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Language Influence on Pupils' Pronunciation:
Simultaneous Learning of French and English in
Third-Year Primary level at Toumi Mohammed
Primary School in Naama

**Dissertation Submitted to the English Department in Partial Fulfilment of
the Requirements for the Degree of Master in Linguistics**

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Statement of Originality

We, Boukhalfa Dalila and Khelifi Rim Marwa, hereby declare that our Master dissertation entitled «Language Influence on Pupils' Pronunciation: Simultaneous Learning of French and English in Third-Year Primary level at Toumi Mohammed Primary School in Naama» is entirely our own work and that we have written it in our own words, it contains no material that has been submitted previously, for the award of any other academic degree or diploma except where otherwise indicated. We also confirm that the present work contains no plagiarism and that any information taken from published or unpublished sources has been acknowledged.

Dedication 1

To Allah for his endless bounties

To my beloved mother Djemaa and my dear father Chikh, your unconditional love, support, and sacrifices have been the wind beneath my wings. Your presence has been a source of strength, your favorite daughter has graduated. I'm thankful to have you as my parents, I dedicate this work to you.

To my two stepmothers khaira and Mbraka, your care and kindness made our family whole. I am fortunate to have you both in my life.

To my wonderful siblings, to my sisters Zobida, Fatiha, Rachida, Faiza, Alia, and Sara and my chosen sisters Fatima, and Habiba throughout our lives, we've shared many good things. You've been the best ones we could ever ask for, and to my brothers AbdAlrahman, AbdAlkader, and of course the nerd one Abdelhamid, you guys have been my cheerleaders, my happy place, my shelter, and my dearest friends. Our bonds are unbreakable, and I cherish each of you dearly.

To my little nieces, and nephews AbdElhay, Mohammed, Mohammed, Yacine, Youcef, Ikhlass, Assma, Issraa, Aisha, Sara, and the little angles Joud, Mohammed, Saja.

To my grandparents, aunts, and uncles, your prayers, encouragement, and belief in me gave me strength when I needed it most.

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Last but not least I want to thank myself for being loving, kind, and supportive, for having good intentions, for daring to dream big, and being passionate in facing the challenges, and for never giving up. For believing in me and doing all this hard work, you have the whole world in front of you. Enjoy every moment and do not let anything let you down.

To all who have been part of this incredible end, words cannot express my profound gratitude. This accomplishment belongs to us all, for it was your love, faith, and support that made it possible. I hope you all are proud of me.

Boukhalfa Dalila

Dedication 2

With genuine gratitude and warmth, I dedicate this work to my wonderful parents, who have sacrificed their lives to raise the person I am today.

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Abstract

The Algerian educational system has recently been modified and more attention has been given to teaching foreign languages, mainly English. The position of English has changed from a subject taught in middle schools to one introduced in primary schools, where French forms part of the curricula. Therefore, pupils are required now to learn two foreign languages simultaneously«French and English». The present study aims to find out whether or not this experience has been successful so far, the present work aims to fill this gap by examining the need to teach foreign languages at an early age the importance of pronunciation, and the factors that affect the correct pronunciation, the anticipated hindering teaching the simultaneous learning of two languages for the Third Year Primary school pupils is successful in Algeria, and the effective methods to face any challenges when acquiring the French and English languages simultaneouslyand parents point of view due to the ministerial decision. The study employs a mixed-method approach, using questionnaires to gather data from teachers, parents, and pupils, and classroom observation. The findings suggest that while early exposure to foreign languages can benefit students cognitively, the concurrent teaching of English and French presents challenges, particularly in pronunciation due to language interference and pedagogical factors. Effective teaching strategies, such as multisensory activities and direct instruction, are recommended to reduce these challenges. The study also explores parents' attitudes toward the policy change, revealing a range of views influenced by their educational backgrounds. The research concludes with suggestions for curriculum design and support systems to enhance pronunciation acquisition in the bilingual learning environment.

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Summary

Résumé

ملخص

List of Abbreviations and Acronyms

EFL:English as a Foreign Language .

ESL: English as a Second Language .

FL: Foreign Languages .

FL1: First Foreign Language .

FL2: Second Foreign Language .

FLP:Family Language Policy.

IPA: International Phonetic Alphabet .

L1: First Language .

L2: Second Language .

TEFL: Teaching English as a Foreign Language .

