PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

Ministry of Higher Education and Scientific Research

University of Abu Bakr Belkaid - Tlemcen

Faculty of Letters and Languages

Department of English

Dissertation submitted to Abu Bakr Belkaid University of Tlemcen for obtaining the Master's degree in Language Studies

The Implementation Of English In The Algerian Primary School and its effect on the French language : The case study of 3rd Year Pupils at Telemdi Miloud - Sidi Mjahed - Tlemcen

Submitted by

Manel HOUARI

Supervised by

Dr. Khedidja HAMMOUDI

Board of Jury Members

1.	Dr. Fatima Zohra ADDER	President	Abu Bakr Belkaid University
2.	Dr. Kamila GHOUALI	Examiner	Abu Bakr Belkaid University
3.	Dr. Khedidja HAMMOUDI	Supervisor	Abu Bakr Belkaid University

Academic year: 2022/2023

Dedication

     *This thesis is dedicated to every person who helped me, even if with a word, for every person who motivated me from the beginning of my studies until the day of my graduation, for every person who contributed to raising my morale. For every person who told me you can do it, for **my mother** and **father**, for my sisters **Salima** , **Imane** , and my brother **Anis** and my dear cousin **Ilhem**. I dedicate this thesis to the past and to the future and the present day, to every person who opens it and reads it.*

HOUARI Manel

Acknowledgment

*First of all, I express my deepest gratitude to my supervisor, **Dr.Khedidja HAMMOUDI** , who agreed to supervise this research work, and who provided me with wise guidance and valuable feedback for the completion of this study.*

Secondly, I want to thank everyone who provided me with sufficient information and old notes that helped me build my idea on the subject.

I also want to thank all the English and French language teachers in Telemdi Miloud, especially the teacher of French Mrs. HOUARI Imane and the teacher of English Miss. BELASKRI Kheira.

Finally, I would like to thank all the people who have helped me, encouraged me and supported me directly or indirectly. I express to all of them my sincere thanks.

Abstract

This piece of research is a descriptive study the aim of which is to identify the reasons behind the studied issue which is the linguistic confusion between English and French that 3rd year pupils at primary school faced it especially after adding English into the educational program for elementary school. It attempts to improve students' proficiency in learning French and English while avoiding linguistic misunderstandings. In order to tackle this issue, a questionnaire and an interview were used as research tools. The questionnaire was handed to the French and English teachers in Telemdi Miloud primary school and it was also distributed to other French and English teachers at two other elementary schools (Ammari Miloud and Colonel Abbas) in order to gather more information regarding the research issue. The aim is to collect data on how the process of teaching French and English has been affected since incorporating the latter into the educational program for the third year of primary school and to ensure that teachers of both languages do not encounter difficulties with their students during the teaching process. The sample 37 pupils at the 3rd year primary school and their results in the first and second semesters in the two languages shed some light on the proficiency level of the pupils in English and French. The interview was conducted with the teacher of English in order to conduct a retrospective analysis of the experience of teaching English in the third year of primary school and determine whether it was beneficial to students. The data analysis revealed that a huge percentage of the studied sample were able to learn both languages even though they suffered from the confusion between the two languages, especially during French session. On the other hand, the findings of the interview gave us a glance about the future of the French language in primary school, whether it will be optional or deleting one of the two languages from the third year and teaching the other in the fourth. On the basis of the results obtained from both the questionnaire and the interview, some pedagogical recommendations have been proposed improve students' proficiency in learning French and English while avoiding linguistic misunderstandings.

List of Figures

List of Tables

Table of Contents

General

Introductio

General Introduction :

The present lingua franca, which is the English language, is used in practically every field as a result of globalization, including education. As a result, studying English has moved from being an indulgence to becoming a necessity. As a result, the subject of learning English has become delicate on all scales, particularly in the Algerian educational system. Additionally, it has been crucial in recent years to teach English in the primary schools, particularly at the third-year level. However, given that English has a significant impact on learning French, some students may experience some linguistic confusion between the two languages. Therefore, it is important to think about how avoiding this language confusion issue could assist FSL teachers on improving their students' competency.

Finding the primary causes of this problem is the main objective of this investigation. In this way, the study seeks to enhance proficiency in learning French without running into linguistic misunderstandings with English.

Thus, taking the French and English learners at the level of 3rd year in Telemdi Miloud primary school as a case study, this work is driven by the following research questions :

1. How much influence does English have on French ?
2. Why 3rd year pupils have more difficulties learning French than English ?
3. What are the possible solutions that could prevent pupils from running into linguistic confusion between English and French ?

For providing answers to these questions, the following hypotheses have been suggested:

1. The English language has a significant impact on French.

2. Pupils may find learning English goes more quickly and easily than learning French.

3. Using language games in teaching French, using animated movies for kids in teaching vocabulary by parents should encourage their kids to speak French at home.

In fact, the desire to reach the previously set objectives had driven to design an experimental case study dealing with third-year French and English learners at the level of primary school. This study will collect quantitative and qualitative data, relying on set of research instruments: a questionnaire for French teachers and English teacher, an interview with the English teacher and observation and taking the the 3rd year pupils'results in Telemdi Miloud primary school at the first and second semester in the two languages in order to obtain valide data about their level in each language.

To validate the above hypotheses, this empirical study is purposefully divided into two interrelated chapters. The first chapter seeks to collect evey useful theoretical finding related to the issue of language confusion. It is a review of literature that attempts to give number of reasons that are related to this problematic situation, taken into consideration the significant impact of English on learning french.

The literature review is followed by a second chapter devoted to the analysis and interpretation of data. It carries out on the collection and the analysis of data through two types of research tools used in this work. Furthermore, it seeks to answer the research questions by confirming or disconfirming the research hypotheses, and then provides research results that are discussed separately. Finally, this practical chapter is concluded by some suggestions and recommendations related to both the review of the literature and to the results obtained in this research, in order to enhance pupils proficiency in learning French and English without running into linguistic misunderstandings.

Chapter 1

French and English Language in Algeria

Chapter 1

1. French Language in Algeria

1.1 Introduction

One of the most widely spoken languages in the globe, particularly in the nations of North Africa, is French. The French language is also highly regarded in many prestigious universities around the globe, is a significant language in the European Union, United Nations organizations, and other international organizations, and is categorized in Algeria. French was the first foreign language to be associated with the history of French colonialism in Algeria. It still holds the top spot among foreign languages and is the second most widely spoken language in the nation after Arabic. However, many people believe that French is a holdover from colonialism and that it should be abandoned. In this chapter, we will discuss the presence of the French language in Algeria, but first, we will go over the history of the French language from before independence to the present day, and we'll also cover the reasons for its decline in the country.

1.2   The Use of French Language in Algeria

Like many other languages, French has a wide range of applications. Due to its widespread usage, particularly in North African nations, it is also among the most frequently studied languages. The arts of dancing, cuisine, theater, and beauty are all expressed through the French language. After Arabic, French is the first foreign language spoken in Algeria, and it has a variety of applications. Among these, we have the following uses:

1.2.1 Labor Market

Everyone who wants to find employment in Algeria must be fluent in French, as well as other languages since it is the language of the worldwide job market.

However, France ranks first in global trade which strengthens the economic and political ties between the latter and Algeria. Trade between the two nations has grown since 1999 when Algeria was ranked first among France's most important commercial clients.

The French language holds significant value, particularly in a field of work blended with people from various nations, as it involves interacting with individuals as well if the nature of labor demands the French language, for example, when conducting research on the internet. Furthermore, a successful individual does not rely on his investigation just on Arabic, the efficient person investigates in effective languages globally.

1.2.2 Education

The French language has been present in Algerian education since French colonialism, as it keeps going from elementary education until the university level, where the majority of the population study in French, especially medicine, that many students in Algeria also believe that the French language is easy to learn and has the main rule in learning many languages such as Italian, Spanish, and Portuguese. Also, It fosters creativity and critical thinking.

As the majority of learners with an excellent baccalaureate rate in Algeria choose to pursue their education in France rather than Algeria, students who are interested in continuing their educational journey in France must successfully complete the French language exam to see whether their level qualifies them to study and live in France. Typically, the institution requires a B2 average for technical studies and a C1 for language learners (French).

1.2.3 Social Context

In Algerian society, French is an essential aspect of daily life. The common words used in the everyday life of a person are employed in the French language,

such as bag (Cartable), diaper (Couche), and many more, and this feature is what characterizes the Algerian dialect from other Arabic dialects, which many Arab peoples say are difficult to understand and acquire.

A quick stroll around the streets of Algiers reveals the widespread use of the French language since most signs for shops are written in French, or what is thought in Arabic is written in French characters. The vehicle wash was renamed Lavash, while the multi-service store was renamed Taxiphone, every time they speak, they combine Arabic and French; for example, if you asks someone about his health, he will respond, "Rani bien." We also remark on the rarity of speaking the classical Arabic language, and those who do become a laughing stock in society.

Since France colonized Algeria, Algerians have used the French language as part of their culture and accent. According to the researchers, "the language spoken at home and on the street is a mixture of Algerian dialect and French words. "As an outcome of the variety of tongues and the difficulty they include, the linguistic state of Algeria is connected to several social contexts and centers."

1.2.4 Media

The majority of Algerian networks broadcast in Arabic or French, with news in the standard Arabic language and foreign-language movies dubbed in French with Arabic subtitles at the bottom of the screen. Even Arab and local films are aired with French captions at the bottom of the TV screen.

The radio is also associated with three Algerian channels, which transmit all French-language programs such as cookery, sports, health, and daily difficulties. And the phone service was also in French; for example, if you find your friend's phone is turned off, the phone service responds with "Votre correspondant est injoignable pour le moment veuillez rappeler ultérieurement"; and newspapers in

Algeria are divided into two sections, one in French and one in Arabic, such as Liberte, Kabylie, and El Waten.

Television is the primary media that occupies the majority of time in viewers' lives, followed by radio, then the newspaper, and finally the magazine. According to statistics, an employee, or business person spends around six hours each day in the media in advanced nations.

- We can understand why the French language has such high importance if we study the reasons for its rapid expansion in our society as a whole which are as follows :

1. French colonialism and the aim to erase the Arabic and Islamic identities.
2. Speaking French in an Arab nation, without a special need.
3. Official authorities show little interest in the Arabic language.
4. The French language is given a higher priority than the Arabic language, as it is the language of science and culture.
5. Using slang and colloquial language.
6. According to stereotypes: to be considered educated, one must raise his/her children in a French-speaking environment at home, on the street, and at school.

Likewise, you will regrettably discover the majority of documents and paperwork in French when you visit administrations, institutions, and colleges. It is even necessary to use a translation in order to fully comprehend what is being said, and it is remarkable since Arabic is the official language!

