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**Teaching English to Primary School Children in Algeria:
An Evaluation by Parents and Former Pupils.**

The Case of Primary School Children in Private and Public Schools in Jijel

*Dissertation Submitted in Partial fulfillment of the Requirements for a Master degree
in English Language sciences*

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IN THE NAME OF ALLAH, THE MOST COMPASSIONATE,

THE MOST MERCIFUL

ALL THE PRAISE IS DUE TO GOD ALONE, THE SUSTAINER OF ALL THE

WORLDS

Dedication

This work is dedicated to:

The source of our happiness in this life, our mothers and fathers.

Our sisters and brothers whose support and assistance have been extremely important.

Our teachers, all our friends and to all our families .

All the beloved ones .

To all our colleagues.

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Abstract

This piece of research is a descriptive study the aim of which is to identify the reasons behind parents' interest in teaching English to their children at an early age in the Algerian context. It attempts to shed some light on the existing discrepancy between Algeria's language policy and foreign language needs in this country. In order to tackle this issue, a questionnaire and an interview were used as research tools. The questionnaire was used to collect data from a sample of 30 parents who have children (5 to 10 years old) studying English in private schools. The aim is to find out why a significant growing number of parents are encouraging their children to study English at such an early age. The interview was conducted with four subjects, from Jijel University, who studied English in primary schools in the 90's in order to make a retrospective evaluation of the experience of teaching English in the primary public schools from the vintage point of the few pupils themselves in that period. The data analysis revealed that a huge percentage of the studied sample acknowledges the importance of English and strongly agrees that it should be taught in primary schools instead of French. On the other hand, the findings of the interview show that the four subjects believe that studying English in the primary phase was helpful for further acquisition, and argued that it should be reintroduced at least as an alternative first foreign language. On the basis of the results obtained from both the questionnaire and the interview, some pedagogical recommendations have been proposed for the Algerian policy makers and educators who will hopefully take the linguistic needs of the society into consideration and give English a more relevant status by considering its re-introduction to be taught in Algerian primary schools.

List of Abbreviations

- A.A** Algerian Arabic
- A.P** Acquisition planning
- C.A** Classical Arabic
- C.P** Corpus Planning
- E.F.L** English as a lingua franca
- E.F.L** English as foreign Language
- E.G.L** English as a Global Language
- E.P** Education Planning
- E.S.L** English as Second language
- I.C.T** Information and Communications Technologies
- L.E.P** Language Education Planning
- L.E.P** Language in Education Planning
- L.P.P** language planning & policy
- M.S.A** Modern Standard Arabic
- Q** Question
- S.L.A** Second Language Acquisition
- S.P** Status planning
- U.D.M.A** The Democratic Union of the Algerian Manifesto
- %** Percentage

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General Introduction

1. Statement of the Problem
2. The Aim of the Study
3. Hypothesis
4. The Structure of the Study

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1. Statement of the Problem

Language planning and policy is a branch of applied sociolinguistics that studies the implications of political decisions that set up norms with regard to the structure or use of a particular language and/or managing its status within a given society. Language policy has two major domains: corpus planning and status planning. The former is concerned with the efforts to fix or modify the structure of a particular language, whereas the latter is concerned with the attempts to assign different roles for the different languages or varieties of a given language that exist within a society such as deciding on official or national language for a newly independent state. Language acquisition planning is an aspect of language education policy which consists of a government decisions about the foreign languages to be taught in school or through other means. In this regard, two options are, at least theoretically, available to decision makers: a top-down approach and a bottom-up approach. The former is the prevalent type and refers to decision making that occurs at the highest levels of the hierarchy, whereas the latter refers to decisions that start at the grassroots of the society, i.e. by the citizens themselves who are the first concerned with these policies.

The proclamation of national monolingualism, on the principle of “one nation, one state, one language” in a language other than that of the previous colonial power was (and remains) an obvious method of asserting real independence (Spolsky, 2004). Establishing a national language has thus always been a serious challenge facing any newly independent state, and Algeria is no exception. The newly independent republic has had to live up to several challenges simultaneously, one among which is the linguistic one. Algeria, like other countries in the Maghreb, pursued a policy of arabization proclaimed in a constitutional clause establishing Arabic as the only official language.

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Almost half a century later, it is now obvious that Arabic has achieved a more appropriate public use. The linguistic landscape is now overwhelmingly Arabic, but French still holds a special status especially in the administration and university education. This change in public practice; however, has not been without resistance. Part of the French speaking elite has worked vigorously to preserve a domineering role for this language arguing that it should be rather viewed as a spoil of war or “butin de guerre”, to use Kateb Yassin’s exact words. This has led to a bitter latent conflict in the decision- making spheres between the Arabic speaking and the French speaking elite, which might explain the inconsistencies and fluctuations in some language acquisition policies. This latent conflict has led the influential members of both sides once in power to resort to impose their will through the division of undeclared de facto language acquisition policies. A good example of this practice might be the attempt to introduce English as an alternative first foreign language in Algerian primary schools in the nineties of the last century and the quick abandonment of this policy on the ground that it has failed. This swift change; however, was not supported by any sound scientific evaluation of the effectiveness of the pilot project (Djouimaa ,1999) .

This study argues that the ever growing role of English as a lingua franca in higher education as a defining feature of an increasingly globalized world where this language is taking the lead even in former French colonies as well as the growing number of parents who are sending their primary school children to study English in private schools requires us to investigate with some urgency the adequacy of the choice of enhancing the status of French as the first and the sole foreign language in Algerian public schools. Thus, a discrepancy exists between the national language policy and foreign language needs in the country.

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In light of the above, this study seeks to answer the following major questions:

- Why do many Algerian parents encourage their primary school children to study English as a foreign language in private schools?
- Was the first Algerian experience to teach English as the first foreign language in public schools in 1990's successful?

2. The Aim of the Study

The main objective of this piece of research is to shed light on the existing discrepancy between Algeria's official foreign language acquisition policy which still considers French as the first foreign language, on one hand, and the growing needs of society which is opting for English, on the other. In addition to that, the study tries to find out the reasons behind parents' growing interest in English and the motives that push them to make their children learn it at an early age. Furthermore, it attempts to provide a retrospective evaluation of the experience of teaching English in the primary phase in the 90's. Hence, this study can encourage policy makers to adopt a bottom up approach to language planning and hopefully consider the re-introduction of English as the first foreign language to be taught in primary schools as a response to the growing needs of the population in this regard.

3. Hypothesis

Two hypotheses will direct the design and interpretation of the practical part of this dissertation.

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Hypothesis one

We hypothesize that the choice of some parents to teach their primary school level children English in private schools is motivated by their ideological animosity towards French as well as by their low proficiency level in that language.

Hypothesis two:

We hypothesize that the first Algerian experience to teach English as the first foreign language in public schools in 1990's was successful at least from the vintage point of the former pupils who benefited from such education.

4. The Structure of the Study

As far as the organization of the study is concerned, it is structured in two main parts. The first part includes two chapters which deal with the theoretical framework of the study. The second part includes one chapter that is practical in nature.

The first chapter discusses the status of English in the world and the factors behind its rise as a global language. It also sheds light on language planning and policy including the definitions, types, approaches, and how ideology and language policy affect language learning and determine the status of English in both center and periphery countries.

The second chapter is divided into two main parts. The first part deals with the background history of the sociolinguistic situation in Algeria largely focusing on post-independence era and including the language policies prevailing at this time. The second part is designed to talk about English in Algeria. It sheds light on its introduction in public schools with a reference to the experience of teaching it in the 90's in primary schools. It also discusses its status as well as its competition with French. Furthermore, this part deals with the importance of teaching English at an early age as well as the future role this language will play in Algeria.

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The third chapter which is practical in nature includes two sections. The first section presents a full description of the research methodology designed to conduct this piece of research, and the limitations of the study. On the other hand, the second section treats the data collected from the two research instruments used (the parents' questionnaire and the interview). This section also exposes pedagogical recommendations to the policy makers.

Chapter One: English and Language Policy**Introduction**

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Conclusion

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1.1. Introduction

The current chapter will discuss the dominant status of English in the world and the reasons that led to its rise as a lingua franca. The chapter also sheds light on language planning and policy activities along with their types and approaches in addition to their impact on the status of languages and foreign language learning. Furthermore, it provides a clear view about how ideologies and language policies determine the status of English in the world.

1.2. The Status of English in the World

English has become beyond any doubt the global language of the twenty first century. The number of people speaking it is increasing in a tremendous way. According to Crystal (2003) “more than 350 million people around the world speaking English as a first language and more than 430 million speaking it as a second language” (p. 69) . Hence, it became regularly described as the global language and the lingua franca of the contemporary era.

1.2.1. English as a Global Language

Crystal (2003) argued that English has the status of a global language in the sense that it has developed a special role that is recognized in every country, either as an official language or as a language which is given priority in the country’s foreign-language teaching. Indeed, there is no country in the world that does not recognize English at least as a foreign language that should be taught and learnt in educational institutions or even in private schools and colleges. As an instance, both Rwanda and Nigeria gave English an official status along with their mother tongues.

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There are many signs that demonstrate the global position that English has achieved in the 21st century. Fishman (1977) (as cited in Spolsky, 2004) said about the astonishing spread and use of English around the world

The traveler returning to the United States from a vacation trip in Africa, Europe, or Asia is often heard to comment that nearly everyone he met seemed to be able to speak some English. To such impressionist accounts of the ubiquity of English as the world language, one might also add the clearly partisan evaluations of its importance as a lingua franca offered by the promoters of English (p. 77).

What Fishman wanted to state that English is used and found everywhere. If a person travels to a certain country, he will be surprised of the fact that everything is written or communicated in English, from written signs and advertisements, to people using it to give instructions in the streets ,to menus of luxurious restaurants written in English as well.

According to statistics, 86.5% of one billion documents in website in 1999 were written in English; only 2.4% in French, which proves that English became the number one language par excellence. Crystal (2003, p. 85) asserted that “70% out of 160 linguistic journals are published entirely in English”. Furthermore, most scientific articles and literature are written or communicated in English including non-English speaking countries, the fact that oblige sstudents, teachers, and researchers around the world to reach a high level of proficiency in English in order to pursue their studies and researches.

1.2.3. English as a Lingua Franca

Lingua franca is a term that refers to the use of a common language between speakers who have different mother tongues. In recent years, the term 'English as a lingua franca' (ELF) has emerged as a way of referring to communication in English between speakers with different first languages and mother tongues. Firth (1996, p. 201) defined ELF as a "contact language between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication". Seidlhofer (2001) argued also that ELF is "an additionally acquired language system which serves as a common means of communication for speakers of different first languages" (p. 146). The growth of international contact paved the way for the adoption of a common language for communication and English was this language.

The number of people who use ELF in the world has reached a critical threshold. Everybody uses English, whether for normal communication, or to do business, or even to ask for information. According to Crystal (2003) most ELF communications and interactions take place among non-native speakers of English which outnumber its native speakers. For instance, when two foreigners meet in a certain country, or when a German businessman and a Japanese director meet, or even when there is a conversation on the internet between foreign speakers, English is always used as their common language for communication. Phillipson (2008) suggested that when a language such as English is defined as a lingua franca, it generally seems to imply that the language is a neutral instrument for 'international' communication between speakers who do not share a mother tongue.

English is also used as a lingua franca in debates, meetings, and important conferences that

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take place in official organizations and international bodies such as, The United Nations, UNESCO, and The World Bank (Spolsky, 2004). Furthermore, leaders and officials of various countries adopt English as a common language to facilitate communication between them.

Nowadays, it can't be denied that English functions as a global lingua franca, used as an international communication tool by people who became aware of its importance and its crucial role for the communication with the entire world. Burchfield (1985) stated in this regard that "English has become a lingua franca to the point that any literate educated person is in a very sense deprived if he does not know English" (as cited in Phillipson, 1992).

1.2.4. English as the Most Taught Foreign Language

English as a foreign language or EFL refers to the use of English by speakers who have different native mother tongues. EFL is usually taught in countries where English is not commonly spoken or widely used by the population. To distinguish between Second Language and Foreign Language, The Collins Dictionary (2003) defines Second Language as the language that a person learns after his or her native language, and Foreign Language as a language that is used in a country other than one's native country.

Due to the growing power and influence of English, most countries around the world teach it as a second or as a foreign language which made it the most taught foreign language in the world. Crystal (2003, p. 5) asserted that "English is now the language most widely taught as a foreign language -in over 100 countries, such as China ,Russia ,Germany, Spain, Egypt and Brazil - and in most of these countries it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process."

The demand for ELT has exploded in Asia and most European countries as well as African and Arab countries. Hundreds of thousands of non-native speakers are learning English in Britain

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and the United States as well as other countries. The emergence of English as a global and a dominant language obliged governments around the world to invest efforts and money to teach it as a foreign or second language, and obliged people to invest energy and time to learn it. In Europe for example, English is given a very special consideration as it is taught in state and public schools, universities, as well as private schools as a second or foreign language in most European countries. The report of the European commission (2012) states that “ English is studied most often in the European Union, and the perception of the usefulness of foreign languages among Europeans is 67 percent in favor of English ahead of 17 percent for German and 16 percent for French.”

According to Berns (2007) throughout Europe, English has traditionally been taught as a foreign language. However, it functions as a second language by serving as a language of wider communication and has become the most common means of communication among speakers of the various European languages and language varieties. This shows that Europeans acknowledge the importance and usefulness of English and realize that learning it will give them an advantage in their professional careers as well as their social lives. Today, English language teaching certainly is, as Pennycook (1994) put it “not only good for business but also good business itself” (as cited in Spolsky, 2004).

1.3. The Causes of the Global Dominance of the English Language

There are many reasons behind the rise of English not only as a dominant language but also as a lingua franca in the modern world. One of these reasons has to do with economic and political dominance of certain countries. As it is suggested in Crystal’s work (2003), a language is accepted from outside the community because of the political, economic, or religious influence of

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a foreign power. In other words, the reason why English has reached this status is directly related to the political and economical power of the United States of America and Great Britain in addition to other factors.

1.3.1. The Role of Great Britain

English, for various reasons, primarily due to British rule in the many parts of the world, has emerged as the popular *lingua franca*. The spread of the British Empire at the time led to the spread of English in British former colonies which resulted in the settlements of English speakers in many parts of the world and consequently increased the number of its speakers. Some of these countries are India, Canada, Australia, New Zealand, and many African colonies. According to Spolsky (2004) in the core English speaking countries like Australia, New Zealand and much of Canada, the English-speaking immigrants began during the nineteenth century to outnumber and easily dominate both autochthonous inhabitants and immigrants speaking other languages. As a consequence, a change in school language policy took place in these countries making English the dominant language in almost all aspects of life.

The industrial revolution in Britain played also an important role in the spread of English through the production of industrial machinery and technological devices which were accessible via the medium of the English language. Graddol (1997) pointed out that the position of English in the world today is thus the joint outcome of Britain's colonial expansion and the more recent activity of the U.S.

