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Socio-Psycholinguistic Study of Children's English Language Learning at the Third-Year Level of Primary Schools in Tlemcen, Algeria

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Dedication I

This humble work is dedicated to

To my dear father who has been my beacon, my constant source of strength. My triumphs have been built on the rock of your steadfast support

To my dear mother and aunt who have been a driving force behind my accomplishments

To my lovely grandmother who has inspired me with her love, prayers, and unfailing faith in me

To my darling siblings who have been my friends, my confidants, and my laughing buddies on this journey, Khaled, Bouchra, Rania, Ghizlane, Khadidja, Mortada and Mohamed, your steadfast help and compassion have been priceless

To my devoted husband who has been the cornerstone of my success, with his unfailing support, faith in my goals, and encouragement

To my dear family-in-law, your unwavering help and compassion have given me the courage to go for my goals

To my dearest best friend Rym, this dedication is a testament to the remarkable bond we share. Through thick and thin, you have been my constant source of support, laughter, and understanding. Your unwavering presence in my life has brought me joy, comfort, and strength

To all the amazing people who have affected my life, both directly and indirectly. Your presence and support have been crucial in my path. This dissertation is an act of gratitude to every one of you. My accomplishments have been motivated by your support, love, and faith in me. I dedicate my effort to every one of you with sincere gratitude for your unwavering support.

Wafaa NOUR

Dedication II

With heartfelt appreciation and deep gratitude, I dedicate this dissertation

To my late father, whose memory continues to inspire me,
My hero. Your belief in my abilities and your constant encouragement shaped my ambitions and fueled my determination. Though you are no longer physically present, your presence lingers in my heart and mind. I hope to make you proud.

To my loving mother and my dear siblings Manel, Abdelillah, Anfal, and Kholoud, who have always been my pillars of strength. I am forever grateful for your unwavering support and trust.

To Wafaa, my Partner and Best Friend,
From the very beginning, you have been by my side. Throughout this challenging journey, you have been my guiding light offering endless assistance. Beyond academics, your kindness and understanding have been my source of strength. Always offering a listening ear and a comforting hug. Endless gratitude, words fall short.

To Otmane, I express deep appreciation for your constant motivation in aiding my success. I am forever grateful for your mentorship, guidance and inspiration.

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Statement of Originality

We, Wafaa NOUR and Rym-Rahma RABEHI, hereby declare that this dissertation, titled [Title of Your Dissertation], is an original work that has been written and researched by us. We assert that the ideas, concepts, arguments, and findings presented in this dissertation are our own, unless otherwise acknowledged and referenced.

Throughout the process of conducting this research, we have endeavored to adhere to the highest academic and ethical standards. We have approached the subject matter with intellectual curiosity, critical thinking, and a commitment to scholarly integrity. The insights and conclusions drawn in this dissertation are the result of our independent analysis, interpretation, and synthesis of the relevant literature, data, and empirical evidence.

We acknowledge that we have appropriately cited and referenced all sources consulted in the preparation of this dissertation. Any direct quotations, paraphrased statements, or borrowed ideas from the works of others are duly attributed through accurate citations and references in accordance with the required academic citation style.

Furthermore, we affirm that this dissertation has not been submitted, in whole or in part, for any other academic qualification at any institution. The content of this dissertation represents our original contributions to the field of [Your Field of Study], and it has not been previously published or disseminated in any form.

We take full responsibility for the accuracy, reliability, and validity of the data and findings presented in this dissertation. We have undertaken rigorous research methodologies, data collection, and analysis techniques to ensure the integrity and credibility of the research process.

Finally, we recognize that any act of plagiarism or academic dishonesty is strictly prohibited, and we affirm that this dissertation is a genuine and original work that reflects our own intellectual efforts and scholarly contributions.

Signed: Wafaa NOUR and Rym-Rahma RABEHI
Date: 13/06/2023

ABSTRACT

ABSTRACT

This dissertation presents a synchronic study exploring children's English learning process at the third-year primary school in Tlemcen, Algeria. It offers valuable insights into the field of English language education. It highlights the experiences and accomplishments of children while examining the factors contributing to a better English learning process. The research method adopted in this study was the fieldwork method to explore the challenges and requirements for such an initiative. The study employed a mixed-methods approach, combining qualitative and quantitative research methods. Data collection methods included classroom observations, interviews with pupils and questionnaires to teachers and parents. The research sample consisted of third-year level pupils, parents, and English teachers in Algerian primary schools. According to the findings, third-year primary school pupils in Tlemcen are highly motivated and ready to learn the English language. They indicate a desire to communicate clearly in English, show eagerness towards learning the language and actively participate in language-learning activities. They also have a good attitude toward their English teachers and see them as helpful and supportive. Additionally, the social environment and language contact play a significant role in the English learning process among third-year level primary school children in Tlemcen. These factors include the pupils' exposure to English outside the classroom, teaching methods utilized by instructors and the availability of resources and materials. Educators and ministry of education may use these findings as a guiding light in designing effective English teaching methodologies and curricula that align with the unique potential and enthusiasm of these pupils.

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LIST OF ACRONYMS

ADA: Algerian Dialectal Arabic

CA: Classical Arabic

LAD: Language Acquisition Device

MSA: Modern Standard Arabic

SLA: Second Language Acquisition

SLL: Second Language Learning

UG: Universal Grammar

CS: Code Switching

CM: Code Mixing

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Table of IPA Symbols for Modern Standard Arabic Consonants and Vowels

Consonants:

IPA Symbol	Sound
/p/	Not present in Arabic
/b/	b
/t/	t
/d/	d
/k/	k
/g/	g
/f/	f
/v/	Not present in Arabic
/s/	s
/z/	z
/ʃ/	ʃ
/ʒ/	ʒ
/h/	h
/m/	m
/n/	n
/ŋ/	Not present in Arabic
/l/	l
/r/	r
/j/	j
/w/	w
/ʔ/	Glottal stop
/dʒ/	j as in "jam" (sometimes written as /dj/)
/ð/	th as in "this" (loanwords, not native)
/θ/	th as in "thin" (loanwords, not native)
/ɣ/	gh, a voiced velar fricative
/ħ/	hh, a voiceless pharyngeal fricative

/ʕ/	ʿayn, a voiced pharyngeal fricative
/sˤ/	s with emphatic or pharyngealized quality
/dˤ/	d with emphatic or pharyngealized quality
/tˤ/	t with emphatic or pharyngealized quality

Vowels:

IPA Symbol	Sound
/i/	i
/ɪ/	ɪ
/e/	e
/ɛ/	ɛ
/æ/	æ
/a/	ɑ
/ʌ/	ʌ
/ɔ/	Not present
/o/	o
/ʊ/	u
/u/	u

GENERAL INTRODUCTION

General Introduction

Algeria is a multilingual country with particular linguistic diversity, including Arabic (Classical Arabic, Modern Standard Arabic, and Algerian Dialectical Arabic), Berber, French, and English. The implementation of English as a second foreign language at the third level in Algerian primary schools addresses both challenges and opportunities to children.

The introduction of English language instruction at the third level in Algerian primary schools is a new linguistic strategy in the educational system. This dissertation aims to investigate the socio-psycholinguistic aspects surrounding this implementation, focusing on the sociolinguistic background of Algerian children, language contact phenomenon, child development and language learning, and the relevant learning strategies. This general introduction outlines the key steps and components of the research.

Learning English at the third-year level in the Algerian primary schools is motivated by several factors. Firstly, English has become a crucial language in various domains, including international communication, technology, scientific research, and commerce. Understanding the impact of introducing English at an early stage in the Algerian education system may provide insights into the potential benefits and challenges that came along with this strategy. Additionally, this study holds significance in informing the ministry of education about the implications of this implementation, thereby aiding in the development of effective language policies and curriculum design.

The primary purpose of this study is to explore the socio-psycholinguistic dimensions involved in the implementation of English at the third level in Algerian primary schools. Specifically, it aims to investigate the influence of language contact outcomes on the process of learning, language learning strategies, and child development factors associated with the introduction of English as a foreign language.

The study intends to identify the opportunities and challenges that arise during this process and provide recommendations for enhancing the effectiveness of English instruction in Algerian primary schools.

Research Question 1:

What are the factors influencing the effectiveness of English language instruction in Algerian primary schools at the third level?

Research Question 2:

To what extent does the integration of technology and parental support influence English language learning outcomes among students at the third level in Algerian primary schools?

Research Hypothesis 1:

The proficiency and qualifications of English language teachers have a direct impact on the effectiveness of English language instruction in Algerian primary schools at the third level.

Research Hypothesis 2:

There is a significant correlation between the use of technology in English language instruction and parental involvement, leading to improved English language learning outcomes among students at the third level in Algerian primary schools.

The first chapter provides a comprehensive exploration of language and language learning in Algeria. It covers the sociolinguistic background, including linguistic diversity and the significance of Arabic, Berber, French, and English. The chapter examines language contact phenomena such as borrowing, code switching, and bilingualism. It also explores child development, first and second language acquisition, and the challenges of acquiring English as a foreign language in Algeria. The strategies employed by children in language learning are discussed, focusing on

cognitive and socio-cultural factors. This integration offers a cohesive understanding of language-related topics specific to the Algerian context.

The second chapter on the other hand, provides a comprehensive overview of the study on learning English at the third level in Algerian primary schools. It covers research design, data collection methods, and data analysis procedures, including the chosen research approach, strategies, research questions, hypotheses, and ethical considerations. It also presents detailed findings from the data analysis, organized by research questions or themes, supported by visual aids. The analysis explores the implications of the findings for English implementation in Algerian primary schools. Additionally, the chapter summarizes key findings, offers concluding remarks, and revisits research questions and hypotheses. It provides recommendations for future research and practical implications for enhancing English language instruction in Algerian primary schools.

By addressing these areas, this dissertation aims to contribute to the understanding of the implementation of English as a foreign language at the third level in Algerian primary schools and its implications for language education in this specific context.

CHAPTER ONE: LITERATURE REVIEW

1.1. Introduction

Throughout its history, Algeria has experienced colonization, cultural influences, and the effects of globalization, all of which have contributed to the adoption of foreign languages, like English, to engage with the outside world. The sociolinguistic situation in Algeria is explored in the initial part of the first chapter, aiming to provide an accurate and comprehensive understanding of the language dynamics and the linguistic repertoire, including Arabic, French, and Berber. Additionally, this chapter sheds light on the historical background of these languages and their respective status within Algerian society. Emphasizing the importance of the linguistic landscape, the chapter also delves into the expected perceptions surrounding the introduction of foreign languages, particularly English, in Algeria.

The end of the first chapter primarily centers on the exploration of various language contact phenomena, including bilingualism, multilingualism, borrowing, code switching, and code mixing. These phenomena are examined in detail, highlighting their significance and impact on language use and communication. Furthermore, the chapter concludes by delving into the field of psycholinguistics. It introduces the concept of child development and language learning with its underlying processes including the child's learning strategies and Bloomfield's taxonomy. This part aims to provide a comprehensive understanding of how individuals acquire/learn and develop proficiency in languages.

1.2. Sociolinguistic Background of Algeria

Diversity characterizes Algeria's sociolinguistic environment. The paradoxical situation has many causes, but certain historical, political, cultural, and social issues may be involved. The impact of French colonization, Algerianization, and Arabization is related to the language issue in Algeria. Algeria was recognized as a French colony and extension for 132 years. During colonization, the Arabic language received the

designation of foreign language. Only privileged Algerians were allowed to study and they were taught only French in school. As a consequence, this educational disparity created a division in society, with a specific group of individuals becoming bureaucrats or administrators, while the broader Algerian population was excluded from such positions. The mother tongue of the Algerian people is Algerian Arabic, which also includes Tamazight and its variants.

According to Kaplan and Baldauf (2007), Algeria was the only Arabic nation to experience colonial conquest for 132 years, making it an important case study for language planning and policy. Even after gaining independence, Algeria continues to struggle with its language. Although the two neighboring countries gained their independence during the same period -Morocco in March 1956 and Tunisia in March 1956- they did not experience the same language problems as Algeria because of ideological stubbornness in language and identity.

Bouhadiba (2010) stated that Arabic, French, and Berber are the three primary languages in contact spoken in Algeria. Algeria is a multilingual country for socioeconomic and political reasons. The majority of Algerians are familiar with the languages, their variants, and the areas in which they are employed. Lachkar (2012), further argued that most Algerians are aware that French and Arabic are used in government, that French and English are used in science and technology, and that many dialects of Arabic, in addition to French and/or Berber, are spoken in informal settings and at home.

According to Strazny (2005), due to the numerous requests for Tamazight to be taught in schools as a second language, the detrimental effects of the French colonial legacy that Algeria sought to erase, the quick adoption of the Arabization policy and other factors, the sociolinguistic situation of Algeria was greatly confused. Arabic gained popularity and Berber's standing declined, particularly after the Constitution formally recognized Arabic as the official national language.

Per the findings of Majumdar and Saad (2005), the sociolinguistic situation in Algeria is characterized by the use of Berber variants and Algerian Arabic dialects by locals. The several crises Algeria has faced are to blame for sociolinguistic uncertainty, as is the lack of concern shown by those in charge of making decisions on language changes implemented at the school, administrative, or environmental levels. In other words, the sociolinguistic situation in Algeria can be described by the fact that Algerians speak in two or more languages simultaneously (for example, French and Algerian Arabic together), leading to linguistic variety that includes code switiching, code mixing, borrowing, bilingualism and multilingualism

1.2.1. Languages in Algeria

Algeria's linguistic diversity reflects its rich cultural heritage and historical influences. Modern Standard Arabic serves as the official language, unifying the diverse population and used in formal settings. Algerian Dialectal Arabic (Darija), influenced by Berber, French, is widely spoken in everyday conversations. Berber varieties like Kabyle, Chaoui, also contribute to Algeria's linguistic diversity. French plays a significant role in various domains, while English is being promoted for global readiness, particularly in education and scientific research.

Algeria's linguistic mosaic reflects its diverse heritage and the historical interactions among different communities. The multilingual environment in Algeria means that individuals often switch between Arabic, Algerian Dialectal Arabic, Berber languages, French, and English based on the context and personal preferences. Language represents a crucial aspect of Algerian identity, acting as a bridge between the country's past and present. It reflects the complex historical, cultural, and social dimensions that shape Algerian society today.

1.2.1.1. Arabic

More than 400 million people understand Arabic, making it the fifth most widely used language in the world. (UNESCO,2022). Arabic, a Semitic language, has a distinguished standing among Muslims and is widely used in Arab nations. It first gained widespread use in the seventh century CE and is now spoken on a global scale. Beer & Jacob (1985) mentioned that it is used in significant spheres of life in the Arab countries. Arabic is given a high standing in Algeria because it is the crucial symbol of Islam; the language of the Holy Book "Qur'an". Due to the implementation of Arabization in the Constitution of 1976, it is the recognized national and native tongue of Algeria. Weinstein (1990) claims that strong Islamic connotations are found in Arabic. The close connection between the Arabic language and the Islamic faith, for better or worse, has helped bring Arabic into the historical spotlight. In this regard, Rouadjia (1991) cited in Kaplan, R.B. & Jr, Baldauf,. (2007:67):

> "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".

Arabic is the language of instruction in classrooms and academic settings. It is recognized as a distinct language with a unique writing style. It is gaining recognition globally as it is taught at higher educational levels in some foreign nations such as Japan and China. The language of "Dhad" is the other name of Arabic representing the fifth letter in the Arabic alphabet. It is thought to be the only language whose alphabets contain the character "dha" which is extremely challenging for non-Arab speakers to pronounce. According to Habash (2010), there are a number of variants of the Arabic language, each of which had a distinct standing in the written form of the language. Some of the variations are informal like spoken dialects used in everyday communication, while others are formal like those used in education and the media.

Arabic language in the Algerian context refers to the various dialects that Algerians speak within their own community. There are particular purposes for each variety of language. The three main classes are: Classical Arabic, Modern Standard Arabic (hereafter MSA), and Algerian Dialectal Arabic (hereafter ADA).

a. Classical Arabic

From a historical standpoint, there were only two available sources of literary Arabic at the beginning of the Islamic era, namely the Qur'an and pre-Islamic poets. In reality, the growth and standardization of this Semitic language depended heavily on these two sources. The language of the holy Qur'an, known as classical Arabic (hence CA), is consistently acknowledged as the most significant foundation of written Arabic.

According to Versteegh (1997), the Quranic text was the main subject of the earliest educational research; it needed to be conveyed and explained specifically on the textual foundation and the semantic level. Islamic scriptures and centuries of exquisite poetry and literature can be understood using CA. Thousands of students and academics from all over the world are still studying this interesting language on a global scale.

