. Positive attitudes were shown by the vast majority of respondents. Since, 86 of them which equals (91.49%) answered by yes. Yet, just 8 participants estimated by (8.51%) answered negatively to the question. 02 respondents give no answer.

Table III.11. Parents ' reflection concerning the importance of English in their children's future career

Respondent's answer	Number of parents	Percentage
Yes	86	91.49%
No	08	08.51%
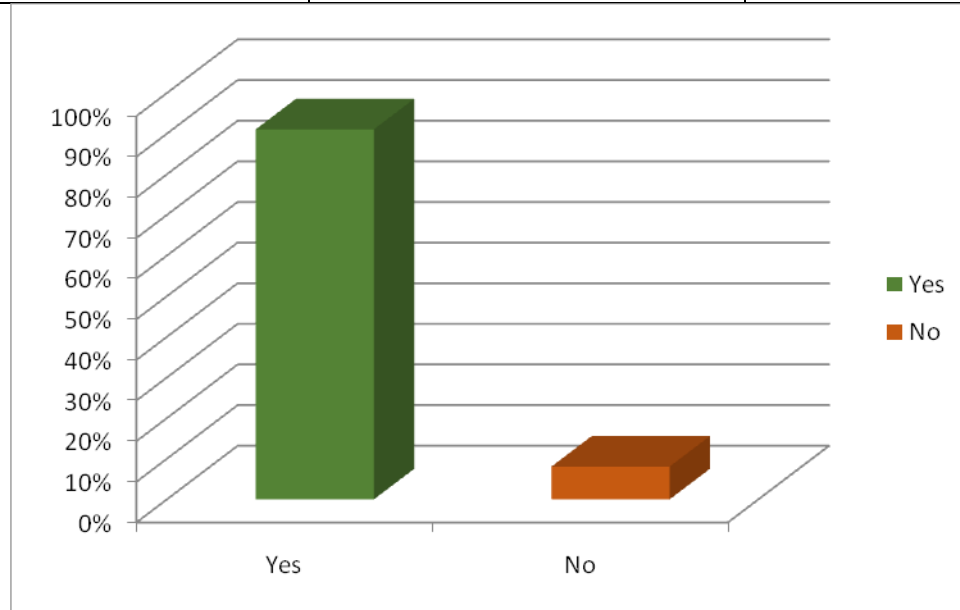
Chart 11: Parents ' reflection concerning the importance of English in their children's future career

Question 14: According to your knowledge, what is the reason for not including the English language in the primary stage yet ?

In this question parents have been asked to recommend some reasons for not including the English language in the primary stage yet. Different answers were provided by them. Here are some suggestions :

Participant 1:

"السر يكمن في الوزارة والساهرين على إعداد البرامج والمناهج من دون استشارة أساتذة ومفتشين اختصاصيين"

"The secret lies in the ministry and those who are going to prepare programs and curricula

Without consulting teachers and inspectors"

Participant 2:

"لأن الجزائر في القدم كانت مستعمرة فرنسية فاللغة الفرنسية كانت ذات أهمية واللغة الانجليزية لغة ثانوية وبقي هذا المفهوم لحد الآن ساريا"

" Because Algeria was once a French colony, French was important and English was a secondary language, and this concept has remained valid until now"

Participant 3:

"لا يوجد سبب منطقي"

"There is no logical reason"

Participant 4:

"سبب سياسي"

"Political reason"

Participant 5 :

"لأنه ليس من السهل إزاحة لغة وإحالة لغة ثانية محلها لان هاذ الشيء يحتاج إلى وقت وبرنامج مكثف وخطة محكمة"

"Because it's not easy to remove a language and refer a second language to its place, because it takes time, an intensive program, and a tight plan"

Participant 6:

"لا أملك أدنى فكرة"

"I have no idea"

Participant 7:

"ممكن بسبب الظروف التي تمر بها البلاد"

"It's possible because of the circumstances the country is going through"

The vast majority of respondents claim that the reason is purely political.

Question 15: If you have any additions or comments regarding the implementation of English in the primary stage, you can freely express your opinion

The closing question was about opinions of parents concerning our topic. 64 out of 96 participants expressed their opinions. Participants' comments; either positive or negative are considered with a great importance since the highest number of responses praised the use of the questionnaire as a tool that provided a chance for parents to feel engaged in the education of their children and valued their opinions. In fact, Many demands for setting English as a school subject in Algerian primary schools were raised. Some of the respondent's' comments are as follows:

Participant 1:

"أتمنى إدراجها في الابتدائي لأنها لغة سهلة ومحبوبة جدا وعقل الطفل سيستوعبها بكل سهولة"

"I wish to implement it in primary because it is an easy language and very much loved and the mind of the child will understand it easily"

Participant 2 :

"أتمنى من كل قلبي إدراجها في الطور الابتدائي لكن الأمر يتطلب وقتا وجهدا إضافة إلى إرادة سياسية من طرف الحكومة الجزائرية"

"I wish from the bottom of my heart to include it in the primary stage, but this requires time and effort in addition to the political will of the Algerian government "

participant 3:

"شكرا على هذا الاستبيان"

"Thank you for this questionnaire"

32 out of 96 participants did not comment on the former intervention.

III.3.Questionnaire' Results Discussion(Q.R.D)

The aims behind parents ' questionnaire were to examine their attitudes towards the implementation of English in the Algerian primary schools instead of delaying its teaching

until the middle school. The aim was also to determine motivations and reasons guiding their attitudes. In addition, to the factors preventing the inclusion of English in the primary cycle in the view of parents. In addition, the following paragraph provide a clear explanation to the questionnaire findings with accordance to the study objectives.

Starting with the first section of the questionnaire, the collected data show that there is great relation between parents 'educational level and their attitudes towards introducing English in primary schools such justification is that parents would be comfortable with foreign languages when they are educated.

The above results revealed that a high majority of Algerian parents have positive attitudes and they support early exposure to English by their children and promote its learning at the primary level. The majority of them expressed their desire to replace French by English and setting the latter as the second language after Arabic language. The results also demonstrate that parents' positive attitudes are guided by a number of reasons. They believe that early foreign language learning develops the child's positive attitudes towards other cultures and it positively affects his/her cognitive abilities. Such attitudes are strongly associated with the international value of English that is used for cross cultural communication and scientific research. Their strong approval show that they are aware of the fact that English is important for their children's educational and professional career.