1.3.2. The Role of the United States

According to Crystal (2003) the reason why a language becomes a global language has little to

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do with the number of people speaking it, it has much more to do with who those speakers are. Indeed, the status of a language is always related to the status of the people speaking that language. That is to say, the rapid growth and spread of English all over the world wouldn't be possible without the rise of the United States as a political and economical superpower. Crystal further elaborate that "A language has traditionally become an international language for one chief reason: the power of its people - especially their political and military power" (p.9).

It is undeniable that the U.S.A has the most productive and the most powerful economy in the world. Moreover, it remains the most innovative technological nation because most industrial, technological, and medical inventions take place there. According to Graddol (1997) English is acting as the vulgate of American power and of Anglo-American technology and finance.

The explosion of the American media and communication facilities which promoted the American Culture through the Television, internet, movies, books, and advertisements had also played an important role in the spread of English; likewise, the massive presence of U.S companies, military bases, economic and social organizations around the world exposing people who otherwise had no foreign contact to English. Thus, the role of the U.S.A has helped ensure that the language is not only at the forefront of scientific and technical knowledge, but also leads consumer culture (Graddol, 1997).

1.3.3. A Convenient Era

The critical period in which English has flourished is a very important factor that led to its expansion and use as a global language. The rise of English came in parallel with technological developments beginning to spread and operate at a universal level. The current era is witnessing a revolution in the communication field as the Internet, face book, media, press, in addition to

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music and movies industries which are widely spread all over the world.

According to Crystal when new technologies brought new linguistic opportunities, English emerged as a first-rank language which affected all aspects of society –the press, advertising, broadcasting, motion pictures, transport and communications (2003). For instance, English was the language in which the system of telegraph was developed. As a consequence, it became the international language of all telegraph operators. Thus, most technological inventions and devices require a minimum knowledge of English to use them or have access to them. Crystal (2003) concluded that “Any language at the centre of an international economic and technological explosion would suddenly have found itself with a global status and English apparently was in the right place at the right time” (p.10).

1.4. Language Planning and Policy

Language planning and policy (LPP) is an issue of critical importance. LPP consists of activities that can be done to revitalize, reform, standardize, spread, or maintain a certain language which form the identity and identify the future of the whole nation.

1.4.1 Definition of Language Policy

Language policy refers to “the formulation of laws, regulations and official positions regarding language usage and the allocation of linguistic resources by some government or other political organization” (Orman, 2008, p. 39). In other words, it can be defined as set of policies that a certain country adopts in order to protect, promote, encourage or discourage the use of a certain language.

Spolsky (2004) argued that language policy or management refers to the formulation and

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proclamation of an explicit plan or policy, usually but not necessarily written in a formal document about language use.

In a multilingual society, the language policy is designed to favor one language as the official language as well as to regulate the use of the other languages. This has to do with determining which languages should be taught, how, and at which level.

Language policy decisions are generally made by governments, ministries of education, and official institutions around the world. Most of the times, these policies have specific goals and aims to accomplish. They can be done to officialize a certain language, or to ban another from use, or to preserve and maintain another one (Spolsky, 1998). The decision to introduce the English language to be studied as a second language in primary schools during the 90's in Algeria by the Ministry of education at the time is an example of a language policy decision.

1.4.2. Definition of Language Planning

Haugen (1950) (as cited in Mesthrie, 2000) was the first to coin this term and he defined it as all conscious efforts that aim at changing the linguistics behavior of a speech community. That is to say, it is a strategic and calculated language change that is made to fix certain linguistic issues or make particular reforms. As a result, it will either encourage or dissuade people from speaking a particular language.

Language policy and language planning are two related concepts; they are two sides of the same coin. Indeed, language policy is sometimes used interchangeably with language planning. According to Mesthrie et al (2000) (as cited in Nicolle, 2014, p. 1) language policy refers to “the more general linguistic, political and social goals underlying the actual language planning process.” In other words, language policy is concerned with making political decisions and introducing laws developed by governments or other authorities, while language planning is the

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process that aims to control the use, status, and structure of the language. It is implemented by planners that have a certain linguistic expertise such as linguists, teachers, educators, and sociolinguists. That is to say, language planning is the implementation of language policy.

An interesting example of L.P.P is the Algerian government's move in 1976 to start the Arabization policy which is considered as a language policy decision. On the other hand, the implementation of this decision is a language planning activity.

Language planning and policy are closely related, since policy is always used to influence language use, form, structure, and status which consequently promote systematic linguistic change within a speech community.

1.5. Types of Language Planning

Generally, language planning and language policy can be assigned three major activities: Status planning, Corpus planning, and Acquisition planning.

1.5.2. Status Planning

Status planning (SP) refers to setting up laws and norms that aim to regulate the use of a certain language and determines which languages to use and in which field or domain (Spolsky, 1998). That is to say, S.P is directly concerned with the social standing of a certain language, it can be demonstrated through a political decision to make a language the official language in education, administration, media, as well as various governmental functions (legislative, executive and juridical), or a decision to prohibit the use of this language in official settings.

According to Kaplan & Baldauf (1997) SP represents the social concerns and social implementation of language planning. For instance, making both French and Arabic the official languages of the media in Algeria. Another example of S P in Quebec, where the official status of French determines its use in signs and in education (Spolsky, 1998).

1.5.1. Corpus Planning

Corpus planning is a procedure that is concerned with all the changes of the language elements that aim to bring about its structure. Cooper (1989) elaborated that “C.P refers to activities such as coining new terms, reforming spelling, and adopting a new script, in addition to the creation of new forms, the modification of old ones, or the selection from alternative forms in a spoken or written code” (p. 31).

Spolsky (1998) argued that once a language is fixed as appropriate for use in a particular situation, any effort to fix or modify its structure is called corpus planning.

According to Ferguson (1964) (as cited in Benyelles, 2011, p. 27) C.P involves the three sub processes that are mentioned below:

- a. Graphisation: refers to the development of a writing system.
- b. Standardization: prescription of norms of usage.
- c. Modernization: expansion of the vocabulary through the elimination of out-dated terms and the introduction of new technical terms.

For instance, the procedure of designing an orthography, creating new words, publishing books and dictionaries that was taken by the state of Israel in order to help revitalize the Hebrew language is a C.P activity.

1.5.3. Acquisition Planning

It refers to the implementation of a strategy or a policy that aims at increasing the use and users of a language through language teaching and learning. According to Spolsky (1998) acquisition planning takes place when the government decides which foreign languages are to be taught in school or through other means.

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However, the following conditions are necessary: “the language must have an accepted writing system, basic teaching and reading material must be available in the language; there must be teachers who can speak, read and write it” (Bowers, 1998) (as cited in Benyelles, 2011, p. 28).

1.6. Language Policy and Planning in Education

Language planning and policy are considered to be an important element in the nation-state model for language teaching and learning since it is frequently used to bring about major changes in educational systems around the world.

1.6.1. Language In-Education Planning

Language education planning or language in-education planning is a branch of language policy. Lambert (1999) maintained that LEP is concerned with the organization of language teaching within the formal educational system and aims at enhancing the student's competence in a certain language (as cited in Hu, 2007, p. 11).

Language in-Education planning aims at reinforcing or implementing language policy for the state as a whole. In this respect Hartshorne (1987) points out that

Language policies are highly charged political issues and seldom if ever decided on educational grounds alone... this is particularly true of the experience of bilingual and multilingual countries, where decisions on language in education have to do with issues of political dominance, the protection of the power structure, the preservation of privilege. (as cited in Benyelles, 2011, p. 39).

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Acquisition planning and language education planning are closely related items and sometimes they are used interchangeably. However, L.E.P is more concerned with the decisions that are made on the educational level. Kaplan and Badaulf (1997) argued in this sense that language-in-education planning affects only one sector of the society which is the educational sector. They further elaborated that the education sector needs to understand what languages are desirable in the repertoire of speakers in the community and for what purposes those languages will be used.

1.6.2. English and Language Education Policy

In the past, teaching the national standard language to people in schools was the main concern of the educational systems around the world. Nowadays; most countries, educators, and policy makers are focusing on teaching the most useful foreign languages, particularly English, because of its relevant status. Spolsky (2004, p. 76) maintained that "English it is generally agreed, is today in a stronger position in the world not just than any contemporary language but also than any other historical language."

Because of the indisputable position that English is occupying, its importance has literally obliged governments and ministries of education around the world with pressure from societies and educators to set up language policy and planning decisions in order to introduce it either as a second or as a foreign language to be taught in schools and universities. Spolsky (2004) pointed out that it is common to teach at least one foreign language, usually a major international language, and increasingly, English as the principal language of the globalized world.

Indeed, English has become the principal foreign language specified in most programs of universities, junior colleges, vocational schools and even private schools. Thus, for many students around the world, the phrase "foreign language" automatically means "English".

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According to Crystal (2004) since the 1960s, English has become the normal medium of instruction in higher education for many countries – and is increasingly used in several where the language has no official status. Most universities nowadays are teaching different courses and subjects in English because the majority of scientific articles, literature books and information related to these courses are written in English.

Graddol (1997) asserted that "the number of people learning English has in recent years risen rapidly. This, in part, reflects changes in public policy, such as lowering the age at which English is taught in schools" (p. 11). For instance, in Ghana, the ministry of education decided that the use of the vernacular in the first three school years should be abandoned and English used instead (Spolsky, 2004).

The Algerian government followed this path too and instituted English in the curriculum of its educational system. According to Benrabah (2014, p. 50) "the Algerian government taught English as the secondary mandatory foreign language for students beginning in the fourth grade in the middle school cycle, from the end 1970's to the early 1990's, then it was introduced in primary schools as a competitor to French in September 1993". Hence, this shows the heavy weight and influence that English has, and how its high status as an international language can have an impact on language education policies around the world.

1.7. Approaches to Language Planning

There are contrastive approaches to language planning: The top down approach and the bottom up approach. Governments that get engaged in education planning activities often adopt one of these two approaches. It is worthy to note that the approach a country adopts to formulate foreign language policies is closely associated with its political and educational system.

1.7.1. Top down Approach

Top down language planning is prescribed and carried out by the government, without any type of consultation with the affected population (Kaplan, 1989). Top down approach to language planning is prevalent in most countries. However, it can be harmful because governments and policy makers do not take into consideration voices from society or their foreign language needs.

According to Kaplan and Baldauf (1997) “most of the participants in top down language planning are people with power and authority who make language related decisions for groups, often with little or no consultation with the ultimate language learners and users” (p. 196).

An interesting example was suggested by Sajavarra (1997) as she pointed out that the new Israeli LEP adopted a top down approach “without the consideration of the wishes, aspirations, and especially the realities of those affected by it.” She further concluded that it is an “undemocratic” and “unethical” practice (as cited in Hu, 2007).

kaplan and Baldauf (1997) stated another example of top down planning that took place in Malaysia, where there was a strict and rapid implementation of a national language policy, based on the belief that, if the status of the Malay language was not upgraded, the political and economic status of Malays would never improve and national cohesion would not be achieved. They further elaborated that as a consequence of such a top down approach which gave so much importance to the national language, English standards has declined for a certain time in society.

The participants who are engaged in top down language planning activities are generally people in the governments in addition to linguists and educators. Kaplan & Baldauf (1997) added in this regard that “language planning participants can include politicians, powerful community

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leaders, bureaucrats, consultants, language experts, education planners and administrators” (p.198).

1.7.2. Bottom up Approach

It is a grass-root level type of planning and originates in the needs identified among the population which requires the policy makers to make an analysis of the economic, social and political factors that give rise to an issue emerging on the policy agenda (Kaplan, 1989). In other words, when carrying this activity, the governments and policy makers consult with the population and take their needs and aspirations into account before implementing any kind of language planning decisions. Kaplan (1989) added that although bottom-up planning is more time consuming and more costly to design, it is better for solving problems than the top down approach.

An interesting example of the bottom up approach was given by Kaplan and Baldauf (1997) who stated that the introduction of the Sindhi language for use in education in Pakistan was planned in 1973 as a consequence of regional political disturbances focused mainly against Punjabis. In order to bring about political calm in the province, the authorities decided to introduce Sindhi as an educational language in the province. That is to say, the introduction of the language came as a result of the population movement and as a response to their needs.

In order for the process of policy making to be successful, it should adopt a bottom up approach. It should also be based on a needs analysis and take into account both the linguistic situation of society as a whole, as well as the needs of the learners and users of the language.

1.8. Ideology and Language Policy

Van Dijk defined Ideology as the shared frameworks of social beliefs that organize and coordinate the social interpretations and practices of groups and their members (as cited in Ricento, 2013). In most states, there are many ideologies, just as there are a number of speech communities; one is commonly dominant and adheres most of the times to one dominant language.

1.8.1. Relationship between Ideology and language Policy

There is a clear link between ideologies which comprises beliefs, values and politics and the shaping of language policies in diverse settings with different speech communities.

According to Spolsky (2004) the members of a speech community share a general set of beliefs about appropriate language practices, sometimes forming a consensual ideology, which can be a basis for a management policy that can be intended to confirm or modify them. That is to say, language ideology or beliefs designate a speech community's consensus on what value to apply to each of the language variables or named language varieties, forming by that certain basis of language policies.

Ricento (2000) argued that ideologies of language are linked to other ideologies that can influence and constrain the development of language policies. He elaborated with an example, in contemporary Sri Lankan political discourse, where the use of English is associated with an ideology of internationalism and cultural pluralism in opposition to the more conservative authoritarian interests that promote a policy of "pure Tamil" for the purpose of establishing a separate Tamil state in Sri Lanka. Thus, ideologies inform and shape political decisions, even though formal planned language policies do not always achieve their aims and objectives.

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It is worthy to note that language planning and policy activities do not necessarily match with the general ideology of a certain speech community. Spolsky (2004) asserted that language-management efforts may go beyond or contradict the set of beliefs and values that underlie a community's use of language, and the actual practice of language use. In other words, there could be a discrepancy between the prevailing ideology within a speech community and language planning efforts. For instance, in North African countries, where there is a growing interest in learning and teaching English which is the dominant language in the world, all language policy activities in these countries favor the French language because of historical, political and economical reasons and one of them is the fact that French is the language of the colonizer.

1.8.2. Ideology of English Monolingualism

Monolingualism refers to a situation where you are able to speak only one single language. It can also be expressed through a language policy which enforces an official or a national language over other languages.

Ricento (2000) argued that western ideology claims that monolingualism is necessary for social and economic development as well as for modernization and equality. As a consequence, language policy and planning activities taken in many underdeveloped countries have a tendency to favor one dominant language at the expense of other languages, and this language can be the dominant language or even the language of the colonizer.

As Phillipson (1992) suggests, in some cases language policy is responsible for monolingualism. He provided an example of the Colonial policy in Ireland which involved the imposition of English as a dominant language, and the relegation of the Irish language from the early 16th century. He called it 'linguicidal' policy, referring to the act of imposing one language for the whole population ignoring their needs, language rights, and aspirations. In other words,

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the ideology of monolingualism excludes minority languages and linguistic diversity, alienating by that bilingualism and multilingualism within speech communities.

Wiley and Lukes (1996) noted that the ideology of monolingualism sees language diversity as a consequence of immigration. In other words, language diversity is viewed as imported (as cited in Ricento, 2013). Therefore, in many countries such as the USA, there is an ideology that favors a monolingual English speaking community, excluding all the minority languages from consideration. Ricento (2000) maintained in this regard that ideologies that are related to English are imposed on, received by, or appropriated by users of English around the world.