Islam sees CA as a superior form of Arabic from a linguistic standpoint. It is a vast repository of historical, scientific, literary, and religious history. Currently, it is used primarily in religious rituals and has barely any use in Algerians' daily lives. This is demonstrated notably by the use of CA in mosques. For formal interactions and as the medium of education, it was condensed to MSA.

b. Modern Standard Arabic

MSA has been designed to make CA more adaptable to current life. Standard Arabic is defined as "a modernized version of classical Arabic" by Al-Ani (1971:18). It is grammatically and phonologically similar to CA, but with a less difficult and more versatile vocabulary. Several words have been taken from other languages, particularly English and French, notably in scientific and technical words. MSA became the official language of Algeria in 1962, and it is now widely used in schools, institutions, and government. It is also regarded as a television, radio, and mass media language (Mcloughlin, 1999: 1). It is, however, never used in normal discourse among Algerians.

MSA and CA differ greatly in that one is old (CA) and the other is a standardized form of it (MSA). Furthermore, CA differs from MSA in numerous dimensions. CA, for example, is synthetic in the sense that it uses a specific case ending known as 'el-harakat' to identify the functions of the words within the sentence, whereas MSA is analytic in the sense that the order of the words inside the sentence determines their functions (Bagui, 2012: 49).

c. Algerian Dialectal Arabic

Arabic dialects or vernaculars are the mother tongues of Arab speakers. Arabic is the official language of the formal institutions and the constitution in Algeria as it belongs to the "Arab world". However, one of its varieties, such as the colloquial Arabic dialect or the Algerian Dialectal Arabic (hereafter ADA), is used in everyday conversation and obtained as a mother tongue.

Kerma, (2018) stated that the majority of Algerians today speak a variant of Arabic known as Algerian Spoken Arabic, Algerian Dialect, or Algerian Arabic. Additionally,

it is the oral colloquial Arabic that the Algerian people spontaneously use and is not written; there is no specific writing system for ADA. Kaye (1970:67) argues that:

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

ADA is a law variation with limited use (employed in informal settings such as houses, streets, etc.) because it is not codified or standardized.

Indeed, it varies by region, and it is seen as a hybrid of several languages, including French and English, particularly when it comes to technological terms and social media. In fact, there are 58 provinces in Algeria (wilayas), including the northern, eastern, western, and southern ones. In each of these regions, people speak using a distinctive variety of ADA on a regular basis. According to Benrabah (2014), ADA is divided into four distinct geographical regions, each characterized by its unique linguistic attributes. Western Algerian Arabic is primarily spoken in an area spanning from the Moroccan border to Tenes. Central Algerian Arabic is used in the central zone, which stretches to Bedjaia and encompasses Algiers and its surrounding areas. Eastern Algerian Arabic is spoken in the high plateaus surrounding Setif, Constantine, Annaba, and extends up to the Tunisian border. Sahara Algerian Arabic is the dialect spoken by approximately 100,000 inhabitants in the Sahara Desert region.Regarding ADA, language variation will increase when traveling from one location to another. People from Algiers, Oran, Guelma, Skikda, Annaba, Tlemcen, Souk-Ahras, and many other places have distinctive accents.

Strazny (2005) argues that ADA is regarded as a subset of Arabic. However, it differs from MSA, the language's official form, in that the majority of its words have been modified on the phonological, phonetic, and semantic levels, while others have roots in Turkish, Spanish, Italian, French, and Berber. In diglossic situations, this

language behavior occurs more frequently. Both of them have different structures and functions. Talking about the functional level, it's clear that ADA is used at home for regular communication while MSA is employed in schools as a medium of instruction.

The table below provides an example of some of the variations between ADA and MSA:

Table 1.1. Variations between MSA and ADA (Tlemcen)

Glossary	MSA	ADA
Tomorrow	/ɤadan/	/ɤadwa/
From	/mina/	/man/
A tree	/shajara/	/sajra/
Drawing	/rasm/	/rasm/
Ruler	/miʂṭara/	/miʂṭara/
After	/baʕda/	/manbaʕd/
Before	/qabla/	/ʔbayel/
Chest	/ʂadr/	/ʂdar/
Sit down	/djalasa/	/djemaʕ/ or /gʕad/
Winter	/chita:ʔ/	/mechta/

Although people who are fluent in Arabic or Arabs living outside of Algeria may find it difficult to understand ADA, they can understand MSA. ADA and MSA differ in that the latter is the official language used in formal situations, whereas the former is not utilized in official settings, educational environments, newspapers, or media. It can be inferred that Algerians only speak Algerian Arabic as a vernacular language.

1.2.1.2. Berber

Ancient Egyptian manuscripts from three thousand years BC revealed the Amazigh people's true history. In ancient Europe, they went by several names, including the Moors (Mauri). They were known as the Mazyes in Greece, and Herodotus gave them the Amazigh title "Maxis". Ahfir, (2018) further argues that because they did not understand Latin or Greek at the time, the Romans referred to them as Numidians, while the Arabs as Berbers.

According to Achab, (2001), the Amazigh people speak Tamazight, which is termed the "Berber language" in Western literature. In 2015, the designation of Berber as an official language followed its recognition as Algeria's national language in 2001. It has manuals, written dictionaries and is taught in schools today. Actually, there are several varieties of Tamazight, mostly in certain parts of Algeria such as Chaouia, Mozabit, Tamasheq...etc.

Per the findings of Chaker (2004), the number of Berber speakers represents 25 % of the total population of the Algerians. In fact, Tizi Ouzou is where the majority of Berber speakers are thought to reside (85% of speakers). The Berbers were successful in preserving and maintaining their language despite the linguistic effect of all the conquering nations, particularly the Arabs and the widespread use of Arabic that went hand in hand with the development of Islam in Algeria. This language is no longer widely spoken, nevertheless.

1.2.1.3. French

During the colonial era, the French language had a significant impact on the linguistic landscape of Algeria. Despite Algeria gaining its independence in 1962, French continues to be widely used in both spoken and written forms of communication. It holds a prestigious status in Algeria that is often employed to sound sophisticated and affluent.

It is believed that although French is taught at a young age beginning in primary school and widely used in higher education for various academic objectives, it is not granted an official standing in the Algerian Constitution that is more than a foreign language. French is the primary language used for written communication in Algerian daily life, including menus at restaurants, billboards, and traffic signs. Additionally, it is used throughout media, both spoken and written. The usage of the French language in official papers and administrative processes grew further invasive. This is the case for Algeria since several factors, including the substantial Algerian population in France and historical factors like French colonization, contributed to its widespread use.

From an institutional perspective, French is still a required foreign language in Algeria, while sociolinguistically it is a second language. However, it has been observed that the usage of French is declining as a result of the new generations' preference for English over French as a result of technological advancements and the impact of social media (see Tucker & Corson, 1997).

1.2.1.4. English

English is used primarily in educational institutions and higher education studies in Algeria, where it is officially ranked as the second foreign language after French. Rezig (2011) claims that it is clear that previous language policy reforms like Arabization and the rise of anti-French sentiment have contributed to the rise of English in Algeria as a second foreign language. In addition, based on what has been said in relation to other languages in Algeria than Arabic. According to Miliani (2000:13):

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

of English is being heralded as the magic solution to all possible including economic, technological, and educational ones"

Furthermore, it's critical to emphasize that English is the language through which one can access modernity in all of its forms. In this regard, Benrabah (2014:51) writes:

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

In other words, it is noted that despite efforts to lower French's prominence, English continues to take precedence. Thus, it can be argued that the demand for English in Algeria is a result of numerous economic and sociocultural problems.

The standing of English in Algeria is still secondary, despite the fact that the role and universality of English are at the center of the linguistic reality. English is now a part of daily life for Algerians because it is used on television networks, social networking platforms like Facebook, product labels, items with English user manuals, songs, and other things. Additionally, the use of English is crucial for business, trade, and travel (Tucker & Corson, 1997; Oxford Business Group, 2011; Benrabah, 2013).

1.2.2. Language Contact Phenomenon

Language interaction has drawn the attention of numerous academics worldwide during the past few decades. "Language in Contact", a book written by Weinreich (1953), has long been regarded as a ground-breaker in the subject. The interaction of speakers of various languages or distinct dialects of the same language is known as languages in contact. It is a social and linguistic phenomenon which resulted in the widespread transfer of linguistic traits. War, colonization, emigration, and other

circumstances, among others, all contributed to this language trend. It is undeniable that languages have an impact on one another when speakers of various languages interact. Thomason (2001:1) adds yet another thorough justification saying that Language contact is, in its most basic sense, the simultaneous use of many languages in one location. It's not difficult to envision a scenario in which this definition might be overly simplistic: for example, if two groups of employees are talking in two different languages while working on their jobs in the factory, each group is speaking only its own language, and there is no verbal interaction between the groups, this would only be language contact in the most minimal sense.

As a case in point, people speak several distinct languages in Algeria. Therefore, a sociolinguistic situation characterized by various phenomena was created as a result of contact between MSA, ADA, Berber, and French. The main results of contact linguistics in the Algerian speech community are listed below.

1.2.3. Language Contact Outcomes

Language contact outcomes in Algeria have been shaped by a rich history of cultural interactions and linguistic influences. The country's unique position as a crossroads between Arabic, Berber, and French has led to a fascinating linguistic landscape. While Modern Standard Arabic remains the official language, Algerian Arabic, heavily influenced by Berber and French, is widely spoken. Additionally, French continues to hold significant prestige, particularly in education and the media. This language contact has resulted in a complex linguistic identity, with Algerians displaying varying degrees of borrowing, code-switching, code mixing, bilingualism, and multilingualism reflecting the dynamic nature of their linguistic heritage.

1.2.3.1. Bilingualism

Bilingualism is the act of speaking and understanding two languages. The latter refers to the capability of comprehending two languages and implies fluency in speaking two languages. A civilization is said to be socially bilingual if it speaks both of its primary languages. Bilingualism is often used interchangeably with the phrases polyglotism and multilingualism.

According to Kaplan and Baldauf (2007), Berber- or Arabic-French is used in Algeria. Bilingual speakers in Algeria are those who use, comprehend, and/or are fluent in both Arabic and French. Many Algerians are fluent in French and speak Berber or Algerian Arabic. In fact, early bilingualism is pioneered by teaching French as a foreign language before the age of ten in Algeria's official curricula as stated by Lachkar (2012). Due to its flopping between two social classes in Algeria, the Arabic language is struggling there. The first one involves supporters of French, while the second one features opponents who have received an Arabized education. When it comes to bilingualism, there has been a time of deferral as French usage has been gradually replaced by Arabic. But it seems as though the constant use of French is intended to denigrate and marginalize Arabic.

Numerous factors contributed to Algeria's bilingualism situation. For instance, the elites acquired schooling in French during the colonial expansion and lengthy history of colonization, resulting in the preservation of French in Algeria. Additionally, the development of a bilingual nation was greatly influenced by cultural openness and educational concerns. One cannot ignore the fact that the present day requires multilingualism in order to keep up with global development and change. Many nations have geared their educational systems toward incorporating a foreign language early on in order to develop children's competencies and create competent speakers.

However, it is thought that it is better for the child not to be exposed to situations where the use of multiple languages is in conflict. It is a perplexing linguistic scenario

because, for example, Algerian children are exposed to MSA and French in school, but they are faced with ADA and certain borrowed French phrases used at home and in other contexts.

1.2.3.2. Multilingualism

Due to the fact that its citizens speak three official languages—Arabic, French, and Berber or Tamazight—Algeria is a multilingual nation. When looking at Algeria's sociolinguistic context, it becomes clear that the nation is multicultural and multilingual. Rubdy & Said (2015) further argued that a multilingual environment has been created in Algeria as a result of the usage of several languages in various circumstances, such as the use of Arabic (ADA and MSA), French, Tamazight, and English. Hassan (2017:157) wrote: "Algeria is a multilingual country that has been pressed into the straight jacket of a single official language"

Although French is still used in everyday conversations in Algeria, Arabic has been designated as the country's official language. Multilingualism is beneficial, but it generated a perplexing language situation in Algeria, despite the fact that it allows for exposure to the world and other cultures. Geographically, linguistically, and culturally, Algeria is a wide region. Language conflicts, when language use is constrained by the context, are a result of the diversity of languages and their dialects. For instance, MSA is only used in educational settings, ADA is not appropriate for academic settings, French is used in both administration and education, Tamazight is the language of the Berbers, and English is typically used for technical purposes and is only known by highly educated individuals (Tucker & Corson, 1997; Ager, 2001; Kaplan & Baldauf, 2007).

1.2.3.3. Borrowing

The extensive contact between French and the native population over a span of 132 years has had significant linguistic implications. Even though Arabic makes up the majority of Algerian Arabic's lexicon, a significant portion of its loanwords come from French and a smaller portion from English (see Oxford Business Group, 2010). Many renowned linguists, including Gumperz (1964), Hudson (1984), April Mahon (1999), and Langacker (1973), have referred to this linguistic phenomenon as "borrowing." Their works and research contribute to the understanding and analysis of borrowing in language.

> Linguistic borrowing... is something that has happened whenever there have been bilinguals. It is, in fact, unthinkable without the existence of bilinguals and apparently inevitable where there is a considerable group of bilinguals.

> (Dulay et al, 1982:263)

According to Negadi (2015), the presence of borrowed French words used by Algerians serves as evidence of the deep-rooted influence of the French language across the entire country. He stated that Algerian dialects have incorporated numerous borrowed terms across various domains, including administration, military, agriculture, technology, as well as specific objects related to clothing and kitchenware.

In borrowing, the original French or English words are preserved, and Algerian Arabic grammatical rules are applied to them to generate new words, usually by adding prefixes and suffixes. In this regard, Dulay (1982) says:

> Words borrowed into a language, maintain the general sound pattern of the original word but modify it to conform with the phonetic and the phonological system of the borrowing language.

> (Dulay et al, 1982: 114)

The table below shows some of the Algerian words that are originated from French or English as quoted in Elouchdi (2014:64) representing Mostaganem Spoken Arabic:

Gloss	French	MSA
Armchair	Fauteuil	/fuutaaj/
Bus	Bus	/bus/
Computer	Ordinateur	Ordinateur
Copy book	Cahier	/kaaji/
Doit	Poupée	/puupijja/
Film	Film	/film/
Garage	Garage	/garaadʒ/
Machine	Machine	/maʃiina/
Pen	Stylo	/sṭiiluu
Pen case	Trousse	/txuus/
Pencil	Crayon	/krijjuun/
Satellite dish	Parabole	parabole
Sauce pan	Casserole	/kaṣruuna/
School	Ecole/Collége	/kuliidʒ/
School bag	Cartable	/karṭaab/
Television	Télévision	Television
Video	Vidéo	Video
Village	Village	/filaadʒ/
Zero	Zéro	Zéro

Figure1.1.Algerian words that are originated from French or English

Everyday speech in Algeria uses a range of borrowed words, some of which have been modified or accepted. Due to the historical impact of French colonization, a significant portion of these words are French words. It seems impossible to have a conversation with Algerians without any French terms being used.

1.2.3.4. Code Switching

Code switching (hereafter CS) is a linguistic phenomenon observed among bilingual individuals or within bilingual communities. It is commonly defined as the practice of alternating between different languages or language varieties within a single speech exchange, as stated by Gumperz (1982:59). As quoted in Negadi (2015) for further explanation:

> "Myers-Scotton (1993b: 3) gives a more elaborated definition arguing that "Code switching […] is the selection by bilinguals or multilinguals of forms from an embedded variety (or varieties) in utterances of a matrix variety during the same conversation."

CS is a widespread practice in Algeria, reflecting the country's multilingual nature. ADA, French, and Berber languages are frequently used in various social and formal contexts. In casual conversations among friends, for example, people effortlessly transition between Algerian Arabic and French. They might start a sentence in ADA and conclude it in French, allowing for subtle expressions and effective communication.

CS in Algeria can be influenced by social status or formality. In formal or professional environments, individuals may switch to using French or Standard Arabic to convey education, prestige, or professionalism. During a business meeting, for example, someone might code switch by utilizing French for technical terms or formal discussions, while employing ADA for informal interactions. This linguistic adaptation aligns with the social dynamics of diverse contexts.

There are three types of CS that has been proposed by Poplack (1980):

- *Inter-sentential CS:* it occurs at clause boundaries, between two sentences that do not interference or between turns as in:

manendʒəmʃ ntʕəwwel bəzzəf + *j'ai beaucoup de choses a faire.*

I can't stay too long. I have a lot of things to do.