Moreover, they expressed a belief that in order for early foreign language learning to be successful ; parental and teacher support is needed. Furthermore, they recognized the importance of parents' and teachers ' role in the process of early foreign language learning. In relevance to the research upraised hypothesis; there is an increase of awareness about the importance of English nowadays and that primary education is the appropriate period to meet English exposure and acquisition and in accordance to the questionnaire findings.

Another important item in the questionnaire is the investigation of the various factors affecting the implementation of English in the Algerian primary education, in relation to this item it is noticed that that the majority of respondents share the same point of view ;which is the influence of the political agenda on the foreign language policy. Another explanation by some parents is that it is not easy to remove a language and refer a second language to its place, because it takes time, an intensive program, and a tight plan. In addition to this explanation some respondents justified the failure of the introducing English in primary

school claiming that the recent socio-political and economic conditions do not allow the achievement of this project.

Finally, it is clear that the overall findings of this research confirm the previously mentioned hypotheses of the study, in which positive attitudes are held by the Algerian parents towards exposing their children to English in primary education; in addition, to their awareness concerning the importance of the English language, besides the purely political factors behind the failure of introducing English in primary school.

III.4.Teachers 'Questionnaire

III.4.1.Sample Population

One of the main important elements in the process of the research is the selection of a sample to represents the overall population of a particular community, as regards the present study we had to undertake extensive research on the online platforms and networks that have extensive following from the teachers 'community, as well as, the topics that have been published in relation to teachers' interests, after that the online questionnaire was delivered to 60 middle school teachers using social media groups. The sample was chosen at random and it is based on the consideration that middle school teachers will help to conduct the necessary data that serve the topic. Since they have a significant role in selecting and determining what is the suitable foreign language in the primary stage.

III.4.2.Teachers' Profile

The present questionnaire was delivered to 60 targeted middle school teachers.29 of them are males while females are 31. Besides their ages range between 25 and 40 as regards their academic qualification the majority of them hold a license degree with the percentage of (48,33).

III.4.3.Teachers' Questionnaire Description

The Teacher's questionnaire constitutes of 15 question close ended, open ended and multiple choice questions. The theoretical part of this research is appointed to each item of the questionnaire.

III.5. Analysis of the Results.

The questionnaire results are as follows:

Question 01: **Gender**

As it is shown in the chart and the table there is slight equality between the gender variables in which 31 are females with the estimated percentage (51,67%), in comparison to males who are estimated with the number of 29 that equals (48,33%).

Table III.12 Teachers 'gender

Informants' answers	Number of teachers	Percentage
Male	29	48,33%
Female	31	51,67%
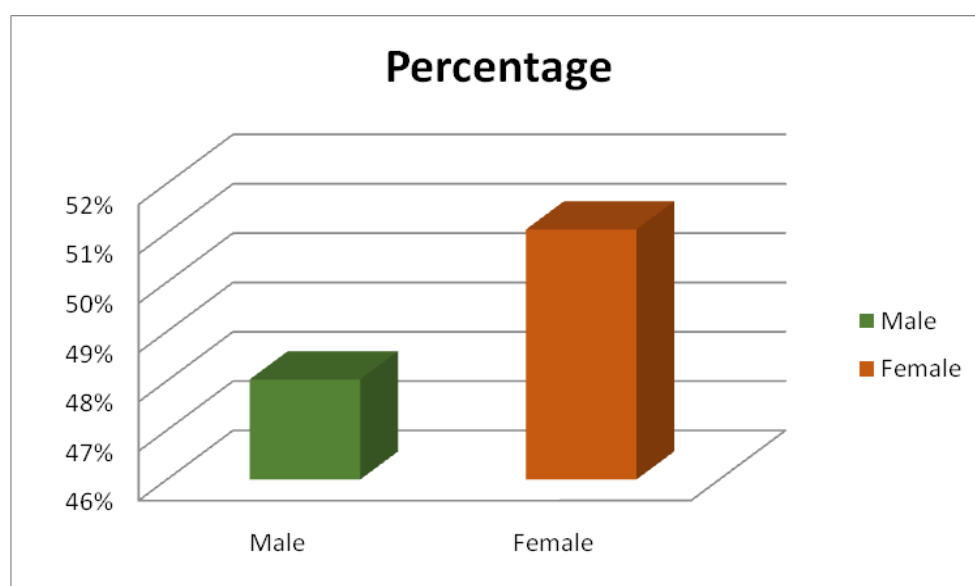
Chart 12 :Teachers 'gender

Question 02 : Age

As the data demonstrate most of the participant ages range between 25 to 30 with the total percentage of (40%), it is also shown that the category of teachers whose age range between 36 to 40 represents (28,33%) in addition to the age range of 31-35 that equals (18,34%), yet only 08 of them have the age range of 40 and above with the estimated percentage of (13,33%). In fact, the above result indicate that the young generation is more interested in teaching than of older generation.

Table III.13.Teacher'age

Informants' answers	Number of teachers	Percentage
25---30	24	40%
31---35	11	18,34%
36---40	17	28,33%
+40	08	13,33%
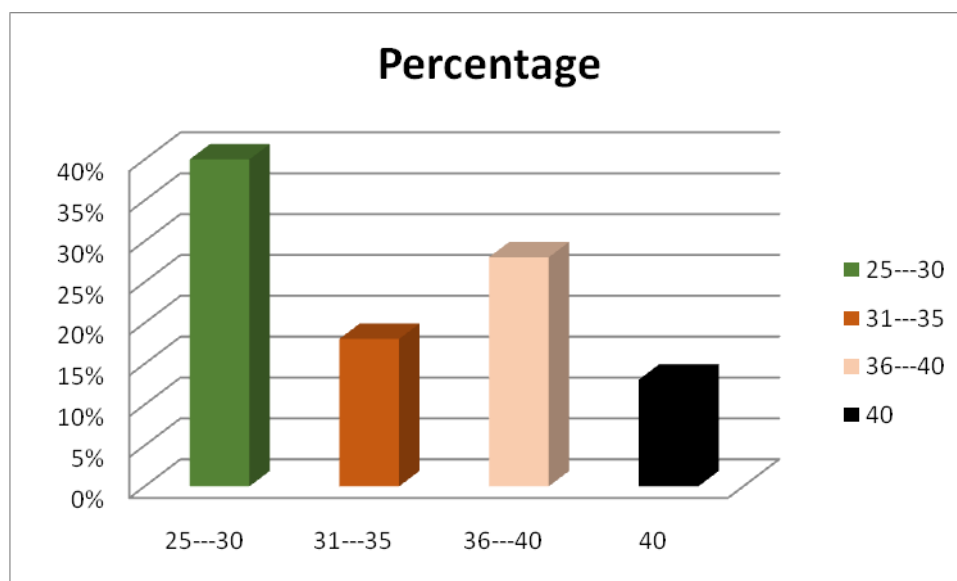
Chart13: Teacher 'age