As a result, the new generation that is demanding change wants to put an end to the French language's association with Arabic in our country so that we can develop and keep up with other Arab nations. We can also permanently eradicate the last vestiges of colonialism in our nation by making English the second language in the nation.

1.3 The Reality and Status of The French Language in Algerian Education

Before colonialism, education in Algeria was very different because it was marked by Arabism and originality. When colonialism arrived, Algeria changed education by 180 degrees because it became dependent on the French language. This continued through the period of independence and the policy that the state adopted. The decision was made to begin teaching the French language in primary school in the third year at the age of 8 as it is considered to be the second language after the Arabic language in the country during the 2003–2004 educational reform process, along with all other changes in education.

1.3.1 Before Colonization

Whereas traditional Arab education dominated all facets of life in Algeria and persisted and its guests even after colonialism, which tried its hardest to eradicate the Arab culture from the country, education prior to the French occupation was highly developed as it had been briefed on Quranic schools such as mosques and they played a significant role in constructing Algerian history. Numerous historical sources discussed the development of education in Algeria throughout the Ottoman Empire, as well as the population's eagerness to study and respect for teachers.

The country's extensive network of mosques and Quranic schools significantly contributed to the preservation of Algerian identity and Arabism as well as the fight against rural illiteracy. Before French colonialism, the northern states, including Oran, Tlemcen, Constantine, and Bejaia, were prosperous centers with sizable educational institutions. The head of Algeria's public education system, Dechy, remarked that "the schools in Algeria and the inner towns, and even among the tribes, were many and well-equipped, and abounding with manuscripts. Every mosque in the capital of Algiers houses a school where learning is free and teachers are paid. It was brought over via the mosque, and the tribes of Arabs were attracted to the lessons of its great professors.

1.3.2 During Colonization

When France took control of Algeria, education was well developed, therefore its campaign focused on spreading illiteracy, destroying Quranic schools, and outlawing the Arabic language.

In 1832, Duke de Rovigo was Governor General of Algiers said that: "The true miracle that can be accomplished is the gradual replacement of the French language by the Arabic language."

France began to open French schools and modify Algerian curricula. The age of amalgamated education began in order to incorporate Algerian culture with French culture. Then followed the public education strategy, in which pupils were taught to read and write in French along with Arabic, and these public schools were only for boys. This was done to compete with Quranic schools and gain the people's love. The first girls' school was founded in Algiers in 1845 on a private initiative. In 1844, there were around seven Algerian pupils for every hundred Europeans.

The Algerians were expelled from the religious education they had been receiving from ancient times under the supervision of all the traditional schools, which were using propaganda to spread an idealized message about France's advantages in Algeria. According to the French, they arrived in Algeria with the mission of bringing urbanization and civilization to the backward people there, who lead lives of stagnation and inactivity, and as such, France is responsible for enlightenment, liberation, and progress. This phrase, "The time of the night and the ends of the day," was being chanted by the local populace, military, clergy, and settlers.

1.3.3 After The Colonization

After the educational reforms in 2004–2003, which teach French in elementary, secondary, middle school, and high school up till university, the educational system in Algeria instills a strong interest in learning this language from the first years of school (primary school). However, despite the idea that French is introduced to students at a young age, the truth shows that this is not the case.

If we conduct a search on French language and its significance. We find that even though it is not a French-speaking nation, many other nations, including Belgium, Canada, Switzerland, and many more, place a high value on the French language.

Due to its association with French colonialism in the country, French is the first foreign language spoken in Algeria and is still widely spoken today as the second language after Arabic. Despite the fact that the educational program is implemented in all 50 states, we observe that the south and the north of the country differ significantly when it comes to proficiency in the French language. There are a number of factors contributing to this, including parents' disinterest in teaching their kids the language and a focus solely on the Arabic language as a result of the proliferation of Quranic schools in the south.

And the majority of students at all educational levels up to the university struggle with the French language for the following key reasons:
• The teacher's limited command of the French language
• An increasing need for Arabic language instruction.
• Lack of prior interest in French.
• Students' inability to discriminate between masculine and feminine nouns;
• Difficulty understanding French language rules.

A) In primary school

In Algeria, students begin learning French in elementary school at age 8 and continue for the following three years. For the remaining phases up to higher education (university), the French language is still taught. In order for the student to specialize in one of the fields that occasionally demand strong French language and speech skills. The goal of learning French in elementary school is to get the best degree of competency possible for a novice user in reading, writing, conversation, and verbal communication. He progressively starts learning the foreign language in the second stage, also known as deep development, in the third year, where he gains proficiency in both written and spoken communication.

With the new system in Algerian education, it has become more complex as students begin learning French from the third year onwards in depth, where they learn more than just numbers and colors; they also learn how to write and even grammar, which is beyond the comprehension of students at the age of 8 or 9. In primary education, the teacher focuses well on pronunciation and storing words, numbers, and letters.

B) In secondary school

After finishing elementary school and passing his final examinations, the student moves on to middle school, where he begins to study French and learns how to compose a letter with 10 lines and evaluate texts. Besides French, you also study English Since English is a new language to them and is simple to pronounce, many students are more interested in learning it than French. Additionally, since it has become widespread in cartoons and life magazines, middle school education in Algeria lasts for four years and is an essential part of developing the skills learned in primary education.

C) In high school

The student moves on to the final stage of education, high school, which lasts three years and is separated into scientific and literary sections, after receiving their middle school diploma. The French language is fundamental in literary areas Along with English, German, and Spanish, students begin writing long texts and analyzing literary works.

1.4 Conclusion

Even though Algeria is regarded as an Arab nation, the dialect is difficult for many in the East to comprehend, and the legacy of French colonization can still be heard in the way the Algerian people speak. For this reason, the rising people were determined to eliminate any vestiges of our nation's humiliation and the French language after all these years since independence. In a nation and demoting it to the status of the second foreign language, requesting change and renewal, and demanding to keep up with language trends and development, we sum up all the words to suggest that perhaps there won't be a place for the French language in our nation within the next few decades. Especially with the recent government decision demanding the use of English in elementary school for the third year.

2. The English Language in Algeria

2.1 Introduction

Education is an expression of modernity and evidence of an individual's culture and broadness of ideas. Education reflects a society's prosperity, and the educational system is the foundation of everything. As a result, the state must carefully select the subjects taught, particularly in the early stages of education, as a way to establish a prospering and conscious society, particularly besides foreign languages as well as the wide range and variety of languages in Sciences like French, Albanian, Greek, and Spanish, we observe English at top of the list of the

world's languages and its spread as well as its deep origin in the entire globe and its inception and reasons, which led to its spread.

English is the native tongue of numerous countries, the most prominent of which are the United States and the United Kingdom, and a second foreign language in nations for instance Egypt, Saudi Arabia, and Jordan. Algeria has been witnessing since independence that the French language is the country's second and official foreign language, as well as a vital component of the Algerian dialect, while others consider it a remnant of colonialism, while the new generation saturated with development views it differently.

As a result, in this chapter, our research focuses on the reasons and strategies that led to the decrease in the position of the French language and the future of English in the country, as well as Algerian education, with a particular emphasis on the presence of English in Algerian primary schools.

2.2 English Language As a Global Language

Even though the entire world has many languages, with approximately seven thousand languages worldwide, and each language has its own long history, the English language has been selected as the global language and the language most commonly spoken in the world, as well as the language of employment as well as international trade and exchanges. Perhaps as an outcome of its long record of invasions, wars, and foreign influences from across the world.

It has been affected by some cultures that contributed to its creation, such as the Romanian culture, and many people find it to be a language that is simple and easy to grasp compared to other languages around the world because of the simplicity of its base, the manner of pronunciation, and an extensive range of vocabulary where the speaker can use different ways to explain the same thing, and the English language can be continually updated because it is fast absorbing.

One of the key factors why English is the world's official language today is because Britain was the worldwide powerhouse in the 19th century and the United States is the global power in the 20th and 21st. For instance, in terms of military and trade, both of these English-speaking nations were the most significant. By conquering and colonizing the majority of the globe, their habits, culture, and way of living became popular in those areas. This is why English is currently the national language of many ex-British colonies, with most of the population speaking English as their primary language. Economic factors have also contributed to the expansion of English. Because these two countries were worldwide political and military superpowers, they also became the dominant trading nations, and many countries were obliged to master English in order to deal with them. Because of the magnitude of the consumer sector, the United States is now an important trading partner with nearly all of the nations on the planet. This explains why, in many nations, English is required in their education system.

In the words of Crystal (2003), English has gained the reputation of a global language because it has evolved to have a particular function that is acknowledged in nearly every nation, as either the official tongue or as a spoken tongue that gets priority in the country's foreign-language education. Indeed, no country in the world does not accept English as a foreign language to be taught and learned in educational institutions, including private schools and colleges. For example, Rwanda as well as Nigeria made English an official language besides their mother tongues.

There are numerous indicators that illustrate English's global standing in the twenty-first century. According to Fishman (1977) (as stated in Spolsky, 2004), the astounding spread and use of English over the world.

"The traveler returning to the United States from a vacation
trip in Africa, Europe, or Asia is often heard to comment that

nearly everyone he met seemed to be able to speak some

English. To such impressionist accounts of the ubiquity of

English as the world language, one might also add the clearly

partisan evaluations of itsimportance as a lingua franca

offered by the promoters of English "(p. 77)

Fishman's point was that English is utilized and found everywhere. If a person arrives in a particular country, he will be startled to find that everything is written or conveyed in English, from printed signs and advertisements to people giving directions in the streets to menus of fancy restaurants.

According to facts, 86.5% of a billion documents on websites in 1999 were produced in English, while only 2.4% were authored in French, demonstrating that English has become the language par excellence. According to Crystal (2003, p. 85), *"70% of 160 linguistic documents are released entirely in English."* Moreover, the majority of scientific articles and literature, including those from non-English speaking countries, are written or communicated in English, requiring learners, teachers, and researchers all over the world to achieve a high level of proficiency in English to be able to continue their studies and research.

2.3 English Language As a Lingua Franca

Lingua franca refers to the usage of a common language by speakers who speak in different mother tongues. In recent decades, the term 'English as a lingua Franca (ELF) has evolved to describe interaction in English among speakers of diverse first languages and mother tongues. ELF was defined by Firth (1996, p. 240) as *"persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication."*

According to Seidlhofer (2001), ELF is *"an additional acquired language system that serves as a common means of interaction among speakers with various*

first languages" (p. 146). The expansion of international contact cleared the opportunity for the development of a universal language for communication, known as English.

The global population of persons who use ELF has reached a tipping point. Everyone employs English, whether for everyday communication, business, or simply to request information. According to Crystal (2003), the majority of ELF conversations and interactions take occur among non-native English speakers, who exceed native English speakers. e.g., when two foreigners meet in a specific country, or even when two foreign speakers converse on the internet, English is always utilized as their common language for communication.