Furthermore, Heath and Mandabach (1983) pointed out that in the late nineteenth century there was a strong tendency in the USA towards the promotion of a monolingual policy and an English only policy was institutionalized though not legalized (as cited in Phillipson, 1992). Indeed, the English only movement policy attempts to institute English as the sole and official language of the United States and contend that the American identity, culture, and unity can only be maintained through the English language.

The proponents of monolingualism and multilingualism have different perspectives with regard to these two contrasting ideologies. Pattanayk 1986 argued in this sense that

From a predominantly monolingual point of view, many languages are a nuisance, as their acquisition is considered a burden. They are uneconomic and politically untenable. Even translation services are computed to be more economical than use of an additional language. In the case of multilingual countries the reverse is the case. For them Restrictions in the choice of languages are nuisance, and one language is not

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only uneconomic, but it is politically untenable and socially absurd (as cited in Phillipson, 1998, p. 88).

Pennycook (1998) argued in this regard that monolingual ideologies and movements are forms of linguistic imperialism, and people have a basic linguistic right to education and use of their first languages (as cited in Ricento, 2000).

1.8.3. English and Language Policy in Center Countries

The center countries or core countries are the developed countries that have economic, political and military power. They possess the ability to control and exploit the less developed periphery countries. According to Ricento (2000) newly independent states found themselves in some ways more dependent on their former colonial masters than they had been during the colonial era.

There are many Center countries where English is the first, official and dominant language and where the majority of native speakers use it as their mother tongue, such as the U.S.A, Britain, Australia, and Canada.

According to Phillipson (1992) the dominance of English in center countries was at the expense of other languages. He elaborated with an example in Great Britain where the official language policy there opted for the consolidation and reinforcement of English on behalf of other minority languages such as the Welsh language. Thus, language policy activities are often used to foster and enhance the dominant language, in this case English, and isolate other languages. Such a top down policy can have subversive effects which lead to the death of minority and weak languages.

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It is worthy to note that some of the core countries adopted and formulated some language policy decisions to encourage bilingualism and multilingualism that take into account the languages of minority and ethnic groups .For instance, in New Zealand, steps have been taken to formulate a national language policy that gives the rights to all New Zealanders, of whatever linguistic origins to have access to both English and Maori which were given an official status in the country (Phillipson, 1992).

1.8.4. English and Language Policy in Periphery Countries

The periphery countries are countries which have weak state institutions and poor education and health system. These countries are most of the times dependent and exploited by the more developed core countries.

English was spread and extended to the periphery countries because of British colonialism, revolutions in technology and communication, in addition to the power and influence of the United States of America. These countries use English either as an international link language such as Japan and Scandinavia or they are countries where English was imposed on the population during colonial times such as India and Nigeria (Phillipson, 1992).

In periphery countries, language policies often allocate for English the status of a second language (ESL) or of a foreign language (EFL). Phillipson (1992) stated an example where there was a shift in education policy in the Nordic countries. He argued that the status of English was shifting from a foreign language to a second language, and it was given much more importance in education where textbooks written in English are used in virtually all university degree programs, making it a necessary professional skill. He concluded that English can be regarded as a second

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language rather than a foreign language in the Nordic countries.

It is quite clear that the dominance of European languages, especially English and French, is still present in most of the periphery countries and former French and British colonies. In many African countries, language policy decisions favor the use of languages of the colonizer especially in schools. For instance, in Tanzania English is still favored in secondary and higher education. The reasons behind such decisions are most of the time political, historical and economical. In other words, most periphery countries are economically dependent and politically related to former colonizers. As a result, language planning and policies in these countries are directly affected by these reasons.

Spolsky (2004) pointed out that many scholars in underdeveloped countries believe that copying western language planning models can be very harmful to speech communities in these countries. That is to say, such a top down approach in the periphery countries leave many people feel handicapped because of their low level of the chosen language, whether it is English or French.

It is undeniable that English with its global status puts a heavy weight on policy makers and government in the periphery countries, as Phillipson (1992) pointed out that the importance of English in African and Asian periphery countries is twofold, in that its role internally is very important and externally is crucial for communication with the outside world. However, according to him, it needs to be seen as one language in a multilingual framework, both internationally and within each core-English speaking country.

Conclusion

The current chapter has discussed the status of English in the world and the factors behind its rise. It has also put light on language policy along with its types and approaches. In addition to that, it has highlighted how LPP can forge and determine the status of foreign languages in education and within speech communities and how language planning decisions can be related to certain ideologies that determine the status of English in both center and periphery countries.

Chapter Two

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Chapter two

Introduction

In this chapter, we are going to shed light on the status of English in Algeria through providing a historical background. This chapter will also indicate the main language policies adopted in Algeria, including foreign language teaching policy since English is considered as the second mandatory foreign language. However, we must first provide an overview of the chronological history of Algeria's linguistic situation, largely focusing on post-independence era.

1. Historical linguistic background of Algeria

1.1. Algeria before the 19th Century

1.1.1. The Natives of Algeria

R'' The indigenous people of Algeria are the Berber, also known as Numidians or Imazighn, which means free men. In fact, North Africa was called "Berberia". Little is known about the origin of Berbers because of the absence of written elements since their language which is called Berber or Tamazight was mainly an oral language. These people used to gather into various tribes, one fighting the other. Benrabah (2014) stated that "The Berber were unsuccessful as rulers of their own lands and hence allowed several foreign groups to dominate the region. But they resisted the various conquerors and remained a people difficult to rule" (p.391).

1.1.2. The Phoenicians

In 860B.C, Phoenician traders whose official language was Punic came to the North of Africa and established Carthage. These people were more advanced than the Berbers in several domains thus it was easy for them to colonize Algeria. Contact between the Berbers and the Phoenicians gave rise to Libyco-Berber, an oral language written in the alphabet of the Phoenicians.

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According to Benrabah (1999, p. 29) the alphabet of the modern Touareg, a Berber ethnic group, named Tifinagh is derived from the Libyco-Berber which developed between the sixth and fourth centuries B.C. Unfortunately, the history of this language is still obscure because of the absence of written elements.

1.1.3. The Roman Conquest

The Carthaginian state was occupied and destroyed because of successive defeats by the Romans in the three Punic wars. As a result of the Roman invasion of North Africa, the majority of the Berbers were urged to learn Latin which was the dominant language of the administration, court, senate, religion; etc. On the other hand, nomads and peasants spoke Berber.

1.1.4. The Vandals

The Vandals, East Germanic tribes, followed the Romans in 429 A.D. In addition to their Gothic language; Latin, Punic and Berber were used at that time. The Vandal domination Demolished in 534 A.D; when Algeria became a part of the Byzantine Empire along with the whole countries of North Africa.

1.1.5. The Arab Conquest

As it was the case for all the previous invasions, the Arab invasion was not without resistance. The Berbers, led by the priestess “kahina”, fought the Arabs once they arrived in the 7th century. However, after a short period of time, they surrendered and Algeria was dominated by the Arabs for more than seven centuries. In fact, the Arab settlement took place during two major periods:

- The Arab conquest of the 7th century.
- The large migration of Arabs from the Middle East and Egypt in the 11th century.

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This conquest aimed at introducing and implementing Islam in North Africa. Consequently, Classical Arabic (CA) which is the language of Quran was learnt by those Berbers that converted to Islam because language and religion are closely related to one another. According to Rouadjia (1991) “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” (As cited in Benrabah, 2007, p. 67).

During this era, Islam became gradually a greater part of the Algerian identity. Indeed, the Arabs and Berbers were unified to a certain extent. Linguistically speaking, Arabic was deeply rooted in Algeria because it was the language of the ruling power. It was the language used in administration and law as well as the language of religion. Berber was only spoken in rural areas and mountains.

1.1.6. The Spanish Invasions

In the late 15th century, Spain occupied a number of harbours along the Western coast of Algeria for nearly two years. Albeit short, this invasion largely affected the Algerian repertoire. In fact, its influence is still present in the daily life of different western cities such as Oran, Telemcen, Sidi Bel Abas, etc. Actually, the Spanish invasion was military more than social; thus, the Algerians appealed to Turkish corsairs (the Barbarossa brothers) for help.

1.1.7. The Ottoman Conquest

In 1518, the Ottoman Empire helped the Algerians to oust the Spanish and saved Islam. As a result, Algeria became an Ottoman protectorate until 1830. Although Turkish became the official language in Algeria, this did not influence the frequency of use of the Tamazight and the Arabic languages by the inhabitants. In fact, despite the Ottoman rule in Algeria, there was a certain

autonomy left to the Algerians.

1.2. Algeria during the 19th Century

1.2.1. The French Colonialism

The French colonization of Algeria lasted one hundred and thirty two years. Albeit short, when compared to the other conquering groups, it has left a deeper impact in that it was not only an economic exploitation or political domination. Indeed, it was an overall annexation that aimed at imposing the French language and culture in order to demolish the Algerian identity. During the colonial era, the French controlled the government, media, business, administration as well as education.

1.2.2. Language Policy and Planning during the Colonial Era

Prior the French colonization, young age children are taught to read, write, and memories the Quran in the quranic schools and mosques. Moreover, the religious schools known a “Madrassas” or “Zaouia” were used to provide literacy; and subjects as Geography, Medicine, Math, etc.. For higher education the Algerians had to go to El-Zaytouna University in Tunisia or Al-Azhar University in Egypt. (Benrabah, 1999, p. 48)

When the French settled in Algeria starting from 1830, they imposed a harsh educational program in which they banished Arabic from education. Progressively, the mosques were closed and the traditional schools were suppressed and transformed into French schools. The French authorities believed that school is the best tool to transform a society. According to Ravigo(1843)

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I regard the spread of instruction and our language as the most efficient means to make our rule evolve in this country ... the real feat of the process will be the slow replacement of Arabic by French (...) which can decrease the annihilation among natives, especially if the new generation comes collectively to learn in our schools.

(As cited in Ibrahimi, 1994, p. 42)

The new French educational system was directed towards teaching French, ousting both Arabic and Berber. As a result, French became the official language while the teaching of Arabic was denied. In 1938 the colonists passed a law that declared Arabic as a foreign language in Algeria.

2. The Linguistic situation in Algeria

After independence in 1962, Algeria was multilingual society thus the government decided to impose a linguistic unity on the Algerian nation through selecting one language, over the others, as the national and official language of the country. That is to say, the authorities had to choose one of the four languages that were present during this time: Classical Arabic, Algerian Arabic, Berber, and French.

2.1. Classical Arabic

It is highly appreciated because it is the language of Quran. At present day, it is no longer used in everyday life of Algerians; it is rather limited to religious practices. It was simplified to Modern Standard Arabic (MSA) for the medium of instruction and for formal conversations. In fact, MSA has been set to make CA more accommodate to modern life. Al Ani (1971) defines

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Standard Arabic as “a modernized version of classical Arabic” (p.18). It is grammatically and phonologically based on CA, with a less complicated and flexible vocabulary. Several words are borrowed from other languages especially English and French as in the case of scientific and technical terms. In 1962, MSA became the official language in Algeria; thus, it is widely used in schools, universities, and government. It is also considered as the language of television, radio, and mass media (Mcloughlin, 1999, p. 1). However, it is never used in an ordinary everyday conversation among Algerians.

2.2. Algerian Arabic

Algerian Arabic (AA) is the mother tongue of the majority of Algerian speakers. It is mainly used in their everyday life and informal situations such as family conversations. Indeed, it differs from one region to another and it is considered as a mixture of many languages including French.

2.3. Berber

In spite of the linguistic influence of all the conquering groups especially the Arabs and the widespread of Arabic that accompanied the spread of Islam in Algeria, the Berbers succeeded to preserve and maintain their language. However, this language is not largely used anymore. Actually, Tamazight exists in some particular regions in Algeria with different dialects mainly:

- a) Kabyle spoken in Kabylie Mountains, east of Algiers, in Tizi Ouzou and Bejaia.
- b) Chaouia spoken in the Aures.
- c) Mozabit spoken in Mzab in Ghardaia.
- d) Tamasheq spoken in the Sahara Desert, and is also the mother tongue of Touareg.
- e) Chenwiya or Chenoa spoken around Mount Chenoua, near Cherchell and Tipaza.

Berber was recognized as the national language of Algeria in 2001 and as an official language in 2015.

2.3. French

The Algerian linguistic landscape was deeply influenced by the French language during the colonial era. Although Algeria got its independence in 1962, the French language continues to play an important role in spoken as well as written domains. In fact, it is not only present in everyday communication; but also used in administration, media, government, commerce as well as higher education mainly in certain disciplines such as health, mathematics, and physics. Thus, French is considered as the first foreign language of Algeria, it has no official status in the country.

3. Language Policies of Algeria

We distinguish three main language policies in Algeria. The first one is the policy of Arabisation, between 1962 and 1999. The second policy concerns the foreign language teaching, and the last one is known as the Educational Reform Policy.

3.1. Arabization Policy

After attaining independence, Algeria aimed to restore its identity through applying the process of Arabization. The main objectives of this policy are eradicating the dominance of the French language as well as to reducing the influence of the spoken varieties of Arabic and Tamazight. The Algerian government wanted to arabize all the Algerian speech community and tried to make it unified by using one language. Thus, French was replaced by MSA, which represents Islamic identity, in all domains including education, media, and legislation, etc. Concerning education, the importance of learning Arabic has been stressed since the 1962. MSA was introduced first in primary school then in middle and secondary schools. Later, it was introduced in some fields at university level.

3.1.1. Arabophones versus Francophones

The conflict between the Arabophone and the Francophone elites has always existed in Algeria. Indeed, this conflict goes back to the colonial era when Abdelhamid Ben Badis, the founder of the Association of the Ulemas, opposed the assimilation called for by Ferhat Abbas, the leader of The Democratic Union of the Algerian Manifesto (UDMA). The former aimed at erasing and replacing the French language and culture by the Algerian Arab-Islamic Identity. This was clearly stated in his famous creed “Arabic is my language, Algeria is my country, Islam is my religion”. On the contrary, Ferhat Abbas never believed in a separate Algerian Identity. He aimed to reach equality with the French and he “advocated the integration of the 'Algerian Muslim community within the great French family” (Stora, 1991: 75).

The implementation of the Arabisation policy during the post independence era raised the tension between the two elites, the Arabophones and the Francophones. The Arabophones who advocate the maintenance of Arabisation, did not only consider French as the language of the colonizer, but also viewed those Algerians who use French in their activity as traitors of the Arabic nation. (Granguillaume, 1997, p.3). On the other hand, the Francophones supported the use of the French language as they viewed it as the language of modernity, science and technology. That is to say, the two sides had contradictory ideological and political orientations. The main points of view held by the two elites, given by Ibrahimi (1997), are illustrated in the next table (as cited in Benyelles, 2011, p. 48).