Question 03 : **Qualification**

The below figure indicate that the majority of teachers hold a license degree with the percentage of (48,33%), and also about (41,67%) of them hold Magister degree, however only 06 of them reported having a doctorate degree which equals (10%).

Table III. 14. Teachers' qualification

Informants' answers	Number of teachers	Percentage
License (B. A.)	29	48,33%
Magister (M.A.)	25	41,67 %
Doctorate (PHD)	06	10%
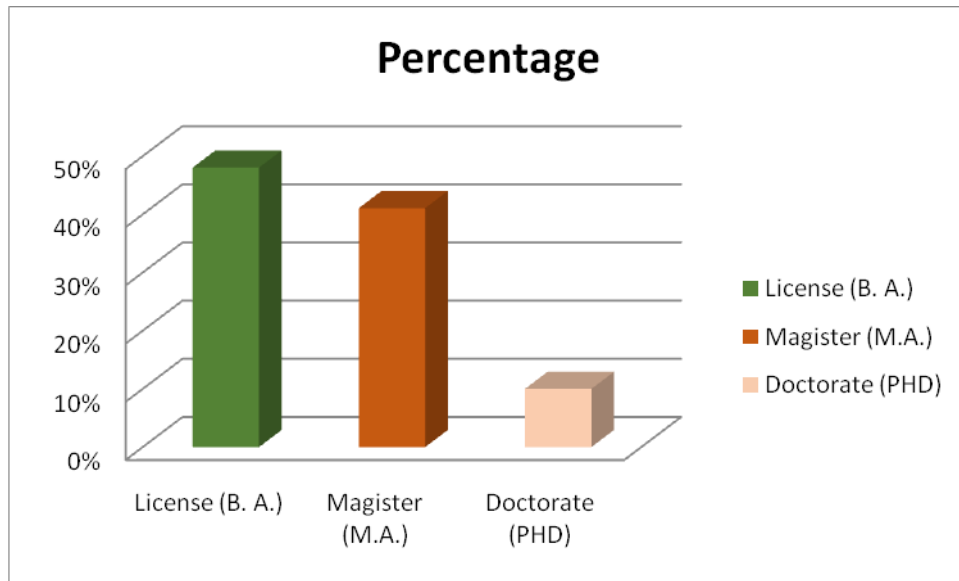
Chart 14: Teachers' qualification

Question 04: In your opinion, why the English language is included in the Algerian schools ?

In response to Question 04, most of those participants indicated that English is present in the educational system due its importance as an international language and its significant presence In the economic and technological market. Whereas one person gave no answer.

Question 05 : Do you think the English curriculum of middle school is effective ?

The following results show that (76,67%) of the respondents respond negatively to the effectiveness of the English curriculum as opposed to the minority (23,33%) Who think that the English curriculum is effective. Besides, when the respondents were required to justify their choices the majority mentioned that the recent curriculum is focused more on the theoretical aspect of the language rather than its practical aspect; that includes the communicative or oral skills. According to the other respondents the curriculum contain helpful lectures that allow the learners to learn the basics.

Table III.15:Teachers'refelction on the effectiveness of the middle school curriculum

Informants' answers	Number of teachers	Percentage
Yes	14	23,33%
No	46	76,67%
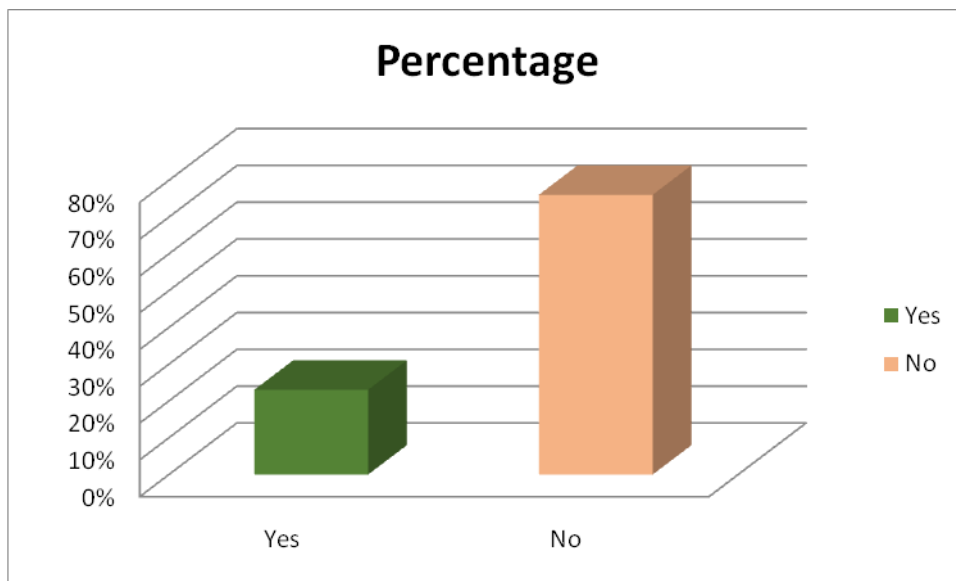
Chart 15 :Teachers'refelction on the effectiveness of the middle school curriculum

Question 06: What do you recommend to improve the quality of the English language curriculum ?

In this question, the respondents have been asked to recommend some solutions in order to enhance the quality of the English at middle schools, as regard most of the participants recommended the necessity to allocate additional hours devoted for English and the shift of focus that should be given to the acquisition of communicative skills rather than receptive skills.

Question 07 : What is your attitude towards learning English at an early stage (8 years and above)?