- *Intra-sentential CS:* also known as code mixing (hereafter CM), occurs within a sentence or a clause such as:

ɣadi nəstˤasjoni lotˤo w nəmʃi ləl marʃé nəʃri ʃwiya frwi.

Je vais stationner la voiture et aller au marché pour acheter des fruits

I will park the car and go to the market to buy some fruits.

- *Extra-sentential switching or Tag-switching:* involves the insertion of exclamations, tags, and ready-made expressions from the embedded language into the recipient language.

A: **Bon,** ana kemmǝlt la revizjon

Bon, j'ai fini la révision.

Well, I finished revising.

1.2.3.5.   Code Mixing

For further explanation, intra-sentential CS or CM occurs naturally in daily conversations among bilingual or multilingual speakers in Algeria. It involves incorporating words or phrases from one language into another without strict adherence to grammatical rules. Algerian Arabic sentences, for instance, may contain French nouns or verbs. This blending of languages exemplifies the interplay between ADA and French, enhancing linguistic diversity and communication.

CM in Algeria often stems from a desire to express cultural and personal identities, bridging local and global influences. Algerian youth fluent in both ADA and French may code mix by incorporating French slang words or expressions into their ADA utterances. This fusion of languages allows them to assert their linguistic identity and exhibit their connection to local and international cultures.

In conclusion, CS and CM are prevalent linguistic phenomena in Algeria, reflecting the country's multilingual landscape. These practices facilitate effective

communication, enable individuals to navigate social and cultural boundaries, and express their identities. By seamlessly transitioning between languages or incorporating elements from different languages, speakers in Algeria can effectively convey their intended meanings in various contexts.

1.3. Language Planning and Language Policy

Language planning and language policy in Algeria have attracted considerable interest and discussion. As a multilingual country, Algeria has implemented various policies to manage its linguistic diversity and promote educational development. One key aspect has been the implementation of English as a foreign language in primary schools.

Algeria, as a former French colony, adopted French as its official language after gaining independence. This linguistic legacy significantly influenced the language planning and policy decisions in the country, leading to a dominance of French in education, government, and media. This marginalized indigenous languages and hindered Algeria's engagement with the global community.

Recognizing the importance of English as a global lingua franca and the need to enhance international communication and economic competitiveness, efforts have focused on introducing English instruction in primary schools. The inclusion of English at the third level aims to provide children with early exposure and necessary language skills for navigating the interconnected world. The Minister of Education, Algeria, stated: "Including English in the primary curriculum opens doors for our children and prepares them for the globalized world, where English is a key tool for success". The quote emphasizes the belief that English proficiency equips Algerian children with the skills necessary for navigating an increasingly interconnected world, highlighting the importance of the new curriculum in shaping their future prospects.

Implementing English in Algerian primary schools has significant implications. Firstly, it diversifies the linguistic landscape by introducing a new language alongside Arabic and French, recognizing the evolving global language dynamics and the role of English as a means of communication in various domains such as business, technology, scientific research, and academia.

Secondly, introducing English at an early age acknowledges the critical period for language acquisition during childhood. Research shows that children are highly receptive to language learning during their formative years, and early exposure to English facilitates better language acquisition and fluency. Moreover, English proficiency provides pupils with expanded educational and employment opportunities beyond Algeria's borders.

However, the implementation of English in Algerian primary schools also poses challenges. The availability of qualified English teachers, appropriate teaching materials, and adequate infrastructure are crucial factors that need to be addressed. Teacher training programs focusing on English language instruction and pedagogical strategies can enhance the quality of English teaching in primary schools.

Moreover, integrating English within the existing curriculum requires careful planning to ensure a balanced allocation of instructional time and avoid overburdening students with additional subjects. Maintaining a balance between teaching English and other core subjects is essential for maintaining the overall quality of education.

1.4. English Implementation in the Algerian Primary Schools

The process of putting a plan, idea, or strategy into action is referred to as "implementation". It entails converting an idea or strategy into doable actions and processes that lead to the intended objectives. To ensure the effective and successful realization of the specified objectives, implementation entails carrying out specific tasks, assigning resources, coordinating efforts, and monitoring progress. In order to

ensure that the planned changes or initiatives are successfully implemented and incorporated into current systems or practices, it frequently necessitates thorough planning, organization, and coordination of numerous components.

An enormous amount of attention was paid to the introduction of English language instruction in primary schools in Algeria. The Algerian educational system started including English language training at a young age because it recognized the significance of English as a major international language. The intention was to start young students off on their educational path with a solid foundation in English language proficiency. Several important initiatives went into the primary schools' introduction of English. For each grade level, curriculum frameworks with detailed descriptions of the language learning goals and content were created. Through the use of these frameworks, English instruction was intended to be organized and progressed, allowing pupils to gain proficiency over the length of their primary education.

Primary school teachers received specific training in English language teaching strategies and techniques to facilitate the implementation. They now possess the knowledge and abilities needed to instruct English to young students in an engaging manner. In order to make language learning pleasurable and approachable for young children, the emphasis was placed on developing a dynamic and engaging classroom atmosphere, combining activities like games, music, and storytelling. To support the teaching and learning process, resources like textbooks, workbooks, and audiovisual elements were also created. These resources were created to meet the needs and interests of young learners while also being in line with the objectives of the curriculum.

Primary schools also promoted a multilingual atmosphere by giving pupils opportunity to practice their English outside of the classroom. To promote student participation and help them gain confidence using English in everyday situations, language groups, English language contests, and cultural events were arranged. This operation was experiences in nineties. The goal of introducing English language skills

in elementary schools during the 1990s was to foster international awareness and lay the groundwork for future language learning. Algeria sought to give its young students useful linguistic skills and improve their capacity for cross-cultural dialogue by making English language instruction accessible beginning in the primary level.

1.5. Child Development and Language Learning

Child development and language learning are interconnected processes that shape a child's linguistic abilities and overall cognitive growth. Language acquisition is a significant milestone in a child's development, as it not only enables effective communication but also plays a crucial role in cognitive, social, and emotional development. During early childhood, children go through various stages of development that influence their language learning journey. Understanding the relationship between child development and language learning is essential for educators, parents, and researchers to provide appropriate support and create optimal Language learning environments for children. This interplay between child development and language acquisition contributes to the foundation of a child's cognitive and linguistic abilities, laying the groundwork for their future academic and social success.

1.5.1 Biological Predisposition for Language

The concept of a biological predisposition for language suggests that humans possess innate abilities and characteristics that facilitate the acquisition and development of language skills. From early infancy, humans demonstrate a remarkable sensitivity and preference for language, indicating that our brains are biologically primed for language acquisition. "the human mind is equipped with an innate language faculty" (Chomsky, 1957:15). This innate nature of language development underscores the inherent nature of our ability to acquire and use language, making language

acquisition a complex and captivating process that has intrigued researchers for centuries.

According to Pinker (1994), even at an early stage of development, infants show an impressive capacity to recognize phonetic differences between languages. This indicates an innate ability to perceive and process language-specific sounds. Additionally, infants display sensitivity to grammatical structures, revealing an intuitive understanding of syntax and word order (Pinker 1994). Furthermore, psycholinguistic research has revealed early language development milestones in infants, further reinforcing the biological basis of language. According to Fernald (1992: 312), "By the age of six months, infants demonstrate the ability to discriminate between different phonetic sounds, suggesting an innate sensitivity to language". This innate sensitivity allows infants to perceive and process linguistic stimuli, forming the foundation for language acquisition.

As infants continue to be exposed to their native language, their discrimination of phonetic sounds becomes even more significant. They begin to recognize specific phonetic patterns and establish associations between sounds and their respective meanings. This process, known as phonetic learning, plays a crucial role in the development of language comprehension and production skills.

One compelling example that supports the biological predisposition for language is the linguistic universals observed across different languages and cultures. As Pinker (1994: 19) highlights, "The existence of universals suggests that the human mind is biased to process and acquire language in certain ways". These universals, such as subject-verb-object word order, provide evidence for an underlying innate structure that facilitates language acquisition.

Psycholinguistic research also highlights the role of the brain in language processing. Neuroimaging studies, as cited by Poeppel and Hickok (2015: 87), reveal specialized brain areas, such as Broca's area and Wernicke's area, that are crucial for

language production and comprehension. These neural networks are believed to be biologically determined, providing further evidence for the innate predisposition for language. Broca's area, located in the frontal lobe, is associated with language production and the formation of grammatically correct sentences, while Wernicke's area, situated in the temporal lobe, is involved in language comprehension, and understanding the meaning of words and sentences.
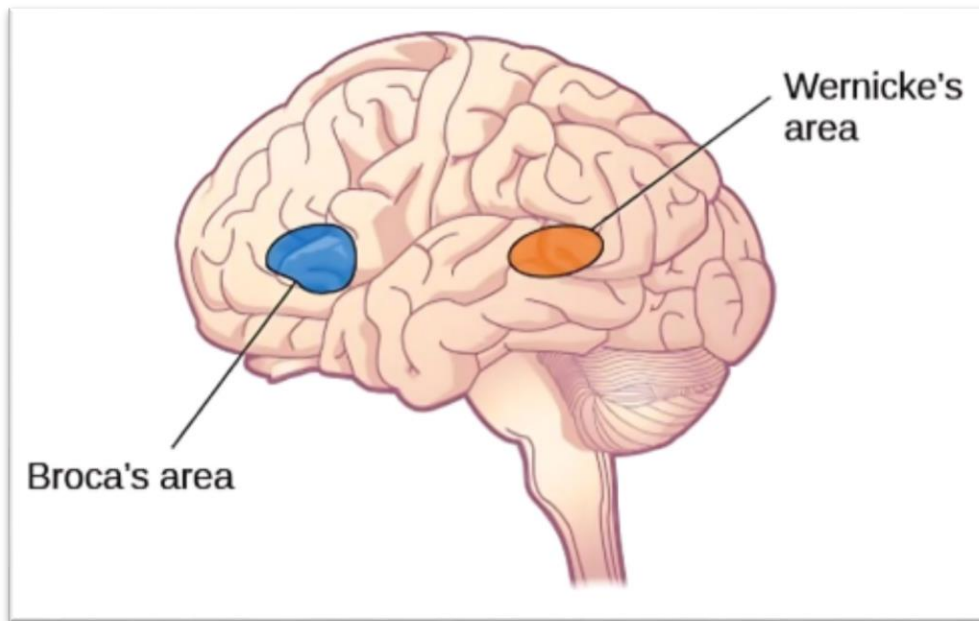
Figure 1.2. Broca's area and Wernicke's area.

These findings support the notion that the human brain is biologically prepared for language acquisition, reinforcing the idea of an innate predisposition for language.

1.5.2 First Language Acquisition

The child's early language development is a critical stage in their growth, as it involves not only the memorization of vocabulary and rules but also the understanding and effective use of language for communication. This process, known as "first language acquisition," is a spontaneous and unstructured phenomenon through which young children effortlessly absorb their mother tongue. Pinker (1994) draws attention

to the intricate and interrelated character of language learning, as well as its tight connection to other cognitive processes. He explains as follows:

> "Language is not just a set of communication protocols or a lexical semantics, it is a complex tapestry of cognitive abilities that are built into the brain and that are part ofthe basic design of the human mind"

> (Pinker, 1994).

Understanding how children learn language is not only important in the field of language teaching and learning but also provides valuable insights into the functioning of the human mind. Numerous scholars have offered their perspectives on language development, shedding light on this fascinating process.

Piaget, in 1952, emphasized the connection between cognitive and linguistic development. According to his theory, language acquisition takes place during each stage of a child's cognitive growth. As children's cognitive abilities expand, they become better equipped for abstract thinking and constructing mental models of their surroundings. These cognitive advancements greatly influence the development of their language skills.

Chomsky (1959) posited the existence of Language Acquisition Device (hereafter LAD) as an inherent mechanism facilitating language acquisition in infants. He proposed Universal Grammar (hereafter UG) as an innate cognitive framework that underlies the process of language learning. "The UG provides the framework of principles and parameters that shape the structure of all languages"(Chomsky 1965:9).

Chomsky argued for the innateness of language acquisition, contending that children possess an intrinsic predisposition to acquire language effortlessly. The LAD, as a constituent of UG, plays a pivotal role in children's ability to internalize specific grammatical structures, thereby facilitating rapid language acquisition.

Vygotsky (1978) emphasized the social and interactive aspects of language development. He highlighted the role of social interactions with more proficient language users, such as parents and instructors, in the acquisition of language. Vygotsky argued that language serves as a powerful tool for communication and social participation, enabling children to express their thoughts, feelings, and ideas and engage in meaningful interactions with others

1.5.3 Second Language Acquisition/Learning

Second language acquisition (hereafter, SLA) refers to the process of acquiring proficiency in a language that is not one's native language. This intricate process encompasses cognitive, affective, and social factors, including the unique characteristics of individual learners, the sociocultural context in which language learning occurs, and the quality and quantity of language input received. SLA is a dynamic and active process that necessitates learners' engagement in communication and the development of a positive language learner identity.

Littlewood (1984) delves into various aspects of second language learning (hereafter SLL) and emphasizes the importance of establishing a supportive and communicatively rich learning environment. Littlewood's work aligns with the Acculturation Model and Social Identity Theory, both of which contribute to comprehending the social context of second language learning. He underscores the key factors that influence the success of SLL, such as individual learner differences, the social setting, and language input. Littlewood argues that SLL involves the intricate interplay of cognitive, affective, and social aspects. Individual learner differences, such as age, aptitude, and motivation, play a critical role in determining the success of learning process. Furthermore, the sociocultural context, encompassing cultural norms and values associated with the target language, can influence learners' approaches to

language acquisition. Finally, the amount and quality of language input received by learners are pivotal factors in their progress in SLL.

1.5.3.1 Cognition Oriented Theories

Cognition-oriented theories, according to Littlewood, focus on the mental processes learners use in language learning. Littlewood states, "Cognition-oriented theories emphasize attention, memory, and problem-solving strategies" (Littlewood, 2004: 75). These theories explore how learners understand and produce language by utilizing cognitive abilities such as attention, memory, and problem-solving. They highlight the importance of active cognitive engagement in language acquisition and inform teaching practices.

### a. The Creative Construction Hypothesis

The notion of the "creative construction hypothesis" was put forth by the linguist Bickerton (1990). He argued that language learners create their own unique system of language, known as "pidgin," through a process of trial and error. In other words, the "creative construction hypothesis" or "interlanguage theory" suggests that language learners construct their own understanding of the language by experimenting and testing their hypotheses about how it functions. This process of creative and original language use can actually aid learning by allowing learners to develop their own system of language known as "interlanguage". Selinker (1972) proposed the "interlanguage theory," which suggests that during the process of learning a second language, learners develop an intermediate system of language known as interlanguage. Interlanguage is considered a dynamic and evolving system that incorporates elements from both the learner's native language and the target language. It reflects the learner's ongoing attempts to approximate the target language, while also

containing unique features and errors. Interlanguage is considered a transitional competence that lies between the learner's native language and the target language they are acquiring.

Language learning involves specific innate mechanisms that are separate from general cognitive processes, and the learner's exposure to language primarily acts as a trigger to activate these mechanisms. While interlanguage typically develops and progresses towards the target language, it is possible for certain non-target language features to become "fossilized" or fixed in the learner's grammar, despite their continued exposure to the target language. The idea of "fossilization" in interlanguage development, where certain non-target language features persist despite continued exposure to the target language, has been explored by researchers such as Selinker and Tarone. Fossilization refers to the phenomenon where certain aspects of a learner's interlanguage system become resistant to further change, leading to the persistent presence of errors or non-standard features.

b. Input Hypothesis

Krashen (1982) introduced the "input hypothesis" in an effort to create a thorough theory of language acquisition that incorporates the creative construction hypothesis. It makes a distinction between unconscious "acquisition" that occurs through exposure to comprehensible input and conscious "learning" process that usually crops up through instruction or error correction. It is important to note that language acquisition is guided by the learner's innate mechanisms and is affected by the "affective filter," such as motivation and anxiety. To visualize this, a diagram adapted from Krashen's work (1982) and Gregg's work (1984), which illustrates the Affective Filter Hypothesis.
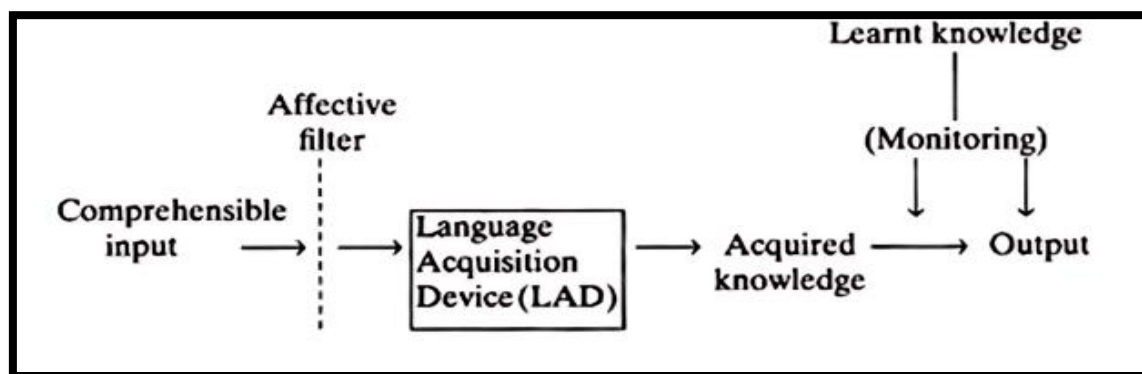
Figure 1.3. The Affective Filter Hypothesis

Moreover, he clarified that while learned language serves as a supplementary tool for monitoring, acquired language is crucial for spontaneous communication. The concept presented by Krashen has generated both support and debate within the field of language acquisition theory, as mentioned in Littlewood's work (1985):

"Many of the claims of this model cannot be proven (e.g., the strict separation of acquisition and learning), but it has attracted many supporters and continues to inspire much discussion (see McLaughlin, 1987, for a detailed critique)."