Table 1: Arabophones / Francophones Opinions

	Arabic	French
Arabophones	<ul style="list-style-type: none"> - national language -language of Algerian true personality -the capacity of the language to follow modernity (the glorious past of the language) 	<ul style="list-style-type: none"> -foreign language -the language of the colonizer -language alienation
Francophones	<ul style="list-style-type: none"> -It neither the language of Algerian people nor their mother tongue -it cannot be the vehicle for science and technology 	<ul style="list-style-type: none"> -language of technology and modernity -language of social and political prominence

3.2. Foreign Language Teaching Policy

While parental concerns and language preference should play a major role in launching a language in education, be it second or foreign, the language choice and the general objectives for teaching this language are determined at the government level. That is to say, policy makers in Algeria adopted a top down approach when dealing with foreign languages.

As a matter of fact, the foreign language teaching policy in Algeria has known successive changes. Bellalem (2012) stated that “The situation of foreign language teaching in Algeria is related to past socio-political and historical events.” According to him “foreign language policy evolved within five historical periods: the colonial period (1830 - 1962), the post-independence period (1962 - 1979), the economic-liberal period (1980 – 1991), the political-crisis period (1992 – 1999), and the national reconciliation period (2000 – present)” (p.1).

During the first period, as stated in the previous section, French was the official language of education in Algeria while Arabic was considered as a foreign language. It was declared in the

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law of 1938 that “la langue arabe langue étrangère en Algérie”. That is to say “Arabic is a foreign language in Algeria”.

The following table illustrates the main changes that occurred during the four remaining periods, as summarized from Bellalem (2012)

Table.2: The Situation of Foreign Language Teaching from 1960- Present

the post-independence period (1962 - 1979)	the economic-liberal period (1980 – 1991)	the political-crisis period (1992 – 1999)	the national reconciliation period (2000 – present)
Bilingual educational system. Arabic is the official and national language (Arabisation policy). French is the foreign language.	French is the Foreign language taught from Fourth grade in primary school onward. English is the second foreign language.	No foreign language is used in official speeches and meetings. English is introduced as the first foreign language in primary schools alongside with the French language.	French was re-instated as the first foreign language taught from the second year in primary school onward. English was taken back from primary school level to be taught in middle schools.

From this table, it is clear that French is given the dominant status in Algeria while English is given the status of a foreign language, and that the aspirations of Algerian parents and students and Foreign language needs were ignored.

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3.3. The Reform Education Policy

The educational reform announced in 2001 gave rise to numerous changes concerning the teaching of foreign languages. French is introduced at the level of second year primary school. On the other hand, English is taught at the age of eleven rather than thirteen. That is to say, it is taught starting from the first year middle school. Moreover, the Algerian educational policy makers have reformed the curriculum and designed new syllabuses for teaching English in “cooperation with the United States of America and Canada who are committed to freely support this educational reform policy in Algeria” (Chemami, 2011, p.231). This aid also included the training of teachers of English and the introduction of new technologies.

Later in 20??, the Algerian government introduced French at the level of third year primary school instead of the second year. The following table illustrates the current structure of teaching foreign languages in Algeria. Taken and modified from Bellalem (2012, p.5)

Table 3: Current Structure for Foreign Language Teaching in Algeria

	Primary (5 years – age 6 – 10)	Middle (4 years –age 11 – 14)	Secondary (3 years – age 15 – 17).
French	Year 3- year 5	Year 1- Year 4	Year 1- Year 3
English		Year 1- Year 4	Year 1- Year 3

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4. The Status of English in Algeria

4.1. The Introduction of English

Due to its status as a global lingua franca, English has been for a long time the dominant foreign language in the curricula and syllabi of many educational systems around the world. On the view of such fundamental role, the Algerian government started promoting the teaching of English. According to Bellalem (2012) the English language flourished in Algeria before 1980, when this country was heading toward socio-economic prosperity due to its massive oil and gas revenues (p. 6). He also stated that

In this period [The economic-liberal period (1980 – 1991)], the government's political and economic policy changed to be politically liberal and economically open towards the West. Its first task was to spread the Algerian economic market beyond the French market, to other countries in the world, mainly to the UK and the USA. Consequently, the 1990's for instance witnessed an increase of American and British investments in Algerian oil and gas industry (2013, p. 56).

Hence, the economic collaboration with western countries and the increase in the private investments as well as the encouragement of tourism enhanced the presence of English in Algeria. Indeed, the Algerian ministry of education introduced English for the first time as a second foreign language in 1972 (French is the first foreign language). It is taught as a compulsory subject across the curriculum, from the eighth grade of middle school onward. During this period, the government relied heavily on foreign EFL teachers from all over the

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world (Pakistan, India, eastern European countries, The United Kingdom, and The United States of America) to compensate the lack of teachers (Bouhadiba, 2 p.2006).

3.4.1. Rivalry between French and English

With the introduction of English as a second foreign language in the Algerian educational system, this language became the most widely competitive language to French in Algeria. Indeed, English is increasingly gaining prominence in all the realms of life; in addition to education, it is gradually being adopted into other sectors of society including economics, politics, tourism, and employment. The importance of learning this language is highly emphasized since it is considered as the language of future opportunity as Benrabah (2013) clarified “There is a growing realization that solid English language skills open doors to better career prospects both at home and abroad. Internationally, students can pursue higher education in the United Kingdom and North America” (p. 90).

The competition between these two Foreign languages in Algeria has resulted from an increase in the demand for learning English especially by the Arabophone elite who aimed at reducing the use of French through the Arabization policy. In this regard, Benrabah (2013) stated that

This rivalry intensified with the rise of literacy in Arabic. The more Algeria became Arabized with Arabic displacing French as a medium of instruction, the more demands for English increased. The more the status of French changed into a mere subject, the more it faced competition from English as the first mandatory foreign language (p. 90).

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Although French is the dominant foreign language in Algeria, the Algerian Arabophones consider it as the language of the colonizer that holds many bitter memories for them. On the contrary, they see English, which does not have a colonial legacy, as the gate to reach modernity and development. In this respect, Benrabah (2014) claimed that “the purpose of a substitute for French was twofold. First, the language to be adopted needs to be more dominant than French in the world as a vehicle of modernity and technological progress. Second, there was a need for a language not irredeemably tainted by its colonial provenance” (p. 53).

3.5. English as the First Foreign Language: the Experience of 1993

During the nineties, English was introduced alongside with the French language in primary schools. Hence, fourth graders in primary school had the opportunity to select their first mandatory foreign language. According to Benrabah (2014) it is “under the influence of the pro-Arabization lobby which comprised Islamists, conservatives and nationalists, [that] the Ministry of Primary and Secondary Education introduced English in primary school as a competitor to French ...” (p. 50).

On the sixth of September 1993, the Algerian Ministry of Education published a decree (029/M.D/93) which indicated that English should be gradually introduced starting from September 1993 in some primary schools that were randomly selected to pilot the project (Djouimaa, 1999, p.26). This decree also provided practical directions concerning:

- a- Programmes and teaching material: A textbook and a workbook were designed and distributed by the C.R.D.P (Centre de Recherche Didactique et Pédagogique).
- b- Timing: is the same time allocated for teaching French; that is, five hours a week. However, some pupils may benefit from an extra session each week.

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- c- Teachers: teaching English in the primary phase was assigned to those teachers graduated from the I.T.E (Institut Technologique de L'Ducation). They were trained for that purpose.
- d- The organization of the teachers' work in the primary schools: each English teacher must work with two or three classes within one, two or even three neighbouring primary school. In addition to that, inspectors in coordination with the I.T.E are required to organize seminars and training courses for those teachers.
- e- Supervision and control: inspectors are responsible for the supervision and control of the English teachers' work in the primary schools.

Copies of this decree were distributed to all the pilot schools to conduct this project.

Through introducing English in Primary school, the Algerian policy makers adopted a bottom up approach to foreign language teaching in that parents and students were allowed to choose their first mandatory Foreign language (French or English). Unexpectedly, the number of those who selected English was negligible; consequently, "the competition between the two European languages turned in favour of French" (Benrabah, 2014, p. 51).

Algerian Francophones believed that the failure of this experience was due to the fact that the English language did not represent a serious competitor to French; however, they were accused by Arabophones of making it fail because Algeria is politically and economically dependent on France.

However, there is no evident that this pilot project has really failed. Djouimaa (1999) stated that " Many parents in favour of the operation do not find the opportunity to make a choice between English or French, their children being registered in schools where the experiment is not

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available”(p. 27-28), since the choice of pilot schools was done at random. She also clarified that the schools were chosen only because they have available classrooms (p. 28). Additionally, it is not easy to implement this project during a period that is characterised by ideological conflicts and political unrest (civil war).

4. Proximity between French and English Language

Although French and English belong to different sub-groups of Indo-European languages, these two share many linguistic similitudes. As a matter of fact, they are similar and associated because French is a Latin language that is influenced by German and English, whereas English is a Germanic language influenced by Latin and French (Lawless, 2006). Indeed, the course of the English language has been influenced by different invasions mainly the French one. This latter started in the eleventh century when the Normans first came to England. According to Rodrigues (2014), “In 1066, William the Conqueror, Duke of Normandy (part of modern France), invaded and conquered England. The Normans, as new conquerors, brought with them the French language, which became the language of the Royal Court, and the ruling and business classes” (p.08).

He also states that “French dominance and prestige in such contexts as the royal court, law, the church and education encouraged extensive borrowing of vocabulary into English. Many legal terms, such as indict, jury, and verdict have Anglo-Norman roots because the Normans ran the courts” (2014, p. 08).

This indicates that the French language influenced greatly the English vocabulary through introducing French words into the English language. The truth is that many of the most vivid and forceful words in English are from French origins. According to Baugh and Cable (2002) it has

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been estimated that "... the total number of French words adopted during the Middle English period was slightly over 10,000. Of these, about 75 percent have survived and are still used in present-day English" (p. 165).

Thus many French words were absorbed by the English vocabulary when the French language became in contact with English during the Norman Conquest era. In this regard Stockwell and Minkova (2001) also indicate that "...the interaction between the two languages following the Conquest resulted in quite dramatic vocabulary changes..." (p. 36).

This vocabulary change simplified to a great extent the process of learning French for English speakers. It is estimated that an English speaker with a great command of English knows about 15,000 French words without studying the French language. According to Lawless (2006), the two languages share 1,700 words that are identical; these are known as true cognates.

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

Table4: Some English words coming from French

Level	Examples
Administration	Authority, liberty, empire, realm, reign, royal, noble, parliament, court, duke, servant, council, baron, crown
Law	Accuse, justice, legacy, decree, arrest, adultery, jury, crime, executor, prison, fraud, verdict, punishment
Military	Army, defend, captain, peace, enemy, combat, navy, retreat, guard, soldier, siege, spy
Food and drink	Salad, appetite, beef, cream, dinner, fruit, olive, orange, raisin, juice, sardine, vinegar, toast, biscuit, lemon, mustard
Home	Basin, lamp, basin, cushion, couch, curtain, chamber
Leisure and the Arts	Conversation, music, theatre, image, chess, tragedy, volume, dance, preface, prose, rhyme, romance, title, poet, melody, literature, sculpture, painting, contemporary art
Science and Knowledge	Calendar, anatomy, gender, geometry, geology, grammar, logic, mental, study, research, sphere, physician, poison, visual
Religion	Mercy, virtue, prayer, sermon, solemn, faith, confess, divine, miracle, religion, creator, cathedral
Fashion	Pearl, boots, fashion, jewel, veil, robe, diamond, dress, lace, fur, chemise, button, brooch, cape, buckle

5. Learning English at an early age:

Many Second Language Acquisition (SLA) studies emphasized the critical role that age plays in the acquisition of the English language. In many countries around the world, the level of proficiency in English is still very low and one of the reasons is the critical age at which English teaching and learning takes place.

For instance, English fluency level in Japan during the 90's was very low, and one of the factors may be the delayed age at which English learning and teaching takes place in schools, that is given a secondary importance and taught in middle schools. On the other hand, many countries of the European Union are teaching English as a mandatory subject in primary schools, which explains the fact that the level of English proficiency is improving in some of these countries. Berns (2007, p.18) notes that in the Netherlands, English was made a compulsory subject in the last two years of primary education and the only compulsory language for all types of secondary education, including vocational training. In France, 79.8% of primary learners were taking English as the second foreign language (Eurydice, 1997; Eurostat, 1997; Ministère de L'éducation Nationale, 2000) (as cited in Berns, p.25). Another example in Malaysia, where there was an English deficit, the ministry of education decided to improve the level of English in the country and one of the first steps they made, was its introduction to be taught to children in primary schools.

Data from the SLA studies showed that adults generally do not acquire their second language to the same fluency as those who speak it as their first language. Pinker (1994) notes that “ the adults who succeed at grammar often depend on the conscious exercise of their considerable intellects, unlike children, to whom acquisition just happens”.

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When children start their early education at the age of seven or eight, their minds remain fresh and they can catch more information which makes it an ideal time to learn a new language and master it in a short time. Broughton et al (1978) argued in this regard that starting a foreign language at the age of 8-9 on the one hand doesn't fail to catch the teachable moment, and on the other gives time for the basic mother tongue skills to have been firmly established (as cited in Djouimaa p.22).

Many specialists state that one of the advantages of teaching English at an early age is the fact that there is less interference from the mother tongue as it is argued by many SLA researchers. In this regard, many teachers and linguists note that before the age of ten, interference from the mother tongue is less observed, which facilitates the learning process for young learners. Broughton et al (1978) argue that "...a second and even a third language can be acquired from the very earliest ages without any seeming effort retardation of the mother tongue..." (as cited in Djouimaa, p.22). In addition to the age factor, it is worthy to note that parents are a crucial source of positive or negative attitudes; their positive attitudes towards the target language encourage and motivate their children.

The question 'When to start?' has been a great concern to educational policymakers for many years and the efforts that are made to identify age-related differences in foreign language learning are most of the times carried out with the aim of informing them. Therefore, linguists, educators and policymakers should take the age factor into account and introduce English to be studied in primary schools, where the age of children is considered to be very convenient for acquiring a second or a foreign language.

6. Future Role of English in Algeria

The English language plays an increasingly important role in all domains at the global level, since its mastery provides access to scientific, technological and academic resources. Furthermore, it is crucial for the communication with the entire world and its acquisition offers a better career. Currently, with the growing exposure to the media (satellite TV channels), Information and Communications Technologies (ICT), and the growth in the use of social media like facebook and twitter which use English as an international medium, it is obvious that English will gain more ground in Algeria and will be in direct competition with French. Many linguists and specialists predict that English will take the status of French and will be taught as the first foreign language in the next coming years.

Conclusion

This chapter attempted to give an overall idea about the linguistic diversity that characterizes Algeria along with the different language policies in order to contextualize the presence of the English Language in this nation. Moreover, it elucidated one of the major features sheared between French and English, vocabulary, and dealt with the competition between these two foreign languages within the Algeria context.