TESL: Teaching English as a Second Language .

UK: United Kingdom .

%: Percent .

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General Introduction

General Introduction

Algeria is a country with a rich cultural and linguistic diversity, displays a vibrant mix of languages shaped by its historical and geographical influences. Among the most prominent are Arabic, Berber, French, and increasingly, English. This mix of languages shows Algeria's long and complex history. For a long time, French was the main foreign language taught in Algerian schools because of the country's history with France. It's used a lot in things like government, schools, and business, so it's seen as really important. But now, English is becoming more popular because it's used all around the world, especially in things like science and technology.

As a result, attempts to implement the English language teaching at the primary school In Algerian primary schools, Algerian president AbdelmadjidTebboune called for introducing the English language at the primary program in a presidential speech in July 2022. The president asserted that the English language is international, unlike the French language, which is a war trophy. As a result, the National Education Minister, AbdelhakimBelabed announced the implementation of the presidential decision at the beginning of the school year 2022/2023 for the third-year primary school pupils This academic year (2022/2023), the decision was to reintroduce the English language at the primary school providing that it is to be studied along with the French language by the pupils. In other terms, those pupils are required to study two FLs simultaneously, which might be a challenging task for them, One big challenge is getting the pronunciation right – saying words the correct way. This can be influenced by lots of factors whether internal or external and how much practice kids get and how they're taught.which could be also difficult for teachers, and parents, Even though French has been the main language for pronunciation rules, the rise of English means things might be changing. This shows how languages are always evolving.

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Even though mastering foreign languages is decisive for Algerians to access universality, as it is the language of science and technology, introducing English at the primary school level is considered a major step forward for Algeria's educational system. However, this decision has raised concerns among politicians, teachers, and parents, who view it as reckless and rushed. A former English teacher, Ahmed Tissa (2022), expressed his viewpoint on the limitations of adding English to the primary curriculum besides Arabic, French, and in some schools, Tamazight, arguing that this language combination can confuse students. Similarly, Tebba (2022) published an article in an online newspaper, stating parents' fears and anxiety about the heavy subject load and the potential impact on their children's educational outcomes in terms of foreign language learning after the simultaneous introduction of English and French. The success of this adaptation is related to the efforts made by the Ministry of Education, in consonance with Mazkour (2022): Effective primary English education hinges on a developmentally-appropriate curriculum. Therefore, the objectives of this study can be summarised as follows :

This study aims to investigate the integration of English and French in primary school curricula in Algeria, analyze teaching methods in Algerian schools, assess the benefits of language learning for young learners, explore pronunciation's importance, systems, and challenges in English and French, and suggest recommendations for effective teaching strategies, curriculum design, and support systems to facilitate better pronunciation acquisition for Algerian pupils learning French and English concurrently at the primary school level.

in this respect, the current study attempts to answer the following questions :

How does the simultaneous introduction of English and French as foreign languages in the 3rd grade of Algerian primary schools affect pupils'

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pronunciation abilities in these languages?

Accordingly, to develop deeper into the main research question, the following sub-questions are proposed :

- Do primary school pupils in Algeria benefit from learning foreign languages at an early age?
- How does teaching both English and French influence the learning experience of primary school pupils in Algeria?
- what is the role of pronunciation in picking up new languages and what are the factors that affect correct pronunciation?
- What challenges do teachers face when teaching the pronunciation of English and French to primary school pupils, and what methods or techniques can be most effective?
- What are the parents' attitudes towards the implementation of English in primary school?

To answer the questions above, the following hypotheses were formulated :

- It propose that Teaching pupils English and French in primary school can help them a lot with an emphasis on developing proficiency from an early age, and help them talk better with others, and give them more chances to perform well in school and jobs later on.
- It is anticipated that pupils would experience interference and confusion between the pronunciation rules of French and English, leading to difficulties in accurately pronouncing words in both languages.
- It is expected that pronunciation plays a critical role in the acquisition of new languages by enhancing phonetic awareness and facilitating communication fluency. It is hypothesized that External and internal factors might impact young learners' pronunciation development in French and English.

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- Probably some of the challenges faced by the teachers are dealing with pupils and managing the classroom, It is believed that getting the right pronunciation might be tough because French and English sound different, and the dialect that young learners speak at home may affect foreign languages acquisition.

