

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research



University of Tlemcen
Faculty of Letters and Languages
Department of English

**FAMILY LANGUAGE POLICY: Attitudes of Algerian
Parents Towards Children Pre-school Enrollment in
Private Foreign Languages Teaching Institutions**

*Dissertation submitted to the Department of English as a partial fulfilment of the
requirements for the degree of Master's in Language Sciences*

PRESENTED BY:

Mrs. Ines BOUABDALLAH

SUPERVISED BY:

Dr. Taoufik DJENNANE

BOARD OF EXAMINERS

Dr. Nassim NEGADI	President
Dr. Taoufik DJENNANE	Supervisor
Mrs. Fatima Zohra ADDER	Examiner

Academic Year: 2021-2022

DEDICATION

With all my love, I dedicate this work to my father
who helped me a lot writing this thesis

To my mother and step mother who motivated and encouraged me

To my brother Walim

To my beloved daughter Celia and my husband

To all whom I know

ACKNOWLEDGEMENTS

First of all, I would like to thank my Almighty Allah, who gave me patience and strength to complete my work through facing some difficulties in my personal life.

Special thanks from my heart to my supervisor Dr Djennane Taoufik who accepted to supervise me and was always there when I needed him. For his patience and endless guidance. I want to tell me that I will never forget his goodness to me.

I would like to thank also the members of jury who accepted to examine my work.

I am greatly thankful to my parents especially my father who gave me all his knowledge and willing to a best study.

I am also grateful to the parents involved in this study for their contribution without whom there would be no data.

Finally, I offer my blessing and regards to all whom supported me in any respect during the completion of this work

Abstract

Many people around the world seek to learn languages in order to develop their linguistic repertoire. But it would be better if this learning begins from an early age, as this is more advantageous for the learner. In Algeria, some parents take such matter into consideration, and expose their children to foreign languages at an early age, enrolling them in kindergartens and private institutions specialized in teaching languages. The purpose of this work was to explore parents' attitudes toward children pre-school enrollment in these private foreign languages teaching institutions. To research this end, a case study was conducted in IZED institution for professional education and training in its two branches; the first branch was in El Kiffan, and the second one was in Oudjlida (Tlemcen). The research relied basically on a mixed questionnaire for data collection. Data were analyzed quantitatively and qualitatively. The outcomes revealed that the main reasons that prompt parents to enroll their children in foreign language teaching institutions are basically associated with the value of foreign languages. Building on the notion of 'language instrumentality', some parents showed extremely positive attitudes towards exposing their children to English as it is the now the most important language in the world. Some other showed a preference to introduce their children to French on the premise that French remains the far important in the Algerian speech community.

Table of Content

DEDICATON.....	I
AKNOWLEDGMENTS.....	II
ABSTRACT.....	III
TABLE OF CONTENT.....	IV
LIST OF TABLES.....	V
LIST OF FIGURES.....	VII
LIST OF ACRONYMS.....	VIII
GENERAL INTRODUCTION.....	1
1 CHAPTER ONE: FAMILY LANGUAGE POLICY.....	4

1.1 INTRODUCTION.....	5
1.2 LANGUAGE PLANNING AND POLICY.....	5
1.2.1 Levels of language planning.....	6
1.2.1.1 Status planning.....	6
1.2.1.2 Corpus planning.....	6
1.2.1.3 Acquisition planning.....	7
1.2.1.4 Prestige planning.....	7
1.3 FAMILY LANGUAGE POLICY.....	7
1.3.1 Raising bilingual children.....	8
1.3.2 One-Parent-One-Language.....	9
1.3.3 Peer influence.....	9
1.3.4 Family structure.....	9
1.3.5 Educational option.....	10
1.4 LANGUAGE PLANNING AND AGENCY.....	10
1.5 CHILD FIRST/ SECOND LANGUAGE ACQUISITION.....	11
1.5.1 A brief comparison between first / second language acquisition.....	12
1.6 GROWING NUMBER OD FOREIGN LANGUAGES PRIVATE SCHOOLS IN ALGERIA.....	12
1.7 CONCLUSION.....	14
2 CHAPTER TWO: DATA ANALYSIS AND DISCUSSION.....	15
2.1 INTRODUCTION.....	16
2.2 PART ONE: METHODOLOGY CONSIDERATIONS.....	16
2.2.1 Research design.....	16
2.2.2 Sample population.....	17
2.2.3 Data collection instruments.....	17
2.2.3.1 <i>The questionnaire</i>	17
2.3 PART TWO: Data ANALYSIS AND DISCUSSION.....	18
2.3.1 Data analysis.....	18
2.3.1.1 <i>Section One : Biodata Analysis</i>	18
2.3.1.2 <i>Section Two: Parents Attitudds</i>	20
2.3.2 Discussion of the Results.....	28
2.4 CONCLUSION.....	30
GENERAL CONCLUSION.....	31
BIBLIOGRAPGY.....	33
APPENDICES.....	36

List of Tables

Table 1.1: A comparison between First / Second language acquisition.....	12
---	----

List of Figures

Figure 2.1: Parent's age and gender.....	19
Figure 2.2: Parent's level of study.....	20
Figure 2.3: Parent's interest towards learning languages.....	20
Figure 2.4: Parent's preferable language to learn.....	21
Figure 2.5: The language used to communicate with the child.....	22
Figure 2.6: Decision making.....	23
Figure 2.7: Language learning influence on child's linguistic development.....	24
Figure 2.8: Reasons behind learning languages.....	25
Figure 2.9: Parent's attitudes toward the inclusion of English in the primary school.....	26
Figure 2.10: Parent's suggestions toward helping their children for better learning English.....	27
Figure 2.11: The effect of learning languages at an early age on the child's Arabic.....	28

List of Acronyms

LPP Language Planning and Policy

LP Language Planning

FLP Family Language Policy

SLA Second Language Acquisition

L1 First Language

L2 Second Language

FLA First Language Acquisition

General Introduction

Language learning has been always a center of interest for many people. Nowadays, many parents strive to add foreign languages to add a second/foreign language to their children, especially languages of wider communication. This is typically to ensure better opportunities and to make them able to function, linguistically, at the international scale. The child's mind, from birth to the age of four, is like a blank sheet. Its plasticity is very high, making children with a great capacity to absorb what they hear quickly.

Building on the notion of 'early acquisition', the family proved to be an effective language planning agent. A lot of studies have shown how families initiate a certain linguistic policy at home, equipping their children with one or more additional languages. As for Algeria, it is in fact the rule rather than the exception that today's families, especially in urban concentrations, are now real language planners for their children. It has become common place that many parents enroll their young children, who have not reached the school age yet, in private schools of foreign languages. Such state of affairs is motivated by a number of reasons, and is conducted under prefixed circumstances to reach particular ends.

For some parents, using a second/foreign language at home with children or making them learn it in a private institution is important to turn them into bilinguals or even polyglots with a strong ability to interact in a language other than their L1. The increasing demand of parents for foreign languages made some pre-school institutions to include foreign languages teaching in their curricula. In the city of, for example Tlemcen, foreign languages are increasingly encouraged in the pre-school stage in private institutions. In fact, such institutions have recently flourished and the number of their attendees is in rapid increase. A lot of parents invest, effort and money, to provide the opportunity to their children, believing that learning foreign languages is beneficial in many ways, cognitive, intellectual, academic, economic, etc.

Therefore, it is necessary to tackle such state of affairs from different perspectives. One of the aims driving the present work is to investigate the reasons behind opting for foreign languages policies within the family environment. Another reason is to measure the benefits, and/or drawbacks, resulting from exposing young children to foreign languages at an early age. Consequently, this research work tries to answer the following questions:

1. What prompt parents to enroll their children in pre-schools to learn foreign languages?
2. Does early foreign language-biased family policy negatively affect the child's learning attainment provided that standard Arabic will be the school language?

Based on these questions, the following hypotheses are formulated:

- 1) The main reason pushing parents to enroll their children in pre-schools of foreign languages is to meet the prestige associated with such languages.
- 2) Early intensive foreign language learning at the cost of standard Arabic negatively affect the child's schooling development.

To reach the research objectives, it will be opted an exploratory case study in a number of pre-school institutions in the city of Tlemcen. Parents and teachers alike will be considered as they are important stakeholders who effectively influence the linguistic development of children. The research will build on different instruments to collect quantitative and qualitative data.

As for the organization of the research work, three chapters make up the construct of this dissertation. Chapter one goes around the relevant literature and sets the explanatory frame of the practical chapter. It reviews basic concepts, including language planning, family language policy, and first/second language acquisition. Chapter two presents the methodological framework of the case study. It therefore summarizes the overall methodology approach in terms of the research design, informants and sampling techniques, data collections instruments and ethical considerations. As to the third chapter, it is meant to analyze, discuss and interpret the quantitative and qualitative data

collected through different instruments. Statistical methods are used so as to boost the validity of the findings.