Chapter Three

Introduction

Section One: Methodology

- 1.1. Research Method
- 1.2. Population
- 1.3. Data instruments
 - 1.3.1 Questionnaire
 - 1.3.1.1. Description of the Questionnaire
 - 1.3.2. Interview
 - 1.3.1.2. Description of the Interview
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Section Two: Data Analysis and Results

- 2.1. Analysis of the Questionnaire
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Pedagogical Recommendations

General Conclusion

Introduction

This chapter is devoted to explain the practical part of the dissertation in hand. It consists of two sections; the first section presents a full description of research methodology adopted to conduct this piece of work. It illustrates the method and tools of the research. Additionally, it gives information about the target population, reliability and validity as well as the limitations of this study. The second section is concerned with the analysis and discussions of data obtained from two different tools that were used. At the end, some pedagogical recommendations are stated.

1. Research Methodology

This section comprises the method of research, population, research instruments used in collecting data along with their descriptions, and also the limitations we encountered when conducting this study.

1.1. Research Method

This piece of research is concerned with investigating the reasons behind parents' interest in teaching English to their primary school children and evaluating the experience of teaching English as the first foreign language(during the1990s). Therefore, the process of gathering the data will be based on the descriptive method since this topic requires such a method. Moreover, a mixed methods research (triangulation) is used in order to meet the needs of this research.

According to Dornyei (2007) "Mixed methods research involves different combinations of qualitative and quantitative research either at the data collection or at the analysis levels. Typical

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example: consecutive and interrelated questionnaire and interview studies". (p.24)

That is to say, mixed methods research implies the use of both quantitative research (numerical data), and the qualitative research (non- numerical data).

1.2. The Participants

This research was conducted with 30 parents whom their children are learning English in six private schools. These private schools are situated in different parts in Jijel (Taher, EL Milia, and the city of Jijel). This population was not randomly selected because we were only interested in targeting those parents whom their children are under the age of eleven (pupils of primary school)

In addition to this, an interview is directed to three people who studied English as the first foreign language, instead of French, in their primary school learning. The three interviewees are two university teachers of English and a first year master student at Mohamed Seddik Ben Yahia university of Jijel.

1.3. Research Instruments

As stated earlier, two distinct instruments were used for the process of collecting data, namely, the questionnaire that is based on quantitative data, and the interview which is considered as a qualitative method.

1.3.1. The Questionnaire

Thirty Two questionnaires have been distributed to parents living in Jijel. Thirty (30) copies (93.75%) have been handed back. It is worthy to mention that the respondents were asked to answer the questionnaires using their mother tongue

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1.3.1.1. Description of the Questionnaire

The parents' questionnaire is composed of 38 questions that are divided into two major sections. In the first section, entitled "General Information", the respondents are required to answer five closed questions through selecting the appropriate answer. This set of questions seeks to identify the parents' sex, social class (work sector, income, and area of living), and level of education. The second section is under the title "Linguistic Competence". In this section, parents' are asked to choose 'yes' or 'no' answers, or tick the appropriate box (closed questions), and make statements whenever necessary (open-ended questions). Moreover, they are asked to add a comment or a suggestion in the last question (open question).

This section is concerned with gathering data about the parents' competence in English (Q6, Q7, Q8, Q9, and Q10) and French (Q11, Q12, Q13, Q14, Q15, Q16, and Q 17) in order to check whether they are interested in teaching English to their primary school children because they are competent in English or to compensate for their lack of competence in French. In addition to this, questions (24) and (25) were set find out the reasons behind their choice to teach English to their primary school children.

Questions (26) and (27) seek to address the proximity between French and English. Hence, the parents were asked whether learning French helps in learning English and vice versa. Questions (28) to (30) aim at knowing the Parents' views about teaching foreign languages in public and private schools. Besides, question (31) dealt with the parents' views about the Importance of English with regard to French. In this question they were asked whether they think that English is more, equally or less important than French. In question (32), they were asked if they think that scientific subjects should be taught in English.

The remaining questions (Q 33, Q34, Q 35, Q36, and Q37) dealt with teaching English at an

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early age, and the possibility of this language to replace French in Algeria. Finally, the respondents were free to add any comment or suggestion.

It is worthy to mention that the parents were asked to answer the questions using their mother tongue.

1.3.2. The Interview

An interview seems to be another important means to collect adequate data from individuals through conversation. However, one of the respondents did not want to be recorded so he sent us the responses via mail. All the questions were responded by the interviewees.

1.3.2.1. Description of the Interview

To conduct the retrospective evaluation of the experience of teaching English as the first foreign language in Algeria, during the 1990s, and to find out whether it was beneficial for the three subjects (two university teachers and a master student), a structured interview was designed. The interview combines ten open questions that were planned earlier. The questions seek to find out when did they study English, did they chose to study it and why? They also aim to find out the participants' views about studying English as the first foreign language, and its effects on their acquisition and on the French language. Moreover, they were asked if they think that English will replace French in the coming years.

1.4. Reliability and Validity

Administering the research tools demonstrated satisfactory reliability with the targeted population because of several factors. First, the questionnaire was answered in a non distracting environment since all the parents were given time and space to answer the questions in their homes. Second, the involved respondents exhibited no misunderstanding towards the given

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questions. Finally, the informants were reminded of the importance of giving honest and accurate answers.

1.5. Limitations of the Study

- Time Constraints.
- Lack of books and documents in the library and of sources in the net.
- Teachers whom we had the interview with did not want to be recorded.
- There are no public primary schools that are teaching English, so we had to deal with private schools.

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1. The Data Analysis of the Questionnaire**Section one:** General Information**Q1:** Gender.**Table 5:** Parents' Sex

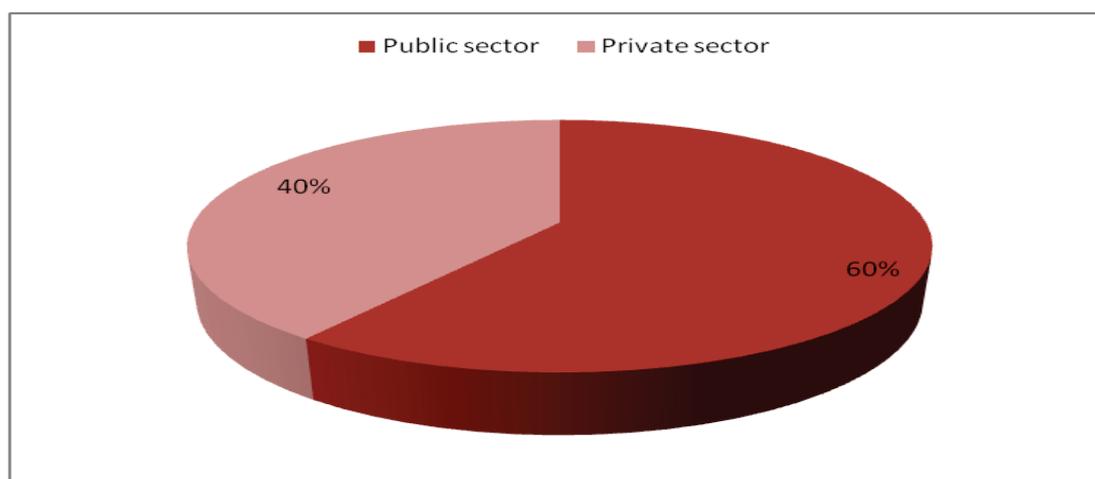
	N	%	C°
Male	19	63.33	228
Female	11	36.66	132
Totale	30	100	360

Table number five shows that 63.33 % of the respondents are male parents. These results reveal that male parents are more implicated than mothers in their children's instruction.

Q2: Are you employed in....?**Table 6:** Parents' Work Sector

	N	%	C°
Public Sector	18	60	216
Private Sector	12	40	144
Total	30	100	360

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**Figure1:** Parents' Work Sector

Question two reveals that 60 % of the respondents are employed in the public sector whereas 40 % work in the private one. A possible explanation can be the fact that Algeria is considered to be a socialist state and many Algerians work in governmental sectors.

Q3: What is your salary?**Table 7:** Parents' Income

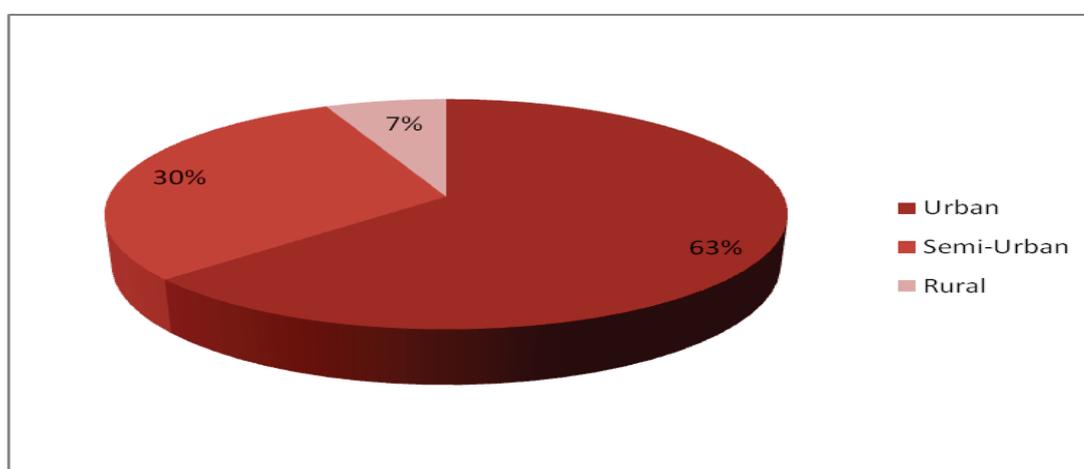
	N	%
15000-30000 Da	8	26.66
30000-45000 Da	13	43.33
More than 45000	9	30
Total	30	100

The results shown in table three indicate that 43.33 % and 26.66 % of parents are paid between 15000 and 45000 DA, while 30 % have a salary that surpasses 45000 Da. This can lead us to conclude that the majority of them belong to the middle class.

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Q4: Place of Living.**Table 8: Parents' Area of Living**

	N	%	C°
Urban	19	63.33	228
Semi-Urban	9	30	108
Rural	2	6.66	24
Total	30	100	360

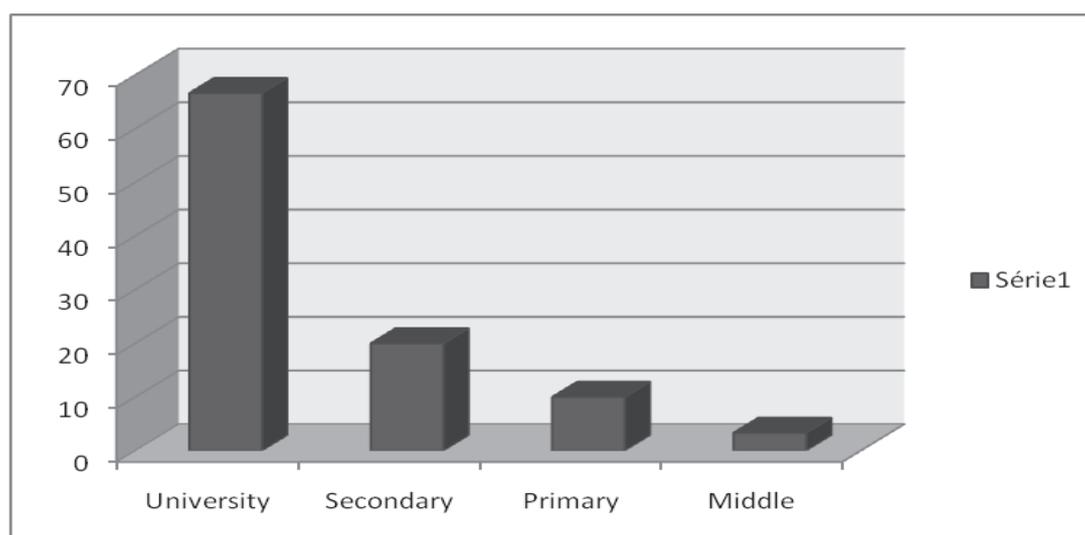
**Figure2: Parents' Area of Living**

As it can be seen, out of 30 parents 19 live in the city, 9 in semi urban areas, and only 2 parents live in rural zones. This rate shows that those who live in rural areas may be less interested in teaching their children in private schools. This can be due to the fact that they are unable to afford the costs, or that the private schools are far away.

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Q5: Educational Level.**Table 9:** Parents 'Educational Level

	N	%
Primary	3	10
Middle	1	3.33
Secondary	6	20
University	20	66.66
Total	30	100

**Figure3:** Parents' Educational Level

The results indicate that 66.6 % of parents hold a university level. 20 % hold a secondary level. 10 % have stopped in middle schools and only 1 respondent holds a primary educational level. The next question will provide us with more information about this.

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Section two: Linguistic Competence.**Q6:** Do you know English?**Table 10** Rate of Parents who Know English

	N	%
Yes	17	56.66
No	13	43.33
Total	30	100

Out of the 30 respondents, 17 parents claimed that they know English. 13 parents who make a rate of 43.33% said that they do not know English. However, what is interesting is that despite their ignorance of the language, they decided to teach it to their children at an early age, which shows that they realize its importance.

Q7: If yes, how do you rate your level?**Table 11:** Parents' Level in English

	N	%
Very good	2	11.76
Good	3	17.64
Average	7	41.17
Weak	5	29.41
Total	17	100

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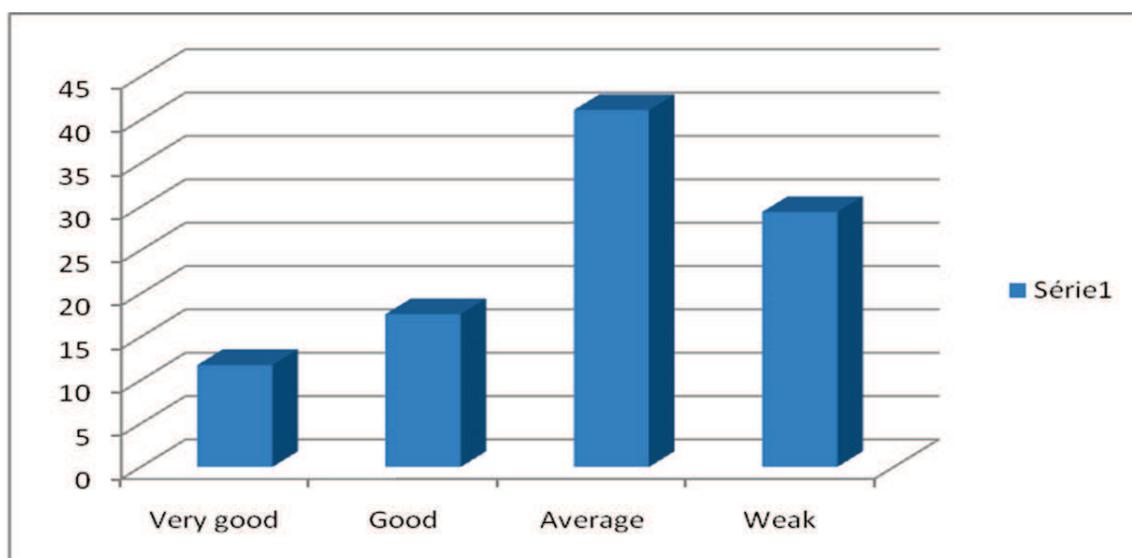


Figure4: Parents' Level in English

The majority of parents rate their level as average (41.17%) and weak (29.41%). Only two parents qualify their level as being very good and three parents as having a good level. This gives us a total of 12 parents out of 17 with a mediocre level.