- It is hypothesized that Algerian parents have both positive and negative attitudes towards the implementation of English in primary schools.

- This study. Initially, explores the linguistic landscape of Algeria, providing a brief history of language teaching in the country and differentiating between foreign languages and second languages. It examines the status of foreign languages, particularly French and English, in the Algerian education system, with a focus on their introduction at the primary school level. The chapter defines pronunciation and compares the French and English pronunciation systems, focusing on the importance of accurate pronunciation for young learners. It investigates the factors that influence correct pronunciation, such as language interference and teaching methods, as well as the specific challenges pupils face when learning both languages simultaneously. The chapter also discusses how teachers can address pronunciation errors through effective teaching strategies. Finally, it explores the viewpoints of parents regarding the simultaneous teaching of multiple languages to their children in primary school, considering their concerns and attitudes towards this approach.

-The second chapter adopts a practical approach, conducting fieldwork to examine teachers, parents, and pupils, anticipating teaching multiple languages in primary schools challenges in 3rd-year primary school, and the effectiveness of tailored training programs in addressing these issues. It details the research methodology, discusses the research objectives, research design, data collection instruments, data analysis and interpretation of findings, pedagogical

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suggestions and recommendations, and the research limitations and restrictions. Moreover, the study offers suggestions, recommendations, and avenues for further research to contribute to the teachers, parents, pupils, and educational program directors to address the challenges and enhance the language learning experience for young learners.

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1.1.Introduction

This chapter provides the Language Influence on Pupils' Pronunciation: Simultaneous Learning of French and English in Third-Year Primary level at Toumi Mohammed Primary School in Naama. It delves diversity of Languages in Algeria. A brief history of teaching languages in Algeria foreign languages in primary school outlines the role of English as a global language. The chapter further examines The Implementation of English and French at the Primary Level, the Benefits of Teaching English and French to Young Learners, and the challenges of teaching English and French to young learners, it defines pronunciation;Moreover, this chapter focuses on the differences between French and English pronunciation level, the influence of the mother tongue, the factors that affect the correct pronunciation, pronunciation challenges that face the pupils, and How teachers deal with committed mistakes by adopting effective methods Finally, it explores the viewpoints of parents regarding the simultaneous teaching of multiple languages to their children in primary school, considering their concerns and attitudes towards this approach.

1.2.Linguistics Landscape of Algeria

Many countries have multiple languages spoken by their people. Algeria is one example with a complicated mixture of languages, resulting from its colonial and cultural history. The main languages used in Algeria are Modern Standard Arabic, Algerian Arabic dialect, Berber language, and French.

Modern Standard Arabic is the language of the Quran and is viewed as the most important form of written Arabic. However, it is only used in religious contexts, and education, rather than daily casual conversations by Algerians.

The Algerian Arabic dialect, known as "Darija", belongs to the Maghrebi Arabic dialect group. This is the informal variety that Algerians use for daily communication.

The Berber language was able to survive through centuries despite numerous

foreign conquests, including the Arab Islamic invasions. Currently, Only around 25% of Algerians speak Berber now. It became a national language in 2001 and an official language in 2015. The main Berber dialects in Algeria are Kabyle, Chaoui, Mzabi, Tamasheq, and Chenwi.

The French language has a major presence in Algeria, which has the world's second-largest Francophone population globally after gaining independence from France in 1962. French continues to be widely used not just informally but also in government, media, business, higher education, and sciences. but now, according to Abid-Houcine (2007p143-156), while French remains prevalent, English is becoming increasingly popular among Algerians.

1.3. Brief History of Teaching Languages in Algeria :

To better understand teaching languages in Algeria and its identity issues, a brief historical overview of the linguistic landscape during and after colonization is going to be explained. first, before the France invasion in 1830, Algeria was considered part of the Ottoman Empire's western territories, though local Muslim leaders enjoyed considerable self-governance. The Ottoman presence meant Turkish was one of the languages used in Algeria before French colonizations. "Against the context of this loose imperialism, pre-1830 Algeria was the site of many languages: Ottoman Turkish, literary or classical Arabic, local Arabic colloquial, Berber variants, and, on the coast, even sabir, a 'medieval Mediterranean pidgin', the blended elements of Arabic, Spanish, Provençal, and other Mediterranean languages" (Benrabeh, 2013, p. 23). This quote marks the rich linguistic tapestry of pre-colonial Algeria, emphasizing its multicultural and multilingual heritage. The presence of numerous languages suggests a vibrant and diverse society where multiple cultures intersect and influence each other.