Of course, this chapter is intended to answer the research questions raised above, and to validate, or nullify, the associated hypotheses that have been put forward.

Chapter One : Family Language Policy

1.1 Introduction

1.2 Language Planning and Policy

1.2.1 Levels of Language Planning

1.2.1.1 Status Planning

1.2.1.2 Corpus Planning

1.2.1.3 Acquisition Planning

1.2.1.4 Prestige Planning

1.3 Family Language Policy

1.3.1 Raising Bilingual Children

1.3.2 One-parent-one-language

1.3.3 Peer Influence

1.3.4 Family Structure

1.3.5 Educational Option

1.4 Language Planning and Agency

1.5 Child First/Second Language Acquisition

1.5.1 A Brief Comparison between First/Second Language Acquisition

1.6 Growing Number of Foreign Languages Private Schools in Algeria

1.7 Conclusion

1.1 Introduction

Language learning is always considered as a very interesting process, what leads parents make their children acquire a second language through enrolling them in private teaching institutions. The present chapter reviews the literature pertaining to the main area of interest in the current study, that is language planning and policy. It also sheds light on the process of family language policy. In addition, we should throw some light on the children first and second language acquisition, also to come up briefly with some explanations of the growing number of foreign languages private schools in Algeria. Moreover, the main goal of this chapter is to contextualize some of the most theoretical approaches to inquiry in the field of language learning. Definitions, theories and measurement's methods are discussed.

1.2 Language Planning and Policy

Language is an instrument of human communication, and it represents the identity of an individual. Therefore, language planning and policy (hereafter LPP) are very important in every society. Cooper (1989) observes that « language is the fundamental institution of society. To plan language is to plan society ». Language planning exposes a use of two interrelated terms: language planning and language policy. Some writers make a clear distinction between them, whereas some others see that this distinction is irrelevant. In this way, “Language planning is an activity most visibly undertaken by government, intended to promote systematic linguistic change in some community of speakers” (Kaplan and Baldauf, 1997:6). As for language policy is defined as “a body of ideas, laws, regulations, rules and practices intended to achieve the plan language in the society, group or system” (Kaplan and Baldauf, 1997:6).

Language planning is defined as the planning of deliberate changes in the form of use of a language or language variety. Both planning and language use are socially-based activities. This is why language planning is generally regarded as a sub-discipline

of socio linguistics. Joshua Fishman (1974:79), an American sociologist of language, defines language planning as “the organized pursuit of solutions to language problems”. Weinstein (1980:56) observes language planning as “a government-authorized, long-term, sustained and conscious effort to alter a language’s function in a society for the purpose of solving communication problems”. However, it is not considered as individual activity, but when it comes to the planning of a language, these societal domains are very important: government, national assembly/parliament, the judiciary, administration, business, the media, language experts drawn from institutions and the community.

1.2.1 Levels of Language Planning

Heine and Kloss (1967, 1969), the German linguists, categorically identified two basic types or Levels of language planning to include the status planning and corpus planning. However, more recently, two other dimensions of language planning has been identified, that are the acquisition planning and prestige planning.

1.2.1.1 Status Planning

Status planning refers to the allocation of new functions to a language (such as using the language as medium of instruction or as an official language). It affects the role a language plays within a given society. As for Haugen (1972), Fishman (1974) and Eastman (1983), status planning deals with the selection and use of language in relation to education administrations, mass media, judiciary, trade and international relations. Then it deals with which language should be official, national and regional.

1.2.1.2 Corpus Planning

Corpus planning is concerned with the internal structure of a language. It involves making changes to the linguistic code and the creation of grammars and dictionaries for the selected language. Cooper (1989:13) argues that corpus planning deals with « activities such as coining new terms, reforming spelling, and adopting new script. It

refers, in short, to the creation of new forms, the modification of old one or the selection from alternative forms in spoken or written code ».

A central aspect of corpus planning is language standardization, which can be understood as the creation and establishment of a uniform linguistic norm for a particular language which has been adopted and bestowed with a national status.

1.2.1.3 Acquisition Planning

Acquisition planning refers to “organized efforts to promote the learning of the language” (1989:165). It involves the efforts to spread and promote the learning of a language. The main focus of acquisition planning is to influence the allocation of users or the distribution of languages by means of creating or improving opportunity or incentive to learn them or both (Demissie et al, 2009:11)

1.2.1.4 Prestige Planning

In language planning, prestige planning refers to a purposeful measurement to enhance the stance of a language in a speech community. Although prestige planning and status planning are closely related, they refer to different procedures. Status planning is the output of legislations, whereas prestige planning is derived from people’s attitudes. Deumert observes that prestige planning “has a decisive importance especially for the long-term success of language planning activities when the promote language has previously been limited to low-culture functions in a given society” (2000:387)

1.3 Family Language Policy

FLP is generally defined as explicit and overt planning in relation to language use within the home and among family members. It provides a frame for examining child-caretaker interactions, parental language ideologies and child language development.

The family is considered to be an extremely important domain for studying LP because of its critical role in forming the child's linguistic environment. According to Fishman (1991), the family contains a natural boundary that serves as a bulwark against outside pressures. Association with intimacy and privacy makes the family particularly resistant to outside competition and substitution. More specifically, Fishman (2000) identified the most important point of intergenerational language transfer as the use of the ethnic language at home by women of childbearing age with their children, because the family and community are critical for the maintenance of the home language. In other words, the way in which "younger children...through interactions with older and more experienced persons, acquire the knowledge and practices that are necessary for them to function as, and be regarded as, competent members of the community" (Garrett and Baquedano Lopez, 2002 :341)

However, the vast majority of parents do not strategically plot and plan FLP. The default home language policy for most is to speak the native tongue of the mother, or the mother and father, in the case of bilingual parents. But, for some parents, making home strategies as how to raise their children to speak more than one language is seen as giving an important advantage to them. Parents have various choices about which languages to speak at home, some of them think that bilingual children have some sort of cognitive advantage. Other parents want to maintain the heritage language of the family, culture or ancestral country of origin.

1.3.1 Raising Bilingual Children

The most common practised LP is raising children bilingually by parents who make explicit language decisions. Most of parents are aware of important linguistic findings, for example, the earlier you start with bilingual family policy, the better. Therefore, the information concluded in the popular press, and the experiences of other extended family members, also parent's own personal experiences with languages are considered as the three major influences on their language strategies.

1.3.2 One-parent-one-language

The one-parent-one-language strategy involves each parent speaking in only one language to the child, typically the parent's mother tongue. The common outcome of this approach is a child who can understand both languages but speak only one, which is the majority language of the community in which he or she lives. Therefore, some families choose to speak only the majority language at home. Another strategy is used strictly by one parent who is enforcing the child speaking only one language, for example, by pretending not to understand the child's utterance when it does not speak the parental language.

1.3.3 Peer Influence

The external environment into which children are sent is mainly responsible for child's language. The child's peer group is of great influence. However, the child will not speak the home language because the peer group does not speak the minority language either.

1.3.4 Family Structure

The presence of siblings influence the success of FLP, because they choose to speak a language among themselves in which the language dynamics change and parents lose a measure of control.

1.3.5 Educational Option

This option depends on where parents live; they have essentially four schooling options. The first one is a monolingual school in the majority language, the second a monolingual school in the minority language, the third a bilingual school offering both family languages, and the fourth is a school offering a third language.

1.4 Language Planning and Agency

Traditionally language research has focused on the actions of governments and similar macro-level institutions. Language planning as an academic discipline began in the context of nation-state formation following the end of colonialism. The chief concerns were related to issues of creating national unity and developing and maintaining effective communication within emerging nations (Mansour, 1993; Ricento, 2003). Most definitions of the language planning presuppose “deliberate planning by an organized body enjoying either legal or moral authority, such as a government agency, commission, or academy” (Nahir, 1998 :351).

Rather than focusing on the work of governments and their agencies as the actors in language planning, a micro-level approach needs to consider a range of agents which exist with greater or lesser formality within their local speech community. Any survey of agents of micro language planning must necessarily be incomplete because of the diversity of potential groups who need to engage in language, e.g. local committee deciding to sign language interpreters, interest groups disseminating their material in multiple languages, work places with multilingual populations. For example, the influence of Eliezer Ben-Yehuda on the revival of Hebrew is widely known, although his individual role may be contested (Fellman, 1973; Nahir, 1998). His influence in

actively using Hebrew as an everyday language and raising his son as a first language speaker of Hebrew, together with the development of new lexical items as required are frequently cited as initial steps in the revival of Hebrew

1.5 Child First/Second Language Acquisition

Human language is a remarkable way to communicate, so that a child in three short years can hear, mimic, explore, practice, and finally learn language. Language is acquired by children without forcing them to learn it. We are born with the ability to make forty sounds and our genetics allow our brain to make associations between sounds and objects, actions, or ideas. These combinations allow the creation of language.