Littlewood (1985:516).

c. Universal Grammar Hypothesis

The LAD postulated by Chomsky, which regulates the creative production process, is commonly referred to as a "black box". As previously cited Chomsky's UG theory which posits that all languages obey to a set of pre-programmed standards in the human brain from birth, these factors, or norms, give a framework for accounting for variances in language specifications. For example, the head parameter defines whether the phrase's head element appears first or last. Littlewood (1985) further illustrates:

"The child learner's task is to discover how this parameter should be 'set' for the particular language he or she encounters. Once it has been set, the child has information relevant to all parts of the language to which the head parameter applies. These principles and parameters thus explain how the child learns much more about the language than he or she could have learned from the input alone."

(Littlewood, 1985:516)

However, the availability of these principles for second language learners is a subject of debate.

d. The Cognitive Skill Learning Model

The cognitive skill-learning model is a theoretical framework for language learning and instruction. It is often referred to as the skill acquisition model or the cognitive code method. It focuses on how explicit cognitive processes and abilities are developed while learning a language. This point of view claims that learning a language is the development of a complex skill requiring a variety of cognitive tasks. Learners are urged to improve their command of the language through purposeful repetition and intentional focus. The development of cognitive abilities including analysis, problem solving, and rule application is the main goal.

According to the cognitive skill-learning paradigm, students advance through a number of stages, starting with supervised practice and progressively evolving toward more autonomous and automatic language usage. To assist, the focus is on clear instructions, practice, and error correction. with the purpose of helping pupils produce English correctly and fluidly. This approach strongly emphasizes explicit instruction, metacognitive awareness, and cognitive participation for language acquisition. It seeks

to give pupils cognitive skills and abilities in order to make learning and using the target language simpler.

The three models stated above, according to Littlewood (1985), indicate different ways that language can be incorporated into a person's communicative competence, and in some situations, one type of learning may predominate. For instance, whereas cognitive skill-learning may be more prevalent in instruction, natural learning contexts may favor the creative construction model. He explains:

> "The creative construction model (together with the related input hypothesis and UG hypothesis) sees language learning as proceeding in natural sequences as a result of internal mechanisms which are "triggered" by input from the environment. The cognitive skill-learning model just described sees second language learning as a less specialized process, one which is more amenable to control, and one in which productive performance has a clearer role."

Littlewood (1985:517)

1.5.3.2. Context Oriented Theories

Context-oriented theories of language learning emphasize the importance of situational and social contexts in language acquisition. Language learning is viewed as a social activity where meaning is negotiated through interactions with others in real-world contexts. Littlewood (1985) set the following hypotheses:

a. The Interaction Hypothesis

By highlighting the importance of social contact in providing intelligible input for language learning, Long (1985) sees that the "interaction hypothesis" builds upon the

input hypothesis. It implies that in social contexts, learners can interact in worthwhile conversations that aid in their efficient comprehension and application of language. Littlewood (1985) explains:

> "The hypothesis argues that this is most likely to occur in situations of social interaction. These provide opportunities for the negotiation of meaning, requests for clarification, and comprehension checks."

> Littlewood (1985:518)

According to studies, allowing for more negotiation chances, especially in activities like pair work, can improve comprehension. However, Littlewood (1985) claims that there is currently no convincing empirical data demonstrating a direct relationship between more bargaining possibilities and better learning results.

The sociocultural theory put forth by Vygotsky (1978) brings forth a compelling idea, highlighting the significance of social and cultural factors in the development of children's language skills. According to Vygotsky, various elements such as social interactions, imitation, teaching, and internalization of linguistic norms all play pivotal roles in shaping individuals' acquisition of language.

Building upon Vygotsky's work, Bruner (1983) proposed "Language Acquisition Support System" (LASS) hypothesis, further underscoring the importance of social and cultural variables in the process of language acquisition. Bruner perceived language as a intricate system of communication, heavily influenced by interactions, particularly those with caregivers and peers, as children primarily learn language through social engagement. Additionally, he recognized the profound impact of culture on language development, acknowledging that language serves as a means of expressing cultural values and norms.

b. Output Hypothesis

Littlewood (1985) suggests that during the natural process of learning a second language, individuals often experience a phase known as the "silent period." During this period, their focus is primarily on listening and understanding, rather than speaking. By devoting their attention to comprehending the language input they receive and formulating appropriate responses, learners gradually acquire language skills that serve as a foundation for their own language production. He says in this regard:

> "Natural second language learners often go through a "silent period" when they listen and respond, but do not actually produce language themselves. Nonetheless they develop knowledge of the language which can later serve as a basis for their own production"

<div align="right">Littlewood (1985:518)</div>

The input hypothesis suggests that language acquisition occurs when the learner processes understandable input that is appropriate for their current developmental stage. The output hypothesis, on the other hand, asserts that output -speaking and producing language- is also crucial for acquisition. It aids language learners in identifying grammatical patterns, formulating language-related theories, receiving feedback and automating language production processes.

c. Scaffolding Hypothesis

The "scaffolding hypothesis" in sociocultural theory suggests that social interaction is crucial for learning. This theory postulates two important concepts: "scaffolding" and the "zone of proximal development (hereafter ZPD)". Littlewood (1985) explains:

"The hypothesis is based on sociocultural theory, which goes back to the work of Vygotsky in the 1930s and holds that social interaction is the most important stimulus for all learning. Two central concepts are "scaffolding" and the "zone of proximal development.""

Littlewood (1985:519)

He indicates that while "scaffolding" is the support learners receive from others, mostly from an expert to achieve a higher level of accomplishment, the ZPD refers to the performance level they can reach with the assistance of scaffolding. Bruner (1996) on the other hand, also stressed the role of scaffolding in language development in his book "The Culture of Education", arguing that interactions with adults who provide direction and support benefit children.

Research have shown that when people interact socially, language learners are able to develop language above their individual capacity. The objective is to make learners eventually able to complete activities independently without the aid of scaffolding.

d. Acculturation Model and Social Identity Theory

The acculturation model, developed by Schumann (1978), explores how cultural and social factors influence second language acquisition. It suggests that individuals' language acquisition is influenced by their attitudes, motivation, and the degree of contact and interaction with the target language community. According to the model, there are four potential outcomes of acculturation:

- Assimilation: Individuals adopt the language and culture of the target language community, abandoning their original language and culture.

- Separation: Individuals maintain their original language and culture while avoiding contact with the target language community.

- Integration: Individuals maintain their original language and culture while also adopting the language and culture of the target language community.

- Marginalization: Individuals experience a disconnect from their original language and culture and the target language community.

Social identity theory on the other hand, developed by Tajfel andTurner (1979), focuses on how people's self-concept is influenced by their membership in social groups. In the context of language learning, social identity theory suggests that language learners develop their language skills and attitudes based on their identification with particular social groups. Learners may align themselves with the target language community and adopt the associated language and culture, which can positively impact their motivation and learning outcomes.

Both the acculturation model and social identity theory emphasize the importance of social and cultural factors in language acquisition and learning. These theories highlight that learning a new language is not just a cognitive process but is deeply influenced by social interactions, cultural exposure, and the learners' sense of belongingness.

1.5.4. Child's Learning Strategies:

There are different learning strategies used by children. The table bellow summarize the most effective methods that are applied for better language learning process:

Learning Strategies	Quotes	Explanations
Metacognitive Strategies	"Metacognition refers to one's knowledge concerning one's own cognitive processes or anything related to them" (Flavell, 1979:906).	Metacognitive strategies encompass the comprehension and control of an individual's cognitive processes, enabling young children to acquire skills in planning, monitoring their progress, and reflecting upon their performance. This cultivation of metacognition empowers them to approach learning tasks with heightened effectiveness.
Cognitive Strategies	"Mnemonic devices are systematic procedures for enhancing memory" (Pressley & Levin, 1983:214).	Cognitive strategies center around the mental processes involved in acquiring, storing, and retrieving information. By instructing young children in mnemonic techniques such as acronyms or visualization, their memory and retention of information can be enhanced.
Social Strategies	"Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level"	Social strategies underscore the significance of social interactions in fostering cognitive development.

|	(Vygotsky, 1978: 57).	Through collaborative learning, peer tutoring, and classroom discussions, young children are afforded opportunities to actively engage with their peers, exchange ideas, and mutually benefit from the collective learning experience.
Language Strategies	"Language is not merely a form of communication; it is a process of discovery" (Bruner, 1983:143).	Language strategies leverage effective language use to enhance learning. Encouraging young children to explain concepts, engage in verbalization, and solve problems using language helps them organize their thoughts and deepen their understanding of the material.

Table 1.2. Children's Learning Strategies

1.6. Bloomfield's Taxonomy (Bloom's Taxonomy)

Bloom's taxonomy is a hierarchical framework used to classify educational objectives and learning outcomes. It was developed by Benjamin Bloom and his colleagues in the 1950s and has since become a widely recognized model in education. The taxonomy consists of six levels, indicating increasing levels of cognitive complexity. "The taxonomy is ordered according to the principle of internalization; the

more complex forms are built upon the simpler" (Bloom, 1956). Its six levels are: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.

They are arranged in the following pyramid shape:
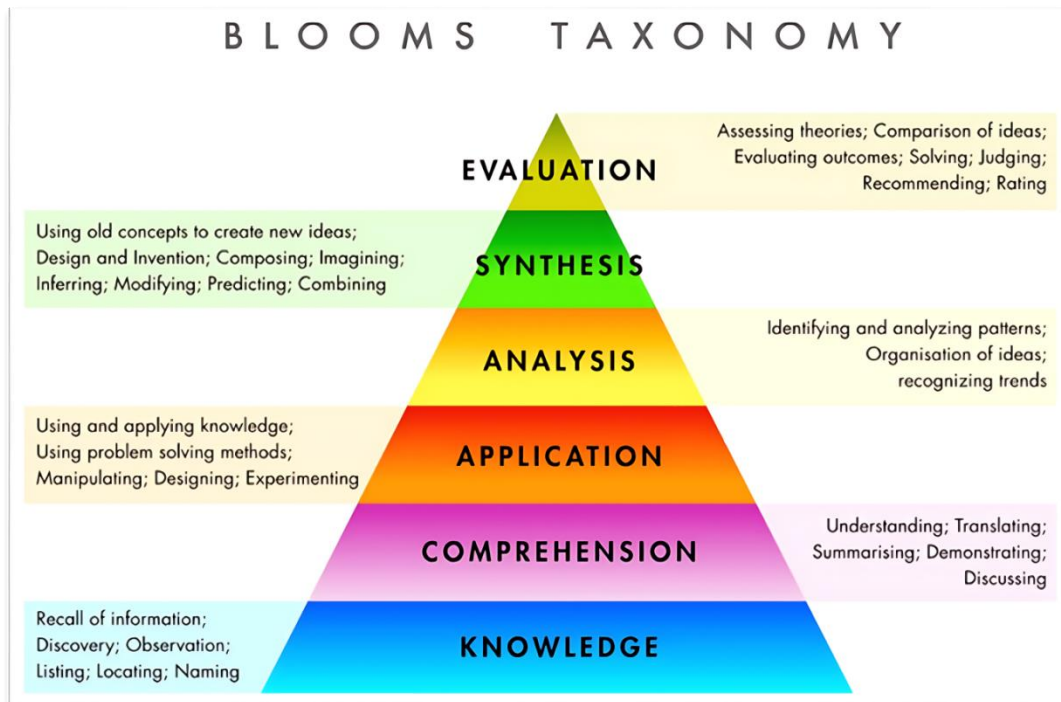
Figure 1.4. BLOOM'S TAXONOMY

"Bloom's Taxonomy Revisited" is an updated version of the original taxonomy by Anderson and Krathwohl (2001). According to Anderson (2001), "Remembering is now called 'Remembering and Understanding,' and Creating is now called 'Creating, Evaluating, and Analyzing". The revised version of Bloom's Taxonomy acknowledges the interconnectedness of different cognitive processes in learning. It involved replacing nouns with dynamic verbs, as well as interchanging the top two levels of the hierarchical classification. The modified learning phases now consist of Remember, Understand, Apply, Analyze, Evaluate, and Create.
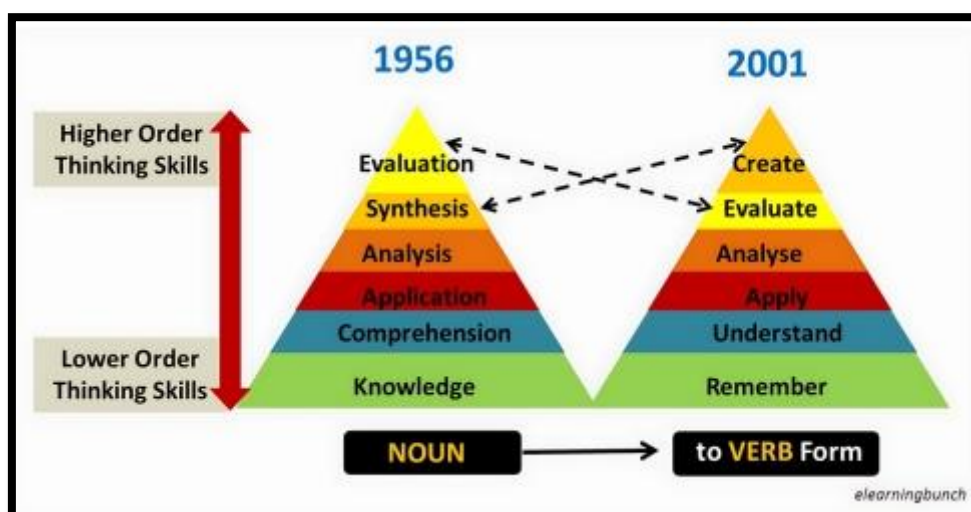
Figure 1.5. Bloom's Taxonomy Vs. Bloom's Taxonomy Revisited

Bloom's taxonomy guides educators in designing materials and activities for children's second language learning. Initially, children focus on acquiring basic vocabulary and grammar rules, classified as lower-order thinking skills. As proficiency improves, they engage in higher-order skills like analyzing and evaluating language use. Educators can utilize Bloom's taxonomy by progressively building activities, starting with vocabulary identification and memorization, then advancing to applying vocabulary in constructing sentences and engaging in dialogues.

1.7. Conclusion

The first chapter of this dissertation has provided a comprehensive exploration of language and language learning in Algeria. It has shed light on the sociolinguistic background of the country, highlighting the linguistic diversity and the significance of Arabic, Berber, French, and English. Through an examination of language contact phenomena such as bilingualism, multilingualism, borrowing, code switching, and

code mixing, the chapter has underscored the dynamic nature of language use in Algeria.

Language planning and policy, with a specific focus on the implementation of English in Algeria, have also been addressed in this chapter. By considering the various approaches and initiatives in language planning, a deeper understanding of the efforts made to promote English language education in Algeria has been gained.

Furthermore, the chapter has delved into the realms of child development and language acquisition, both in terms of first language acquisition and the challenges faced in acquiring English as a foreign language in Algeria. In addition to the aforementioned points, this chapter has also delved into the strategies employed by children in language learning from a psycholinguistic perspective. The discussion has encompassed cognitive and socio-cultural factors that influence language learning, emphasizing the strategies employed by children as they navigate the intricacies of acquiring and using language.