The pie chart shows that (18,64%) of respondents agree on the learning of English at an early age. Some of them expressed their strong agreement with the percentage of (74,58%) while the minority expressed their disagreement with either disagree (03,39%) or strongly disagree (03,39%) . Finally ,one respondent give no answer.

Table III.16. Degree of teachers 'agreement and disagreement about the early exposure to English

Informants 'answers	Number of teachers	Percentage
Agree	11	18,64%
Strongly Agree	44	74,58%
Disagree	02	03,39%
Strongly Disagree	02	03,39%
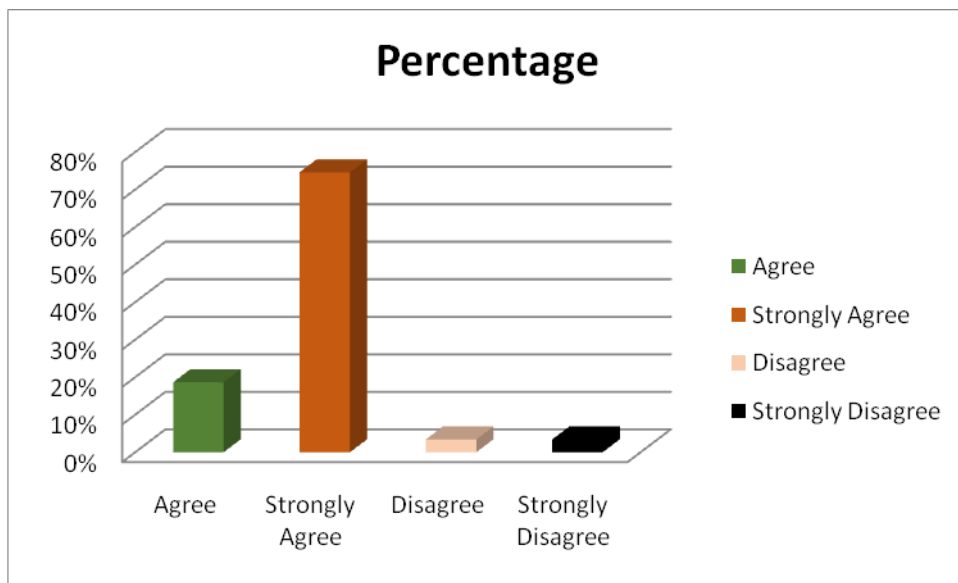
Chart 16: Degree of teachers 'agreement and disagreement about the early exposure to English

Question 08 : Are you for or against teaching English in primary schools ?

This question was addressed to examine teachers attitudes towards the project of implementation English as second language in primary school and as excepted the majority of them hold a positive attitudes towards this project with the total percentage of (96,55%) whereas only (03,45%) of them disagree. Besides, when required to justify their claims the respondents asserted that children have the mental abilities to acquire English easily and rapidly. 02 respondents give no answer.

Table III.17.Teachers 'attitudes towards teaching English at primary schools

Informants 'answers	Number of teachers	Percentage
For	56	96,55%
Against	02	03,45%
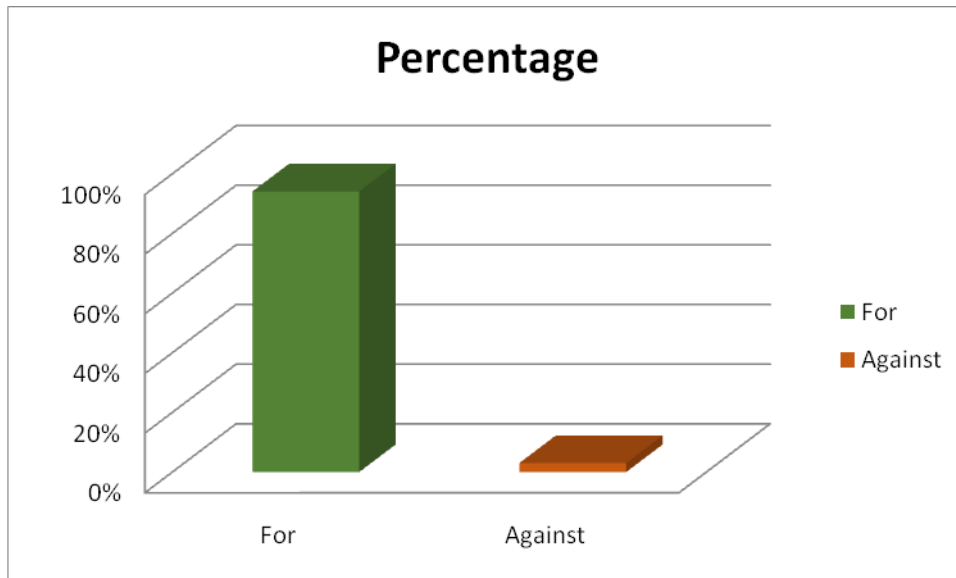
Chart 17:Teachers 'attitudes towards teaching English at primary schools

Question 09: Teaching English and French together for the child in the elementary stage would expose the child to excessive intellectual pressure

This item of the questionnaire questions the effect of exposing children to French and English on their mind, the great majority of the respondents expressed their disagreement on the statement with the estimated percentage of (40%) and about (06,67%) mentioned their strong disagreement. Indeed, about (28,33%) of the informants agree on the statement, whereas only (13,33%) of them Choose to be neutral.