After that, Before 1830, Algerians attended religious schools (also known as

Madrassas) where the Koran was used to provide literacy; subjects such as Geography, Astronomy, Medicine, and Math were also offered for some (Benrabah, 1999, p. 47-48). Al-Azhar University in Egypt and El-Zaytouna University in Tunisia provided higher education for some others (Benrabah, 1999, p. 48). This illustrates the structured educational system in place before French colonization, which integrated religious and secular studies. It reflects the importance of religious institutions in promoting literacy and education during the French colonization of Algeria from 1830 to 1962) As quoted by Laitin (1992: 12, 83-84 cited in Sharkey 1012: 432), the French colonial officials wanted to spread the French language in Algeria the same way it has been done in mainland France since 1953. The colonizer wanted to exclude Arabic by reducing its value and status and replacing it with the French language. According to Ezzaki and Wagner (1992, quoted in Bellalem, 2012:1),.This action by the French colonial authorities aimed to undermine the status of Arabic and promote French as the dominant language. It reflects the broader colonial strategy of linguistic and cultural assimilation.

"France closed all community schools where Arabic was taught and introduced Arabic as a second language in some schools". Murphy (1977 quoted in Bellalem, 2012:1)This action by the French colonial authorities aimed to undermine the status of Arabic and promote French as the dominant language. It reflects the broader colonial strategy of linguistic and cultural assimilation.adds: "Hence, the general educational policy was to spread the French language as a national and official language".However, the French forcibly made the official language to suppress local languages and Arabic, which represented Algerian identity, while access to French education favored the French over Algerians. while Arabic was relegated to being only a religious language used in mosques. As pointed out in Triki (2015:160)"The French historian (Michel HERBERT) found that the numbers of schools in the big

Algerian cities were established at 100 in Algiers, and 86 in Constantine and 50 in Tlemcen city, in addition to ten universities (high institutions) distributed all over the country in 1830 CE"

After the independence, Algeria has had a very complex mix of languages, as presented in Belmihoub (2012:5):

In this linguistic situation, five languages have been involved in one way or another since 1962: Algerian Arabic, Berber, Modern Standard Arabic, French, and later (1980s-1990s) English. This demonstrates the linguistic complexity in post-independence Algeria, where multiple languages coexist and reflect the country's colonial history and global influences. The addition of English in recent decades signifies a shift towards more global linguistic trends. In addition to English other foreign languages such as German, Spanish and Russian of course existed during this period, but their involvement has not been as significant as English's. Since 1962, the main languages used have been Algerian Arabic, Berber languages, Modern Standard Arabic, French, and later English from the 1980s-1990s. Other foreign languages like German, Spanish, and Russian existed too, but were not as widespread as English. Each language has its unique history and role in Algerian society. Algerians have different attitudes towards each language. Foreign languages like English, German, Spanish, and Russian are also taught in schools and universities.

1.4. Differentiating between Foreign Language and Second Language

While it can be challenging to pinpoint differences, between the definitions of a language and a foreign language as these terms are often used interchangeably researchers have undertaken studies to highlight the unique features of each. The differences, in the acronyms TESL (Teaching English as a Second Language) and TEFL (Teaching English as a Foreign Language) indicate varying levels of importance attributed by scholars to the notions of language and second language.

1.4.1. Second Language

The term second language is defined by the Merriam-Webster Dictionary As : a language that is learned in addition to the native language. For instance, in Algeria, many French speakers consider French their second language because they learned it at a young age and use it regularly, despite it not being the country's official language. Sturn (1983 p. 12-13) defines the second language as follows: The term 'second language' has two meanings. First, it refers to the chronology of language learning. A second language is any language acquired (or to be acquired) later than the native language.... Second, the term 'second language' is used to refer to the level of language command compared to primary or dominant language. In this second sense, 'second language' indicates a lower level of actual or believed proficiency. Thus, 'second' means also 'weaker' or 'secondary, L2 is frequently the official language or one of two or more recognized languages.