Language acquisition is a product of active, repetitive, and complex learning. The child's brain is learning and changing more during language acquisition in the first six years of his life than during any other cognitive ability he is working to acquire.

A child's language skills are directly related to number of words and complex conversations they have with others. In order to learn the relationship between sounds and objects, a child must hear, and then make the association between the sound and what it symbolizes, if he could not do this, he would not have normal language development. However, his language acquisition is not dependent on intelligence or special ability for languages, it is acquired fully and properly, so that it is not necessary to speak to young children in a babyish way, they do not end up speaking like this anyway. In addition, in FLA children do make errors, systematic ill-formed structures based on the level acquisition on which they happen to be. In post-puberty, SLA individuals make mistakes which are often random and erratic, though a degree of regularity can be recognized here, with SLA there can be interference from the first language, i.e. structures from L1 are carried over into L2 where they do not occur natively. Interference obviously does not occur in FLA.

1.5.1 A Brief Comparison between First/Second Language Acquisition

Table 1.1 : A comparison between First / Second language acquisition

First language acquisition	Second language acquisition
An instinct, triggered by birth	A personal choice, required motivation
Very rapid	Varies, but never as quick as FLA
Complete	Never as good as a native speaker, though good competence can be achieved
Natural (no instruction)	Natural or guided (for synthetic languages grammatical instruction is required)

In fact, linguists maintain that a first language is acquired, i.e. that

knowledge is stored unconsciously, and that a second language is learned, i.e. that knowledge is gained by conscious study of the language’s structure. Therefore, there is a period of life, named puberty, that is around twelve or thirteen years old, after which it is difficult to acquire a second language with the same degree of competence as the first language, .i.e. just before puberty, a lateralisation of the brain happens which causes a decline in the acquisitional ability of learning a second language and this also may affect other activities such as sports, playing music, etc.

1.6 Growing Number of Foreign Languages Private Schools in Algeria

During the era of colonization in Algeria, the state's official language was French, although it was a foreign language for Algerians. This language was provided for the public education of Algerians from the primary school, to middle and then to secondary or even to higher and university studies.

It was only after the first year of independence that Algeria decreed the Arabic language as the official language of the country and French has become a pure foreign language, and hence, French language had lost some of its importance when arabization was generalized and it was opted for English as the second foreign language.

The first year after the independence, a certain hesitation in the adaptation and assimilation of English language was seen due to the anchoring of French by the colonizer during all the 130 years of occupation. It is true that that period of adaptation was difficult for students who have found it very difficult to retrain, but things have changed, and with language planning and the help of national and cooperating teachers, language teaching has started to stabilize with state decisions to prioritize English as a foreign language because the latter is an international language, the most communicative language around the world. Algeria was right to plan for the long term through the English language, in which the beginning of its generalization in schools was registered, in institutions, in universities, in international trade relations, in cultural exchanges and in many other channels.

As for the growing number of English as a language in different educational systems, it has known several stages and evolutions and this according to the policy envisaged by the country in different fields, such as in medical research field, in instruction, the transformation of pharmaceutical industries and others. Therefore, the more births increased, the more language planning has become necessary, so that young Algerians would not be disoriented from other children around the world.

According to a headmaster of a private school, the English language is taught in our country according to two institutions. Namely that there are schools approved by the

state and whose diplomas are recognized by the ministry of education, of course it is too expensive from studying in a public school, generally named private schools. On the other hand, there are institutions of foreign languages which are approved by the wilaya, that provide language improvement courses for children as well as adults. It must be said that this last option is a decision made by many parents who want to provide training courses for their children from an early age. In conclusion, mastering English everywhere in the world has become a necessity for the progress of individuals in perpetual transformation.

1.7 Conclusion

As it has been highlighted in the introduction, this chapter aims at providing a general overview of the relevant literature. In this way, some basic concepts of LPP have been explained, also the concept of FLP has been described, in addition to the concept of child first/second language acquisition that has been briefly discussed.

Chapter two: Data Analysis and Discussion

2.1 Introduction

2.2 Part One: Methodology Considerations

2.2.1 Research Design

2.2.2 Sample Population

2.2.3 Data Collection Instruments

2.2.2.1 The Questionnaire

2.3 Part Two: Data Analysis and Discussion

2.3.1 Data Analysis

2.3.1.1 *Section One: Biodata Analysis*

2.3.1.2 *Section Two: Parents Attitudes*

2.3.2 Discussion of the Results

2.4 Conclusion

2.1 Introduction

The present chapter is divided into two parts. The first part presents the general methodology framework guiding the study. This includes a brief introduction of the research design, the sample population and data collection instruments. The second part is a space for data analysis, discussion and interpretation.

2.2 Part One: Methodology Considerations

As stated above, this part of the chapter outlines the methodology used in the pursuit of this study. It considers the research design, the procedures, the informants and data collection tools. A general account of the methodology is important as it provides the research standard of replicability.

2.2.1 Research Design

The research design refers to the overall strategies and procedures that are adopted by researchers while conducting their studies. Polit et al (2001), argue that it is “the overall plan for collecting and analyzing data including specifications for enhancing the internal and external validity of the study”. It is regarded as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of findings” (Burns and Grove, 2003:195).

The present research is conducted by means of a case study. According to Stake (1995), “a case study is both the process of learning about the case and the product of our learning” (p.237). Therefore, the case study design for our research which took place in IZED institution for professional education and training which deals with the attitudes of Algerian parents towards enrolling their children in pre-school private institutions to learn foreign languages, English specifically.

Therefore, it is based on a mixed method design, which means that it consists of both quantitative and qualitative tools. It helps develop a comprehensive understanding of a complex phenomenon. A mixed method research is based on three factors: to gain a general understanding of the phenomenon/ to cross check the findings/ to max out the audiences' cooperation (in Dörnyei, 2007; Sandelwski, 2003).

2.2.2 Sample Population

In this research, the aim is to collect accurate data about every individual in a group; this group is referred to as population. Parahoo (1997:2018) defines population as « the total number of units from which data can be collected ». Then, sampling is « the process of selecting a portion of the population to represent the entire population » (Ibid, p.95). The sample of this research work comprises males and females, they all are parents of different age groups (some+40 and others -40). They all have different level of study. As for the number of participants, the present study covered 15 to 20 participants depending on the presence of parents, even though some did not want to take part in the work.

2.2.3 Data Collection Instruments

Data collection instruments are defined as “devises used to gather data, like questionnaires, tests, interviews and checklists” (Gay, 1987). The researcher has to choose the right instrument that fits his work. As for the present research, data were collected using a questionnaire. It is a written document that starts up with an initial entry called the introduction that best highlights the main goal of the researcher and follows up with a variety of questions where by the respondents are kindly required to answer.

2.2.3.1 The Questionnaire

The questionnaire is one of the most popular methods of conducting scholarly research. Gillham (2008:2) defines “questionnaires are just one of a range of ways of getting information from people usually by posing direct or indirect questions”. It is worth mentioning that every research tool comes with a list of advantages and disadvantages. One of the major advantages of using questionnaires is that they can cover a large population in a relatively short time. As for the disadvantages, the simplicity of the questions make them superficial and make it hard to tackle the problem deeply, in addition to other limitations like the issue of self-deception and social desirability bias.

The questionnaire used in this study is of a mixed type as it consists of different questions. This renders quantitative and qualitative data. It was distributed to the parents coming to take back their children from the institution of foreign languages. A difficulty was faced when most of parents refused to answer for the reason of lack of time. Therefore, it was drafted in French language, as the majority of parents do not master English language. Then, it is a task of the researcher to translate faithfully the respondents’ answers to the English language.

2.3 Part Two: Data Analysis and Discussion

This part of the chapter provides the research results obtained through the questionnaire. This is a space to discuss and interpret the results. The end is to confirm or reject the hypotheses raised in the general introduction

2.3.2 Data Analysis

The purpose of the analysis is to obtain quantitative and qualitative data to collect reliable information about a target population. These information might describe, explore and explain a given context. Because the questionnaire is divided into two sections, analysis will also be in two sections, as sketched below.