According to Phillipson (2008), when a language is characterized as a lingua franca, it seems to suggest that a language is a neutral tool for 'international' communication among speakers whom do not share a mother tongue. English is also utilized as a lingua franca in government organizations and international agencies such as The United Nations, UNESCO, and the World Bank as well (Spolsky, 2004).

These days, it is impossible to deny that English serves as a worldwide lingua franca, employed as a universal interaction tool by people who have realized its significance and critical role in global communication.According to Burchfield (1985), *"English has become a lingua franca to the point that any literate educated person is in a very real sense deprived if he does not know English"* (as cited in Phillipson, 1992).

2.4 English Language in The Algerian Education

Despite Algeria's independence in 1962, the French language remains one of the most essential languages in the country, particularly in education, because it has a strong connection to the country's history, which goes back to the period of French

27

colonialism. Following the language of Arabic, but with the coming of the new generation, a sudden shift happened that shook the reign of the French language, as numerous individuals started calling for its demise and deeming it a relic of the colonization that stuck to us over decades, as the new generation appeared, we find that we have become more attached to the English language. It is no surprise that it is the language of communication. And advancement and science and technology, as many have stated, that it is the language of the future, and from there, people's first requirements have become the replacement of the French language with the English language, beginning with primary education, as it is the foundation of learning and science, and the fact that the French language is no longer serving the future with anything. As a result, this research reflects on the potential future of the French and English languages in Algerian education, throwing light on the inclusion of English in the first stage of primary school instruction.

English is commonly taught in Algeria from the age of 11 in middle school through university. It is regarded as the country's second foreign language, but it is not as essential as French, and it does not play a significant part in everyday and practical life as French does. Furthermore, the English language is not even a minor part of Algerian history, thus the English language is confined only to reading, writing, hearing, and speaking in the section that it is not taught from an early age in primary school, so we observe a significant absence of English in daily life.

In Algeria, English is regarded as a foreign language rather than a second language, and it is taught beginning at the age of 11 in the 2nd grade of middle school, as previously stated. The student studies English for four years before moving on to secondary school for three years before continuing his studies at university until graduation. Middle school students are expected to have attended around 250 hours of English teaching lessons. They are expected to have mastered the fundamentals of English (structures and vocabulary) required to express the four main purposes of the language, which are: description, instruction, storytelling, and

socialization in the four linguistic abilities (listening, speaking, reading, and writing).

As a result, they are expected to grasp the following basic aspects of the (English) language: (According to Algerian directives issued in June 1999.)

❖ Listening to and comprehending oral messages

❖ Contributed to the creation of basic oral messages

❖ Reading basic passages and demonstrating how to comprehend them (without the intrusion of the oral) through various linguistic checking exercises

❖ Writing simple personal letters

❖ Completing out simple forms and drafting elementary application letters

The Algerian Government issued 'directives' and official texts (June 1999) stating that English language syllabuses aim to provide Algerian learners with the language necessary to communicate effectively in a normal social and/or working situation both in speaking and in writing, but a result always appears on the exam paper. Seriously, many teachers produce poor results, and many pupils complain about having trouble grasping a new language throughout the initial stage of middle school. Students at the conclusion of middle school are expected to know how.

● Use both form and content to describe people.

● Location descriptions.

● Storytelling or self-expression.

● A comparison of two or more objects or places.

● Take part in an open discussion.

● Acceptance or approbation expression.

When the student is directed to secondary school, where he delves into the study of the English language and broadens his general culture, and his information about the language and rules that he learned in middle school, the student has

expanded his scope in acquiring the language, where the student who studies in the literary section, the English language is essential. People who are the polar opposite of scientists At the end of the first two years of secondary school, the student will have studied English for roughly 260 hours and is ready to further improve his talents in the English language, where he learned all the fundamentals of the language from the first trip to the last stage in order to attend secondary school According to Algerian regulations (June 1999), secondary school students gained more understanding in the four linguistic skills:

1- Listening comprehension

-They should be able to grasp a simple oral communication conveyed in everyday English in interpersonal interactions

 -they should be able to understand the broad strokes of a brief discourse presented in Standard English.

2- Oral expression

-They should be able to converse in appropriate English on a restricted range of topics.

3- Reading comprehension

-They should be able to read basic authentic texts and documents (maps, charts, forms, notices, etc ...).

4- Written expression

-They should complete easy writing assignments based on class samples.

Which learner or students should be able to do the following at the end of secondary school:

✧ Understand information contained in charts, tables, diagrams, pie charts...

✧ Convert verbal information into nonverbal information and vice versa

✧ Match information elements

✧ Classify facts and information

✧ Summarize a text; o take notes

✧ Predict logical succession of ideas, facts... Extrapolate (guess) to solve a variety of difficulties. Literary stream students will: at the end of their third year:

1) . in listening comprehension

- Comprehend various forms of aural messages related to daily activities

- Comprehend the major ideas of a discourse presented in standard English on different historical and/or social topics. This speech might be improved in regards to lexis, grammar, general organization, and possible interpretations...

2) in oral expression

-They must express themselves fluently in order to be received clearly and without the chance of misinterpretation.

3) in reading comprehension

- Read and demonstrate understanding of various types of authentic texts (narrative, descriptive, argumentative) of intermediate difficulty.

- Make use of various documents related to the topic and themes studied (maps, charts, itineraries, diagrams) .

- Make effective use of reference books (dictionaries, encyclopedia).

4) In written expression

- Master various writing skills such as note-taking and summarizing in order to be autonomous in written expression when starting from models seen in class.

- Write about major features in society's culture, life, and civilization in English.

 - Research works and summaries of personal reading are encouraged.

These abilities will be attained through the application of syllabus themes to diverse text kinds. As previously stated, English is taught in Algeria from middle school, beginning at the age of 11, and continuing through university. However, in the middle of July 2022, President Abdelmajid Tebboune declared that the government will introduce English in primary schools beginning in the third year at the age of eight years old at the start of the new school year 2022/2023.

The younger generation, in general, is strongly connected to the English language. Some people find it simple to understand, and there are many stations on TV that feature animations in English, and social media influencers commonly utilize them.

 Following the previous problems and divisions between Algeria and France, the tension between the two countries increased and completely affected the people, increasing supporters of the French language, describing it as a language of shame and dependence, as many Algerians find themselves at the mercy of colonialism because of the common tongue, despite the fact that Algeria gained independence in 1962.

2.5 English Language in Primary Schools

After a long wait, the anticipated decision, which is the adoption of English in the primary phase, was finally released, and the Minister of National Education, Abdel Hakim Belabed, demonstrated that he is studying his interests for the project

of teaching English in the primary stage, which will begin in the next school year 2022-2023.

According to Boualem Amora, Secretary-General of the National Union of Education and Training Workers, the minister revealed during his meeting with the union that the idea of teaching English at the primary level is being proposed at the level of his ministerial department, but it needs some study and adapting the educational system to suit that.

And such a decision would be like eliminating dust on our clothes, but the issue remains if it is possible to abandon teaching French in elementary school or make it optional for parents. In overall, teaching English at a young age, beginning around 8 or 9, requires particular techniques of instruction that differ from those utilized in school. For reasons related to memory clarity, ease of adaptation with letter pronunciation, and the ability to accept and absorb new things, this is one of the most important stages in which the basics of the English language are developed, and from which the child puts out to expand his knowledge of its rules and skills.

2.5.1 Strategies of Teaching English for The primary Level

There are numerous approaches and methods for teaching English, including:

- **Game-teaching:** The game teaching method is a new method of teaching that is based on game teaching theory and aims to enhance writing teaching, acquire new words, exercise students' language learning skills, foster their potential and intelligence, and plan English activities step by incrementally according to certain procedures. The game-teaching approach attempts to transform tedious language teaching into a vibrant and fascinating game that students can readily accept and learn by playing.

In general, children prefer playing on studying at a young age, but if education is mixed with certain games that encourage them to enjoy studying, especially learning a new language, it is up to the teacher to carefully choose the games to attract the attention of the kids throughout the lesson, for instance, cards with pictures of animals or colors are placed on them, or even alphabet or names of places and people, where the child can touch the card and recall the picture and shape with repetition, as well as games such as cubes of letters, wherein pupils can form sentences or words using the cubes. To keep the children from becoming bored, the teacher must change up the games. Children are also fond of enjoyable activities such as competition between the teacher and their pupils or among their classmates in the class.

- **Music and songs:** A lot of people believe that listening to music is one of the most effective, optimal, and initial steps in teaching languages at a young age. As they are produced, a teacher has to pick basic melodies which are easy to say and memorize for the age of the pupils, and it is preferable to use them with amusing moves and present them to the current phrases. The song can be used by the teacher during a sports session or at the end of a lesson. The songs help to train the child's hearing in order to pronounce words, and thus it is an education for word pronunciation, that helps him get used to the language and familiarity with it. The teacher may pose some questions about the title of the song only, have a dialogue between the kids about some words in groups, and listen to the song again with a focus on the spoken word which could be written on the whiteboard so that the children read the words of the song.

- **Stories and anecdotes:** Children enjoy stories, especially those with appealing illustrations and colors that allow them to take a look at the image and say the words while asking the child to identify what is in the picture, and stories, in general, improve all four skills that comprise a child: listening, writing, speaking, and reading, and the act of reading books represents one of the most

effective ways to master the language. He learns sentence building, new vocabulary, and application in an enjoyable way from them. The teacher. adjusts the volume, either increasing or decreasing it to gain the kids' attention and changing the tone of his voice based on the happenings. When he tells the story, he uses body language and facial expressions. Make eye contact with kids to get their attention. During the narration, pause and pause again to build impact and interest students in critical events.

- **Representation activities:** It portrays the importance of teaching children a new language by connecting them to physical movement or emotion, such as role-playing, and this enables them to compose sentences fast and concentrate within the section on the roles that they do.

2.5.2 The Importance of Teachinng and Learning English in Early Age

Acquiring and learning a foreign language at a young age, beginning at the age of five, is common, and in many countries, such as Algeria, many parents teach their children foreign languages before they enter primary school, where they teach them to pronounce letters, greeting, and even simple methods of communication, so that when they start learning at school they will be fully conscious of the fundamentals of the language, and we also find some parents leave learning at home.