Table III.18.Teachers 'opinions on double early exposure to French and English

Informants 'answers	Number of teachers	Percentage
Strongly Agree	07	11,67%
Agree	17	28,33%
Strongly disagree	04	06,67%
Disagree	24	40%
Neutral	08	13,33%
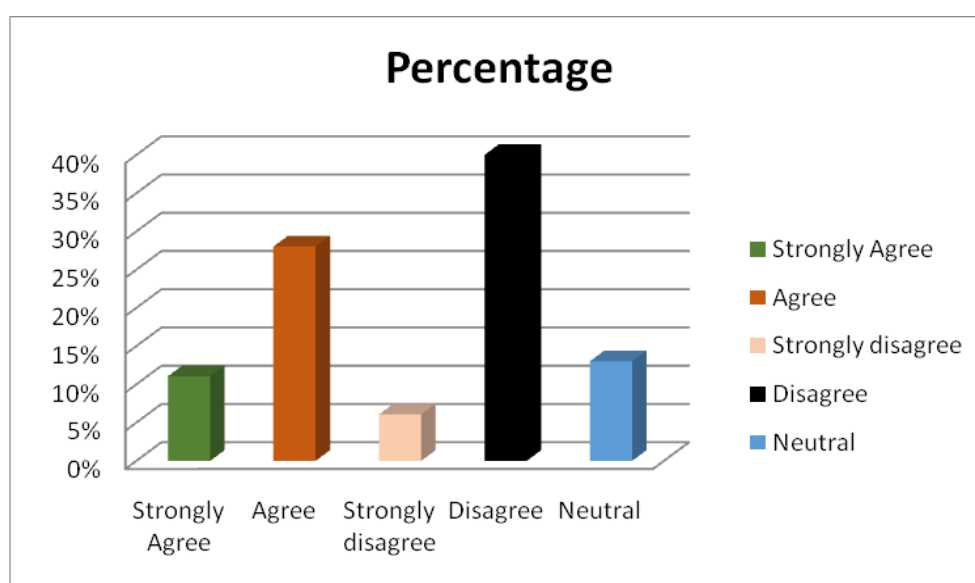
Chart 18 : Teachers 'opinions on double early exposure to French and English

Question 10: In your opinion, the Algerian government failed to include English in the primary school Because of

This question is of prime importance as it is related to the context of our study , from the above figure it can be seen that (92,16%) of the respondents admit that the reasons behind the failure of the Algerian government to introduce English in primary schools are purely political, while the minority opted for the other reasons such as social reasons with the percentage of (05,88%) .Besides, economic reasons with the estimated percentage (01,96%). 09 of them give no answer.

Table III.19.Teachers'reflection on the Algerian government failure to include English in primary schools

Informants 'answers	Number of teachers	Percentage
Political reasons	47	92,16%
Social reasons	03	05,88%
Economic reasons	01	01,96%
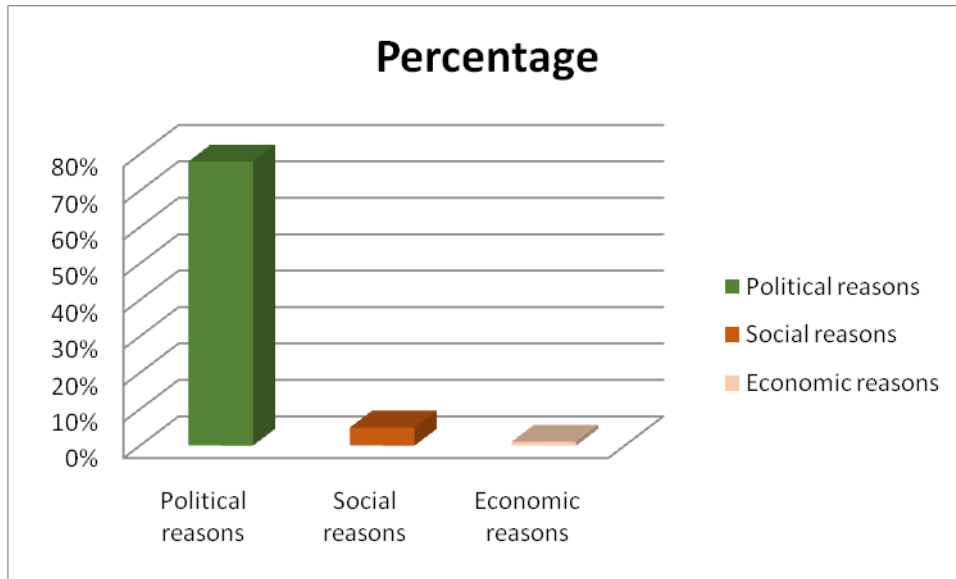
Chart 19: Teachers' reflection on the Algerian government failure to include English in primary schools

Question 11: If you were asked to teach English at primary school would you

This question is designed to measure teachers' attitude towards their participation in the project of promoting English in primary school as expected the great majority expressed their will to teach English at primary school, if they have this offer with the percentage of (94,83%) whereas only (05,17%) mentioned that they would reject this offer . while, 02 of them provide no answer.

Table III.20.Teachers' attitudes towards the offer of teaching English in primary schools

Informants 'answers	Number of teachers	Percentage
Accept	55	94,83%
Reject	03	05,17%
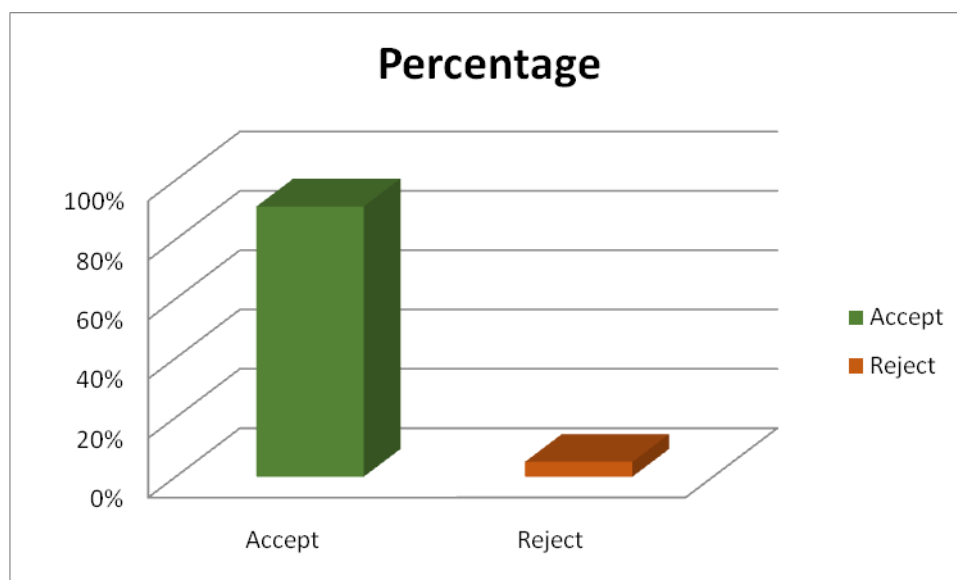
Chart 20: Teachers' attitudes towards the offer of teaching English in primary schools

Question 12: Concerning primary school, are you with teaching English as

This item of questionnaire is concerned with the views of respondents towards the future status of English in the primary education, (75,86%) of informants approve on teaching English as an compulsory subject, however (10,35%) of them believes that it should be taught as an optional subject, while (13,79%) of them opted for the choice of teaching English with equivalence to French.02 informants give no answer.