From a cognitive standpoint, the chapter has examined how children engage in various strategies to comprehend and produce language. This includes processes such as pattern recognition, chunking, and schema formation, which allow children to identify and internalize linguistic patterns and structures. Additionally, the chapter has discussed the role of cognitive processes like memory, attention, and problem-solving in language acquisition, highlighting their significance in facilitating language learning.

Lastly, the integration of Bloom's taxonomy within the broader discussion has provided a framework for analyzing the cognitive processes involved in language learning and development. This incorporation has contributed to a more holistic and comprehensive understanding of language-related topics specific to the Algerian context

Overall, this chapter serves as a solid foundation for the subsequent chapter of the dissertation, setting the stage for further exploration of language-related issues in Algeria. It underscores the significance of language in Algerian society and provides valuable insights into the complexities of language acquisition and education.

CHAPTER TWO: DATA DESCRIPTION AND INTERPRETATION

2.1. Introduction

This chapter focuses on providing an explanation of the practical aspect of the dissertation. It is divided into two sections. The first section outlines the **research methodology** that was utilized to conduct the study, including **the methods and tools** used and details **about the target population**. The second section deals with the **analysis and discussion of the data** obtained from **three different tools** used in the study. It provides an explanation **of the limitations** and concludes with some pedagogical recommendations.

2.2. Section one: Description of the research methodology

The aim of this section is to provide a description of the research methodology used in this study. It consists of a description of both the methodology and the research design. It also describes in detail the participants, instruments and procedures that were used to collect and analyze data.

2.2.1. Research Methodology

This section includes information on the research methodology, study population, and research tools that were used in collecting data along with their descriptions. The study's findings also shed light on the limitations encountered during its execution.

2.2.2. The research participants

Pupils of the third level primary school, their parents and their teachers make up the population of our study. The overall number of participants in the study was 358 pupils taken from five primary schools, 330 parents and 9 teachers. The the sample included both genders. Because the participants were chosen in accordance with the goal and requirements of the study, a purposive sampling was used.

2.2.3. Research design

The methods used in this study include both qualitative and quantitative data collection, classification, analysis, and interpretation. Quantitative approaches have a variety of characteristics, including the collection and analysis of data in numerical terms, the use of tables, charts and graphs to assist the reader comprehend how the data are organized, and the measurement of the data using statistics like percentages and frequencies. Through the use of techniques like interviews and observation, qualitative approaches put their attention on understanding ideas, experiences, and words rather than figures.

The Fieldwork method was adopted to conduct this research. Field research, often known as fieldwork is the process of acquiring data from natural settings. It helps in gathering spontaneous data regarding verbal or written discourse produced in a natural environment. Case study and ethnography are examples of field methods. First, case study is an exhaustive systematic analysis of a single person, group, community, or other unit in which the researcher investigates in-depth data relating to multiple variables. Second, the field researcher uses the elicitation approach to get insight into the topic being investigated by interacting with the population relevant to the area of study.

The main objectives of this study are acquiring factual information and gathering accurate representations and attitudes. In order to achieve these goals, observation, interview and questionnaires were adopted.

2.2.4. Data collection and instruments

To truly comprehend the difficulties that children encounter, particularly in school settings, the nature of language problems demands dealing with particular details including a description and an explanation. As a result, data were collected via classroom observation, an interview and two questionnaires in order to obtain the needed data to test the hypotheses.

The questionnaire is a research tool that consists of a series of written or printed questions starting from close-ended moving to open-ended questions, with the use of multiple choice answers. This instrument intends to collect data from respondents in order to support or refute the researcher's premise. The questionnaire used in this study was selected since it can be given to a lot of people in a short amount of time. With the help of this research tool, the researcher saves time and effort while easily describing the data.

In an interview, the interviewer and the interviewee converse face-to-face while the interviewer poses a series of questions and the interviewee responds. This process aids the researcher in learning more about a phenomenon or describing how people feel and think about a certain subject. Because it is a good tool for gathering in-depth information that leads to the collection of qualitative data, this study has used the interview as a research method.

In order to learn more about the results of learning English at the third year level in primary schools, Initially, interviews were conducted with pupils, and classroom observations were utilized as part of the data collection process. Next, two questionnaires were used; one with their English teachers to get familiar with pupils' level and teachers feedback towards teaching English to young pupils at an early age, and another with their parents with the aim of gathering information related to SLL process for the children who are learning English for the first time.

Concerning the settings, the current study was conducted in five distinct primary schools in Tlemcen; Aicha El MEDYOUNI Primary School, DIDOUCHE Abd Elkader Primary School, ARBI Tbesi Primary School, CHERRAF Ahmed Primary School and CHEKKAF Draoui Primary School.

2.2.5. Description of the interview

One of the crucial research techniques utilized for an in-depth investigation is the interview. It is used to gather information in order to better comprehend and analyze a study endeavor. The interview was conducted with pupils of the third year level primary schools that were exposed to English as an official module in school for the first time.

This instrument was chosen for four reasons. Firstly, it provides flexibility in tailoring questions to individual pupils based on their age, understanding, and communication abilities. The interviewer can adjust the interview format and level of difficulty to ensure that pupils are comfortable and able to express themselves effectively. Secondly, it offers the flexibility to gather additional information beyond the set questionnaire. If unexpected insights or themes arise during the interview, the interviewer can delve deeper into those areas, uncovering valuable perspectives that may have been missed with a fixed questionnaire. Thirdly, conducting the interview can help build rapport and trust between the interviewer and the primary school pupils. The personal interaction allows for a more engaging and interactive experience, fostering a supportive environment where pupils may feel more comfortable sharing their thoughts and experiences. Finally, it allows for a better understanding of the context in which responses are given. The interviewer can ask follow-up questions to explore the reasons behind certain answers, considering factors such as the pupil's background, experiences, and specific school environment.

A formal, conversational structured interview among the various interview styles has been selected. Both close-ended and open-ended questions were adopted as they were deemed the most suitable types for gathering information. The interview contained 9 questions.

2.2.6. Description of Teacher's Questionnaire

The primary method for collecting information is the questionnaire. The purpose of the questionnaire in this study is to gather insights about the effectiveness of the English language curriculum, the level of pupils' interest and participation, the quality of feedback in the classroom and recommendations.

There are four sections that make an overall of 13 questions in the instructor's questionnaire. The first portion asks teachers about their qualifications and teaching experience. The second section asks specific questions regarding student engagement and participation in the classroom. The third one discusses English language curriculum, and the final piece addresses the Parental Involvement and Support.

2.2.7. Description of Parents' Questionnaire

Questionnaires as a main type of surveys are used to collect data on attitudes and opinions of a large number of participants (Mackey & Gass, 2005). Since Arabic is the primary language of Algeria, an Arabic version of the questionnaire was created as a printed form to make it easier for parents to share and express their opinions. The aim of the questionnaire in this research was to understand the parents' attitudes towards teaching English at an early age. It investigated parents' support at home, their exposure to English, their desires and motivations and the educational context in which their children are learning English. There are three sections and 8 questions in this questionnaire.

2.2.8. Description of Classroom Observation

Classroom observation is a research instrument used to systematically observe and document the dynamics and interactions within a classroom setting. It involves careful

observation and records of the behaviors, actions, and communication patterns of both teachers and pupils during instructional sessions. The instrument typically includes structured guidelines or checklists to ensure consistent and comprehensive data collection. It aims to capture various aspects, such as student engagement, teacher strategies, classroom management, and the overall learning environment. Classroom observation allows researchers to gather qualitative data and gain insights into teaching practices, student behavior, and the effectiveness of instructional methods. It provides an objective and firsthand account of the teaching and learning process, facilitating analysis and interpretation of classroom dynamics. Participant and non-participant observation were used in an overall of 14 sessions conducted five primary schools.

The checklist used for classroom observation is as follow:

- **Pupils' Level of Excitement and Motivation:**

- Pupils level of excitement and motivation towards learning the English language.

- Signs of enthusiasm, active participation, or engagement during the lessons.

- **Teachers' Use of Gestures:**

- Teachers incorporation of gestures while explaining concepts.

- The effect of using gestures on pupils' understanding and memory retention.

- **Language Preference:**

- The existence of preferences for French over English among some pupils.

- Instances where pupils choose to communicate in both English and French.

- The reasons behind this preference, such as family background or exposure to French culture.

- **Active Participation:**

- The level of pupils' activity and participation in each class.

- Variations in pupils' engagement among different classes.

- **Time Management:**

- The effectiveness of the allocated time (45 minutes per session) for better teaching and learning.

- Challenges or limitations due to time constraints.

- **Use of Songs and Games:**

- The use of songs and games at the beginning of sessions.

- The contribution of activities in increasing pupils' motivation and interest in learning English.

- **Attendance:**

- The attendance of pupils for each of the 14 sessions.

- Patterns or trends in attendance.

2.3. Section two: Results and Discussion

This part was the most challenging one in the present study. While the first section is devoted to the description of the research design, the second one deals with the analysis, interpretation and discussion of the results of our study. First, the interview data analysis is presented. Second, the questionnaires data analysis is reported. In a further stage, classroom observation data are analyzed and finally a general discussion of the results is provided in addition to the limitations and recommendations.

2.3.1. Analysis of the Interview

The questions of the interview seek to reach these main goals:

- Determine pupils' exposure to English media: By asking if they watch TV programs in English, it helps assess their exposure to the language through media, which can contribute to language learning.

- Assess their interest in English songs: inquiring about their liking for English songs helps gauge their engagement with the language beyond formal learning

settings and indicates their potential interest and motivation.

- Understand their familiarity with English words: by asking if they know any English words, it provides insight into their existing vocabulary and linguistic knowledge, which can influence their language learning progress.

- Explore their perception of learning ease: inquiring about whether learning is easy helps understand their perspective on the language learning process, their confidence, and their potential challenges or barriers.

- Test their ability to differentiate between English and French: by asking if they can differentiate between English and French, it assesses their awareness of different languages and their ability to recognize distinct linguistic characteristics.

- Assess access to technology at home: inquiring about the presence of devices like computers, tablets, PlayStation, and TVs at home helps understand the resources available for English language learning, such as online materials or language learning apps.

After data collection, the results of this interview were analyzed both quantitatively and qualitatively as follow:

Question1: What device do you usually use to learn English?

Table 2.1. Best Learning Device

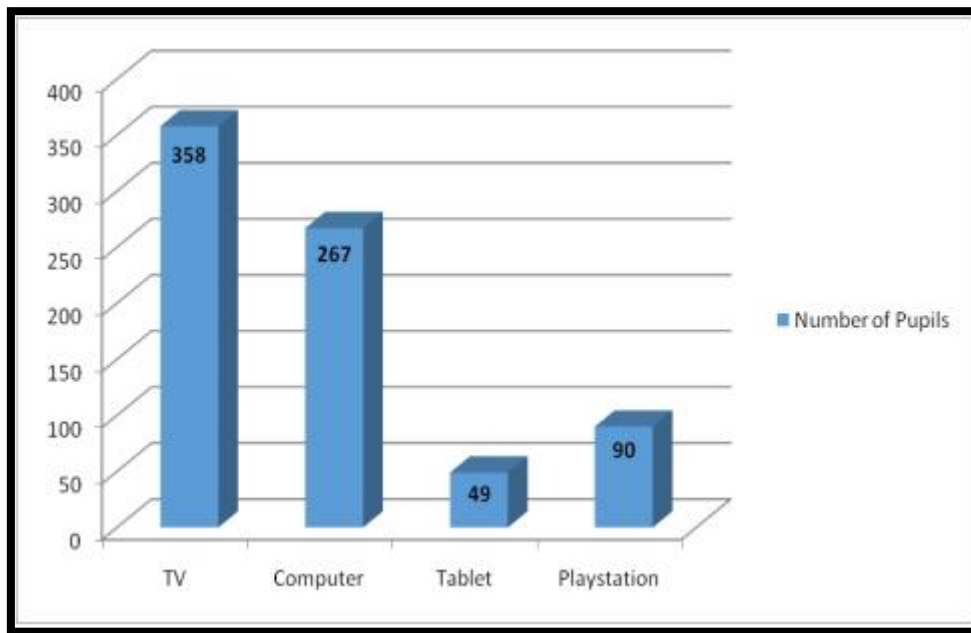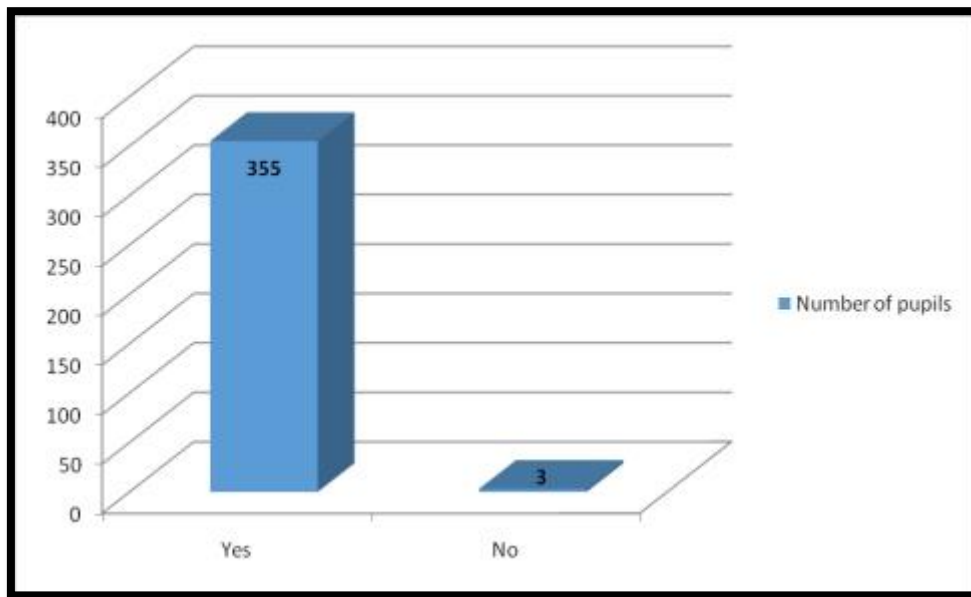| Equipments	TV	Computer	Tablet	PlayStation
Number of Pupils	358	267	49	90

Chart 2.1. Best Learning Device

Question 2: Do you want to learn English?

Table 2.2. Leaning English: A Personal Goal?
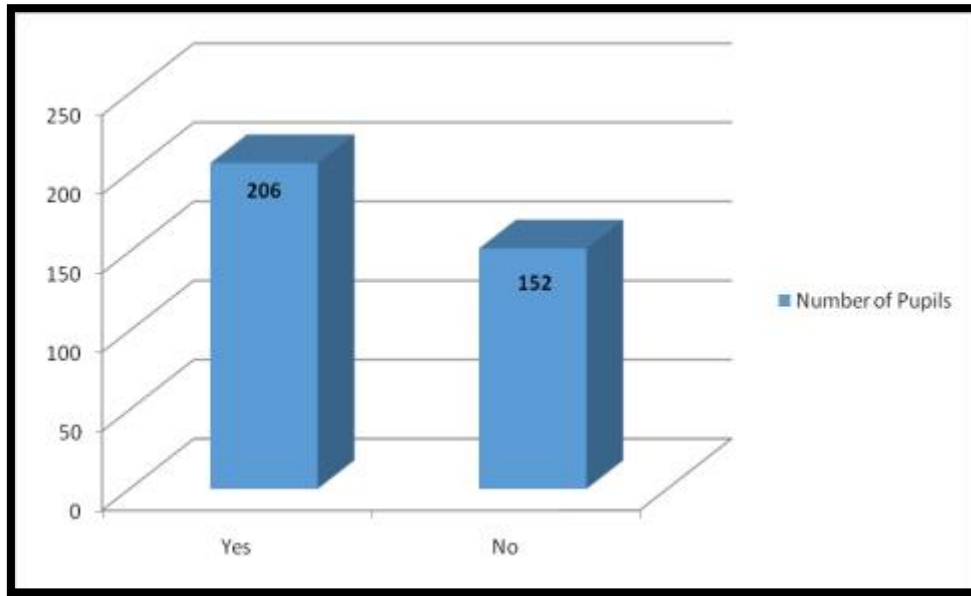
Yes	No
355	03

Chart 2.2. Leaning English: A Personal Goal?

Question 3: Do you watch TV programs in English?

Table 2.3. English Programs: A Common Viewing Choice?

| Yes	No
206	152

Chart 2.3. English Programs: A Common Viewing Choice?