Raising a bilingual child can be challenging, but the benefits of acquiring a second language at a young age are well worth the effort. Bilingual children learn more quickly and easily, have better problem-solving skills and inventiveness, and have more employment options as adults. They find it easier to connect with people from other cultures, making them more open-minded and tolerant of differences, and they are less likely to suffer from age-related mental diseases as they get older. Most importantly, learning a second language at a young age is much easier. We discovered that there are extra benefits to teaching English at a young age, which include:

1. Brain health:

The brain structure of a child enhances second language learning.Children are biologically similar to the white paper. A child's brain is built to absorb new knowledge unconsciously. They do it in the same way that adults automatically learn song lyrics and melodies. Dr. Paul Thompson, a UCLA neurology professor, and his colleagues discovered that the brain areas dedicated to acquiring new languages grow fast from approximately the age of six until puberty. Then, between the ages of 11 and 15, the systems generally shut down and stop growing.
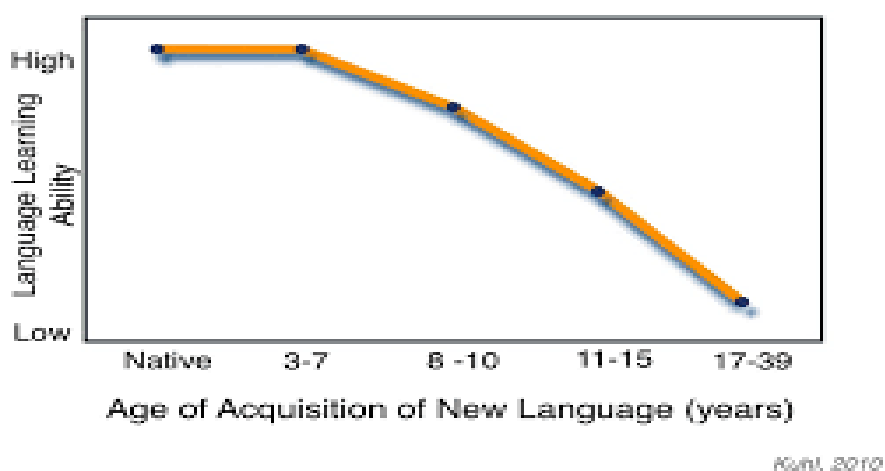
Figure 1.1: Age of Acquisition of New Language. Institute for Learning & Brain Sciences. (2015). Module 6: Language Development: Learning the Sounds of Language [online module]. University of Washington. https://doi.org/10.6069/xey8-qt95

In contrast to children who learn one language, learning a second language increases the child's abilities to think, understand, and perceive, as well as enhances mental activity. It also develops the child's mind with new concepts and gains a capacity to deal with scientific content in the future, and induces his or her brain to preserve and develop new sentences and structure of sentences.

2. Alignment with the world:

We live in a sophisticated society where most of the functions have become in the English language, and even the younger generation is extremely familiar with it. We observe that songs and series have become a lot in the English language, particularly those intended for teenagers, and even video games, and this demonstrates the widespread adoption of the English language in the world, thus teaching it in primary school is As a push to know the world's conditions as well as how the globe is in keeping with the era of technology and scientific advancement.

3. Career opportunities:

The language of worldwide business and commerce is regarded as English. For Algerian children, learning English can lead to professional opportunities in a variety of industries, such as finance, technology, and tourism.

4. Cultural awareness:

Children from Algeria can better grasp various cultures and viewpoints by learning English. They may grow more tolerant and open-minded as a result.

Thus, teaching English in Algeria's elementary schools has become crucial for training children to be effective citizens around the world in the 21st century.

2.6 English VS French

Two of the most commonly used languages in the world are English and French. While there are some similarities between the two languages, there are also many distinctions, and each language has its own distinctive qualities. Also by comparing the two languages, we will be able to find out which language is the easiest to learn for Arabic speakers. But first, we need to understand the determining and impacting factors that affect children's language learning.

When given the proper learning environment, children have the amazing potential to learn new languages at a startlingly rapid pace and with native-like

proficiency. However, there are some factors that could influence language learning in children which include:

- **The Age of the Learner :**

 The learner's capacity to acquire language mastery is significantly influenced by their age. A child will gain command of speech, writing, and reading more quickly and thoroughly the earlier they can start learning a new language. Also, a child is more likely than an adult to intuitively take up the language being spoken around them and develop native-like intuitions since a child's brain is more adaptable and flexible.

- **The Learner's Native Language :**

 The native tongue of the learner is essential to their success in picking up a new language. The learning process is going to occur much more swiftly if the learner's mother tongue belongs to the same language family. For instance, learning Spanish will be a lot faster if the learner is fluent in French. Grammar and syntax are just two examples of broad language skills that are transferrable from a single language to another. Therefore, the learner will acquire command in the new language more quickly the better their native language proficiency. In addition, if we took the case of Arabic and English language, we can observe that for a variety of reasons, learning English may be easier for Arabic speakers than learning English may be for English speakers. The fact that Arabic and English have many comparable grammar and word structures is one explanation. For instance, subject-verb-object word order is used in both languages, and many Arabic words have roots in English, e.g: *Algebra "al jebr" – "reunion of broken parts" ; Alcohol "al kohl" – "powder, or fine particles, that was added for the makeup of eyes" ; Lemon "laimun" – "Fruit"; ...etc.* Another explanation is that English is a language that is extensively studied and spoken throughout the world. It is also frequently utilized as a universal language for intercultural communication. Due to media, school, or travel. So, many Arabic speakers are likely to have significant exposure to English.

Also, compared to English, Arabic has a larger vocabulary since it has 28 letters where there are 26 letters in English. On one hand, the most difficult element of the Arabic alphabet is how sensitive it is to change. Depending on where they're located in a word, Arabic letters take on different appearances. Since some of the modifications are substantial, practice is crucial to acquiring the language. While on the other hand, The English alphabet is incredibly flexible. For instance, the words *"through"* and *"though,"* have the same endings but differ in pronunciation. The only way to master the English alphabet is by memorization. Also, when it comes to "Grammar"*,* Arabic is more complicated than English since sentences in Arabic might be verbal or nominal. Nominal sentences in Arabic often just contain two nouns and don't require verbs. While, English just uses verbal sentences. Arabic sentences can be divided into four categories: verbal, functional, nominal, and non-functional. The two types of sentences that are used most frequently are verbal and nominal. A topic and a comment (object) are required in a nominal sentence. No verb is required to be added. An item or a person is described in a nominal sentence. A verbal sentence, which in Arabic comprises a verb, subject, and object or comment, is the other type. Both of these phrase patterns have various Arabic versions. In addition, the genders of all Arabic nouns must be assigned before they may be use, but in English the gender of words is not given. Without forgetting to mention "Al-I'rab" which helps to identify tenses,origins,and whether the word is a verb or noun or something else. To clarify more, a Mo'rab word is one that shifts the shape of its final letter due to its placement in the sentence or the function it performs inside (grammar case). These words have various diacritics and are pronounced differently (tashkeel تشكيل) on the last letter.

For example: 1 – Peace is the hope of the world.   السلامُ أملُ العالمِ

2 – Peace is the hope of the world.   إنَّ السلامَ أملُ العالمِ

3 – The world looks forward to peace.   يتطلعُ العالمُ إلى السلامِ

The examples show that a Mo'rab word can be both a noun and a present verb. The final letters of the word السلام in the three examples are, respectively,

dammah, fathah, and kasrah. Because of the noun's various syntactic places and the impact of other words on it, the ends vary.

Despite the range of accents, English is somewhat easier to learn than Arabic since there are fewer dialects. A beginner English speaker from Algeria can converse with a native speaker from America and they will both understand each other, but this is not the case with Arabic.

Table 1.1: A list of differences between Arabic and English. A New Hybrid Metric for Verifying Parallel Corpora of Arabic English by William J Teahan

Graphology Aspects	Arabic Language	English Language
Written and Read	From right to left	From left to right
Capitalization	No	Yes
Size of Alphabet	28 letters	26 letters
Gender Differentiation	Verbs and sentence structures	No differentiation
Types of Sentences	Nominal and verbal	Verbal
Plural Forms	Singular, dual and plural	Singular and plural
Position of Adjective	After the noun	Before the noun

Lastly, it's important to note that these are generalizations and that not every Arabic speaker find learning English to be simpler than studying Arabic. Everyone has a different learning style and experience, therefore some people may find learning a new language to be simpler or more difficult than others.

- **Language Exposure :**

The amount of language that a child regularly encounters can have a major effect on how much he learns. A child needs to be exposed to vast amounts of input, such as language that he hears or reads, in order to make any kind of growth. His chances of learning new vocabulary and grammar structures as well as of reinforcing those that he has already in his head will increase as he receives more information. This is crucial to enhancing his language ability and helps to explain why students who obtain more input tend to develop their fluency more quickly.

Thankfully, he will be able to access a lot of authentic stuff in today's linked society. He can study vocabulary at his own time by reading books or articles in his target language. Watching animated cartoons or listening to children's songs on TV or mobile for a spoken input. Also, Getting outside and start chatting with people as another strategy to improve a child's exposure! Conversations are excellent for practicing new terms and grammar rules as well as applying prior knowledge.

- **The Learner's Motivation :**

As with any academic activity, the desire of students plays a critical role in how well they do. Studying another tongue can be a lot of fun as well as a crucial need. Therefore, maximizing motivation is a smart method to enhance children's language learning. If a learner is taking lessons in a foreign language while still residing in their own country, they will be more successful and becomes more motivated to learn the new language if their teacher makes the classroom enjoyable and interesting.

- **Language Learning Environment :**

Proficiency depends greatly on creating an enjoyable and pleasurable learning environment. The kind of study setting can have a significant impact on a child ability to learn a language. If there are any native speakers around or he only interact with the language that he is trying to learn in the classroom. In the case of the Algerian children, classroom is only the place where children can learn the new lanagueges (English and French). Classroom settings impact learning in many ways. Children often pick up a lot of vocabulary and grammar skills in school and develop the kind of background information that is really helpful when doing a language test. Additionally, classrooms are excellent settings for giving students the necessary remedial feedback on their errors, which helps speed up their learning. But if they spend the majority of their time in a classroom, they'll probably get less practice speaking in situations outside of school, and here the role returns to the parents to encourage their children to use the target language outside the school, by talking to

them in that language, and also by encouraging them to learn more at home, through using educational games or watching cartoon in English or French.

Learning languages that share comparable linguistic foundations can facilitate learning. For instance, Latin is the origin of Spanish, French, Italian, and Portuguese, whereas Proto-Germanic is the origin of both English and German. These languages may share vocabulary, pronunciation, past tense usage, rules, adjectives, and other features. So, in this section we are going to see which langauage is the easiest and fastest to learn for the Algerian children, by making a comparison between French and English languages to know the similarities and differences between them.

The only similarity between French and English is that both languages utilize the same alphabet. However, there are additional diacritical marks in French whereby the meaning can shift drastically that are not found in English. These marks are: é (acute accent), è; à; ù (graveaccent), ç (cedilla), â; ê; î; ô; û (circumflex), ë; ï; ü (diaeresis).