1.4.2- Foreign Language

According to Richards and Schmidt, a foreign language is one not widely spoken by the population of a country and not used in government, media, or daily communication. They point out that foreign languages are often taught to communicate with foreigners or to read printed material in the target language. (Richards and Schmidt, 2002, p. 206). Similarly, Rivers (198,p.09) points out: "The learning of foreign language contributes to the education of the individual by giving him access to the culture of a group of people with whom he does not have daily contact."The distinction here is that foreign languages are not used for daily interaction within the community but are learned for specific purposes like travel or cultural understanding. This situational learning context contrasts sharply with the immersive and integrative role of a second language in a community.

In the same vein, FL is usually taught in a context where the community members do not regularly speak it. Pupils often learn EFL in their home country, or sometimes on short courses in Britain, the USA, and other English-speaking countries. ESL young learners, however, are often residents of a foreign language country (Britain, USA), and who are in need to learn the target language (English) to survive and thrive in that community, doing things like renting apartments, utilizing the local health care system, and so on.

1.5.The Status of Foreign Languages in Algeria

Algeria is a multilingual country where several languages exist, including Arabic, Tamazight, and foreign languages like French and English

1.5.1.The Status of the French Language

During the French colonization of Algeria (1830-1962), cultural and linguistic aspects of the country witnessed major changes. French has replaced Arabic as the first language of the country. Due to the co-existence of Arabic and French for 132 years of colonization, a linguistic phenomenon called bilingualism has emerged in Algeria. According to (Djete, 1992), people become multilingual for a variety of causes, one of which is the imposition of a second language via colonialism. Many Algerians, specifically in large cities, speak French in association with Algerian Arabic. As a result, some of them consider French as their mother tongue, since they acquired it in their early childhood before entering school. Calvet (1974 p. 119) mentioned that: “Statically, Algeria is the most francophone country among the old colonies”). It is considered the second largest Francophone country in regards to speakers. This quote outlines that French colonization has left a lasting impact on Algeria's linguistic landscape, resulting in a bilingual society where French remains deeply embedded, particularly among the educated elite and in urban

areas



Figure 1.1. Entrance sign.

- This figure illustrates that the welcoming entrance sign to Naama, written in French, underscores the historical and ongoing influence of the French language in Algeria, reflecting the colonial legacy and its lasting impact on public signage and communication .

1.5.2.The Status of English in Algeria

English has become the language of the world since it is spoken by about 1,5 Billion people and 400 million have it as their native language. It is the language of Business, technology, travel, and entertainment. Also, it is the language of one of the most powerful countries in the world USA and the UK because language is more than just a communication tool, it is also a policy. Thereupon, learning and speaking English in Algeria became a necessity. Keep pace with the world, which makes the Algerian government try to involve English in the educational system and later in the primary school curriculum English has spread widely in recent years in Algeria and this is due to several factors such as social media where people are more likely to share their opinions with the world and communicate with everybody in English which makes many people speak in English even in the social environment. Some Algerians learn English to read books or to watch films and shows in English

because of their jobs like pilots, air hostesses, overseas companies, and military schools as well, some of them learn it because they love this language, so generally people become in a situation in which they can speak in English because it is used in many positions and sets, people start using English names for their shops, restaurants, and offices. The following figure shows the influence of English on shops and restaurants. Unlike French, English has neither a connection to Algerian history, nor is it used as a medium of instruction or communication; it is only learned in the classroom as a second foreign language (FL2) after French as the first foreign language (FL1). Therefore, from a linguistic perspective, it qualifies as a 'real' foreign language (FL) in Algeria. Ellis (200 p. 6) clarifies that "in the case of second language acquisition, the language plays an institutional and social role in the community", which is the case for the French language in Algeria. However, foreign language learning "takes place in settings where language plays no major role in the community and is primarily learned in the classroom" This quote underscores that English is increasingly being integrated into the educational system to increase global competitiveness, but its daily use is still limited compared to the pervasive presence of French.



Figure 1.2.Fast Food Restaurant in Mechria

- This figure illustrates that the fast food restaurant in Mechreya demonstrates the integration of English into local business names, indicating a shift towards a more global linguistic presence in everyday Algerian life.