2.3.2.1 Section One: Biodata Analysis

Q1 and Q2: Gender and age

Around twenty questionnaires that are administered, then we got only twelve questionnaires back at IZED institution. From these twelve informants, there are six males and six females, whom 58% are -40 the age of forty, and 42% of them are +40 forty. However this mention of age show if younger parents think differently from older parents.

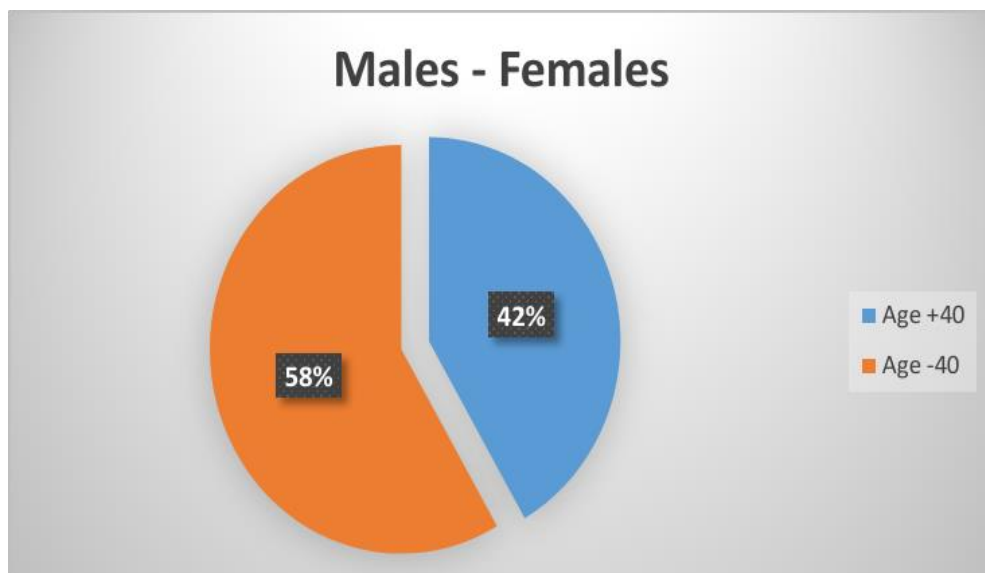


Figure 2.1: Parent's age and gender

Q3: level of study

As for the parent's level of study, the statistics show that 58% of parents finished their university studies, whereas 34% stopped at the high school and only 8% of them stopped at the middle school. Here the researcher can distinguish the decisions made by parents depending on their level of studies.

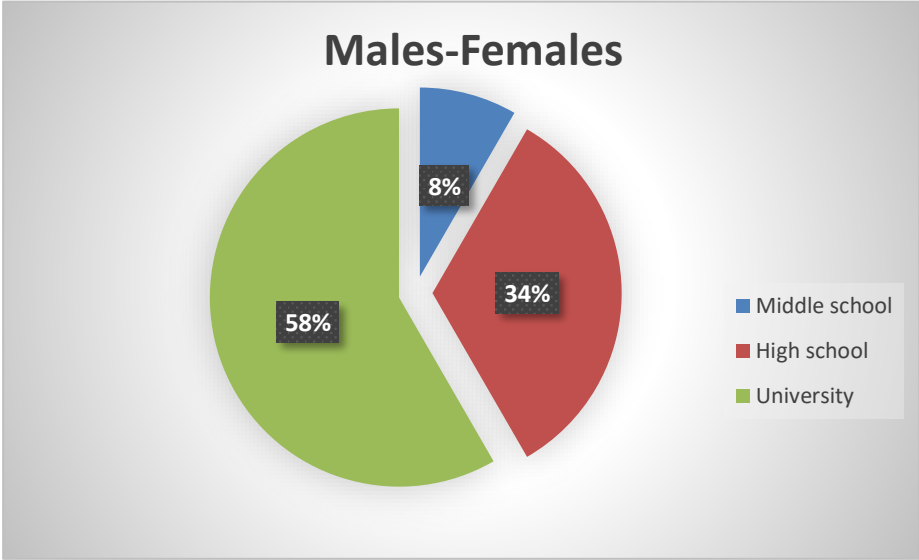


Figure 2.2: Parent’s level of study.

Section Two: Parents’ Attitudes

Q4 : Are you interested in learning a foreign language?

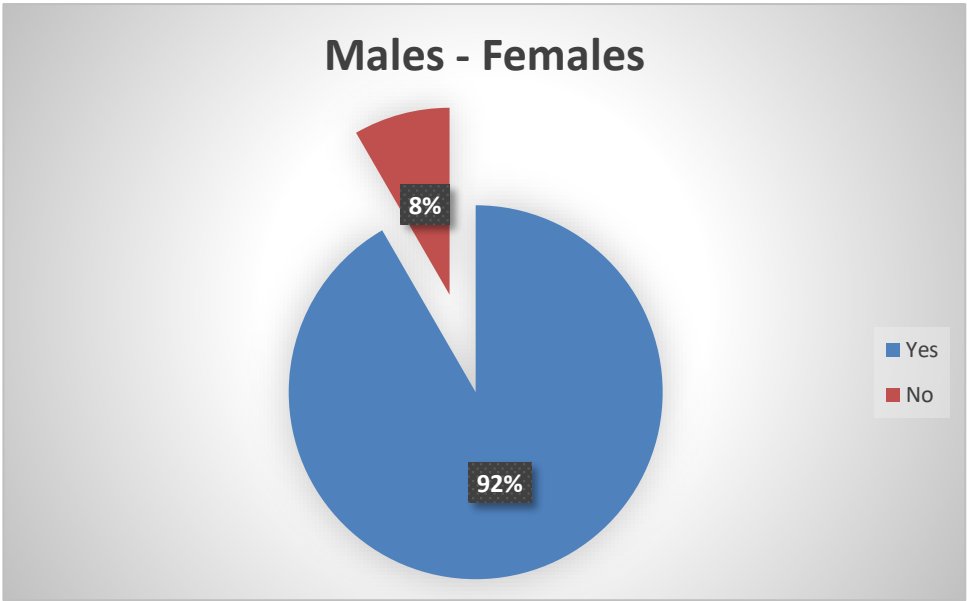


Figure 2.3: Parent’s interest towards learning languages

This question is of a prime importance as it attempts to determine parents attitudes towards learning a foreign language for their children. So, parents are asked to answer with Yes and No. So, 92% said they are interested in learning a foreign language, and only 8% are not. This indicates that the majority prefer to enrich themselves with new languages besides their mother tongue.

Q5: which language do you prefer learning?

This item of the questionnaire revolves around the language that is more preferable to learn. It put forward four choices, namely Arabic, French, English and other languages. The majority of the informants, about eight, choose English. The reason that comes in the forefront is that English is the most widely spoken language in the world. Around two choose French as they consider it beautiful and prestigious. Only one person prefers learning both Arabic and French, and another one prefers to learn both French and English. No one opted for Standard Arabic.

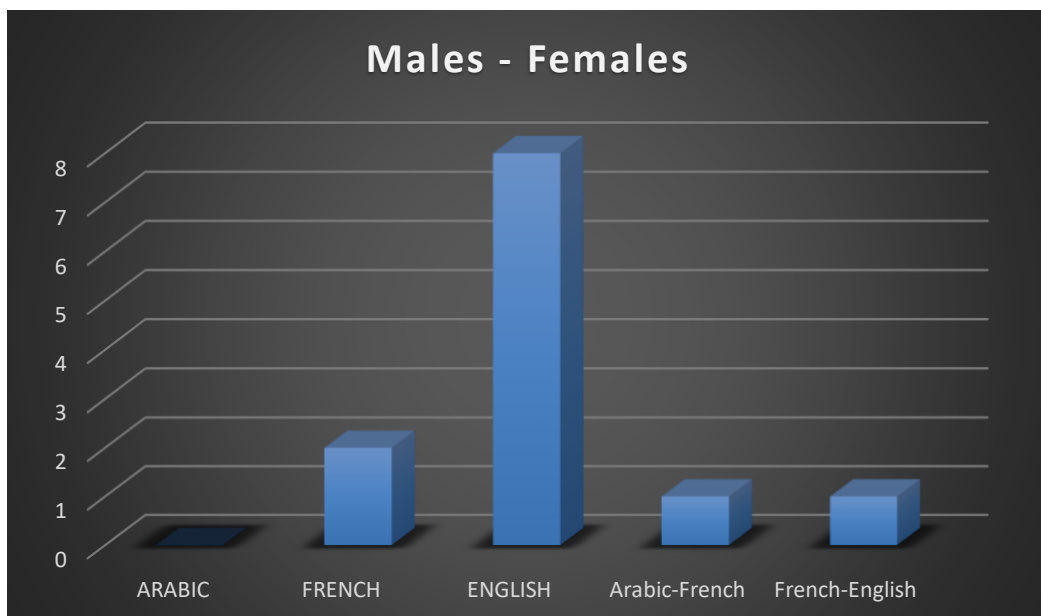


Figure 2.4: Parent’s preferable language to learn

Q6: In which language you communicate with your child?