- For example: **Tâche -** task vs **Tache -** a spot

                 Maïs - corn vs **Mais** - but

                 Marché - market vs **Marche** - walking

                 Ou - or vs **Où** - where

However, the entrance of the French during the Norman invasion of Britain in the 11th century had a significant impact on the English language. As a result, the two languages have a large number of cognates and loanwords.

● **English-French cognates**

According to linguists' estimations, up to 27% of the words between the two languages have lexical similarities. There are about 1,700 real cognates words that

are the same in both French and English such as: **elephant – éléphant ; brilliant – brilliant(e) ; important – important(e) ; restaurant – restaurant.**

- **English-French loanwords**

Also, English have some French loanwords which are words that have been taken exactly as they are or nearly identically with a little modification, for instance: **"déjà vu"** which is the sensation of having previously experienced the current circumstance, **"avant garde"** which refers to fresh and innovative approaches in literature, music, and the arts. Similarly to this, several English words have been integrated into French. A few of them are: **a selfie -** le selfie ; **a sandwich** - le sandwich ; **Weekend** - le week-end ; **An email** - L'email...

- **Grammar**

There is a significant overlap between the verb tenses used in French and English. For instance, both languages have auxiliary words, participles, active and passive voices, and past, present, and future tenses. They structure their sentences using the subject-predicate-object form. However, there are other complications involved in producing longer phrases and different tenses.

- Faux amis (false cognates) :

They are terms that share a similar phonetic form in both languages but mean something entirely different. As a result, the Algerian child must be careful when using these words as he is acquiring both languages. Here are some of them:

Table 1.2: A list of some false French friends .

French	English

Assister - to attend something	**Assist** - to help
Formidable - great	**Formidable** - dreadful
Envie - desire	**Envy** - feeling of jealousy
Amateur - a someone who loves or is passionate about something	**Amateur -** a beginner or non-professional
Actuellement - at the moment	**Actually -** in fact
Un Avertissement - warning	**Advertisement -** announcement

Another significant distinction between the two languages is the gender of nouns. English has no gendered nouns; in contrast, the French language has gendered nouns (masculine/feminine). In English, only the pronouns are gendered. Examples:

French	**English**
<u>La</u> fenêtre (feminine)	Window
<u>Le</u> livre (masculine)	Book
<u>Ma</u> mère (feminine)	My mother
<u>Mon</u> pere (masculine)	My father

From these examples we can notice that when using the possessive pronouns, the English language ignores the gender of the item being possessed and instead emphasizes the subject pronoun's possession, whether it be "my," "your," "his," "her," "their," or "its." However, in French, if the possessing object is a man, the possessive pronoun "mon" should be used, and if it is a female, the possessive pronoun "ma" should be used.

Another difference between the two languages is the way verbs are conjugated. The verbs have conjugations that differ for each grammatical person in French, although in English, only the third person singular (he/she) has a different conjugation. Example:

French	English
Je parl<u>e</u>	I speak
Tu parl<u>e</u>	You speak
Il/Elle parl<u>e</u>	He/she speak<u>s</u>
Nous parl<u>ons</u>	We speak
Vous parl<u>ez</u>	You (plural) speak
Il/Elle parl<u>ent</u>	They speak

● **Morphological differences of French and English**

Both the French and the English languages have some variation in terms of morphology. Students are instructed to add suffixes like "aux," "oux," and/or "eux" to make words in the French language plural. However, in English, the letters "s," "es," and/or "ies" are typically added to make words plural.e.g., **Informations** (French) ; **information** (English), **le bateau=les bateaux** (French) ; **Boat = boats** (English), **le genou = les genoux** (French) ; **Knee = knees** (English), **Œil = Yeux** (French) ; **Eye = Eyes** (English), **Bébé = les bébés** (French) ; **Baby = Babies** (English).

In addition, the English language uses different suffixes than the French language does to produce adjectives and nouns. Therefore, when writing these nouns and adjectives, students frequently make spelling mistakes. Students whose first language is French, for instance, write the adjective "dependent" with "ant"

rather than "ent." This is due to the English language being subjected to the French language's "dependant with ant" rule.

Thus, based on the comparison between the two languages it can be said that the English language is less difficult to learn than the French language for Arabic speakers since this latter has a very complex and difficult grammar, alphabets, and the pronounciation varies. For instance, The pronunciation of letters **"P"** and **"B"** can be hard to differentiate. Likewise, **"–on"** or **"–an"** can be hard to pronounce. Also, for Arabic speakers, the letter **"U"** can be the most hardest to pronounce.

2.7 The Challenges in Learning Two Foreign Languages Simultaneously

There are various advantages that come from learning languages in early childhood such as: being more compassionate with others; less judgmental; make better decisions; etc... . Nonetheless, bilingual and multilingual children might run into some difficulties in their learning process like:

1. Mixing languages :

It is normal for multilingual children to begin mixing their languages until they have a complete vocabulary in each. Usually, children tend to express themselves using whatever words they know, so if they lack some vocabulary or grammar in one language, they may simply fill in the gaps with another. Hearing a child mixing languages, on the other hand, can be frustrating for parents, especially those who do not speak their child's second language and thus can not understand him/her , which leads them to believe that their child is confused, but he is not, it is an ordinary aspect of language acquisition for multilingual children.

However, giving negative repercussions for using the wrong language, such as ignoring or punishing the child, is a typical multilingual parenting error and this unfavorable reaction may leads the kid to lose confidence in speaking one or both of his languages.

46

2. Preference of one language over the others:

It is natural for bilingual/ multilingual children to prefer one language over the other. Most of them would speak the dominant language or the community language. As it is the tongue they are most exposed to and surrounded by which is usually the prevailing language (used at home, used between the family and friends).

3. Reading and Writting:

Only a few studies have looked at the relationship between first (L1) language typology and second (L2) and third (L3) language acquisition (Bild & Swain, 1989; Cenoz, 2003; Cenoz and valencia, 1994; Haenni Hoti, Heinzmann, Muller, Oliveira, Wicki, & Werlen, 2011; Munoz, 2000; Sanz, 2000; Swain, Lapkin, Rowen, & Hart, 1990). The classification of languages based on structural features such as phonological systems, writting systems, and word order is known as language typology (Proctor, August, Snow, & Barr, 2010).

the importance of language typology in understanding how L1 typology connects to the development of L2 and L3 oral language abilities and reading development has also been investigated. Bild & Swain (1989), Cenoz, (2003) and Swain et al. (1990) demonstratedt that when the L1 was typologically related to the L3, multilingual children developed strong vocabulary and writting skills in their third language. Despite this, just a singal research (Swain et al., 1990) concentrated on the L3 reading development of people with orthographically distinct L1s.

Multilingual children with an alphabetically and orthographically equivalent L1 to the target L3 had a greater positive influence on phonology and grammatical ability (Bild & Swain, 1989; Cenoz, 2003; De Angelis & Selinker, 2003; Leung, 2005; Swain et al., 1990). Several studies, on the other hand, have found evidence of beneficial influence on L1 and L3 oral abilities when the languages are orthographically distinct (Leung, 2005; Swain et al., 1989). Leung (2005) compared the learning of French (L3) determiner phrases in two groups of multilingual

47

Chinese (L1) and Vietnamese (L1) young adults whose L1 typology differed from the target language. The findings revealed that L3 French students with orthographically distinct L1 (Chinese L1 - English L2) made considerably more grammar errors than L3 students with common alphabetic L1 (Vietnamese L1 - English L2).

In brief, learning to speak is an automatic procedure that appers to be easier than reading and writting, which need a considerably more time and effort. Children are not able to become fluent in 2 or more languages at the same time. There is usually one primary language. In most situations, it is the language to which they are most exposed.

4. Being passive multilingual:

When a kid understands a second language but cannot speak it, they are said to be passive bilingual/multilingual. A child may not respond in one language for a variety of reasons, including:

◆ **Lack of consistency:**

Interaction with other speakers is necessary for kids to learn a language. If parents and family members constantly transition between languages, a child will most likely acquire both (or all) languages, however once the child starts school, the majority language may take control. The beginning of nursery or school is when parents' consistency is most needed to keep the home language(s) alive.

◆ **Lack of exposure:**

Children should be exposed to a language for at least 20% of their daily lives in order to learn it - the popular agreement is 30%, although an exact amount cannot be given. The exposure needs to be engaging and entertaining. If kids only hear a language on occasion and not every day, they might not develop into active speakers of it.

◆ **Low status of the language:**

If a language is primarily spoken by a group of individuals whose socioeconomic situation is lower on average than that of majority language speakers, the mistaken belief that the language is less valuable may arise. Parents who feel this way may choose not to raised their kids on their language. On so many levels, this was a poor decision.

◆ **Lack of real need for a language:**

The requirement for speaking the language is a necessary condition for its development. Adults who learn another language nearly often do so because they see a need for it. Whether it's for travel, business, or strictly intellectual reasons, there is almost always a definite motivation. So why should we expect children to behave in any other way? Simply because when it comes learning languages, kids adopt the simplest technique. They will favor those dominating languages if they perceive that you understand and speak other languages that are more essential at the time (e.g. social environment, school, and friends).

2.8 The Effect of Learning English at The Primary Level on Learning French

Since the February 22 national movement, numerous campaigns have been launched about replacing the French language with the English language, that is, completely deleting it from the country's educational curriculum, despite the fact that a decision like this requires extensive state study, as deleting a language that has existed in education since independence is not a simple matter.

The Algerian Council of Ministers, led by Abdelmadjid Tebboune, approved the "British School" and gave "strict" orders to the authorities to provide all conditions for it to open its doors and facilitate the process. The Algerian Ministry of Higher Education and Scientific Research (universities) also proposed a university reform proposal centered on "openness to foreign languages, especially English."

This may have a negative impact on the French language, as it will be permanently removed or completely replaced from the educational curriculum

rather than adding another foreign language to it. The replacement of the French language has grown into a popular demand, as the Algerian people see it as a relic of France that does not contribute to their scientific and cultural future. According to demonstrators, the French language is "nothing but an extension of the French guardianship over Algeria," especially after the presidential elections, where President Abdelmadjid Tebboune decided to "make English the second language in the country." Saad-Allah, A, K. (2023). The Politics of language in Algerian Education. The Carnegie Endowment for International Peace. https://carnegieendowment.org/sada/90230

This may be considered an intellectual and cultural shift even before it becomes a political decision because the English language is regarded as the first and most deserving international language. As a result, young people today have a desire to learn the English language and are turning to private schools in various parts of the country, as well as becoming more involved in social communication sites. As if they are ensuring that the English language will be more helpful to them, comparable to the French language, despite the fact that it is taught in elementary schools beginning at the age of eight. Perhaps this is what threatens the French language's throne in the educational curriculum, particularly in primary schools, and this raises several questions about replacing it with French or keeping it optional, as some parents and teachers have stated that the French language cannot be substituted by a foreign language and that it is still optional by students or parents or taught concurrently, implying that it becomes taught in primary schools in three languages Standard Arabic plus French and English, and this is probably a difficult accommodation for a child at a young age, and it makes more sense to select only one foreign language. This means replacing the French language with English and beginning to teach the French language at the second level of education. This change is included in Algerian planning and language policy to give the final choice regarding this situation.