Table III.21.Teachers' reflection on the future status of English in primary schools

Informants 'answers	Number of teachers	Percentage
A compulsory subject	44	75,86%
An optional subject	06	10,35%
With equivalence to French	08	13,79%
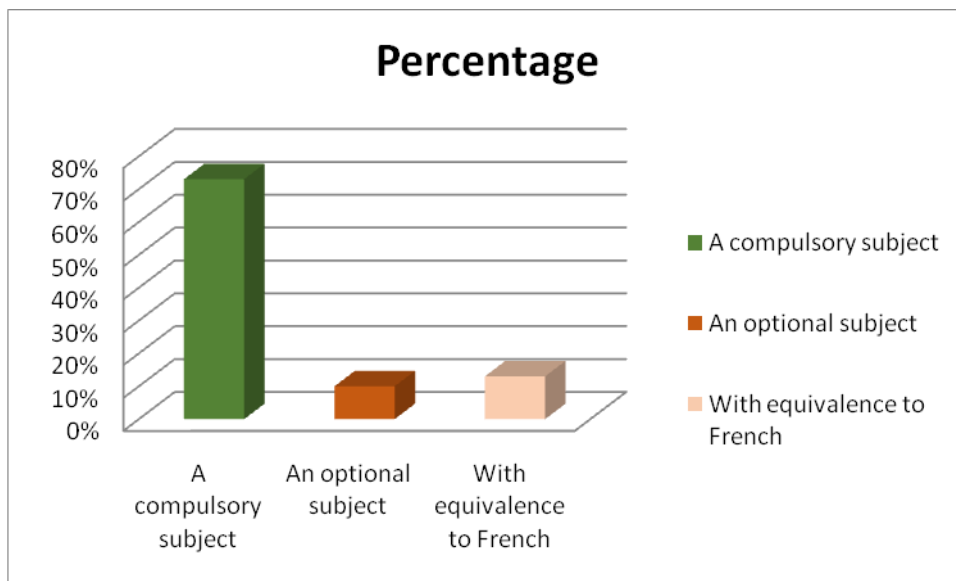
Chart 21.Teachers' reflection on the future status of English in primary schools

Question 13: Do you think the recent socio-political and economic conditions allow to introduce English in primary schools ?

In relation to the previous question this question addresses the readability and existence of appropriate condition to implement English in primary education the majority of the respondents express their satisfaction with the recent socio-political and economic conditions which are required to introduce English with the primary schools according to the supporters of this claim the political ideology and the socio-economic conditions are changing to embrace the use and the promotion of English in primary school. However, others responded negatively because they believe that the political authorities are influenced by the francophone ideology that hinder them from taking such important decision.

Question 14 : What do you recommend to improve the status of English in Algeria ?

This question was designed to explore teachers attitudes and recommendations to raise and improve the status of English in Algeria, indeed they insisted on the extensive promotion that English should get through its implementation in primary school and the formation of teachers in addition to the alternation of the curriculum that needs to conform the Algerian context.

Question 15 : Do you have any further comments about the implementation of English in primary schools ?,and thank you for your assistance for this question When respondents were asked to add any comment about the present study they expressed their positive attitude towards the investigation of this topic.

III.6.Questionnaire Results Discussion (Q.R.D)

Recently, the learning of foreign languages is becoming an important skill that should be acquired by both children and adults as For English, which is the key focus of our study, there is a massive demand to introduce it in the primary education owing to different reasons that this study shows from the obtained results, the primary things that can be noticed is the equality of gender variables which is in fact have no considerable effect on the study results however as in relation to the objectives of the present research. The majority of respondents expressed their positive attitudes towards the inclusion of English in the Algerian primary, owing to its international status and its strong presence in the fields of science and technology.

Moreover, the respondents attitudes were also followed by the major agreement on the early exposure to English which is can explained on the basis of the well-known statement of the earlier foreign language learning starts, the better. That means that exposing children to English would allow them to perform and improve their English level effectively. As regards, the political aspect, most of the respondents mentioned the influence of political ideology on the foreign language policy according to this view the Algerian government remains under the control of the francophone ideology.

Another significant finding of the questionnaire is concerned with the recent position of English in the Algerian system specifically that of middle schools when teachers where asked about the effectiveness of the English curriculum at middle school the majority of them expressed their dissatisfaction towards the English program the reason that the curriculum do not conform to the Algerian context in addition to its extensive focus on the acquisition of grammatical rules rather than focusing on the communicative and oral skills.

III.7. Recommendations

Along with the drawn implications there are some given recommendations that should be taken into consideration, in respect to the curriculum of English at middle schools and the enhancement of the current situation of English which can be seen in the following section.

III.7.1. Recommendations on the Implementation of English in Algeria

It commonly acknowledge that there is strong correlation between the processes of learning and teaching in which both processes can affect each other ;either in a negative or positive way, one of the main observed remarks in the Algerian educational system is that teachers lacks the sufficient training to provide an effective English learning experience for the learners, and thus it has some considerate effect on the motivation of learner a suggested solution to this issue ;is to provide teachers with the sufficient time to improve their level at English which is represented in the training programs that are usually designed by the educational institutions.

*Another important issue in the English curriculum at middle school is the extensive focus on the acquisition of grammatical rules and the acquisition of vocabulary, which is limited to theoretical aspect of the language .Yet, the emphasize should be given to the practical and the communicative aspects of English, that involves the expansion of the time dedicated to the oral sessions.

*The promotion of English should be supported by the political authorities. In fact, the governmental institutions play a significant role on the formulation of languages planning which involves implementing the teaching of English at the primary level. In addition, to the sufficient times and material that should be provided to the teachers' training programs.

*As it is observed parents in Algeria are becoming more interested on exposing their own children to Foreign languages , in fact they should be encouraged to motivate their children learning English through media platforms.

*Parental and teacher support is one of the most essential element that determine the success of early foreign language learning .Parents should motivate and sensitize their children to acquire English at home .