The bulk of pupils said that they watch English programs with Arabic substitles on TV (MBC3, Cartoon Network, Spacetoon) such as Beyblade Burst, Diana, Roma, Nastya, Vlad and Niki and on YouTube such as Roblox, Disney movies and courses related to their studies like «Family Members».

Question 4: Is English easy?

Table 2.4. Ease of Learning English for Primary School Pupils

| Easy	Hard	In Between
240	14	104

55
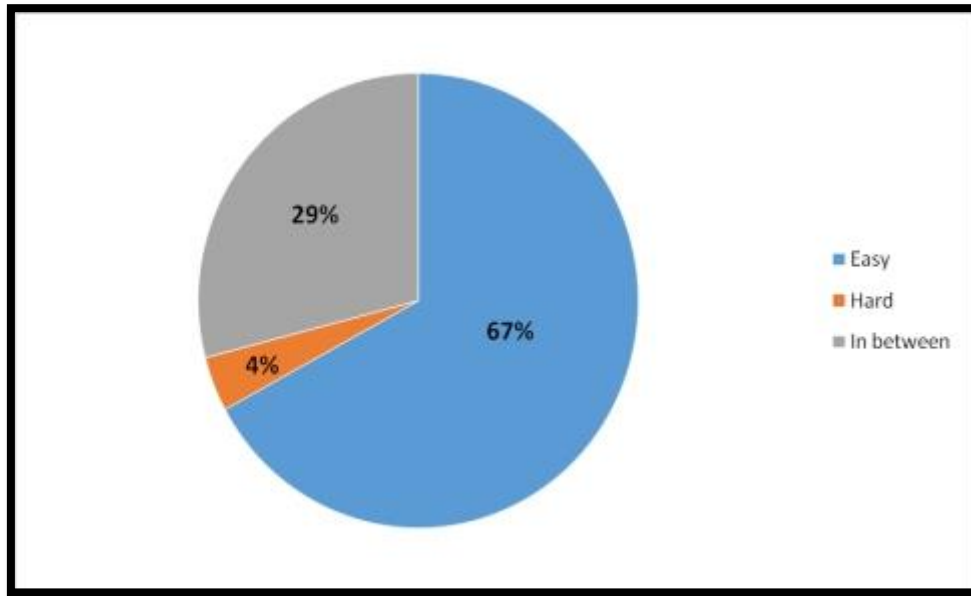
Chart 2.4. Ease of Learning English for primary school pupils

The majority of pupils said they learned English in public schools. Some of them acquired it at a young age at home with the help of their parents while others in private schools. The rest said they learned it from YouTube with the help of learning applications on smart phones such as Duolingo.

Question 5: Do you like English songs?

Table 2.5. Attitudes Towards English Songs

Yes	No
329	29
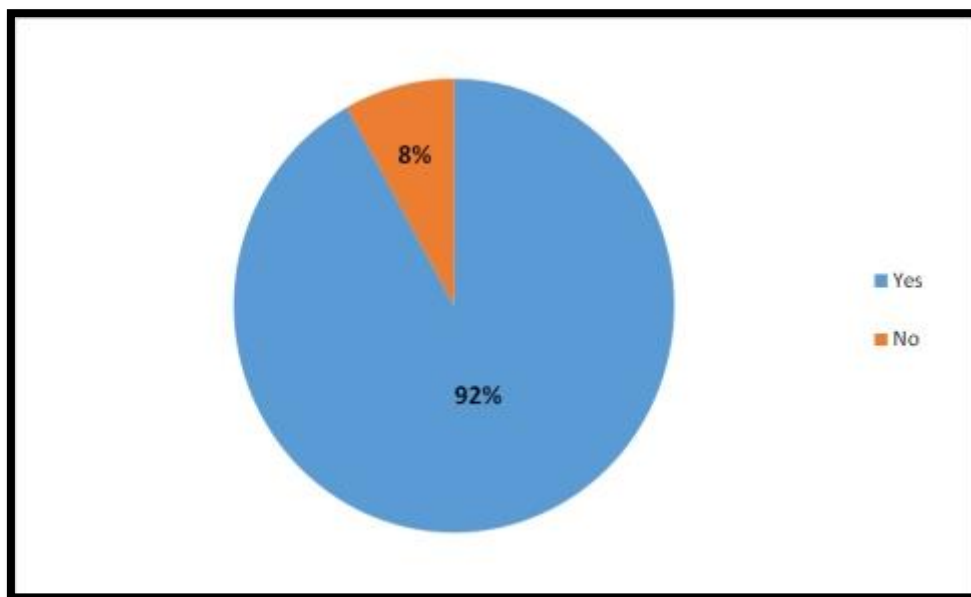
Chart 2.5. Attitudes Towards English Songs

Most of the mentioned songs were the ones they learned at school like "Pets" song. The others were on YouTube like Disney songs and those which became trending on social media including TikTok, Instagram, Facebook…etc

Question 6: Can anyone give me words or sentences in English?

Pupils could give complete meaningful sentences and questions. Some of the mentioned words: White, woods, orange, blue, hi, your sister, a rider, she, book, pen, apple, car, cat, pencil, ruler, table, door, black, knife, helicopter, good, thank you…etc.
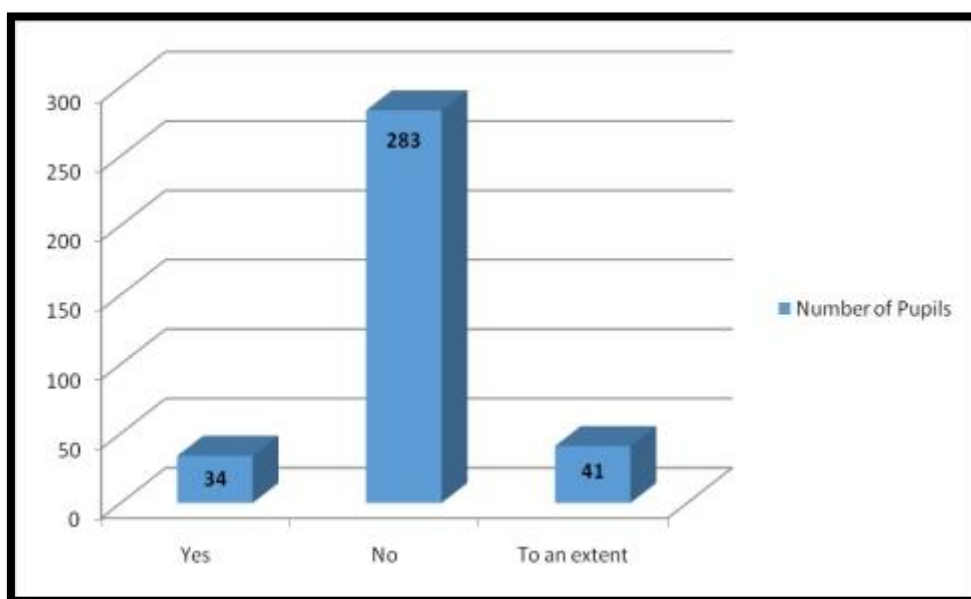
Question 7: do you like the English language?

All of them react with a strong yes. They are all interested and motivated to learn the language 99%, more than French, taking into consideration the absences.

Question 8: Do you find difficulties to differentiate between French and English?

Table 2.6. Discerning French from English: A Challenge?

Yes	No	To an extent
94	283	41

Chart 2.6. Discerning French from English: A Challenge?

2.3.2. Analysis of Parents' Questionnaire

Parents' questionnaire was written and printed in Arabic to facilitate communication between parents and researchers. An English version is provided in order to analyze the data. It consisted of three sections as follow:

- **Section 1: Educational background**

Question 1: What is your educational qualification?

By asking about educational qualifications, The educational background of parents can be comprehended, and it is likely to influence their level of engagement in their children's language learning process.It was observed that a majority of parents possess a secondary school certificate, accounting for approximately 35% on average.

Table 2.7. Parents' Educational Qualifications

Primary school certificate	Middle school certificate	Secondary school certificate	License certificate	Master certificate	Magister certificate	Doctorate certificate	Nothing
34	60	116	63	23	05	08	21
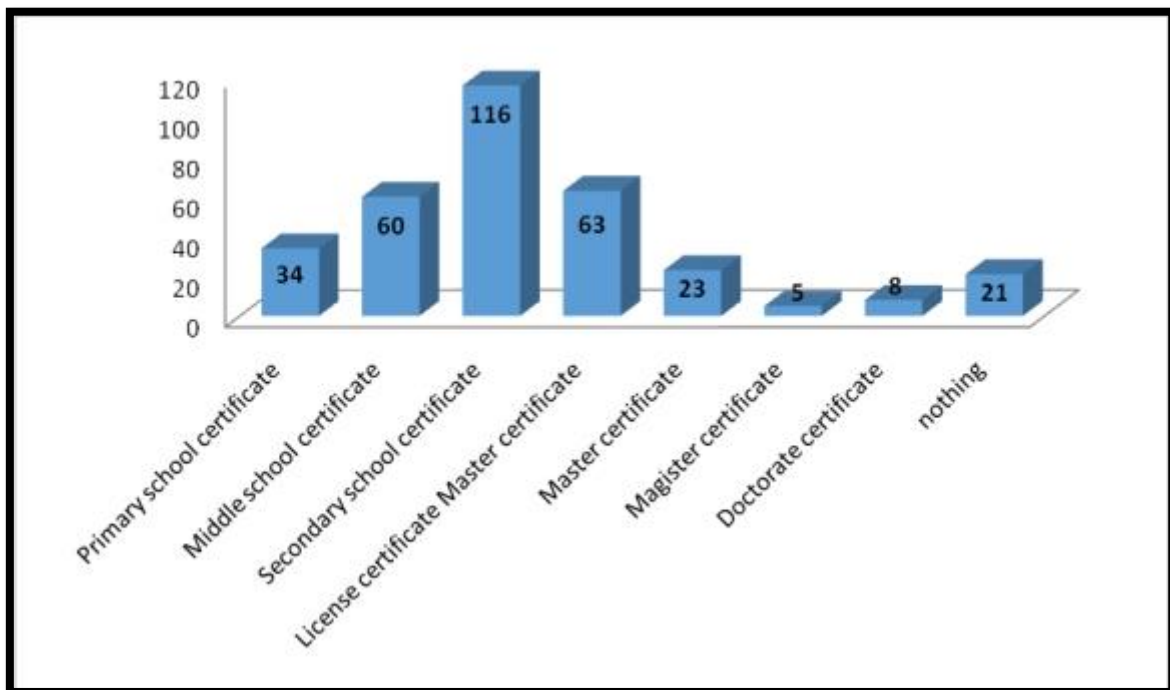
Chart 2.7. Parents' Educational Qualifications

- **Section 2: English exposure and Motivation**

Question 2: Do your children watch English TV programs?

The act of inquiring about TV programs in English serves as a means to assess individuals' exposure to English language media. This exposure has been observed to have an impact on various aspects of language learning, including vocabulary acquisition, pronunciation, and listening comprehension.

Table 2.8. Children's English Exposure

	45
Yes	
Sometimes	147
Rarely	58
No	82
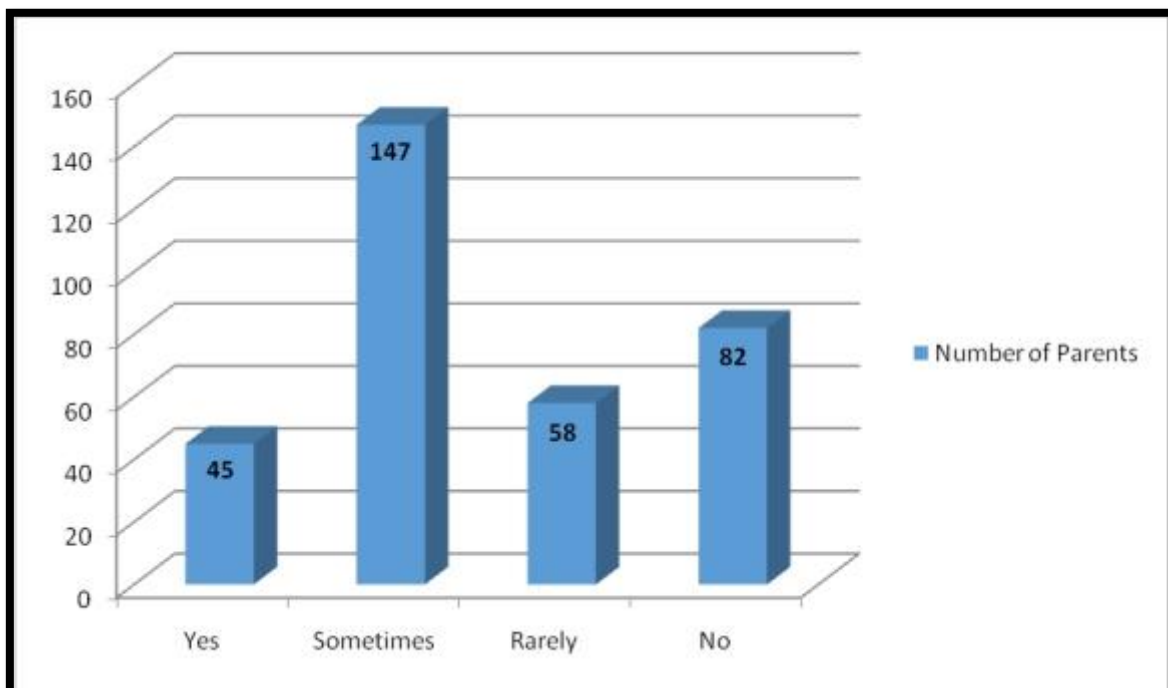
Chart 2.8. Children's English Exposure

Question 3: Do you speak English at home?

Asking if English is spoken at home provides insights into the language environment the children are exposed to on a daily basis, which can affect their language development. Most of parents said «No».

Table 2.9. Speaking English at home

Yes	54
No	278
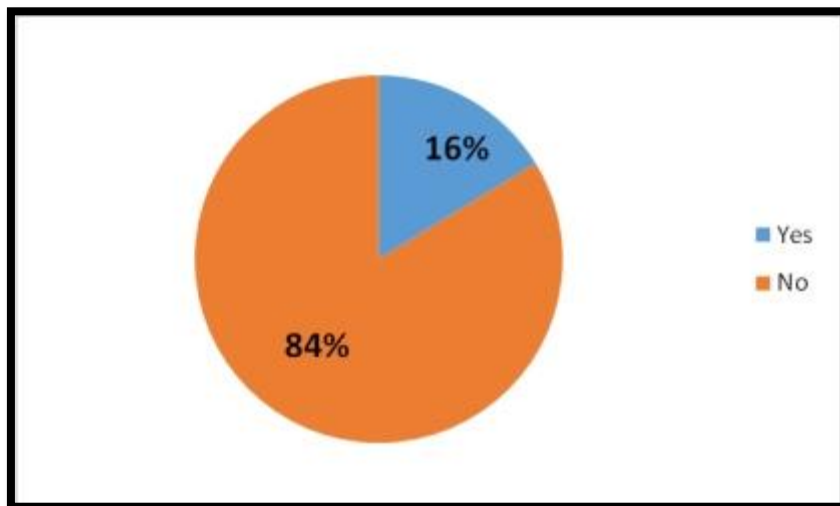
Chart 2.9. Speaking English at home

Question 4: Do you want your child to learn English?

Parents' desire to teach their children English helps gauge their motivation and expectations regarding their child's language acquisition. 99% of parents said «Yes».

Table 2.10. Parents Attitudes towards English

Yes	328
No	04
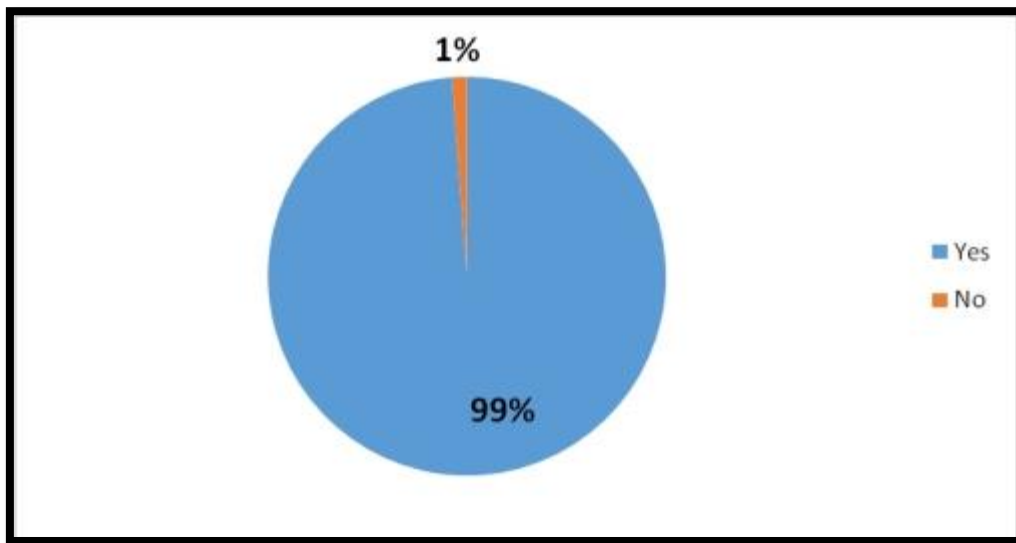
Chart 2.10. Parents Attitudes towards English

- **Section 3: English Learning Environment**

Question 5: Are you able to teach your children at home?