Although French and English are not optional, i.e., they are studied at the same time in elementary school, this causes challenges for the child from a young age, such as: • The child's memory's incapacity of storing new knowledge about a foreign language, whether English or French.

• Cases of trouble discriminating between the two languages, as well as difficulties with expression and sentence structure, causing the child to get confused.

• His failure to distinguish audible words, which slows the acquisition of new vocabulary since the linguistic repertoire has been divided into multiple languages.

• Difficulties pronouncing letters and separating between sounds in the two languages.

2.9 Conclusion

After studying the English and French languages in the Algerian educational curriculum, particularly in primary education, we conclude that programming the English language must follow a carefully designed decision by the state and organizing by competent authorities in this field, while respecting the people's opinions as their sole and final demand is the omission of the French language from Algerian education and the inclusion of its place in the English language, as it is the language of the future and the most widely used in the world, and the language of scientific and cultural advancement due to its long history, which was manifested through multiple stages, and given that the French language is no longer serves the individual's future.

Chapter 2

English and French language in Telemdi Miloud Primary School As a Case Study

2.1 Introduction

Following the completion of the theoretical presentation, a variety of issues and viewpoints influencing the future of both languages, French and English, in Algerian education were addressed, with a particular emphasis on the fate of the English language in elementary school. This chapter explains the practical portion of the dissertation at hand. It is divided into two sections. The first section provides a detailed overview of the research methods used to complete this piece of work. It demonstrates the research approach and tools. It also provides information about the intended audience. The second part focuses on the examination and discussion of data acquired from two separate tools. Finally, some educational suggestions are made.

2.2 Aim of the study

Three research questions guide this investigation. The first goal is to quantify the extent to which the English language influences the French language. The second area of study investigates the factors that lead third-year pupils to have more difficulty learning French than English. The third question seeks to provide various solutions that may assist students in increasing their skill in the French language while avoiding linguistic confusion with English.

2.3 The Research Method

This study aims to investigate the reasons behind linguistic misunderstandings between English and French as well as propose pedagogical ideas that improve students' proficiency in French while avoiding confusion with English. As a result, the data collection approach is going to be based on the fieldwork method, as this topic requires it. Furthermore, in accordance with the

needs of this research, mixed-methods research (triangulation) is applied. Thus, the use of mixed methods necessitates the utilization of both quantitative and qualitative data by using different instruments composed of questionnaires, observation and interviews. Hence, this research method is most appropriate in this study case.

2.4 The Sample

This research was conducted with 37 pupils whom were learning the French language and English language in the 3rd year of primary school. This particular group was not chosen at random because we were only interested in addressing students who were being introduced to English for the first time.

In addition, the questionnaire was submitted to the teacher of French and the teacher of English at Telemdi Miloud primary school in Sidi Mjahed, Tlemcen. As well as a structured interview that was directed to the English teacher and took place in the classroom. In addition to disguised and non-participant observation, that allowed us to get more reliable data. Moreover, the results of the pupils from the first and second semestres in both languages (English and French) in order to compare and see their level in both languages.

Table 2.1: The quantity and gender of the sample

Gender	N	%
Girls	21	57
Boys	16	43

2.5 Analysis of the Research Instruments

- **The Data Analysis of the Questionnaire:**

The teacher's questionnaire is divided into two sections. In the first section, the respondents are required to answer two closed questions which seeks to identify the teacher's gender and profession. In the second section, the questionnaire is composed of 10 questions. In this section, teachers' are asked to choose 'yes' or

'no' answers, or tick the appropriate box (closed questions), and make statements whenever necessary (open-ended questions). Moreover, they are asked to add a comment in the last question (open question).

This section is concerned with gathering data to see the extent to which the process of teaching French and English has been affected after integrating this latter into the educational program for the third year of primary school and to ensure that teachers of both languages do not face difficulty with their pupils during the teaching process. It is worthy of mention that the questionnaire was also handed to other French and English teachers at two other primary schools (Ammari Miloud and the primary school of Colonel Abbas) in order to collect extra information about the research topic.

1) **French session:**

Section one: 'General information'

- **Gender:** female.

- **Profession:** French language teacher.

Section two:

Q1: Do you think that the idea of introducing English into the primary education system for the third year is a good idea ?

- **Teacher's answer:** No.

From the teache'r answer we can see that she is dissatisfied with the idea of incorporating the English language into the third year of primary school education.

Q2: How can this recent ministerial decision affect the course of French teaching?. The teacher was asked to tick the appropriate box (positive, negative, or neutral).

- **Teacher's answer:** Neutral.

The teacher's answer allows us to say that she does not believe that the French teaching process could be affected by the recent ministerial decision.

Q3: Did you encounter a problem with pupils during the teaching process ? if the answer is yes, tell us how ?

- Teacher's answer: Yes. The pupils get confused between French and English.

We conclude that the pupils during the French session get misunderstandings, which makes the teacher have some difficulties during her teaching process.

Q4: Do you think that pupils are currently more attached to the English language than the French language ? give examples where have you seen this.

- Teacher's answer: No.

From her answer, we can say that her students do not prefer any language over another, and they are learning them equally.

Q5: Did the time distribution of English sessions help the pupils avoid mixing between the two languages?

- Teacher's answer: No.

According to the answer provided, we can see that the time distribution of English sessions was not helpful and not enough to make pupils avoid misunderstandings between the two languages.

Q6: Does the pupils use English terms or words during the session ? if the answer is yes, give examples.

- Teacher's answer: Yes. Examples: Miss, cat, onion...

Her answer reflects the confusion that the pupils have between French and English during the session.

Q7: Does watching cartoons on mobile and television in French for pupils increase their ability to learn French faster and more effectively ?

- Teacher's answer: Yes.

This question aimed to emphasize the significance of using technology to

help students improve their French language skills and the teacher's answer confirmed that.

Q8: Do students have problems learning French after adding English?

- Teacher's answer: No.

The obtained data indicate that pupils do not have problems learning French after integrating English.

Q9: Number these languages (Arabic, English, French) based on how frequently pupils use them during the session (1/2/3).

- Teacher's answer: French(1) ; Arabic(2) ; English(3).

According to her answer, we can say that when pupils forgot some words in French, their second option will be their mother tongue in order to fill in the gaps.

Q10: Do you think that learning English could constitute a barrier that prevent pupils to learn French properly and how ?

- Teacher's answer: Teaching English does not prevent the pupils from learning French. But it constitutes an educational burden for students since it is difficult to learn two foreign languages at the primary level.

The gathering data shows that learning English does not prevent students to learn French as well. However, it is difficult to learn two foreign languages at the same time at the primary level.

2) English session:

Section one: 'General information'

- Gender: female.

- Profession: English language teacher.

Section two:

Q1: Do you think that the idea of introducing English into the primary education system for the third year is a good idea ?

- Teacher's answer: Yes.

The teacher's answer allows us to say that she is satisfied with the notion of adding the English language into the third year of primary school education.

Q2: How can this recent ministerial decision affect the course of teaching French (positive, negative, or neutral).

- Teacher's answer: Negative.

From her answer we can say that she thinks that the French teaching process could be affected by the recent ministerial decision.

Q3: Did you encounter a problem with pupils during the teaching process ?

- Teacher's answer: No.

We conclude that the teacher does not face any difficulties during her teaching process. Therefore, her pupils do not get confused with French, which is not the case for the French teacher.

Q4: Do you think that pupils are currently more attached to the English language than the French language ? give examples where have you seen this.

- Teacher's answer: Yes.

The teacher's answer allows us to say that her students prefer English over the French language.

Q5: Do you think that the time distribution of English sessions has helped pupils learn English easier and faster ?

- Teacher's answer: No.

Both of the teachers (French and English) agreed that the time distribution of English sessions was not helpful and not enough for pupils to learn easier and faster since duration of session is just 45 minutes.

Q6: Does the time distribution of English sessions has helped pupils from mixing between the two languages ?

- Teacher's answer: No.

According to the submitted response, we can tell that the time distribution of English sessions was poor and not enough to make pupils avoid confusion between English and French.

Q7: Does the pupils use French terms or words during the session ? if the answer is yes, give examples.

- Teacher's answer: No.

The obtained data indicate that pupils do not suffer from the confusion issue with French during learning English and this is the opposite for French teacher.

Q8: Does watching cartoons on mobile and television in English for pupils increase their ability to learn English faster and more effectively ?

- Teacher's answer: Yes.

The purpose of this question was to underline the value of using technology to assist students develop their English language skills, and the teacher's response proved this.

Q9: Number these languages (Arabic, English, French) based on how frequently pupils use them during the session (1/2/3).

- Teacher's answer: Arabic(1) ; English(2) ; French(3)

The teacher's response reflects the students' frequent use of their native language during English class, as well as their decision to use of English as a secondary language.

Q10: Do you think that learning English could constitute a barrier that prevent pupils to learn French properly and how ?

- Teacher's answer: Young learners nowadays prefer to learn English more than French since it seems easier and more fun, and also because of the complications that the French program has.

According to the data acquired, interest in studying the English language might increase among the younger generation because it is easier to learn than the French language, which has a complex program for 3rd year pupils.

In addition, the questionnaire was also distributed to other French and English teachers at two other primary schools (Ammari Miloud and the primary school of Colonel Abbas) shows a variety of point of views about the idea of integrating English into the educational program for the third year of elementary school.

Table 2.2: Teachers' Opinions about the Status of English in the educational program for the 3rd year of primary school.

	Participant	**Frequency**	**Option**	**N**	**%**
Teachers	French	5	Satisfied	3	43%
Teachers	English	2	Unsatisfied	4	57%
Total		7			100%

The results in this table indicate that 57% of the teachers are not satisfied with the new ministerial decision that invited adding English to the third year of the primary school program, and most of these teachers are French language teachers,

while 43% of the teachers agreed with incorporating English in the elementary school curriculum.

- **Data Analysis of the Interviews:**

A structured interview was devised to perform a retrospective review of the experience of teaching English in the third year of primary school and to determine whether it was useful for students. The interview combines two previously prepared questions. The questions are designed to elicit the English teacher's thoughts on the level of her students following the addition of English to the education program. She was also asked about the future of the French language in the presence of English.

__Question One:__ What do you thinnk about the students' level during the first and second semester? Has their level improved, especially after they are studying two foreign languages simultaneously for the first time?

Respondent: The level of pupils has improved significantly over the two semesters, and her pupils grasped the language from the beginning due to the 'Game Teaching Method' which encouraged the students to learn the new foreign language more easily and faster.