1.6.Foreign Languages in The Algerian Primary School

In Algeria, Arabic is the official state language and the language of instruction in public schools. However, foreign languages are also taught starting from primary school. The main foreign languages taught are:

1.6.1.French

Since its independence in 1962, the government of Algeria has implemented a strategy to promote the use of language. This initiative has seen some success in the sector where Arabic has become dominant. By 1990 most subjects, in the baccalaureate exam were conducted in Arabic with a few courses at the university level being taught in French (Such as biology), which faced challenges due to a shortage of Arabic-speaking teachers. Despite these changes, French continued to be spoken within the community by bilingual individuals across various professional and educational settings. Benrabah (2007p. 194) notes: "From a quantitative point of view, today's Algeria is the second largest French-speaking community in the world" and "This quote draws attention to the profound and enduring impact of French colonization on Algeria's linguistic landscape. Despite efforts to prioritize Arabic, French remains deeply embedded in Algerian society. Arabization, or the language policy implemented to displace French altogether failed". Years after the Algerian independence, French was introduced at all school levels, and it was considered the first foreign language (FL1) in the Algerian educational system. In the 90s, French was taught as a first foreign language from the fourth year of primary school to the final year of secondary school. In primary school French is taught from the third to the fifth (last) year; the time allocated for French in

that stage is 3 hours per week for third-year pupils and 5 hours for fourth and fifth-year pupils.

1.6.2.English

Teaching English in primary schools is a smart move by the government. English is super useful worldwide, and starting to learn it early can open up lots of opportunities for kids and the whole country. It's like taking the first step towards an awesome future."Teaching English at primary schools requires a carefully studied educational program to suit the age of pupils, the process also requires resources to cover the cost of hiring specialized teachers"(FaouazMazkour, Media officer at Algerian's National Council of Secondary Schools). The government introduced English classes for third graders starting in the 2022-2023 school year. This was a big change because before, French was the main foreign language taught in primary schools, but now English is taking over. President Tebboune even said that English is super important for research and science, so it needs to be taught more. He announced that pupils would start learning English in primary school starting in September, the time allocated for French in that stage is 1 hour and a half per week for third-year pupils which means 2 sessions per week. This change is happening fast, partly to move away from French, which was the language of colonization. Learning English in primary school is different from learning as an adult. pupils like to play and learn through hands-on activities, so teaching English with games and role-playing is key. The government hopes that by teaching English early, kids will become more creative and have more opportunities in the future. They also want to decrease the use of French in schools since it's not as useful internationally as English. President Tebboune made this decision after hearing lots of requests from teachers and young learners during a media interview.

1.7. Teaching Foreign Languages for Young Learners

introducing learners to several languages from an early age, and providing rich environments where they hear and use those languages constantly, allows their brains to pick up and interconnect the different languages as their overall language skills progressively advance. (Piaget, 1956). Bilingual, multilingual, and polyglot children have demonstrated the ability to perceive complex relationships between concepts across languages, translate concepts with nuance, identify shared conceptual metaphors, and apply insights from one language to enrich their understanding of another (Piaget, 1956). Simultaneous language learning has been observed to enable children to perceive intricate connections between 34 previously distinct concepts, thereby allowing them to view languages as interconnected means of expression with shared, transposable, and abstract elements (Piaget, 1956). While research has suggested that simultaneous bilingualism may be associated with advanced creativity, cognitive flexibility, divergent thinking, and open-mindedness (Caine & Caine, 1994; Gardner, 1983), it is important to note that there may also be potential drawbacks or challenges associated with this approach. For instance, the initial confusion, uncertainty, or anxiety that children may experience when distinguishing between languages could result in setbacks, especially with related languages (Vygotsky, 1978). Moreover, it is possible that dividing time across multiple languages may result in slower progress or lack of fluency in any single language, and cultural understanding may be limited if time is split across many languages rather than a focused study of a few (Gardner, 1993). Despite these challenges, simultaneous language learning is an important milestone with implications for advanced learning, intellectual growth, cultural sensitivity, and success in an increasingly globalized world (Vygotsky, 1962). By nurturing the ability to identify "permutations, combinations, abstraction, and conceptual transfer" across languages, it is

possible to cultivate a mindset that values inspiration, complex understanding, fresh perspectives, and a passion for lifelong learning, discovery, and progress (Gardner, 1983).