Q8: Does your spouse know English?

Table 12: Rate of Spouses who Knows English

	N	%
Yes	10	33.33
No	20	66.66
Total	30	100

These results show that two thirds of the spouses (66.66 %) do not know English. We can assume that most of them do not hold a high level of education or did not study English in their educational career. It is worthy to note that 19 of 30 respondents are women.

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Q9: If yes, how do you rate his/her level?

Table 13: The Spouse's Level in English

	N	%
Very good	0	0
Good	4	26.66
Average	7	46.66
Weak	4	26.66
Total	15	100

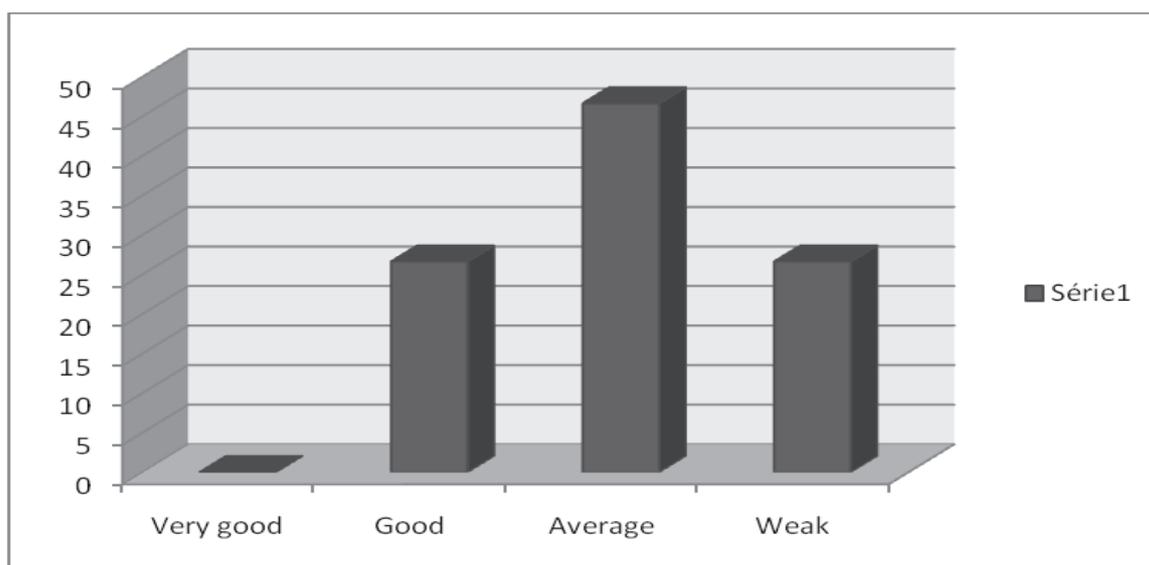


Figure5: The Spouse's Level in English

The majority of respondents (46.66 %) said that they have an average level in English, and 26.66% have a good level while another (26.66 %) said they have a weak level.

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Q10: Do you watch programs in English?

Table 14: Rate of Parents who Watch Programs in English

	N	%
Yes	21	70
No	9	30
Total	30	100

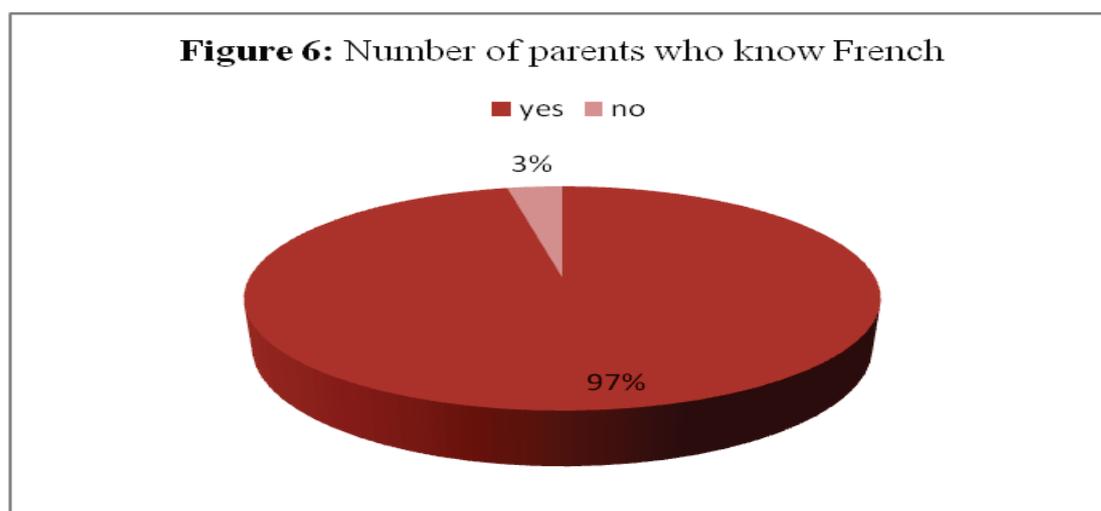
Table 14 shows that 70 % of respondents do watch programs in English, while only 30% do not, which may be due to the fact that they do not understand this language.

Q11: Do you speak French?

Table 15: Number of Parents who Speak French

	N	%
Yes	29	97
No	1	3
Total	30	100

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The vast majority of parents (97%) are French speakers (Francophones). This is quite evident since all the respondents are literate and most of them hold a university level (66.66%). Besides, French is the dominant foreign language in Algeria, taught from primary school onward. Only 1 person of the respondents said that he does not speak it (an Arabophone). However, this does not necessarily mean he does not know or understand French. (Passive Francophone)

Q12: If yes, how do you rate your level?

Table 16: Parents' Level in French

	N	%
Very good	6	20.68
Good	13	44.82
Average	8	27.58
Weak	2	6.89
Total	29	100

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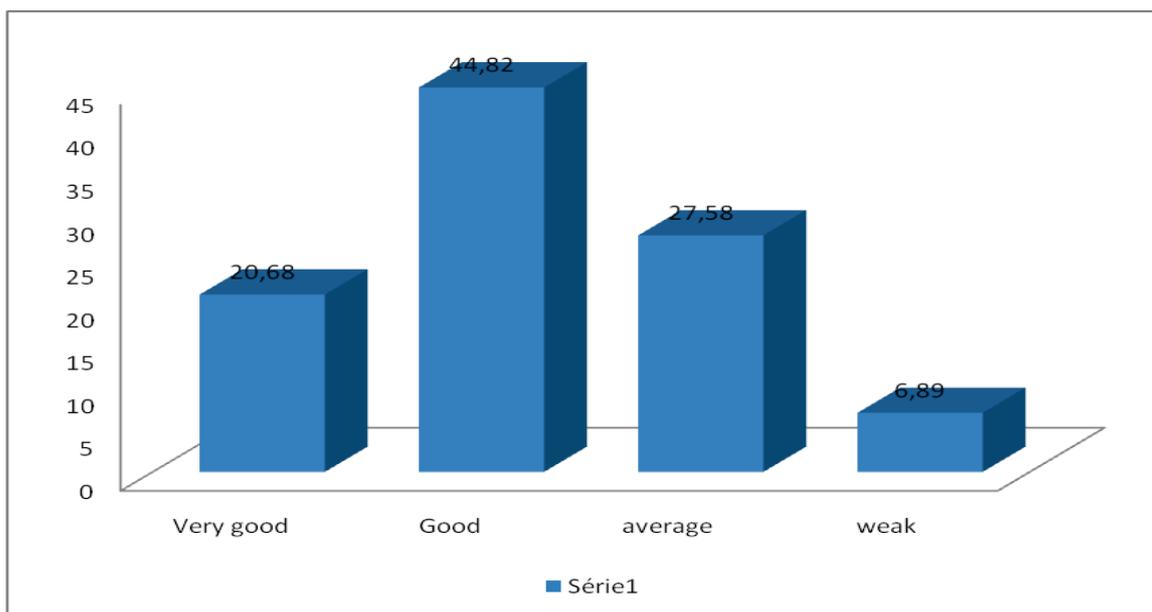


Figure7: Parents' Level in French

It is shown that the majority of respondents have a good command of French. Over than 20% of respondents qualify their level as being very good, 44.82 % of them qualify it as being good, 27.58 % have an average level and only 2 respondents have a weak level.

Q13: Does your spouse speak French?

Table17: Rate of Spouses who Speak French

	N	%
Yes	26	86.66
No	4	13.33
Total	30	100

The majority of respondents (26 out of 30) said that they speak French and only 4 out of 30 said they do not.

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Q14: If yes, how do you rate her/his level?

Table 18: Spouses' Level in French

	N	%
Very good	6	23.08
Good	9	34.62
Average	6	23.08
Weak	5	19.23
Total	26	100

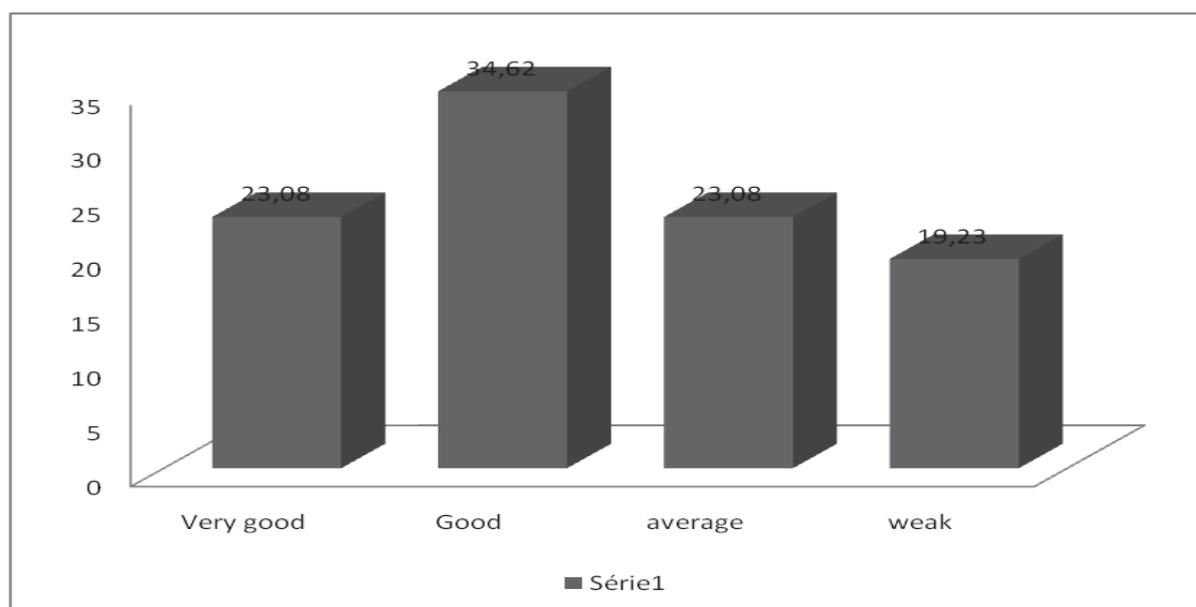


Figure8: Spouse's Level in French

The results indicate that 34.62 % of spouses have a good level in French, 23 % of them qualify their level as being very good, 23% have an average level, and only 19.23% have a weak level.

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Q15: Do you read the newspaper in?

Table 19: Rate of Parents who Read the Newspaper

	N	%	C°
Arabic	12	40	144
French	3	10	36
Both	15	50	180
Total	30	100	360

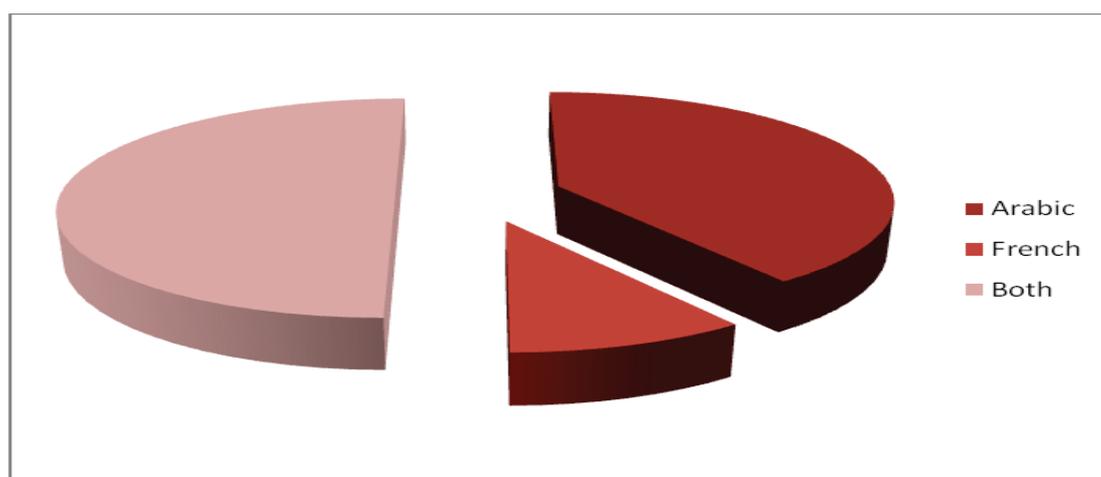


Figure9: Rate of Parents who Read the Newspaper in Arabic/ French

It is evident that 12 out of 30 respondents read the newspaper in Arabic and only 3 of them read it in French. However, the results show 15 of the respondents read it in both Arabic and French. This can indicate that many parents are bilingual in Arabic and French.

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Q16: How often do you read it?

Table 20: Frequency of Reading the Newspaper

	N	%	C°
Daily	18	60	216
Weekly	9	30	108
Monthly	3	10	36
Total	30	100	360

From table 20, we can see that the majority of parents (60 %) read the newspaper daily. (30%) read it weekly and only (10%) read it monthly.

Q17: Do you watch programs in French?

Table 21: Rate of Parents who Watch Programs in French

	N	%
Yes	19	63.33
No	11	36.66
Total	30	100

As can be seen from table 21, (63.33 %) of parents watch programs in French .Whereas, 36.66% do not. These results make sense since most of them have a good level in French.

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Q18: What was the first foreign language that you have studied?

Table 22: First Foreign Language Studied

	N	%
French	30	100
English	/	/
Other	/	/
Total	30	100

Not surprisingly, all the respondents studied French as their first foreign language since it is the only foreign language taught in Algerian primary schools.

Q19: What is your child's age?

Table 23: Children's Age

	N	%
6 Years	1	3.33
7 Years	/	/
8 Years	2	6.66
9 Years	10	33.33
10 Years	17	56.66
Total	30	100

It is seen from table 22 that the majority of the children are either 9 or 10 years old.

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Q20: In which year does your child study?

Table 24: Children's School Years

	N	%
First Year	1	3.33
Second Year	/	/
Third Year	1	3.33
Fourth Year	11	36.66
Fifth Year	17	56.66
Total	30	100

From the table above, we can see that most of the children study in the fourth and fifth grade in primary school. This is logical since the majority of children age from 9 to 10 years old.