__Question Two:__ Do you think that teaching the French language in primary school will remain as it is or that the addition of the English language will affect the status and future of French in elementary education?

Respondent: Teaching French and English at the primary level might be optional in the next few years, or the omission of one of the two languages at the third-year and maintaining one language, whether it is English or French, and teaching the other language in the next year.

As can be seen from the responses above, the English teacher stated that the 'Game Teaching Method' helped her pupils learn English easily, which led to an

increase in their level between the two semesters. Moreover, according to her, the status of the French language in the primary stage may be affected by the presence of the English language, which will make it either optional or delete it from the third-year and teach it starting from the fourth year.

- **Analysis of the Pupils' Results at the 1st and 2nd semesters in the English and French languages:**

I. **French language:**

* First semester:

Table 2.3: Pupils' results at the 1st semester in the French language

Marks	N	%
+5	37	100%
-5	0	0%

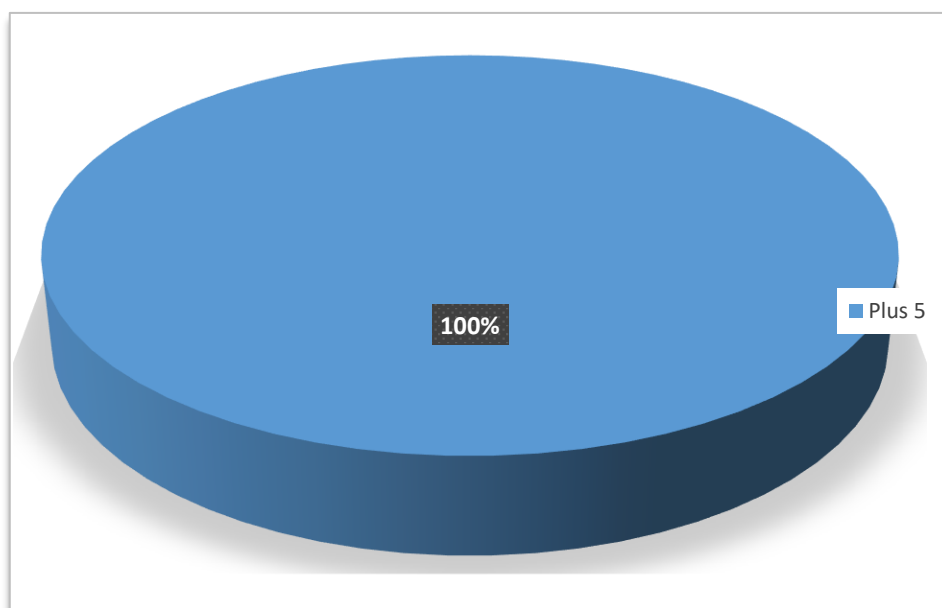   Data obtained from the table above indicate that, the whole class get the grade at the first semester.

Figure 2.1: Pie chart of the pupils' results at the first semester in the french language.

* Second semester:

Table 2.4: Pupils' results at the 2nd semester in the French language.

Marks	N	%
+5	34	92%
-5	3	8%

According to the data acquired, the majority of the pupils with a rate of 92% get the mark, while only 3 out of 37 pupils did not get the mark in the second semester, which represents 8% of the total number of students in the class.
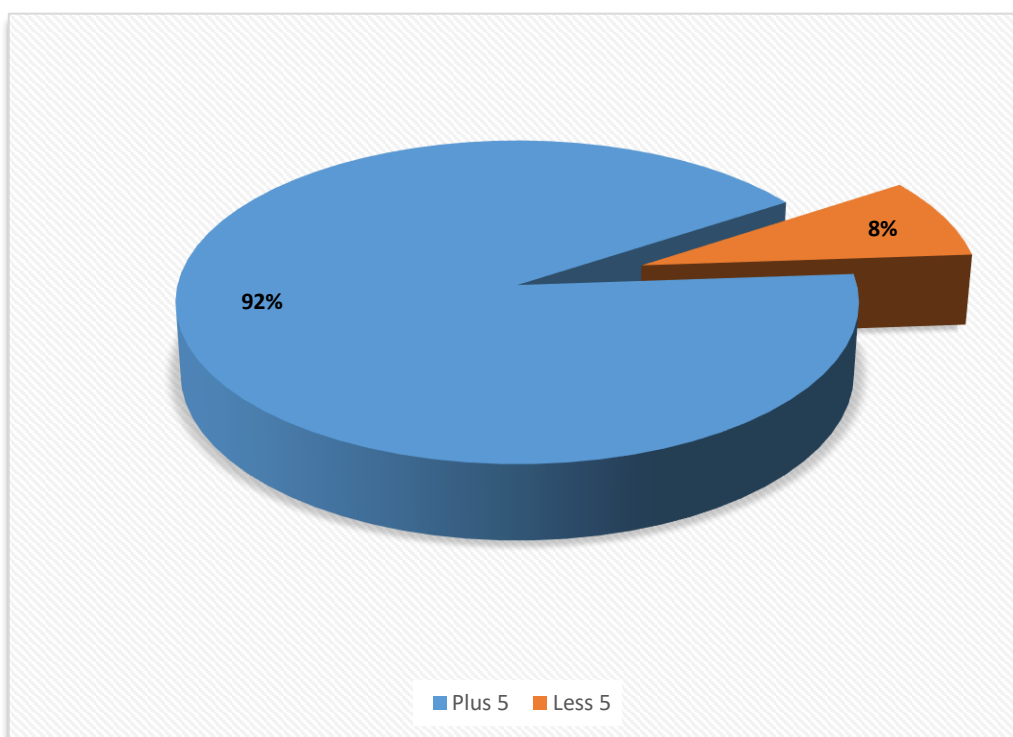

Figure 2.2: Pie chart of the pupils' results at the second semester in the French language.

II. English language:

* First semester:

Table2.5: Pupils' results at the 1st semester in the English language.

Marks	N	%
+5	32	86%
-5	5	14%

As the results in this table show, 5 out of 37 pupils did not get the grade who they represent 14% while, 32 student were able to get the mark with the rate of 86%.
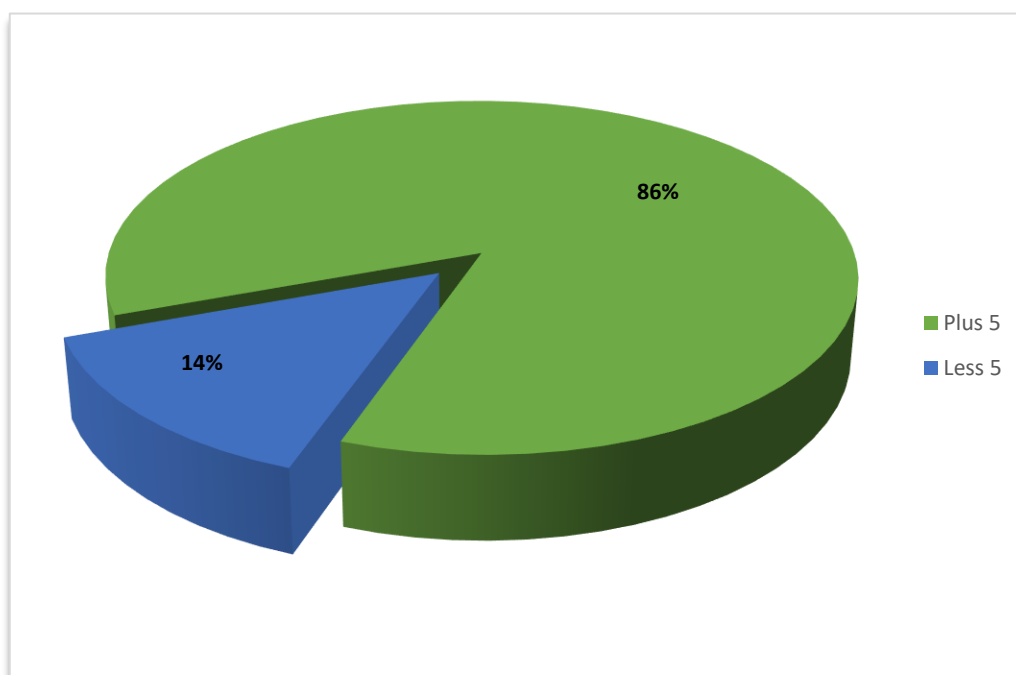

Figure2.3: Pie chart of the pupils' results at the first semester in the English language.

* Second semester:

Table2.6: Pupils' results at the 2nd semester in the English language.

Marks	N	%
+5	37	100%
-5	0	0%

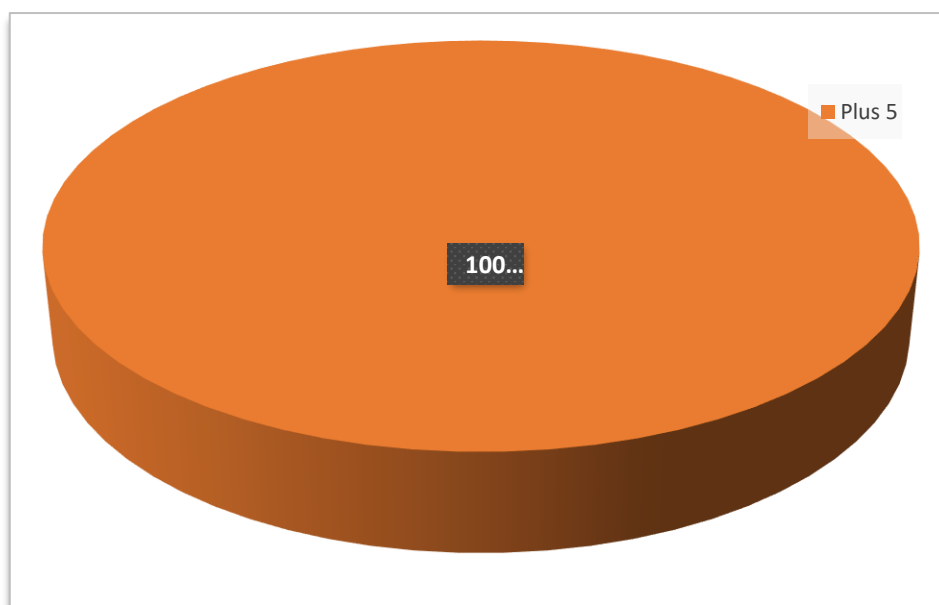As it can be seen, the whole class get the mark at the second semester in the English language.

Figure2.4: Pie chart of the pupils' results at the second semester in the English language.