The question regarding teaching children at home aims to determine if parents feel capable of providing language support and instruction to their children outside of school.

Table 2.11. Teaching at Home

Yes	No	Sometimes
230	183	21
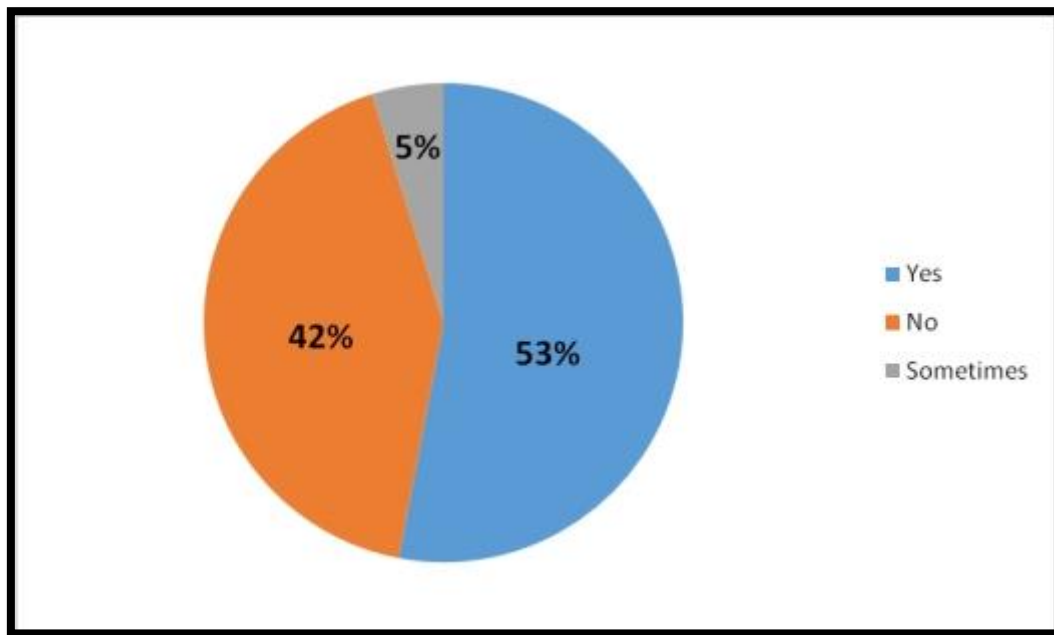
Chart 2.11. Teaching at Home

Question 6: Do your children learn English in private schools?

Finally, inquiring about whether the children learn English in private schools provides information about the educational setting and resources available to support their language learning.

Table 2.12. Learning English in Private Schools

Yes	47
No	285
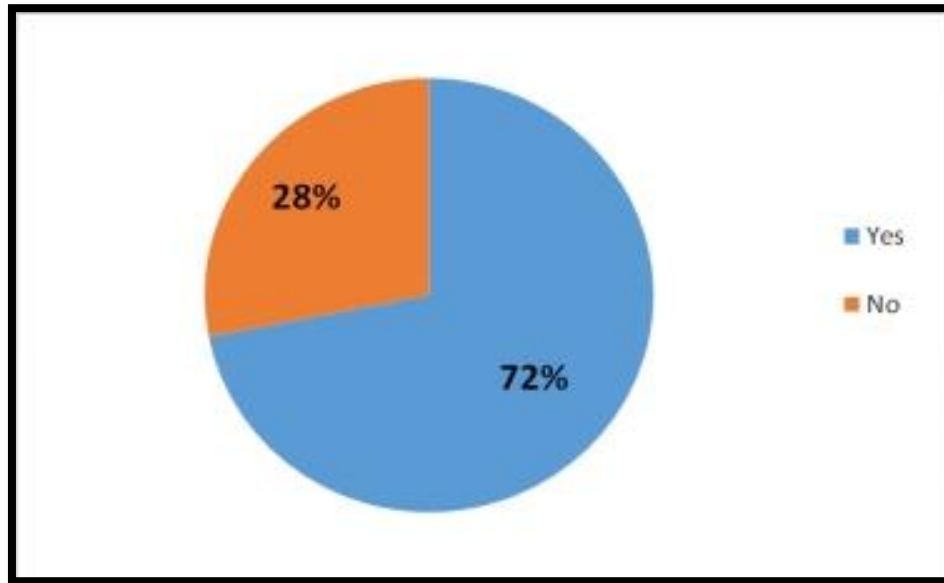
Chart 2.12. Learning English in Private Schools

If no, do you want them to learn it in Private schools?

Fifty-seven percent of parents expressed their desire to enroll their children in private schools, while 37% responded negatively, citing reasons such as cost, prioritization of public schools, and their satisfaction with their current school. A remaining 6% did not provide a response.

Table 2.13. Private Schools: Necessary to learn English?

Yes	No	No answer
190	124	18
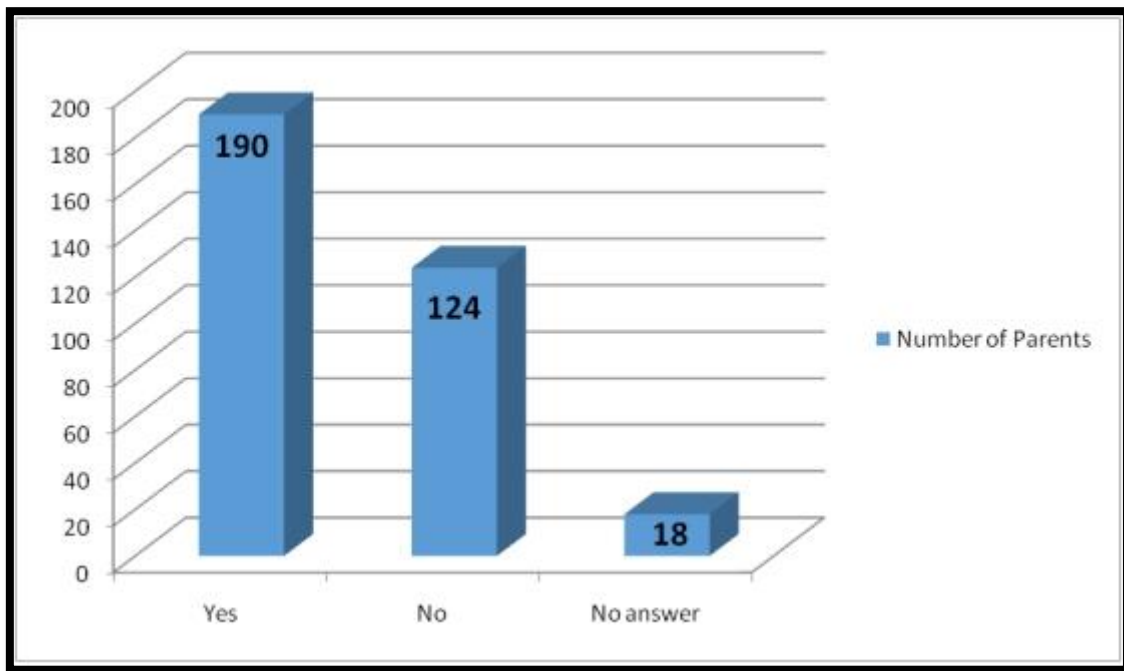
Chart 2.13. Private Schools: Necessary to learn English?

The aim of these questions is to gather relevant information about the parents' involvement, resources, and motivations related to their children's English language learning. It can help inform educational practices and support for their children's language development.

2.3.3. Analysis of Teachers' Questionnaire

The questions were designed to help achieve the following main objectives:

Q1: What is the educational qualification you hold?

The adequacy of the English syllabus depends on various factors, including the specific curriculum and educational standards in each country. It's important for the syllabus to provide a balanced approach that covers key language skills such as speaking, listening, reading, and writing. It should also include age-appropriate and engaging materials to make learning enjoyable for young learners.

Each of the nine teachers possesses a **license certificate.**

Q2: Is the syllabus of English adequate?

This question seeks the teachers' opinion on the adequacy of the English language curriculum. Their insights can provide valuable feedback on whether the current syllabus covers essential language skills and meets the needs of the pupils.
The nine teachers responded with a "yes".

Q3: Is it easy to teach English to Children?

By posing this question, an opportunity arises to acquire insights into the perspectives of teachers regarding the ease or difficulty associated with teaching English at the primary level. The responses obtained from the teachers can shed light on specific challenges they encounter, enabling the identification of areas that may necessitate additional support or resources.
The nine teachers responded affirmatively (yes).

Q4: Are the pupils interested in learning English?

This question aims to gauge the level of interest and engagement of pupils in learning English. Teachers can provide insights into the pupils' motivation and enthusiasm for the subject, which can influence teaching strategies and curriculum development.
The nine teachers responded affirmatively.

Q5: Do pupils participate in the classroom?

To assess the level of student participation during English language classes, teachers' observations and experiences can provide valuable information on whether pupils actively engage in class activities, discussions, and language practice.
The nine teachers responded with a strong "yes".

Q6: How is the feedback in the classroom?

This question explores the feedback dynamics within the classroom. Teachers can share their experiences regarding the effectiveness of feedback provided to pupils, including areas where pupils excel and areas that need improvement. This information can guide the development of effective feedback strategies.

Here are some of the answers what were mentioned:

- Providing regular and constructive feedback is crucial for pupils' language development. Teachers aim to give feedback that is specific, encouraging, and focuses on areas of improvement. They emphasize that it is important to balance positive reinforcement with suggestions for improvement, allowing pupils to build confidence while working on their language skills.

- The feedback is very fruitful because giving and receiving feedback in the classroom creates an optimal learning experience for both pupils and teachers.

Q7: What do you recommend to improve the quality of the English language curriculum?

By asking this question, teachers are encouraged to provide their recommendations and suggestions for enhancing the quality of the English language curriculum. Their insights can help identify areas of improvement, such as teaching methodologies, learning resources, or specific language skills that need more focus.

To improve the quality of the English language curriculum, teachers' answers were as follow:

- Learning more about children to create courses that grab their attention.

- Settling on concrete goals such as learning vocabulary first.

- Prioritizing the use of new technology to make learning and teaching English easier and more enjoyable.

- Incorporating more interactive and communicative activities in the curriculum to enhance pupils' speaking and listening skills.

- Encouraging collaboration and exchange programs with English-speaking countries to promote cultural understanding and language immersion.

Q8: Do parents support learning English at a young age?

This question aims to understand the parents' attitudes and perspectives towards English language learning at a young age. Teachers' observations and interactions with parents can provide insights into the level of parental support and involvement, which can influence language learning outcomes.

Here are some of the mentioned sentences provided by teachers:

- Parents support the idea learning English at a young age and they wish for French to be taught in middle school rather than primary schools.

- Parents are split between being for and against learning English in a young age. However, pupils are motivated and enthusiastic and more than 80 % of them prefer English than French.

- Parental attitudes towards learning English at a young age can vary. However, the majority of parents agree that early exposure to English can have numerous benefits for children, including cognitive development and future career opportunities. Communicating these advantages and organizing parent-teacher meetings to discuss the importance of English education can help foster parental support.

Q9: What do you recommend to improve the status of English in Algeria?

This question seeks the teachers' recommendations on how to enhance the status and importance of English learning in Algeria. Their insights can contribute to strategies aimed at promoting English proficiency across the country and improving the overall language education system.

To improve the status of English in Algeria, teachers recommend:

- To improve the status of English in Algeria. It should be taught as a second language and not as a foreign language, because it is not only an international language, but also a global language.

- English should be adopted in all domains especially in the administrative field to let the vast majority of population in direct touch with this language.

Q10: At what grade should English be taught at primary school?

This question aims to gather the teachers' opinions on the appropriate grade level to introduce English language instruction in primary schools. Their responses can provide insights into the ideal starting point for English language learning based on their experiences and understanding of the pupils' developmental abilities.

All nine teachers confirmed that English should be taught at the 3rd year level of primary school.

Q11: How many sessions and how much time should be allocated to English in primary education?

This question seeks teachers' recommendations regarding the frequency and duration of English language instruction in primary schools. Their insights can help determine the optimal allocation of time and resources for effective language learning.

Five teachers suggested having two sessions per week, while the remaining four teachers recommended three sessions. All of them agreed that the timing of each session should last for 60 minutes mentioning that consistency and regular practice are the key to better language acquisition.

Q12: What are the conditions to be provided to successfully teach English at primary school?

This question focuses on identifying the necessary conditions and resources required for successful English language instruction at the primary level. Teachers can share their experiences and suggestions regarding classroom infrastructure, teaching materials, professional development, and other factors that contribute to effective teaching practices.

According to teachers, to successfully teach English at the primary school level, the following conditions are important:

- More teachers, less pupils in the class and technological means are primary conditions to ensure successful teaching.

- Sufficient resources must be available, including textbooks, supplementary materials, audio-visual aids, and access to language learning technology.
- Supportive school administration should value English language education and provide necessary training including professional development opportunities for teachers.
- Classrooms should be equipped with a variety of teaching aids, such as projectors, and computer facilities.
- A positive and inclusive learning environment that encourages student participation, collaboration, and creativity.

Q13: What are the conditions to be provided to successfully learn English at primary school?

This question explores the conditions and support systems necessary for pupils to successfully learn English at the primary school. Teachers can provide insights into factors such as a conducive learning environment, access to quality resources, parental involvement, and support from school administration that facilitate pupils' language acquisition process.

Teachers mentioned the following conditions to successfully learn English at primary school:

- Qualified and well-trained English teachers who can create engaging and interactive learning experiences.
- Adequate exposure to English through a variety of authentic materials, including books, audio recordings, videos, and language learning apps.
- Opportunities for regular practice through speaking activities, listening exercises, and writing tasks.
- Supportive and encouraging classroom environment that fosters pupils' confidence and motivation to learn English.
- Parental involvement and support in creating a language-rich environment at home and reinforcing English learning outside of school.

- Practice makes perfect. Pupils must practice English in their daily life even if they make some mistakes. Parents have to motivate and encourage their children by providing technological means and a suitable atmosphere to make the learning process easy and enjoyable.

By asking these questions, the aim is to gather valuable information and perspectives from primary school teachers to make improvements in English language education at primary schools.

2.3.4. Classroom Observation Analysis

During 14 sessions, data analysis was conducted on classroom observations of the third-year level primary school pupils who were exposed to English for the first time. The observation approach employed a combination of both participant and non-participant observation methods.

The findings of the analysis revealed that pupils exhibited a remarkable level of excitement and motivation towards learning the English. This high level of enthusiasm was observed consistently throughout the 14 sessions.

The data collected from the classroom observations provided valuable insights into the pupils' engagement and receptiveness towards learning English. The positive attitudes and eagerness displayed by the pupils indicated a strong interest in the language and a willingness to actively participate in the learning process.

In addition, the teachers' use of gestures while explaining concepts proved to be highly effective. Pupils' good memory skills enabled them to comprehend and retain information more efficiently, suggesting that the combination of gestures and memory aids positively impacted their learning experience.

In one of the observed classes, some pupils showed a strong interest in both English and French. They actively chose to engage in both languages and were observed

speaking in French as well. This could be attributed to the fact that some pupils have family members living in France and have a significant exposure to French in their daily lives. It was observed that in the class with bilingual preferences, certain pupils were more active and engaged compared to others. This suggests that the connection between their personal background, family influences, and exposure to French might contribute to their increased participation and eagerness.

It was also noted that the allocated time of 45 minutes per session was not sufficient for effective teaching, implying that more time would be needed to cover the curriculum adequately. The limited duration of the English sessions, which were only 45 minutes long, was identified as a potential challenge for effective teaching and learning. However, it was observed that the use of songs and games at the beginning of the sessions had a positive impact on the pupils' motivation and interest. These activities appeared to capture the pupils' attention and foster a greater desire to participate and learn. Moreover, the attendance of pupils was consistent across the 14 sessions, indicating their commitment to the learning process.