Q21: What is the amount paid in each level (two months)?

Table 25: Amount of Money Paid per Month

Amount of Money	N	%
1500 Da	/	/
2000 Da	3	10
2500 Da	5	16.66
3000 Da	22	73.33
Total	30	100

From table 25, it can be seen that 22 out of 30 parents which makes a rate of 73.33% pay 3000 DA per month. 16.66 % pay 2500 DA, and only 10% pay 2000 DA. It is worthy to note that nobody from the sample population we studying pay less than 2000 Da.

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Q22: Do you think it is costing?

Table 26: Parent's Opinion about the Cost of Private Schools

	N	%
Yes	17	56.66
No	13	43.33
Total	30	100

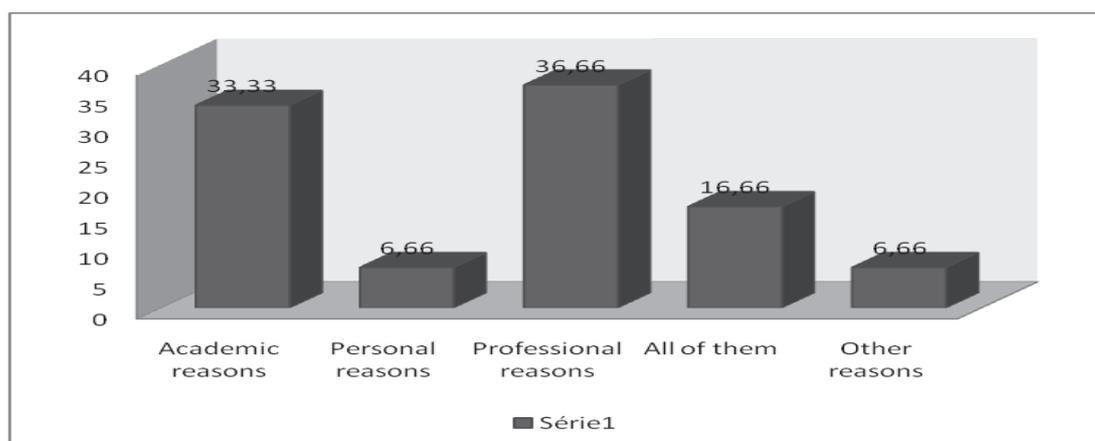
Table 26 indicates that more than half of the respondents with a rate of 56.66% think that it is costing, while 43.33% think it is not. What is worth noting here is that despite the fact that many parents assert that the amount paid for their children in private schools is costing, they seem ready to pay it and invest considerable amounts of money for the sake of teaching English to their children.

Q23: Why learning English is important for your child?

Table 27: Parents' Reasons for the Importance of English

	N	%
Academic reasons	10	33.33
Personal reasons	2	6.66
Professional reasons	11	36.66
All of them	5	16.66
Other reasons	2	6.66
Total	30	100

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**Figure10:** Parents' Justification for the Importance of English

As the result show, 10 out of 30 respondents stated that English is important for their children's studies and educational career. 11 of them believe it will be useful and helpful for their children's future work. Only two respondents said that English is important for personal reasons and two others think that it is important for other reasons without any specification.

Q24: What kind of graduate studies do you want your child to pursue in the future?

Table 28: Parents' Answers about their Children's Future

	N	%
Medical	13	43.33
Architecture	6	20
Educational	/	/
Others	11	36.66
Total	30	100

As it can be seen, many, parents with a rate of 43.33%, want their children to pursue their studies in the medical field, and 20 % in Architecture. Surprisingly, none of them wants his child

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to have a career in the educational field. It is worthy to note that a considerable number (11 out of 30) suggested other fields, such as aviation, hydrocarbons industry, and Translation.

Q25: Do you want him to pursue his studies?

Table 29: Parents' Rate concerning where they Want their Children to Continue their Studies

	N	%	C°
Algeria	2	6.66	24
Abroad	28	93.33	336
Total	30	100	360

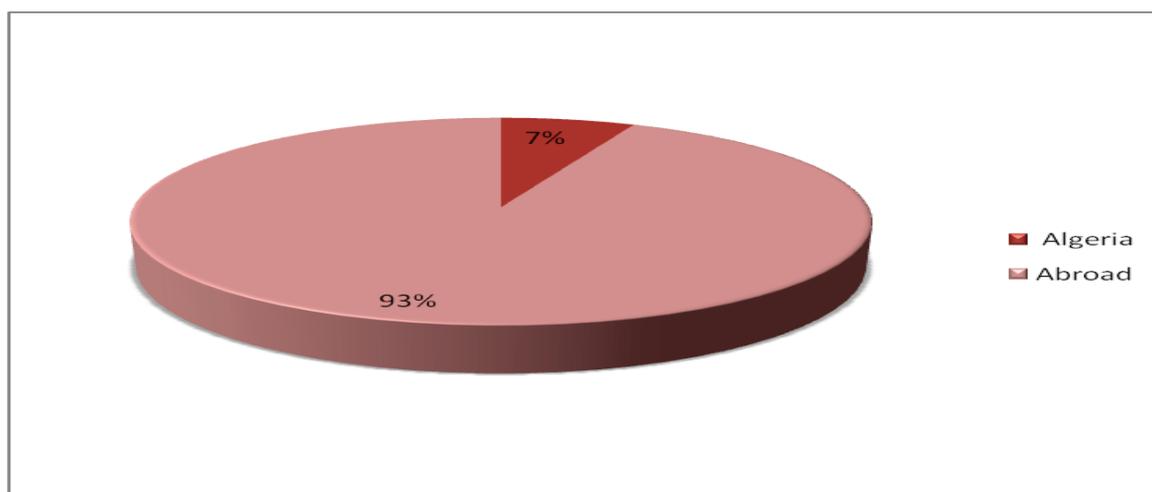


Figure 11: Parents' Rate concerning where they Want their Children to Continue their Studies

A very high percentage of parents (93.33 %) want their children to pursue their studies abroad. This could probably be one of the reasons why they encourage their children to study English at an early age.

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Q26: Do you think that learning English facilitates for the child learning French?

Table 30: Rate of Parents who Think that Learning English Facilitates for the Child Learning French

	N	%
Yes	19	63.33
No	11	36.66
Total	30	100

Along with the table above, 63.33 % of parents said that learning English facilitates for their children learning French and 36.66 % believe the opposite. They argued that the two languages are complementary, and similar words could be found in both of them.

Q27: Do you think that learning French helps learning English?

Table 31: Rate of Parents who Think that Learning French Helps Learning English

	N	%
Yes	18	60
No	12	40
Total	30	100

The results represented in the above table show that 60 % of parents still believe that learning French helps learning English. They provided the same reasons. However, 40 % did not agree stating that there is no similarity and proximity between English and French.

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Q28: Do you think that the methods used to teach French in public schools are efficient?

Table 32: Rate of Parents who Think that Methods Used to Teach French in Public Schools Are Efficient

	N	%
Yes	9	30
No	21	70
Total	30	100

Table 32 reveals that out of 30 respondents, 21 said that the methods used to teach French in Algerian public schools are not successful. Whereas 9 of them believe they are efficient.

Q29: Do you think that Methods used to teach English in public schools are efficient?

Table 33: Rate of Parents who Think that Methods Used to Teach English in Public Schools Are Efficient

	N	%
Yes	11	36.66
No	19	63.33
Total	30	100

Considering table 29, 63.33% of the respondents claimed that the methods used to teach English in Algerian primary schools are not efficient. However, 36.66% said that they are.

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Q30: Do you think that the methods used to teach English in private schools are more efficient than those used in public ones?

Table 34: Rate of Parents who Think that the Methods Used to Teach English in Private Schools Are More Efficient

	N	%
Yes	28	93.33
No	2	6.66
Total	30	100

The obtained data denote that the vast majority of parents (93.33%) believe that the methods used to teach English in private schools are more efficient than those employed in public ones, while the remaining 6.66 % believe the opposite. This could be one of the reasons why they send their children to learn in private schools before getting to the elementary phase.

Q31: Do you think that English is.....than French.

Table 35: Parents' Views about the Importance of English with Regard to French

	N	%	C°
More Important	26	86.66	312
Equally Important	4	13.33	48
Less Important	/	/	/
Total	30	100	360

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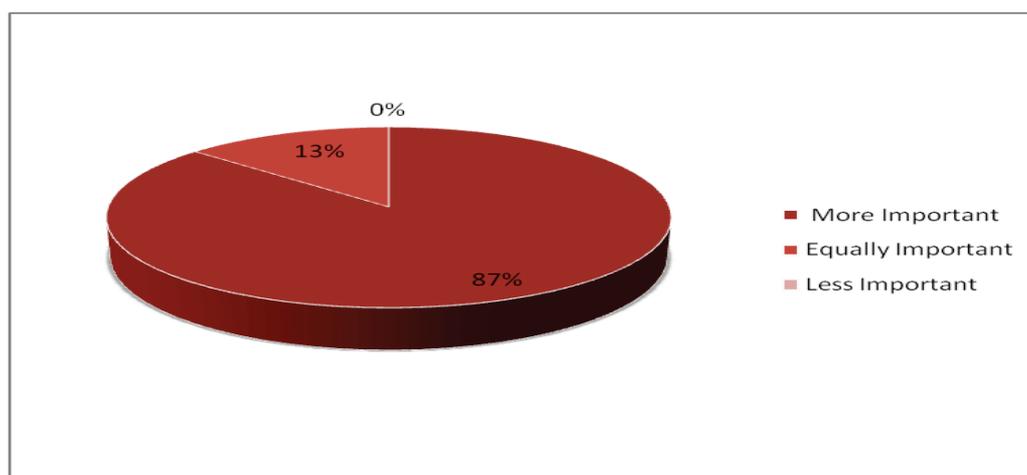


Figure12: Parents' Views about the Importance of English with Regard to French

This question sought to find out the importance of English with regard to French. The results obtained indicate that the large majority of parents with a rate of 86.66 % find that English is more important than French. Only for 4 respondents out of 30 said that they are equally important, while none of the parents consider it less important than French.

Q32: Do you think that the scientific subjects should be taught in English?

Table 36: Rate of Parents who Think that Scientific Subjects Should Be Taught in English

	N	%	C°
Yes	16	53.33	192
No	14	46.66	168
Total	30	100	360

According to the answers provided, 53.33 % of respondents say that scientific subjects should be taught in English and 46.33 % believe the contrary. The majority of parents suggested that they should be taught in English starting from middle school without specifying the year.

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Q33: If you had the opportunity to choose, what would be the first foreign language that you want your child to study in primary school?

Table 37: Rate of Parents' Choices between French and English as First Foreign Language for their Children in Primary School

	N	%
French	1	3.33
English	27	90
No answer	2	6.66
Total	30	100

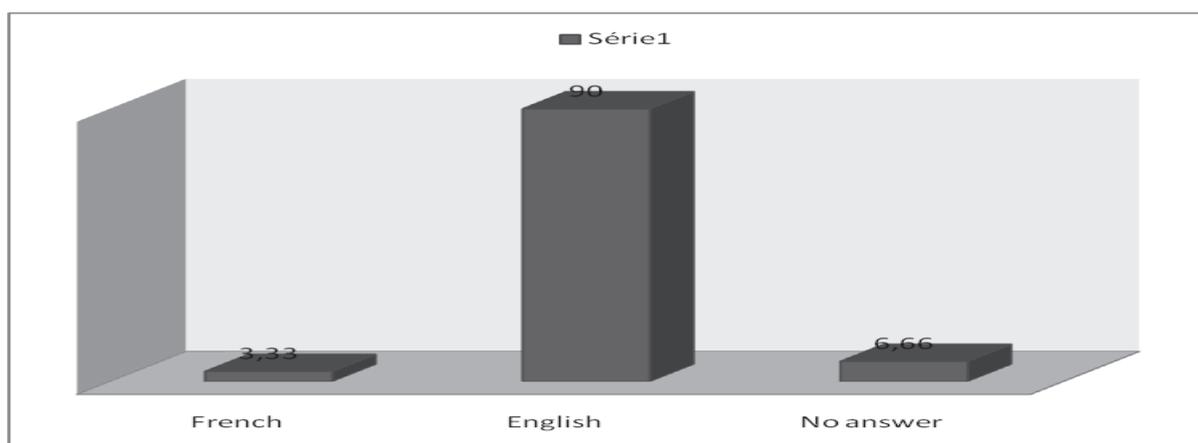


Figure 13: Rate of parents' Choices between French and English as First Foreign Language

The majority of parents (27 out of 30) chose English as the first foreign language for their children; while only one (out of 30) selected French. It is worthy to note that 2 parents did not provide us with an answer. These results may denote that parents are not satisfied with French being the first foreign language for their children, since the vast majority wants them to study English instead.

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Q34: Do you think that English should be taught at an early age?

Table 38: Rate of Parents who Think that English Should Be Taught at an Early Age

	N	%
Yes	30	100
No	/	/
TOTAL	30	100

In this question, the respondents were asked to reveal their views about whether English should be taught at an early age or not. All the population (100 %) is for the teaching of English at an early age.

Q35: Do you think that teaching English starting from first year of middle school is sufficient?

Table 39: Parents' Views about the Teaching of English Starting from Elementary School

	N	%
Yes	1	3.33
No	29	96.66
Total	30	100

The results in this table indicate that almost the whole respondents, with a rate of 96.66%, believe that teaching English starting from middle school is not enough. On the other hand, only 3.33% think that it is sufficient. This shows that parents are completely aware of the importance

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of learning a language at a young age probably because the acquisition can be easier and their children will be more prepared to learn it in the elementary phase. The majority confirms that it should be taught starting from the third and fourth year in the primary phase.

Q36: Do you think that French should be replaced by English?

Table 40: Rate of Parents who Think that French Should Be Replaced by English

	N	%
Yes	22	73.33
No	5	16.66
No Answer	3	10
Total	30	100

As can be seen from table 40, 22 out of the 30 respondents were for the replacement of French by English. However, 5 respondents were against the replacement while 3 of them gave no answer.

Q37: Do you think that English will be replaced by French?

Table 41: Rate of Parents who Think that English will be Replaced by French in the Future

	N	%
Yes	12	40
No	18	60
Total	30	100

As the table records, 60% of parents think that English will not replace French in the future

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and 40% think that this may happen. This may be due to the fact that Algeria is still dependent politically and economically on France in addition to the important status the French language occupies in Algerian society.

If Yes, then When?**Table 42:** When will English replace French

	N	%
In Ten Years	3	25
In 20 Years	2	16.66
In 30 Years	/	/
In more than 30Years	7	58.33
Total	12	100

Data obtained from the table above indicate that 7 out of 12 respondents believe that the replacement of French by English could happen in more than 30 years. 3 respondents said in 10 years and only 2 of them said in 20 years.

2. Discussion of the Results

The data obtained from the parents' questionnaire reveal that most of the respondents belong to the middle class, as it is shown from their income. Additionally, the majority lives in urban and semi urban areas which may indicate that those who live in rural areas may be less interested in teaching English to their children in private schools, or it can be due to the fact that they are unable to afford the costs.