2.6 The Discussion of the Results

The data obtained from the teacher's questionnaire reveal that the French teacher was not satisfied with the ministerial decision that invited adding English to the primary education program, and she encountered some difficulties during her

teaching process since her pupils got confused with English, which explained their usage of some English words in her session. However, they use the native language as a backup when they forget some words in French or how to express what they want. In addition, she mentions that learning English does not affect the course of teaching French, which is the opposite for the English teacher, who expressed her satisfaction about the notion of integrating the English language into the education curriculum of the elementary school, and she did not suffer from the issue of linguistic confusion with her pupils during her teaching process. Also, according to her, the course of teaching French could be affected by learning English.

It is also shown that both of the teachers agreed that teaching two foreign languages to third-year primary school pupils puts a lot of pressure on the children, in addition to the unsuccessful time distribution, which was not helpful to either the teachers or the pupils, and they considered it one of the reasons that led to the misunderstanding problem.

Furthermore, after analyzing the pupils' results in the first and second semesters in the two languages, we can say that the majority of the class got good marks in the two semesters, which led us to believe that children grasped the two languages successfully.

The data obtained from the interview with the English teacher gave us a glimpse into what the future of the French language in primary education could look like in the coming years, whether it will be optional or omitting one of the two languages from the third year and teaching the other in the fourth year and relying on teaching one foreign language in the 3rd year of primary school.

To conclude, we can say that there is a recognizable improvement in the pupils level in the two foreign languages, and even though they get confused sometimes between French and English, especially while learning French, this does not prevent them from learning both languages. We can also assume from the findings that the common point among teachers is the inefficiency of time

distribution and unsuccessful planning by policymakers.

2.7 Conclusion

As a conclusion of the study conducted, it seems that most of the pupils were able to learn both languages and get good grades, although they sometimes suffered from the confusion between the two languages, especially during French session. The results of the questionnaires and the interview show that both teachers had the same problem, which was inefficient time management, which was negative to both teachers and students and put a lot of pressure on them. Additionally, the status and future of French in primary school might change in the next few years, especially with the presence of a new foreign language, which is English, and this can be done either by deleting it or leaving it optional. Consequently, the first hypothesis that "the English language has a significant impact on French" is accepted since the pupils get confused between French and English during French session which is not the case for English session. On the other hand, the elicited data from the interview and the observation in the sessions of French and English supports what has been hypothesized earlier in the second hypothesis, since the educational curriculum of the English language seems to be easier compared to the complex curriculum of the French language, where this latter focuses on writing more than speaking, which is the opposite of the English program, which makes learning English easier and faster for pupils. Also, the third hypothesis that "using language games in teaching French and using animated movies for kids in teaching vocabulary by parents should encourage their kids to speak French at home" is rejected since Sidi Mjahed is a remote area that lacks transportation and also suffers from a lack of Internet access, which makes the parents unable to encourage their kids to learn French at home, which makes the primary school the only place where children in Sidi Mjahed could learn French and English.

Pedagogical recommendations:

Based on our research findings, the present study offers some pedagogical recommendations in order to improve students' proficiency in learning French and English while avoiding linguistic misunderstandings.

❖ In primary schools, children deserve to be given the option of selecting their first foreign language.

❖ The adoption of English in primary schools should be reconsidered by the Ministry of Education.

❖ Algerian officials, educators, and policymakers should consider the society's needs and aspirations and engage in bottom-up language planning approaches that guarantee linguistic rights and respect the aspirations of the masses in order to achieve more linguistic balance within the Algerian speech community.

❖ The educational curricula of the English and French languages must be equivalent in terms of the number of lessons and should focus on building speaking and reading abilities rather than writing and speaking skills, which require a long time to develop and need a successful time distribution to help in this.

General

Conclusion

General conclusion

This piece of research shed light on the 'linguistic confusion' issue that the third year pupils in primary school had sufferd from it. The current study seeks to provide a variety of causes for this problematic situation, taking into account the significant influence of English on learning French. Furthermore, this research demonstrated the position and the status of English and French in Algeria generally and in the Algerian education specifically. In addition to that, it reviewed the importance of teaching and learning English at the primary level and mentioned variety of strategies and learning English in the primary school and made a comparison between English and French which gives some similarities and diffrences between the two languages and illusrating with examples. Also, it mention a number of challenges that could face children whom learning two foreign languages at the same time and brought light the impact of English on learning French language at the primary level. The data obtained from the questionnaire showed the English teacher did not encounter any difficulties during her teaching process. On the contrary, the findings proved that the studied issue could be seen with French teacher which faced some challanges in while teaching her pupils since they get confused with English sometimes and also because of the complex program that French language has and to the unsuitable time distribution. Hence, the first hypothesis is accepted. The gathered results from the interview and observation could confirm to a large extent the second hypothesis which was stated as the pupils may find learning English easier than French thanks to it educational program which is more complicated than English curriculum. The third hypothesis, "using language games in teaching French and animated movies for kids in teaching vocabulary by parents should encourage their kids to speak French at home," is rejected since Sidi Mjahed is a remote region with limited transportation and Internet access, making it difficult for parents to encourage their children to learn

French at home. At the end, on the basis of the results obtained from the questionnaire and the interview, some pedagogical recommendations have been proposed in order to develop pupils' proficiency in learning French and English whitout runnig into linguistic confusion between the the two languages. The investigation indicates that there is a mismatch between Algerian language policy and foreign language needs. The data suggest that language planning in the country is done from the top down because, while English is the dominant foreign language in the world, French is still the second language in Algeria for political, historical, and economic reasons. It may be some time before Algeria's foreign language policy reconsiders the status of English. Nevertheless, To achieve more linguistic balance within the Algerian speech community, Algerian officials, educators, and policymakers should take the needs and aspirations of society into account and engage in a bottom-up language planning approach that guarantees linguistic rights, respects the aspirations of the masses, and is detached from political and economic influences.

<u>Summary</u>:

This study investigates the factors contributing to linguistic confusion between English and French among third-year primary school students after English was introduced into the elementary school curriculum. It aims to develop students' abilities in both languages while minimizing misunderstandings. Data was collected through questionnaires and interviews, and pedagogical recommendations were offered.

The analysis reveals a gap between Algerian language policy and foreign language needs, with French remaining Algeria's second language due to political, historical, and economic reasons.

Thus, in order to achieve more linguistic balance within the Algerian speech community, Algerian officials, educators, and policymakers should consider societal needs and aspirations and take part in a bottom-up language planning approach that ensures linguistic rights, respects the desires of the crowds, and is free of political and financial influences.

Key words: English, French, Language, Algerian, Linguistic Confusion, primary school.

<u>Résumé</u>:

Cette étude examine les facteurs qui contribuent à la confusion linguistique entre le français et l'anglais chez les élèves de troisième année du primaire après l'introduction de l'anglais dans le programme d'études primaires. Il vise à développer les capacités des élèves dans les deux langues tout en minimisant les malentendus. Les données ont été recueillies au moyen de questionnaires et d'entrevues et des recommandations pédagogiques ont été formulées.

72

L'analyse révèle un écart entre la politique linguistique algérienne et les besoins en langues étrangères, le français restant la deuxième langue algérienne pour des raisons politiques, historiques et économiques.

Ainsi, afin d'atteindre un meilleur équilibre linguistique au sein de la communauté de la parole algérienne, les responsables algériens, les éducateurs et les décideurs devraient tenir compte des besoins et des aspirations de la société et prendre part à une approche de planification linguistique ascendante qui garantit les droits linguistiques, respecte les désirs des foules et est libre d'influences politiques et financières.

Mots clés: Anglais, Français, La langue, Algérienne, La Confusion Linguistique, primaire.

الملخص:

تبحث هذه الدراسة في العوامل التي تساهم في الخلط اللغوي بين اللغتين الإنجليزية والفرنسية بين طلاب الصف الثالث من المدرسة الابتدائية بعد إدراج اللغة الإنجليزية في مناهج المدرسة الابتدائية. ويهدف إلى تطوير قدرات الطلاب في كلتا اللغتين مع تقليل سوء الفهم. وتم جمع البيانات من خلال الاستبيانات والمقابلات، وقدمت توصيات تربوية.

يكشف التحليل عن فجوة بين سياسة اللغة الجزائرية واحتياجات اللغة الأجنبية، مع بقاء اللغة الفرنسية هي اللغة الثانية للجزائر لأسباب سياسية وتاريخية واقتصادية.

وبالتالي، من أجل تحقيق المزيد من التوازن اللغوي داخل مجتمع الكلام الجزائري، يجب على المسؤولين والمربين وصانعي السياسات الجزائريين النظر في الاحتياجات والتطلعات المجتمعية والمشاركة في نهج تخطيط اللغة من القاعدة إلى القمة الذي يضمن الحقوق اللغوية، ويحترم رغبات الحشود، وخالية من التأثيرات السياسية والمالية.

الكلمات المفتاحية : الإنجليزية ، الفرنسية ، اللغة ، الجزائري ، الخلط اللغوي ، المدرسة الابتدائية .

References

Age of Acquisition of New Language. Institute for Learning & Brain Sciences. (2015). Module 6: Language Development: Learning the Sounds of Language [online module]. University of Washington. https://doi.org/10.6069/xey8-qt95/

Abbassi, M.A. & Hakime, H. (2020). An exploration of the main challenges and requirements of introducing English as a Second Language (ESL) to the Algerian Primary School (Master dissertation, Department of Letters and English Language, University of 8 Mai 1945, Guelma). Retrieved from https://dspace.univ-guelma.dz/

A New Hybrid Metric for Verifying Parallel Corpora of Arabic English - Scientific Figure on ResearchGate. Available from: https://www.researchgate.net/figure/A-list-of-differences-between-the-Arabic-and-English-languages_tbl1_272193990/ [accessed 26 Feb, 2024]

Bonfiglio, C. (2016). Challenges and Solutions of Raising Bilingual Kids. Bilingual Kidspot. Retrieved from https://bilingualkidspot.com/

Crystal, D. (1997). English language as a global language. Retrieved from https://books.google.dz/books/about/English_as_a_Global_Language

Cahayati, P. & Suwarsih, M. (2019). Teaching English in Primary Schools: Benefits and Challenges. Retrieved from https://www.atlantis-press.com/

Graddol, D. (1997). The future of English?: A guide to forecasting the popularity of the English language in the 21st century

Hamidani, S. (2020). Colonial legacy in Algerian-French relations
https://doi.org/10.1525/caa.2020.13.1.69

Saad-Allah, A, K. (2023). The Politics of language in Algerian Education. The Carnegie Endowment for International Peace.
https://carnegieendowment.org/sada/90230/

Temmam, M. (2021). Foreign languages rivarly in the Algerian Higher education: English vs French (Master dissertation, Science and Technology Faculty, Adrar Universti, Algeria). Retrieved from https://dspace.univadrar.edu.dz/

Wang, Y. (2018). Strategy Study on Primary School English Game Teaching. Retrieved from https://www.atlantis-press.com/