These findings suggest that the implementation of English as a new subject for the third-year primary school pupils has been met with enthusiasm and a genuine desire to learn. The data analysis highlights the effectiveness of the teaching methods and approaches utilized during the observed sessions in fostering a positive learning environment and cultivating the pupils' interest in English.

2.3.5. Discussion of the Results

The results showed that when it comes particularly to learning English, the social context has a considerable impact on how primary school pupils experience language acquisition. The social interactions, cultural circumstances, and exposure to language in the child's immediate environment have a significant impact on his language development.

Language development can be aided by a supportive social environment and constructive social interactions. Children's enthusiasm and confidence in learning English tend to rise when they are surrounded by family members, friends, and teachers who encourage and provide opportunities for practice. Children's speaking, listening, and comprehension skills improve when they participate in group activities like storytelling, discussions, and role-plays in English.

The social environment's cultural surroundings also play a role in how well English is learned. Children are exposed to real language use and gain a deeper knowledge of cultural nuances through exposure to English-language media, such as books, songs, movies, and television shows. Encouraging intercultural understanding and dialogue, interacting with people from other linguistic backgrounds and taking part in multicultural activities can help improve language learning.

On the other hand, a bad or unhelpful social environment might impede learning. Lack of exposure to English-speaking people or restricted access to English-language resources may limit practice opportunities and hinder development. A child's motivation and readiness to interact with the language might also be affected by negative attitudes toward English or low value placed on bilingualism.

Bilingualism often has a good impact on learning a new language, especially if the languages are genetically related, according to research on the subject. Languages with widespread vocabulary and similar syntactic patterns are simple to learn. However, if there are notable grammatical or structural variations between the languages, code switching and code mixing may cause linguistic interference or misunderstanding (negative transfer). Children may unintentionally transmit grammatical structures or syntax from one language to another, which could result in problems when producing English. Nevertheless, further study is required to determine how bilingualism affects acquiring a new language in various bilingual settings.

The findings showed that a large majority of Algerian parents encourage their

children to learn English in primary school and support the idea of English exposure at a young age. As English is the universal language used for cross-cultural communication and scientific exchanges, many parents believe that exposing their kids to English will help them in the classroom and keep them up to date on current events. Their enthusiastic support suggests that the parents are aware of the growing significance that English is assuming, particularly for their children's academic and professional careers.

Many parents in Algeria firmly believe that English should replace French and be taught as the country's second language after Arabic. Given that primary school pupils are taught a wide range of disciplines, the primary school program was extensively emphasized. Therefore, a large majority of parents support the early learning of English in primary school because the language has impacted numerous industries and is now important in things like communication, technology, trade, tourism, and education.

2.4. Limitations

The present study witnesses several limitations that should be taken into consideration when interpreting its results. Firstly, the small sample size of only nine teachers raises concerns about its representativeness for the entire population of primary school teachers in Tlemcen city. Consequently, the findings and conclusions drawn from this limited sample may not reach generalization concerning all primary schools in the country. Secondly, time constraints posed challenges to comprehensive data collection as teachers had limited availability due to juggling multiple teaching assignments. This limitation affected the amount of time that could be allocated to each school, making it challenging to gather detailed and in-depth data.

Additionally, the limited teacher-student interactions resulting from a single teacher being responsible for multiple schools may affect the final conclusion. This constraint

can impact the depth of data collected on student performance, understanding, and progress in learning English. As a result, the findings from this study may have limited generalizability to other primary schools or teaching contexts, as the unique circumstances of a single teacher teaching in multiple schools may not be representative of typical English implementation practices. Furthermore, the heavy workload and tiring experienced by teachers teaching in multiple schools may influence their teaching performance and affect the accuracy of the data collected on English implementation. Moreover, potential bias is a concern, as the data collected through questionnaires and interviews may be subject to response bias. Teachers and pupils may provide socially desirable responses or may not accurately represent their true experiences and opinions.

Moreover the lack of external validation or cross-validation of the data is a matter of concern. The data collected from interviews and classroom observations were solely based on the researcher's observations and interpretations. Without external validation by other researchers or experts in the field, the reliability and validity of the findings may be limited. Additionally, relying on self-reported data through questionnaires and interviews introduces the possibility of recalling bias or inaccuracies in the responses provided by the teachers, pupils and their parents. Nevertheless, the limited scope of the collected data focused specifically on children's English learning at the third year level of primary schools in Tlemcen_Algeria. Therefore, it may not capture all the complexities and nuances of the broader educational context and factors that influence language learning outcomes. Lastly, there was a lack of longitudinal data as the study provides a snapshot of the current situation and opinions of teachers and pupils and their parents. Long-term trends, changes over time, and the effectiveness of the implemented curriculum cannot be assessed based on this data alone.

Considering these limitations, it is crucial when interpreting the findings and applying them to decision-making or policy development in the implementation of English language learning in primary schools in Algeria.

2.6. Recommendation

Implementing the English language in Algerian primary schools at the third level for the first time requires careful planning and consideration. Firstly, it is crucial to establish clear objectives for the English language program. These objectives could encompass developing basic communication skills, building vocabulary, and fostering an interest in learning English among pupils. Additionally, comprehensive curriculum development aligned with Algerian educational standards is of utmost importance. Interactive and engaging activities should be incorporated to make learning enjoyable for pupils.

Furthermore, due to the lack of prior training, conducting comprehensive teacher training programs is imperative. These programs should prioritize enhancing language proficiency, teaching methodologies, classroom management techniques, and the effective utilization of educational resources. By equipping teachers with the necessary skills, they will be better equipped to facilitate English language learning in the classroom.

Moreover, utilizing authentic and age-appropriate learning materials is vital. Storybooks, songs, videos, and interactive websites can expose pupils to real-life English language usage. It is essential that these materials are culturally sensitive and reflect the Algerian context, allowing for a meaningful connection to students' experiences.

To promote effective language acquisition, prioritizing a communicative approach is crucial. Encouraging active participation in conversations and hands-on activities provides pupils with ample opportunities to enhance their speaking, listening, reading, and writing abilities in authentic situations. This fosters a deeper understanding and application of the language.

Planning a variety of interactive and hands-on activities in the classroom further enhances the effectiveness of learning English. Incorporating group discussions, role-

plays, games, and project-based learning can make the learning experience enjoyable and engaging. Integration of elements from local culture and traditions helps maintain student interest and relevance.

Creating suitable evaluation techniques is vital to gauge pupils' advancement. Employing a mix of formative and summative assessments, such as oral interviews, presentations, written assignments, and quizzes, ensures alignment with the learning goals and provides a comprehensive evaluation of pupils' progress.

Encouraging parental involvement is also beneficial. Organizing regular meetings and workshops to educate parents about the English language program enables them to actively support their children's learning at home. Providing parents with resources and strategies further empowers their involvement in their children's language development.

To foster continuous professional development, ongoing training opportunities for teachers are essential. This not only enhances their English language proficiency but also equips them with effective teaching skills. Encouraging collaboration among teachers facilitates the sharing of best practices and fosters a supportive professional learning community. Regular evaluation and improvement of the English language program are necessary. Collecting feedback from teachers, pupils, and parents allows for the identification of areas in need of improvement. Making necessary adjustments based on this feedback enhances the overall learning experience and ensures the program's effectiveness.

In summary, the successful implementation of the English language in Algerian primary schools requires a systematic approach. By establishing clear objectives, providing comprehensive teacher training, utilizing authentic materials, employing a communicative approach, promoting parental involvement, fostering professional development, and conducting regular evaluations, the English language program can effectively support pupils' language learning journey.

2.7. Conclusion

The task of children's English learning in Algerian primary schools is indeed monumental, necessitating further efforts to achieve the intended goals. Several actions are being undertaken, and numerous measures are being anticipated. Despite the significant challenges, these demands can be met through effective management and strategic planning.

Algeria has the potential to enhance pupils' language skills and promote linguistic diversity by placing a strong emphasis on evaluating the advantages and drawbacks of the current English learning strategy. This evaluation should be accompanied by thoughtful recommendations for improvement. To achieve meaningful objectives and open up new opportunities for Algerian primary schools, collaboration between the government and educators is crucial. This can involve the establishment of comprehensive training programs for teachers, equipping them with the necessary knowledge and skills to deliver high-quality English education.

In summary, a fresh perspective on the state of English language instruction in Algerian primary schools is essential. This perspective should aim to provide high-quality English education and contribute to a thriving linguistic landscape in the nation. It requires concerted efforts, collaboration, and continuous improvement to ensure the attainment of worthwhile objectives and to unlock new horizons for English language learning in Algeria.

GENERAL CONCLUSION

General Conclusion

This dissertation presents a synchronic study focused on children's English language learning at the third year level of primary schools in Tlemcen, Algeria. It encompasses a comprehensive exploration of various aspects, including the sociolinguistic background of Algeria, language contact phenomena, child language development, and the specific challenges faced by Algerian children in acquiring English as a foreign language. Additionally, the study thoroughly examines the implementation of English at the third year level in Algerian primary schools, covering aspects such as research design, data collection methods, and analysis procedures.

The findings derived from the data analysis provide valuable insights into the current state of English language instruction in Algerian primary schools. These insights shed light on the strategies employed by children in their English language learning journey and highlight the cognitive and socio-cultural factors that influence their language acquisition process. The implications of these findings for the implementation of English in Algerian primary schools are thoroughly discussed and analyzed.

Investigation results affirm the hypotheses put forth, confirming the significance of qualified English language teachers, technology integration, and parental involvement in promoting effective language learning outcomes for Algerian primary school students. Proficient teachers have been shown to have a positive impact on students' language proficiency, while the integration of technology enhances engagement and facilitates interactive learning experiences. Furthermore, parental involvement has been found to create language-rich environments and provide valuable support for children's language acquisition.

It is evident that the current English instruction in Algerian primary schools possesses both strengths and challenges. In order to capitalize on the strengths and address the challenges, careful consideration must be given to the recommendations

proposed in this study. These recommendations encompass key areas such as curriculum development, teacher training, and the utilization of effective teaching methods and materials. By implementing these recommendations, the aim is to facilitate the development of strong language skills among children, enabling them to effectively communicate in English. Ultimately, this will contribute to providing quality education and promoting linguistic diversity within Algeria.

Moreover, this research serves as a solid foundation for future studies in this field. It paves the way for further investigation into English language instruction in other levels of Algerian education and raises pertinent issues for future research regarding the impact of language policies and the role of language attitudes in the language learning process.

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APPEDICES

Teachers' Questionnaire

Dear teacher,
This questionnaire is part of a study that aims at exploring the main challenges and requirements of introducing English as a second language (ESL) to the Algerian primary schools. You are kindly requested to answer the following questions. Please tick / √ / the appropriate box(es) or make full statements if necessary. Please note that your responses are dealt with confidentially and used only for research purposes. Thank you for your cooperation and for the time devoted to answer this questionnaire.

1. What is the educational qualification you hold?

Licence certificate	Magister certificate	Master certificate	Doctorate certificate	Others

2. Is the syllabus of English adequate?

- Yes ☐
- No ☐

3. Is it easy to teach English to children?

- Yes ☐
- No ☐

4. Are the pupils interested in learning English?

- Yes ☐
- No ☐
- To an extent ☐

5. Do pupils participate in the classroom?

- Yes ☐
- No ☐
- To an extent ☐

6. How is the feedback in the classroom?
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………

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

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………………………………………………………………………………………………………

8. Are the parents with the idea of learning English at a young age?

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………………………………………………………………………………………………………

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

………………………………………………………………………………………………………
………………………………………………………………………………………………………

10. At what grade should English be taught at primary schools?

First grade	Second grade	Third grade	Fourth grade	Fifth grade

Explain why, please.

………………………………………………………………………………………………………
………………………………………………………………………………………………………

11. According to you, how many sessions and how much time should be allocated to English in primary education.

One session per week	Two sessions per week	Three sessions per week

• If more, specify please?

………………………………………………………………………………………………………

12. What are the conditions to be provided to successfully teach English at primary school?

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………………………………………………………………………………………………………

13. What are the conditions to be provided to successfully learn English at primary school?

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If you have further comments or suggestions, please note them down.

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………………………………………………………………………………………………………
………………………………………………………………………………………………………

APPENDIX B

إستبيان خاص بالأولياء

أعزائي أولياء التلاميذ،

أنا بصدد القيام ببحث أكاديمي تحت عنوان " إدراج اللغة الإنجليزية كلغة أجنبية -ثانية- في الطور الإبتدائي - المستوى الثالث". يهدف هذا الاستبيان لمعرفة نتائج إدراج اللغة الإنجليزية في الطور الثالث و تأثيرها على استيعاب التلميذ، ولإعتبار أنكم تمثلون فئة الدراسة؛ سأكون ممتنة إن كان باستطاعتكم الإجابة عن أسئلة هذا الإستبيان والتي تستلزم وضع إشارة (✓) أمام الإجابة التي تختارونها في الخانات وتعبئة الفراغات بكتابة رأيكم أو أي معلومة إضافية أخرى.

من فضلكم قوموا بإرسال الإستبيان إلى المدرسة التي يداوم فيها أبناؤكم.

1. ما هي المؤهلات العلمية التي تملكها؟

ليس لدي	شهادة الدكتوراه	شهادة الماستر	شهادة الماجستير	شهادة الليسانس	شهادة التعليم الثانوي	شهادة التعليم المتوسط	شهادة التعليم الابتدائي

إذا كنت تملك أي مؤهلات أخرى أذكرها، من فضلك.

....

2. هل يشاهد أطفالك برامج تليفزيونية باللغة الإنجليزية؟

أ.نعم _____

ب.أحيانا _____

ج. نادرا

د. لا

3. هل تتحدثون باللغة الإنجليزية في المنزل؟

أ. نعم

ب. لا

4. هل بإمكانك تدريس ابنك أو أبنائك في البيت؟

أ. نعم

ب. لا

إذا كان جوابك لا، لماذا؟

....

5. هل تريد أن يتعلم ابنك/ أبنائك اللغة الإنجليزية؟

أ. نعم

ب. لا

لماذا؟

....

8. هل يتعلم ابنك/ أبناؤك اللغة الإنجليزية في المدارس الخاصة؟

أ. نعم

ب. لا

إذا كان جوابك "لا"، هل ترغب في تعليمهم هذه اللغة في المدارس الخاصة؟ لماذا؟

....

ملخص

تتناول هذه الدراسة تطبيق اللغة الإنجليزية في المستوى الثالث في المدارس الابتدائية الجزائرية ، مع التركيز على تعلم اللغة الإنجليزية من قبل الأطفال. يستكشف الجوانب الاجتماعية اللغوية للمجتمع الجزائري ويفحص الجانب النفسي اللغوي لتعلم الطفل ، بما في ذلك ظواهر الاتصال اللغوي ، وعوامل تنمية الطفل واستراتيجيات التعلم. كما ان النتائج تسلط الضوء على نقاط القوة والتحديات في تدريس اللغة الإنجليزية وتقدم نظرة عامة على استراتيجيات تعلم الأطفال والعوامل التي تؤثر على اكتساب اللغة. تم تقديم توصيات لتطوير المناهج وتدريب المعلمين وأساليب التدريس الفعالة لتعزيز المهارات اللغوية والتنوع. كما تم تحديد إمكانيات البحث المستقبلية

Summary:

This study examines the implementation of English at the third level in Algerian primary schools, focusing on children's learning of English. It explores the sociolinguistic aspects of the Algerian community and looks at the psycholinguistic side of children's learning, including language contact phenomena, child development factors, and learning strategies. The findings highlight the strengths and challenges of English language teaching and provide insights into children's learning strategies and factors influencing language acquisition. Recommendations are made for curriculum development, teacher training, and effective teaching methods to promote language skills and diversity. Opportunities for future research are also identified.

Résumé:

Cette étude examine l'implémentation de l'anglais au troisième niveau dans les écoles primaires algériennes, en se concentrant sur l'apprentissage de l'anglais par les enfants. Elle explore les aspects sociolinguistiques de la communauté algérienne et examine l'aspect psycholinguistique de l'apprentissage des enfants, y compris les phénomènes de contact linguistique, les facteurs de développement de l'enfant et les stratégies d'apprentissage. Les résultats mettent en évidence les points forts et les défis de l'enseignement de l'anglais et donnent un aperçu des stratégies d'apprentissage des enfants et des facteurs qui influencent l'acquisition de la langue. Des recommandations sont formulées pour l'élaboration de programmes d'études, la formation des enseignants et des méthodes d'enseignement efficaces afin de promouvoir les compétences linguistiques et la diversité. Les possibilités de recherche future sont également identifiées.