This question is very important. It is considered as the major plan for parents when deciding which language they want their children to acquire. The findings relates that five of them, which represents the largest number, communicate in Arabic at home, aiming at preserving Quran language and the native language. About four respondents add French language with Arabic in order to become bilingual and not to ignore the mother tongue. Two others among twelve informants speak three languages which are Arabic, French and English. No more than one person communicates only in French saying that he was raised speaking this language too. As for speaking only English, no one considered it as a communicative language at home among these twelve informants.

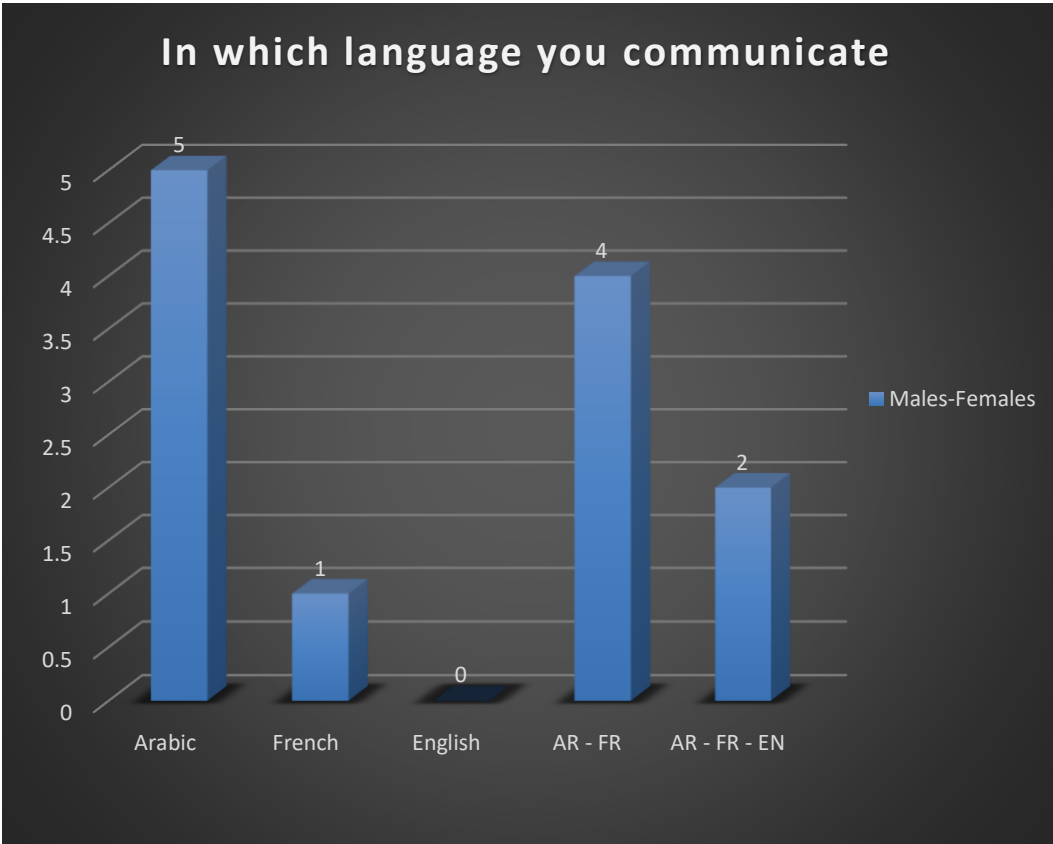


Figure 2.5: The language used to communicate with the child

Q7: Decision-making

Of course, this choice of language speaking at home did not come suddenly, but with long consultations and decisions. It relies on the mother or the father's choice or even both of them. As it is indicated, 25% of decisions were made by the mother, 17% by the father and 58% were made by both. i.e. they discuss their child's future hoping for him a better chance.

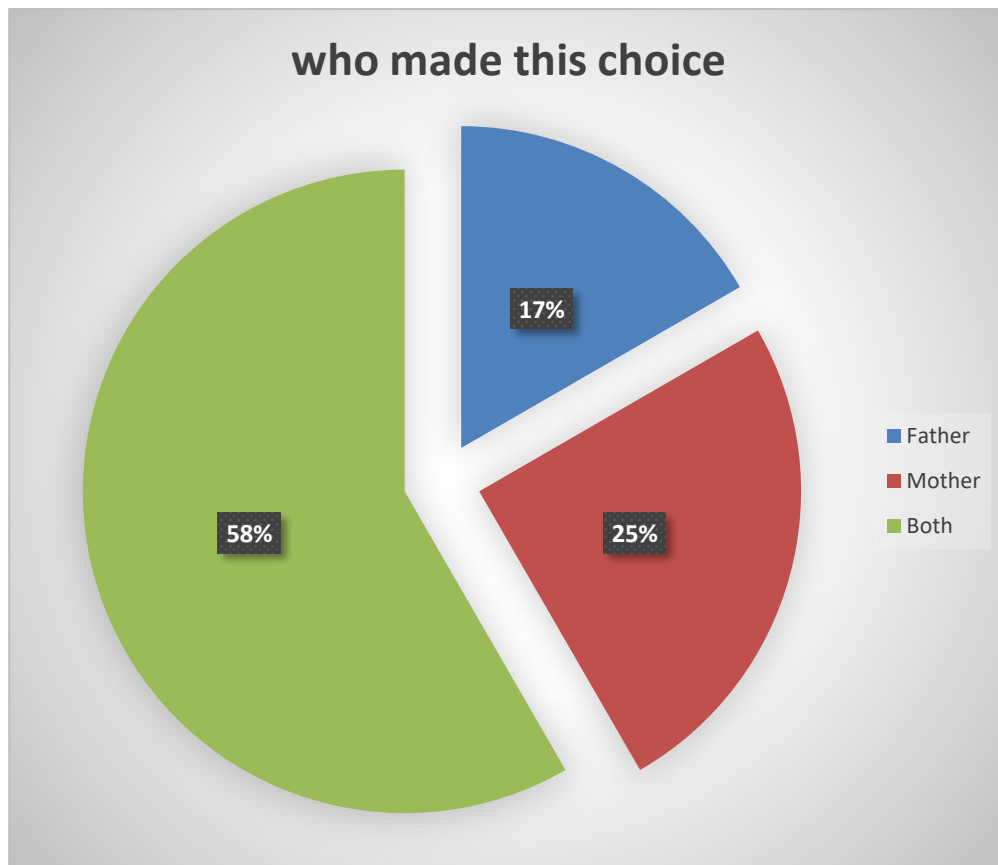
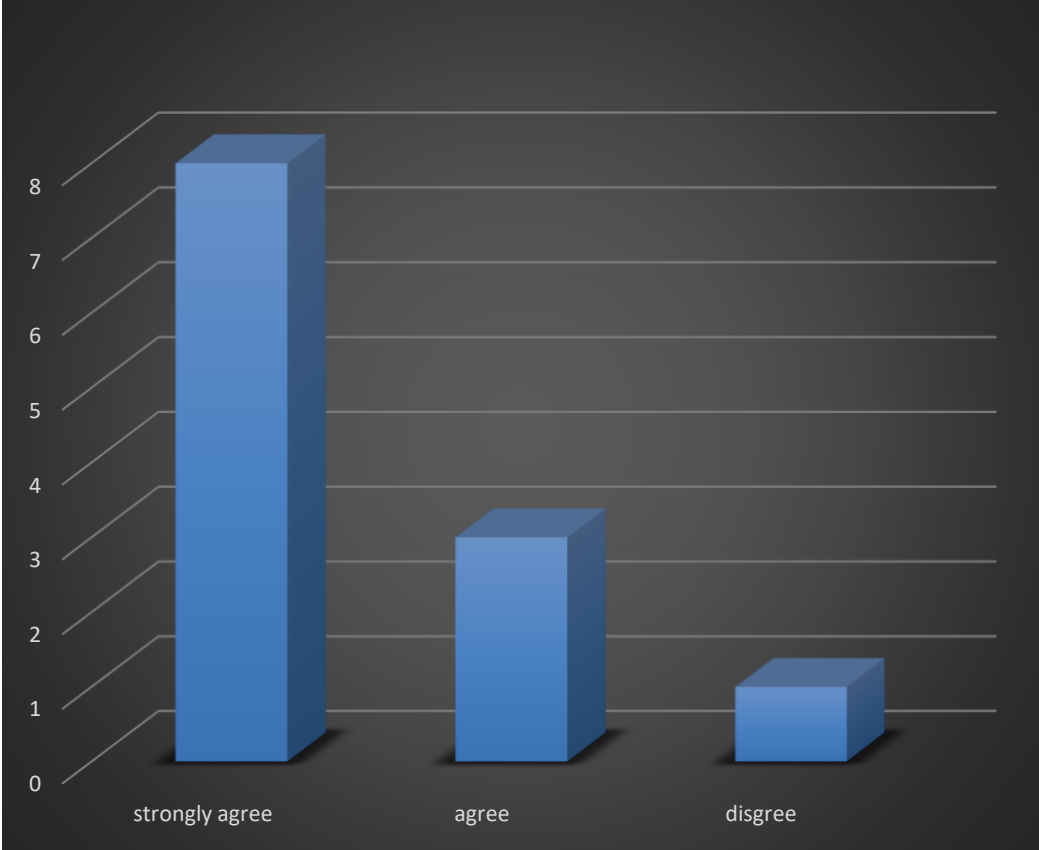