III.8.The Limitation of the Study

The present study has been limited to some restrictions .The first limitation is concerned with the method of data collection ,in which the research work was conducted through the use of limited data instruments such as online questionnaire which is not sufficient to achieve the anticipated aims of the study .The second limitation has to do with the existing resources which means the lack of existing literature on the investigated topic. The third limitation is related to delivery of questionnaire in the sense that questionnaire were published on online platforms without the direct contact with people due to the recent health conditions. Nevertheless, these mentioned limitations cannot, in any case, undermine the credibility of the current research work.

Conclusion

This chapter was devoted for the discussion of findings that were obtained through the use of questionnaire as a method of investigation in order to provide adequate answers to research questions and also to test the validity of the hypotheses.

It was well-observed along the overall study of parents and teachers questionnaire that the majority of the informants agreed on the importance of including English in the Algerian primary schools, owing to the fact that English is considered as the language of international communication ;this factor had a strong effect on the informants attitudes in which on the one hand parents are motivated to support their children learning English and on the other hand teachers are encouraged to teach English at school.

GENERAL

CONCLUSION

General Conclusion:

It is commonly acknowledged that English is widely spread around the world considering its position as a international lingua, which is in fact paves the way to its inclusion in the educational system of every country specifically at the primary education. However, in Algeria it is still not included within the primary school but remains as a secondary foreign language which is taught at middle and secondary schools. Therefore, most researchers and language planners claimed the importance and necessity of altering the current language planning and policy decisions; and plans to comfort to the recent socio-political situation of Algerian and also consider the attitudes of peoples on what concerns the implementation of foreign languages.

In relation to the previous statement, the present study tried to investigate the different factors lying behind the failure of introducing English in primary schools and also attempted to examine the different attitudes held by parents and teachers, towards the exposing Algerian children to English alongside the reasons of their choices. Besides, to answer these questions an online questionnaire was delivered and hence; the data result revealed that the majority of respondents expresses their positive attitudes towards the inclusion of English in primary school. In fact these attitudes were guided by different motive one of them is the popular claim that English is international language and the language of development moreover, the findings of the study indicates the strong influence of political ideology on the foreign language planning specifically the one which related to English.

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APPENDICES

Appendix 1 :

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استبيـــــان

أيها الأولياء الأعزاء،

في إطار التحضير لنيل شهادة الماستر في اللغة الانجليزية تخصص "لسانيات"، يشرفني أن أضع بين أيديكم هذا الاستبيان ، المتضمن لمجموعة من الأسئلة، تخص بحث أكاديمي تحت عنوان "إدراج اللغة الانجليزية كلغة أجنبية ثانية في الطور الابتدائي بين القبول والرفض". تهدف هذه الدراسة لمعرفة موقف الأولياء حول اعتماد هاته اللغة في المدارس الابتدائية. ولاعتبار أنكم تمثلون عينة الدراسة؛ رأيكم مهم لتحقيق الغاية من هذا البحث، وعليه يرجى منكم قراءة الأسئلة والإجابة عنها بصدق.

ضع علامة (×) في الخانة المناسبة:

القسم الأول: المعلومات الشخصية

1.الجنس:

ذكر ☐   أنثى ☐

2.السن :

30---26 ☐   35---31 ☐   40---36 ☐   40+ ☐

3. المستوى الدراسي:

الابتدائي ☐   المتوسط ☐ الثانوي   الجامعي ☐

القسم الثاني: انطباع الأولياء حول اللغات الأجنبية

4.ما هي اللغة التي تستعملها في حياتك اليومية ؟

اللغة العربية ☐   اللغة الفرنسية ☐   اللغة الإنجليزية ☐

5.في رأيك، هل تعلم اللغات الأجنبية أصبح ضروري في الوقت الراهن ؟

نعم ☐   لا ☐

*لماذا ؟ ....

6.إذا أخذنا بعين الاعتبار التغييرات التي يشهدها العالم يوما بعد يوم ، أي لغة تراها مهمة وضرورية في الوقت الحالي ؟ ....

7.ما هو منظورك الشخصي حول اللغة الانجليزية ؟ ....

القسم الثالث: موقف الأولياء فيما يخص تعلم اللغة الانجليزية في سن مبكرة

8. هل لاحظت ميول طفلك لتعلم لغة غير اللغة العربية ؟

</div>

نعم ☐ لا ☐

*ما هي ؟..

9.كلما بدأ تعلم اللغة الأجنبية مبكرا. كان ذلك أفضل.

أوافق بشدة ☐ أوافق ☐ أرفض بشدة ☐ أرفض ☐

10.أنا من أنصار اعتماد اللغة الانجليزية في الطور الابتدائي بدلا من تأخير تدريسها إلى غاية الطور المتوسط

أوافق بشدة ☐ أوافق ☐ أرفض بشدة ☐ أرفض ☐

11.بخصوص اللغات الأجنبية في الطور الابتدائي. أنا مع فكرة تدريس:

الإنجليزية ☐ الفرنسية ☐ الانجليزية+الفرنسية

*من فضلك برر اختيارك..

12.هل تظن أن دعم وتشجيع الوالدين لأبنائهم مهم وفعال لتعلم اللغة الأجنبية مبكرا ؟

نعم ☐ لا ☐

*إن كانت إجابتك نعم ؛ كيف ستشجع ابنك ؟..

13.هل تعتقد أن مستقبل ابنك المهني يعتمد على إتقانه للغة الانجليزية؟

نعم ☐ لا ☐

14.من وجهة نظرك، ما هو سبب عدم إدراج اللغة الانجليزية في الطور الابتدائي لحد الآن ؟

....

15.إن كانت لديك أي إضافة أو تعليق فيما يخص إدراج اللغة الانجليزية في الطور الابتدائي لك كل الحرية...

....

English Translation:

Dear parents,

In preparation for the MA degree in English "Linguistic specialty". I have the honor to place in your hands this questionnaire, which includes a set of questions, pertaining to an academic research entitled " The Implementation of English as a Second Foreign Language In the Algerian Primary Schools Between Acceptance and Refusal ".This study aims to find the attitudes of parents on the adoption of English in primary schools, and considering that you represent the study sample ;your opinions are important to achieve the purpose of this research. Therefore, please read the questions and answer them truthfully.