It is also shown that a noticeable percentage among the respondents holds a university level, a rate which proves that many of them are well educated and probably realize the importance of foreign languages, especially English. It is clearly shown from the data obtained that not all respondents know or speak English. However, they are conscious of its importance and crucial role for their children's future careers.

The substantial majority of the sample population stated that they are good speakers of French. This is quite evident since French is the first foreign language taught in Algeria, and it is frequently used by people along with the colloquial Algerian Arabic. In addition to that, a considerable number of the parents point out that they read both in Arabic and French, a result that demonstrate the bilingual nature of the Algerian community. That is to say, the majority of those parents who are interested in teaching English to their primary school children in private schools are Francophones.

Furthermore, the vast majority of the respondents, with a rate of 93.33%, said that English is important for their children's academic and professional careers. They also stated that they want them to pursue their studies abroad. This could probably be the main reason why they encourage them to study English at an early age, since it is the global language of the contemporary era and serves as a tool for communication with the entire world. It is worthy to note here that despite the

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fact that many parents assert that the amount paid for teaching their children in private schools is costing, they seem ready to pay it and invest considerable amounts of money for the sake of teaching English to their children.

A considerable number of the sample population claims that the methods used to teach English in public schools are not efficient. This is probably one of the factors that drove parents to teach their children in private schools because they believe that methods used there are more successful.

In analyzing the results, it is very evident that nearly all the respondents assert that English is more important than French and should be taught instead in the primary phase. Approximately the same rate wants their children to start learning it at an early age. This shows that parents are aware of the dominant position of the English language in all domains, and that learning it at an early age will be very beneficial for their children and will facilitate its acquisition in the elementary phase. The results also indicate that the vast majority of parents are convinced that the status of French is inferior to that of English. This may be due to the fact that parents realize that French is considered to be of less importance in the current globalized era and does not provide the same opportunities for their children's future careers as English does.

The responses about the replacement of French by English reveal that a considerable rate of parents with 73.33 % suggests that English should replace French as the First foreign language which should be taught in Algerian primary schools. However, a much lower rate (40 %) believes that this could happen in the future. These results indicate that the majority of parents are for the replacement, but most of them are convinced that this will not happen probably due to the fact that Algeria is still politically and economically dependent on France, which consequently gives

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the French language a paramount status in this country.

To conclude, we can say that there is a considerable growing number of parents in Algeria who want for their children to study English at an early age, and they are willing to invest money in doing that. We can assume also from the findings that many Algerian parents are not satisfied with French being taught as the first foreign language for their children, and they want to be given the right to decide and negotiate about their children's educational choices. All this lead us to conclude that there is a clear discrepancy between language policy and foreign language needs in Algeria.

3. Analysis of the Interview

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

Respondent 1: In primary school, that is in 2002.

Respondent 2: In primary school.

Respondent 3: I started learning English in the fourth year of my primary education.

The three respondents studied English for the first time in primary school, when the Algerian government introduced it as a first foreign language along with the French language during the 1990s and early 2000s.

Question Two: Was your choice of studying English in primary school imposed / optional?

Respondent 1: Imposed.

Respondent 2: It was optional.

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Respondent 3: It was optional.

Two of the respondents said that the choice to study English as their first foreign language was optional, while one of them said that it was imposed on him.

Question Three: If imposed, by whom? If optional, why did you choose to study it?

Respondent 1: It was imposed by my parents.

Respondent 2: I was young to make a decision myself. In fact, it was my mother's choice. She predicted that French would lose ground eventually, so she told me when I asked her about it.

Respondent 3: I heard from my parents and relatives that English is growing to be world language and mastering it will open new possibilities for me in the future.

As can be seen from the responses above, one respondent stated that the choice was imposed on him by his parents. On the other hand, the other two preferred English and they were encouraged by their parents who believed that English is gaining more ground in Algeria.

Question Four: What do you think about the experience of learning English in the primary phase?

Respondent 1: In fact, it was a good experience because of the way my teacher was teaching. For example, using songs to enrich our vocabulary.

Respondent 2: It was very successful in primary school because we had a great teacher. However, there was no political will to carry on with the project because Francophile government officials did their best to sabotage the project for reasons I cannot enumerate

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here.

Respondent 3: It was fruitful rewarding.

All the respondents share the same positive attitudes towards this experience. They agreed that it was very helpful and beneficial for them.

Question Five: Did it cause you any problems with the learning and the use of French in the environment?

Respondent 1: Yes, because in middle school they mixed us with those who chose French in primary school.

Respondent 2: Not at all.

Respondent 3: Yes, it did. I always suffered from interference of English in learning French.

According to the above answers, only one respondent did not have any problem with learning French. Meanwhile, the other respondents stated that they encountered difficulties with learning it because of the interference of the English language (respondent 2). Respondent 1; on the other hand, argued that he was mixed with students who studied it in primary schools as their first foreign language and did not have the opportunity to learn French from the basics.

Question Six: Did proficiency in English help you in learning French?

Respondent 1: Yes, somehow.

Respondent 2: It certainly did. After all, English and French share a lot of features.

Respondent 3: No, it did not. I had to make extra efforts to learn French and to be able to understand it since it is my second foreign language in a country that speaks French more

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than Arabic in certain situations like a discussion with a doctor.

Two respondents agreed that learning English helped them in learning French. This may be due to the fact that there is proximity between the two languages since they share some similarities especially vocabulary. However, the third respondent said that he had to work hard in order to learn it.

Question Seven: Did learning English in the primary phase prepare you for a better acquisition in the future?

Respondent 1: Yes, it did actually. I was somehow prepared to acquire new things in the middle phase.

Respondent 2: It did. Learning the fundamentals at such a young age facilitated the learning of more complex structures of the language.

Respondent 3: Yes, it did. At the university, I was much better than my schoolmates the fact that allowed me to get higher scores, understand native speakers and think in the language.

As can be seen from the responses of the three participants, learning English in the primary phase was helpful and beneficial for all of them as it facilitated further acquisition of the language.

Question Eight: Do you think that English should be re-introduced in the primary phase?

Respondent 1: Yes, that will be a good idea.

Respondent 2: Yes, I do. English has become the world's lingua franca, but I still can't understand Algeria's insistence on teaching French as a second language.

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Respondent 3: Regarding the fact that it has become a lingua franca, I would recommend this.

The three respondents agreed that English should be re-introduced in the primary phase arguing that it is a lingua franca.

Question Nine: Why did you specialize in English? Was it your only option?

Respondent 1: In fact it was not my first choice.

Respondent 2: Actually, I had many options, but I did English because I like it.

Respondent 3: No, it was not. I had several choices regarding my scores in the Baccalaureate exam, but it was a choice based on the love for the language itself, for teaching and the knowledge that my background (having English as my first foreign language) will guarantee my success.

Two respondents chose English because they like this language, and because they mastered this language since they studied it as the first foreign language. The third one said it was his only choice.

Question Ten: Do you think that English will replace French in the future?

Respondent 1: I hope this will happen. But I am skeptical about it.

Respondent 2: With media outlets going global, I strongly believe that it's only a matter of years before English will dominate in Algeria.

Respondent 3: No, not in Algeria. This is due to political, historical and anthropological reasons. In addition, people still believe in the superiority of the language of the past

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coloniser and being an intellectual in Algeria means mastering French.

One of the respondents believes that it is only a matter of time that English will replace French in Algeria. However, two of them were skeptical about it because of the dominant position that French has in this nation.

4. Discussion of the Results

It can be concluded from the results of the interview that the subjects who were taught English in the primary phase demonstrated positive attitudes towards the whole experience. They also agreed that it should be re-introduced and taught as the first foreign language arguing that it was very beneficial especially at an early age. The results also indicate that there was a parental involvement in the choice of the participants which shows their parents awareness about the important status of English.

Nevertheless, the subjects were somehow skeptical about the replacement of French by English as one of them argued that there was no political will to do that because Francophone officials are against the English dominance in Algeria.

Conclusion:

As a conclusion of the study conducted, it seems that most parents in Jijel, especially those belonging to the middle class, are aware of the importance of English and conscious of its crucial role for the future of their children. The findings of the questionnaire reveal that both Arabophone and Francophone parents are interested in teaching English to their primary school children. Additionally, the majority of them are competent in French. Consequently, the first hypothesis that “the choice of some parents to teach their primary school level children English in private schools is motivated by their ideological animosity towards French as well as by their

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low proficiency level in that language” is rejected. On the other hand, the elicited data from the interview support what has been hypothesized earlier in the second hypothesis; since all the subjects agreed that the first Algerian experience to teach English as the first foreign language in public in 1990’s was successful.

Pedagogical recommendations:

Based on our research findings, the present study offers some pedagogical recommendations for Algerian policy makers:

- English as being the language of scientific development, mass media and the modern technology, should be given a more important status in Algeria.
- Children should be given the choice to choose the first foreign language they want to study in primary schools.
- The ministry of education should reconsider the introduction of English in primary schools.
- Parental concern and choices should be taken into account and should play an influential role in education language policy in Algeria.
- Policy makers should adopt a bottom up approach to language planning which takes into consideration society’s foreign language needs.

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General Conclusion

This piece of research demonstrated the dominant position that English occupies in the modern world and how its relevant status obliged many governments to bring about their language policy and give it the status of the first foreign language in many countries around the world. In addition to that, it demonstrated the role that language planning and policy activities play in determining the status of languages and how it directly affects foreign language learning in many countries including Algeria.

Furthermore, the current study shed light on the complex linguistic situation and the main language policies used in Algeria to contextualize the status of English in this country. It also brought to light the rivalry between English and French mainly focusing on the ideological conflict between the Arabophone and Francophone elites. Moreover, it reviewed the experience of the introduction of English to be taught in primary schools as the first foreign language during the 1990's.

The data obtained from the questionnaire showed that the parents' interest in teaching English to their primary school children has nothing to do with their animosity towards French or with their low proficiency in that language. On the contrary, the findings proved that both Arabophone and Francophone parents demonstrated a great interest in English because they believe that it's the ideal language for their children's future. Hence, the first hypothesis is refuted.

The obtained results from the interview could confirm to a large extent the second hypothesis which was stated as the first Algerian experience to teach English as the first foreign language in public in 1990's was successful at least from the vintage point of the former pupils who benefited from such education. The findings confirmed that there was a positive attitude towards learning

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English instead of French in the primary cycle. All the subjects were in favor for its re-introduction in primary schools to be taught as the first foreign language in Algeria. Additionally, all the subjects stated that studying English as the first foreign language was very beneficial for them.

At the end, on the basis of the results obtained from both the questionnaire and the interview, some pedagogical recommendations have been proposed for Algerian policy makers and educators who will hopefully take the linguistic needs of the society into consideration and give English a more relevant status by considering its re-introduction to be taught in Algerian primary schools as the first foreign language.

However, it is worthy to note that parents' aspirations are not taken into consideration by Algerian policy makers, because despite the growing number of parents who are sending their children to learn English in private schools, it is still given a secondary importance by the Algerian ministry of education and taught as an additional foreign language in Algerian public schools, while French is still the *de facto* first foreign language.

It can be concluded from the research that there is a discrepancy between Algerian language policy and foreign language needs. The findings indicate that there is a top down approach to language planning in the country because while English is the dominant foreign language in all over the world, French is still the second language in Algeria because of political, historical and economic reasons. It may take a while before the status of English will be reconsidered by Algeria's foreign language policy. Nevertheless, Algerian officials, educators, and policy makers

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should take the needs and aspirations of the society into consideration and indulge in a bottom up language planning approach which guarantees linguistics rights, respect the aspiration of the masses and be detached from political and economical influences in order to achieve more linguistic balance within the Algerian speech community.

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Appendices : photo copie

Résumé

Ce travail de recherche est une étude descriptive qui vise à identifier les raisons derrière l'intérêt des parents qui enseignent l'anglais à leurs enfants à un âge précoce en Algérie. L'étude essaye de se concentrer sur l'incompatibilité existante entre la politique linguistique en Algérie et les besoins en langues étrangères dans ce pays. Pour aborder ce problème, un questionnaire et une interview étaient utilisés dans la recherche. Le questionnaire a été utilisé pour collecter les données de 30 parents qui ont des enfants âgés entre 5 et 10 ans apprenant l'Anglais dans des écoles privées. L'objectif est de savoir pourquoi un nombre important et croissant des parents encouragent leurs enfants à étudier l'Anglais à cet âge précoce. L'interview a été faite avec trois personnes de l'université de Jijel qui ont étudié l'Anglais au primaire durant les années 90, afin de faire une évaluation rétrospective à propos de l'enseignement de l'anglais aux écoles primaires Algériennes. L'analyse des données a démontré qu'un grand pourcentage de la population étudiée reconnaît l'importance de l'Anglais et approuve fortement que cette langue doit être enseignée au lieu du Français. De l'autre côté, les résultats de l'interview montrent que les trois répondants croient que l'apprentissage de l'Anglais au primaire était très utile pour une acquisition additionnelle, et ils ont ajouté que la langue Anglaise doit être réintroduite en tant que première langue étrangère alternative. Sur la base des résultats obtenus, quelques recommandations pédagogiques ont été proposées pour les décideurs Algériens qui, en espérant, vont prendre les besoins linguistiques de la société en considération en réintroduisant l'Anglais comme première langue étrangère aux écoles primaires Algériennes.

ملخص

هذه الدراسة هي دراسة وصفية تهدف الى معرفة الاسباب التي تدفع بالعديد من الاباء لتدريس اللغة الانجليزية الى اطفالهم في سن مبكرة في المدارس الخاصة في الجزائر. نحاول من خلال هذه الدراسة تسليط الضوء على التناقض الموجود بين السياسة اللغوية في الجزائر واحتياجات اللغات الاجنبية في هذا البلد. من اجل معالجة هذا الامر تم اعداد استبيان ومقابلة. الاستبيان استخدم في جمع المعلومات من الاولياء اللذين لديهم ابناء تتراوح اعمارهم ما بين 5 الى 10 سنوات. الهدف هو معرفة السبب وراء عدد الاولياء المتزايد اللذين يدرسون اللغة الانجليزية لابنائهم في سن مبكرة في المدارس الخاصة. المقابلة اجريت مع ثلاثة اشخاص من جامعة جيجل درسوا الانجليزية في الطور الابتدائي في التسعينيات و ذلك من اجل اجراء تقييم تجربة تدريس اللغة الانجليزية في المدارس الابتدائية في تلك الفترة. تحليل النتائج اظهر ان نسبة كبيرة من الاباء يعون اهمية اللغة الانجليزية و يوافقون بشدة على تدريسها في الطور الابتدائي كبديل عن الفرنسية. من جهة اخرى اظهرت نتائج المقابلة ان المجيبين الثلاثة يعتقدون ان دراسة الانجليزية في الابتدائي كانت جد مفيدة و ساعدتهم في اكتساب هذه اللغة لاحقا. من خلال النتائج المحصل عليها من الاستبيان و المقابلة تم الخروج بمجموعة اقتراحات بيداغوجية الى اللغويين و صناع القرار في الجزائر املا في ان يقوموا بادخال اللغة الانجليزية لتدرس في الطور الابتدائي كلغة اجنبية اولى.