Figure 2.6: Decision making

Q8: Does learning languages at an early age positively affect the child's linguistic development?

This is a positively worded item. This is one of the cornerstone items of the questionnaire as it directly measures whether language learning positively affects the child’s linguistic development. The results presented below show that from twelve informants, eight respondents strongly agree that it affects positively citing that it is important for a child to be confronted with others from an early age, another justifies that learning a language to a child in an elderly age, especially when his brain cells adapt at everything, it helps him developing his mental capacities. They also said that it gives him self-confidence and that it is always better to learn a new language. In addition to three respondents who agree, arguing that it helps him having information and ideas when speaking another language, it becomes more easily to interact. Another one said



that it depends on the child’s perseverance. However, only one disagree, for him this does not affect positively, without giving clear justifications.

Figure 2.7: languages learning influence on child’s linguistic development.

Q9: The reason you enroll your children to learn English

This is the most interesting item in the questionnaire because it indicates the main goal of parents to enroll their children to learn English. The researcher provides some suggestions aiming at finding the main reasons. As it is shown below, the majority of respondents, among eight, said that English is an international language which makes it more valuable to learn. Three others said that it is an opportunity for the child in his future, either in his professional or his personal life. Two respondents choose the idea that it facilitates the learning process for the child, i.e., when learning English at an elderly age, the child would find it easy without any difficulties. Therefore, no one opted for the reason of becoming bilingual.

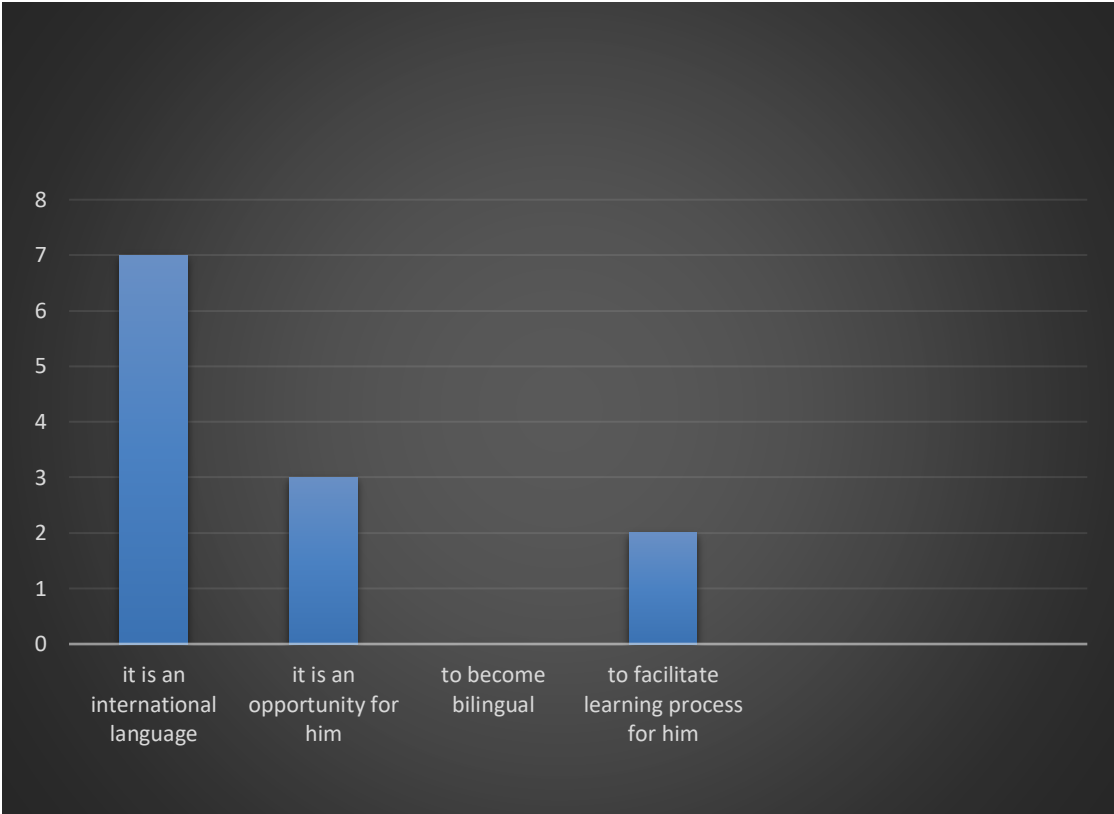


Figure 2.8: Reasons behind learning languages

Q10: Parent’s attitudes toward the inclusion of English in the primary school

In this question, it is meant to measure parents’ attitudes towards the inclusion of English in the primary education as a school subject. The results show that a clear majority of informants about eleven ones, agree and even strongly agree with a change of the current situation in which English is only taught at the level of the middle school. And this for the aim of a better mastering of English also for helping the child learning it easily and raising his level of knowledge. On the other hand, no more than one disagrees with this idea of change. These findings confirm that « the earlier you start, the better ».

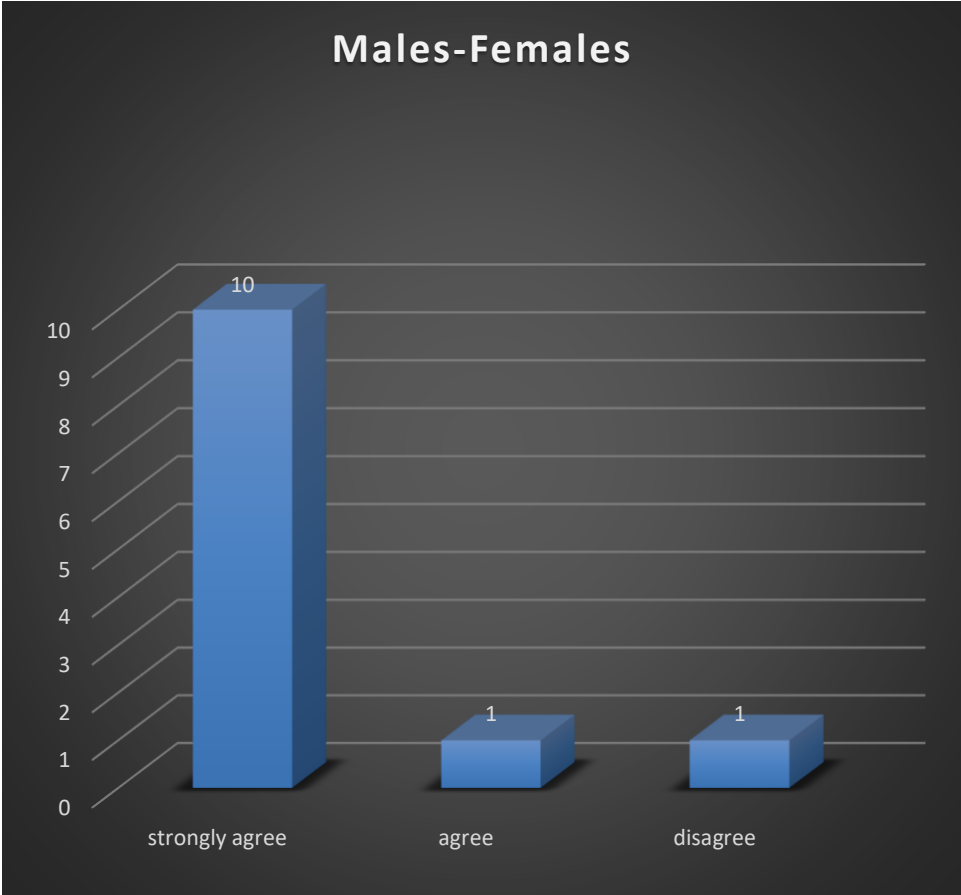


Figure 2.9: Parent’s attitudes toward the inclusion of English in the primary school

Q11: Parents' suggestions towards helping their children for better learning English

This question basically deals with suggestions given to parents in order to help or encourage their children for a better experience of learning process. The results state that 33% of parents choose to speak English everyday in their daily life, also 33% prefer doing activities in English. Both processes are very interesting as they give the child the opportunity not to speak in English, but to think in English too. However, 17% play with their children and even watch TV in English, that is to explain for them any misunderstood words. The rest of parents use other activities without mentioning them, they are no more than a minority that does not exceed 17%.