Put a cross (x) in the suitable box:

Section one: Personal Information

1.Gender

Male ☐   female ☐

2.Age

26---30 ☐   31---35 ☐   36---40 ☐   +40 ☐

3.**Educational level**

Primary ☐   Middle ☐   Secondary ☐   University ☐

Section two : Parent's impression on foreign languages

4.Which language do you use in your daily life?

*Arabic ☐   French ☐   English ☐

5.In your opinion, does learning foreign languages become necessary at the present time ?

Yes ☐   No ☐

*Why ? ……………………………………………………………………………

6. If we take into account the changes that the world is witnessing day after day, what language do you consider important and necessary today ?

……………………………………………………………………………………

7. What is your personal view about English language ?

……………………………………………………………………………………

Section three :Parent's attitudes regarding learning English at an early age

8. Did you notice your child's tendency to learn a language other than Arabic ? What is it ?

If your answer is "yes " what lies behind this importance ? ....

9. The earlier that foreign language learning starts, the better.

Strongly agree ☐   Agree ☐   Strongly disagree ☐   Disagree ☐

10. I am four the teaching in the primary school instead of the delay unite the middle school.

Strongly agree ☐   Agree ☐   Strongly disagree ☐   Disagree ☐

11. Concerning foreign languages in the primary school, I am with the idea of teaching

English ☐   French ☐   English + French ☐

Please justify your choice ....

12. Do you think that parents support for their children is important for learning the foreign language early and effectively ?

Yes ☐   No ☐

*If your answer is "yes " How will you encourage your son ? ....
13. Do you think your son's future career depends on his mastery of the English language ?

....

14. According to your knowledge, what is the reason for not including the English language in the primary stage yet ?

…………………………………………………………………………………

15. If you have any additions or comments regarding the implementation of English in the primary stage, you can freely express your opinion ……………………………………….

Appendix 2 :

Teachers' Questionnaire

Put a cross (X) in the suitable box :

Personal information

1.Gender

Male [ ]   Female [ ]

2.Age

26---30 [ ]   31---35 [ ]   36---40 [ ]   +40 [ ]

3. Qualification:

License (B. A.) [ ]   Magister (M.A.) [ ]   Doctorate (PHD) [ ]

4. In your opinion, why the English language is included in the Algerian schools ?

....

5.Do you think the English curriculum of middle school is effective

....

6.What do you recommend to improve the quality of the English language curriculum

....

7.What is your attitude towards learning English at an early stage (8 years and above)

Agree ☐   Strongly agree ☐   Disagree ☐   Strongly disagree ☐

8. Are you for or against teaching English in primary schools ?

For ☐   Against ☐

9. Teaching English and French together for the child in the elementary stage would expose the child to excessive intellectual pressure

Agree Strongly ☐   Agree ☐   Disagree ☐

Strongly Disagree ☐   Neutral ☐

10.In your opinion, the Algerian goverment failed to include English in the primary School Because of

Political reasons ☐   Social reasons ☐   Economic reasons ☐

11. If you were asked to teach English at primary school would you

Accept ☐   Reject ☐

12. Concerning primary school, are you with teaching English as

A compulsory subject ☐   An optional subject ☐   With equivalence to French ☐

13. Do you think the recent socio-political and economic conditions allow to introduce English in primary schools ?

....

14. What do you recommend to improve the status of English in Algeria ?

....

15.Do you have any further comments about the implementation of English in primary schools ?,and thank you for your assistance

....

ABSTRACT

Subject:

"The implementation of English in Algerian Primary Schools between Acceptance and Refusal"

The present master dissertation aims at examining the attitudes of both parents and teachers towards the implementation of English as a school subject in the Algerian primary schools. It attempts to determine the reasons behind the failure of this project in the Algerian educational system. The study relies on the quantitative method in which data are collected through the use of two online questionnaires, that covered (96) parents and (60) middle school teachers randomly selected. The findings reveal that the majority of the participants hold positive attitudes towards the inclusion of English as a school subject in primary education. Indeed, these attitudes are guided by the present status of English being the dominant language internationally.

Key words:

Implementation - English - primary school- reasons –attitudes.

Résumé

Sujet:

"La mise en œuvre de l'anglais dans les écoles primaires algériennes entre acceptation et refus"

Le présent mémoire de master vise à examiner les attitudes des parents et des enseignants vers la mise en œuvre de l'anglais comme matière scolaire dans les écoles primaires algériennes. Il tente de déterminer les raisons de l'échec de ce projet dans le système éducatif Algérien. L'étude repose sur la méthode quantitative dans laquelle les données sont collectées a l'aide de l'utilisation de deux questionnaires en ligne, qui couvraient (96) les parents et (60) les enseignants du collège sélectionné au hasard. Les résultats révèlent que la majorité des participants ont une attitude positive à l'égard de l'inclusion de l'anglais comme matière scolaire dans l'enseignement primaire. En effet, ces attitudes sont guidées par le fait que l'anglais est actuellement la langue dominante au niveau international.

Mots clés :

Mise en œuvre - Anglais - école primaire –raisons – attitudes.

الملخص

الموضوع :

"إدراج اللغة الإنجليزية في الطور الابتدائي بين القبول و الرفض"

تهدف أطروحة الماستر الحالية إلى دراسة مواقف كل من الآباء والأساتذة نحو إدراج اللغة الإنجليزية كمادة دراسية في المدارس الابتدائية الجزائرية .كما أنها تحاول تحديد أسباب فشل هذا المشروع في النظام التعليمي الجزائري. تعتمد الدراسة على الطريقة الكمية التي تم من خلالها جمع البيانات عبر استخدام استبيانين عبر الإنترنت ، غطيا (96) من الآباء و (60) من أساتذة مدارس المتوسط تم اختيارهم عشوائيا. تكشف النتائج أن غالبية المشاركين لديهم مواقف إيجابية اتجاه إدراج اللغة الإنجليزية كمادة دراسية في التعليم الابتدائي. في الواقع تسترشد هذه المواقف بالوضع الحالي للغة الإنجليزية كونها اللغة المهيمنة دوليا.

الكلمات الرئيسية:
إدراج ـ اللغة الإنجليزية ـ المدرسة الابتدائية ـأسباب – المواقف.