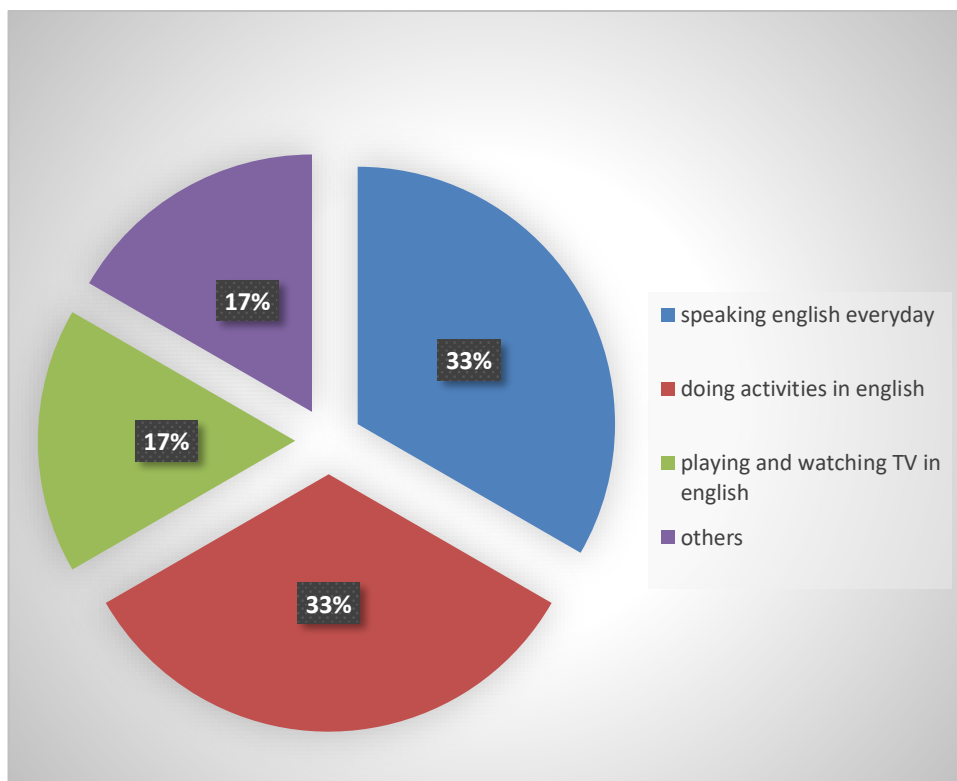


Figure 2.10: Parent's suggestions toward helping their children for better learning English

Q12: Learning another language to an early age may affect the child's mother tongue (Arabic)

This item asks parents about their point of view regarding the effect of learning English on the native language of the child (Arabic). Here the results explain that no more than five respondents agree and even strongly agree. They justify their answer telling that the use of only one language for communicating does not affect the child's Arabic language. Another parent thinks that the child's mind could not resist that large rate of information while learning another language. Finally, a parent answered simply with telling that it does not exist the Arabic language in our society at all. However, most of parents disagree with this idea citing the reasons that learning more than one language prepare children for their adult life without forgetting or neglecting Arabic, precisising that their children's Arabic is very good even though they master English. The second reason is that as long as we speak Arabic language daily, learning another language does not affect it.

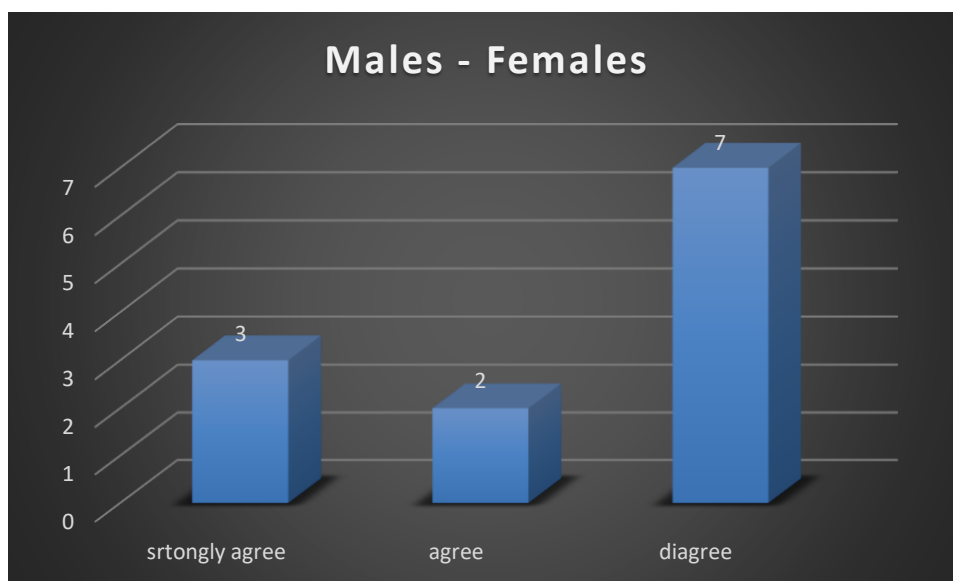


Figure 2.11: The effect of learning languages at an early age on the child’s Arabic

2.3.3 Discussion of the Results

This study was conducted to set out an overall understanding of the reasons that pushed parents to enroll their children in foreign languages teaching institutions, and examining the objectives conditioning their attitudes. This section attempts to provide a discussion of the main results acquired throughout the research tool over this study in accordance to the proposed hypothesis previously mentioned.

In the questionnaire items, most response exposed a great deal of conformity in parents’ answers. However, most of them shared the same opinion. In fact, most direct questions were expressed through explicit positive attitudes. Therefore, a small difference is noticed in the way of thinking between university and high school parents and those who stopped in the middle school, unlike the others, they do not prefer to learn a foreign language. On the other hand, the majority of parents use Arabic and French language to communicate in daily life, and that is caused by the lack of using English

outside, this shows that this language must be given extreme priority. Many parents were for introducing English in primary school claiming that it is beneficial for the child. Number of reasons prompted parents to choose English language for their children as it is the world first language with a high international value. Another group of parents choose it in the fact of giving an opportunity to the child in his future including studies, jobs and even personal life. A small minority of parents choose English for the reason to facilitate the learning process for the child before starting schooling. From this point, it could be concluded that the given reasons nullify completely the first research hypothesis that represents the main reason of pushing parents to enroll their children in pre-schools to learn English for meeting the prestige associated with that language.

This study presented a clear distinction between language learning process from an elderly age and its relation with its effects on the native language. In fact, parents are aware of the importance of English in the present time whether in economic fields, in technology, science, etc. Simply put, it is the language of power. So that, every parent would not put his child in such situations of effecting his cognitive abilities, a great majority are aware that as long as Arabic language still exists in our society and we opt for it every day, the process of learning another foreign language affect positively, not negatively, the child's schooling development. Again, the findings nullify the second hypothesis.

2.4 Conclusion

This chapter was a space to display the research findings. The researcher aims to discuss the data obtained throughout the questionnaire and to examine its validity or nullification with their associated hypotheses. In fact, the results indicate that parents want the best for their children throughout learning English or any other foreign language; they look for their future life, knowing that such procedure would help them develop their skills and not for meeting prestige. It should be noted that this study measures parents' attitudes toward language teaching process for their children by using only one research instrument.

General Conclusion

Parents are considered as significant agents in the formulation of language education policies. Therefore, it is very important to consider their attitudes during the formulation process in order to ensure successful implementation. This research was meant to measure the attitudes of Algerian parents towards children pre-school enrollment in private foreign languages teaching institutions, it aims, in parallel, examining the reasons guiding their attitudes.

The research is made up of three chapters, the first one constituted the theoretical background of the study. It sketched basic concepts, including language planning, family language policy and child first/second language acquisition. However, the second chapter is made for presenting the Methodological framework of the case study. It then makes a small summary of the methodology approach in terms of the research design, informants and sampling techniques and data collection tools. Therefore, the third chapter is the cornerstone of the present research work. It is a field work conducted to provide answers for the questions upon which this research was built. It meant to analyze, discuss and interpret the quantitative and qualitative data gathered through a questionnaire.

After conducting a case study at the level of IZED institution for teaching foreign languages in Tlemcen city, the collected data nullified the two hypotheses put forward by the investigator. Findings revealed that the major reasons of such attitudes of parents pushing their children to learn a second language are strongly associated with the international value of the English, being the world's first language, simply described as the language of globalization, denying the idea of meeting the prestige associated to that language. This learning process of a second language as the English language do not affect negatively the child's schooling development at the cost of standard Arabic, participants responses showed that the first language cannot be forgotten or affected by another language although it becomes inactive by spending many years speaking only the second language. Backsliding, reverting to a lower level of competand making mistakes are only features of the second language acquisition. Moreover, this process nullified also the second hypothesis.

It should be noted that even though most responses exposed positive support of the English language, some other parents prefer to learn French language, and there were even others whom were against learning foreign languages and prefer to keep only standard Arabic. However, these formed no more than a marginal minority. Such informants reported clear preference to learn only French on the basis that it plays a significant role in the Algerian speech community.

Ultimately, this study suffered from a limitation in the number of participants, whom the majority of them refused to take part from the given questionnaire which may have affected the results of the study. It might be assumed that some of parents were not entirely interested in answering the questions, and some of them did not give their truthful comment.

In conclusion, this dissertation revealed that parents are very important agents in language planning. By their attitudes and choices they are responsible for building a better child's personality, helping him enriching his cognitive abilities.

Bibliography

- Alison, P. (2015). Planning for language use in education : Best practices and practical steps to improve learning outcomes. (USAID Bureau for Africa, RTI International, US). Retrieved from <https://world-education-blog.org/2016/07/27/planning-for-language-use-in-education>
- Anthony, J. L. (2020). Agency in language planning and policy. Issue on agency in language planning and policy. Retrieved from <https://doing.org/10.1080/14664208.2020.1791533>
- Burns, N. Ph. D., & Grove, S. K. (6th ed). (2003). Understanding nursing research. Philadelphia, PA : Saunders.
- Caldes, S. J. (Ed, 2012). Language policy in the family. Cambridge handbook of language policy, Cambridge University Press. Retrieved from <https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.futurelearn.com>.
- Cooper, R. L. (1989). Language planning and social change. Cambridge ; New York : Cambridge University Press.
- Djennane, T. (2016). Language planning and education issues in Algerian higher studies : Attitudes towards Arabic and French in scientific streams. (Degree of doctorate in sociolinguistics, Department of English, University of Tlemcen , Algeria). Retrieved from <http://dspace.univ-tlemcen.dz/browse?type=author&value=DJENNANE%2>
- Dörnyei, Z. (2007). Research methods in applied linguistics : Quantitative, Qualitative and mixed methodologies. Oxford : Oxford university Press.
- Fellman, J. (1973). The revival of a classical tongue : Eliezer Ben Yehuda and the Modern Hebrew language. Mouton : Walter de Gruyter.
- Fishman, A. J. (Eds). (1974). Advances in language planning. The Hague : Mouton.
- Fishman, J. (1991). Reversing language shif : theory and practice of assistance of threatened languages. Clevedon : Multilingual Matters.
- Fishman, J. (Eds). (2000). Can threatened languages be saved ?. Clevedon, Avon, UK : Multilingual Matters.

- Garrett, P. B., & Baquedano, P. L. (2000). Language socialization : Reproduction and continuity, transformation and change. *Annual review of Anthropology*.
- Gay, F. (1987). *Friendship book*. London : D. C. Thomson & Co., LTD.
- Gillham, B. (2nd ed). (2008). *Developing a questionnaire*. London/ UK : Bloomsbury publishing PLC.
- Gramley, S., & Pätzold, K. M. (2nd ed). (2004). *A survey of modern English*. London : Routledge.
- Haugen, E. (1972). *The Ecology of language*. Stanford, CA : Standford University Press.
- Heine, B. (1967). Language policies in Africa, in R. K. Herbert (ed). *Language and society in Africa : the theory and practice of sociolinguistics*. Johannesburg : Wintwaters and and University Press.
- Hickey, R. First and second language acquisition : a brief comparison. *English linguistics, Campus* https://www.uni-due.de/ELE/FLA_SLA_brief_comparison.pdf
- Kaplan, R. B., & Baldauf, R. B. (Eds). (1997). *Language planning from practice to theory*. Clevedon [ENGLAND] : Multilingual Matters.
- Kendall, A. K. (2008). Family language policy. *Language and linguistics compass* 2. Retrieved from <https://compass.onlinelibrary.wiley.com/doi/abs/10.1111/j.1749-818X.2008.00076.x>
- Kloss, H. (1969). *Research possibilities on group bilingualism : A report*. Quebec : International centre for research on bilingualism.
- Kummer, W., & Granley, S. *Language planning and policy*. [PDF]. Retrieved from <https://www.google.com/url?sa=t&source=web&rct=j&url=http://wwwhomes.uni-bielefeld.de/sgramley/Kummer-LangPlanning>
- Mansour, G. (1993). *Multilingualism and Nation building*. Clevedon : Multilingual Matters.
- Nahir, M. (1998). *Micro language planning and the revival of Hebrew : a schematic framework*. Cambridge ; New York : Cambridge University Press.
- Parahoo, K. (1997). *Nursing research : principles, process and issue*.
- Parahoo, K. (3rd ed). (2014). *Nursing research : principles, process and issue*.

Polit, D. F., et al. (2001). Essentials of Nursing research : methods, appraisal, and utilization. UK : Lippincott Williams and Wilkins.

Ricento , T. (2003). The discursive construction of Americanism. Sage publications.

Saffran , J. R., Senglas, A., & Trueswell, J. C. (2001). The acquisition of language by children. Retrieved from

<https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.pnas.org/doi/10>

Sandelwski, M., Barros, J., & Voils, C. L. (2003). Defining and designing mixed research synthesis studies.

Stake, R. E. (1995). The art of case study research. Sage publications.

Weinstein, N. D. (1980). Unrealistic optimism about future life events. Journal of personality and social psychology.

APPENDICES

Questionnaire

Nous travaillons sur une recherche sur les attitudes des parents vis-à-vis l'inscription préscolaire de leurs enfants dans les instituts privés d'enseignement des langues étrangères. Ce serait alors très gentil de votre part de remplir ce questionnaire afin que vous nous aidiez à améliorer notre recherche.

1. Sexe :

Masculin

Féminin

2. Âge :

-40

+40

3. Mon niveau d'études est :

CEM

Lycée

Université

Autre

4. Êtes-vous intéressé à apprendre une langue étrangère ?

Oui

Non

5. Quelle langue préférez-vous apprendre :

Arabe

Français

Anglais

Autre

6. En tant que parent, pour communiquer avec vos enfants à la maison vous utilisez :

Arabe

Français

Anglais

Autre

7. Qui d'entre vous a fait ce choix ?

Le père

la mère

les deux parents

8. Pensez-vous que l'apprentissage d'une langue à un âge précoce affecte positivement le développement linguistique de l'enfant?

Tout à fait d'accord

partiellement d'accord

pas d'accord

*Justifiez-vous, s'il vous

plaît.....

.....

9. Pour quelle raison avez-vous inscrit votre enfant dans l'institut pour apprendre l'anglais?

- C'est une langue internationale
- C'est une opportunité pour son futur (études, travail...etc.)
- Pour devenir bilingue ou multilingue
- Pour que l'anglais soit facile pour lui quand il commence l'école
- Autres
(précisez).....
.....
.....

10. Je suis pour l'introduction de l'anglais à l'école primaire algérienne :

Tout à fait d'accord partiellement d'accord pas d'accord

*Justifiez-vous, s'il vous plait
.....
.....
.....

11. Comment faites-vous pour aider votre enfant à mieux apprendre cette langue ?

- Vous lui faisiez des activités en utilisant l'anglais
- Vous lui parlez quotidiennement en anglais
- Vous lui présentez des dessins animés sur TV ou des jeux en anglais
- Autres

12. Pensez-vous que l'apprentissage d'une deuxième langue pour votre enfant à un âge précoce affecte sa langue maternelle (Arabe)?

Tout à fait d'accord Partiellement d'accord Pas d'accord

*Si oui, comment ?.....
.....
.....