1.7.1. The Benefits of Teaching English and French to Young Learners

Early learning to multiple languages concurrently provides children with meaningful benefits throughout their lives. Acquiring languages simultaneously from a young age may help in developing enhanced cognitive abilities, inquisitive minds, and a deeper appreciation for cultural diversity (Gardner, 1983; Piaget, 1956). This quote emphasizes the cognitive benefits of early multilingual exposure. It suggests that a rich linguistic environment can enhance children's ability to learn and integrate multiple languages simultaneously. With the capacity for simultaneous learning, children can identify intricate relationships between languages and integrate knowledge across domains in nuanced ways (Gardner, 1983). They may develop the ability to think in abstract and multidimensional terms (Piaget, 1956). According to Piaget, "Coordination of classifications marks the beginning of operations with reversible relations" which can foster new levels of creativity, inventiveness, and cognitive flexibility (Piaget, 1956). Research indicates that when children make sophisticated connections between languages, "their thinking becomes more fluid, coherent, multidimensional, integrative 35 and globally minded" (Caine & Caine, 1994). Simultaneous bilingualism may be conducive to developing advanced cognitive skills, flexibility, and openness (Caine & Caine, 1994). Learning languages through immersion concurrently may aid in strengthening focus, executive function, perspective-taking, multitasking, mental discipline, and rigor (Gardner, 1983; Piaget, 1956). Research suggests that bilingualism can offer lifelong cognitive, social, career, and lifestyle benefits (Gardner, 1983; Piaget, 1956). Simultaneous language

learning may enhance cultural sensitivity, empathy, and understanding (Caine & Caine, 1994). A love of learning, discovery, and knowledge may be nurtured through immersive multilingual experiences. Children who learn multiple languages side by side may discover the joy of learning new tongues. Languages can offer new ideas, perspectives, and ways of understanding the world, which can cultivate a thirst for intellectual growth, curiosity, and open thinking throughout life (Gardner, 1983; Piaget, 1956; Vygotsky, 1962).his quote presents a balanced view of the benefits and challenges of simultaneous bilingualism. While it acknowledges the cognitive and creative advantages, it also points out the potential difficulties, such as confusion and slower progress in any one language

1.7.2.Challenges of teaching English and French to young learners

While simultaneous language learning offers benefits, it also presents challenges. Children acquiring multiple languages concurrently may initially experience confusion, uncertainty, or anxiety as they learn to distinguish between tongues. They must learn new words and grammar and the cultural contexts in each language. This can cause temporary difficulties, especially with closely related languages (Vygotsky, 1978). Although appealing, simultaneous language learning may be idealistic. In reality, children can only focus their cognitive and linguistic resources on a limited number of languages before progress in any single tongue starts to suffer. Even gifted children have finite mental capacities that can become strained when trying to learn several languages simultaneously through immersion (Vygotsky, 1978). There is also a risk of slower progress or lack of fluency in any single language. By dividing their time, attention, and practice across multiple languages, children may progress more gradually and superficially in each. Without prolonged immersion or focused study, nuanced vocabulary, complex grammar, and

idiomatic language can be more challenging to achieve. As linguist Lev Vygotsky explained, "Mastery comes only through repeated exposure and use" (Vygotsky, 1978). Cultural understanding may also be more superficial when spread across several languages. Children must learn vocabulary and grammar and the cultural contexts, histories, beliefs, and experiences embedded in each tongue. Exposure to diverse cultures through multiple languages could lead to a fragmented or overly generalized understanding of each. Appreciation of cultural diversity may be limited if time is split across many languages rather than focused on studying a select few deeply. 37 For children, the sequential or alternating study of a smaller number of languages may facilitate greater fluency, depth, and linguistic progress at each stage (Gardner, 1993). However, with close guidance, simultaneous language learning can achieve its fullest benefits and nurture open, global, and multidimensional

1.8. Definition of pronunciation

Pronunciation means how we make the sounds of a language when we speak. It's about saying words the right way so others can understand us easily. Richard et al. (200 p. 84) define pronunciation as follows: "pronunciation includes the role of individual sounds and sound segments, that is, features at the segmental level as well as supra-segmental features such as stress, rhythm and intonation"). Proper pronunciation occurs naturally when all of the features, both segmental and supra-segmental, participate in the process. Having good pronunciation is important because it helps others understand us better, even if we make mistakes in other parts of our language. For example, someone might not use perfect grammar, but if they pronounce words well, people can still understand them. On the other hand, if someone has poor pronunciation, it can be hard for others to understand them, even if their grammar is good. so, speakers with correct pronunciation are easily understood.

1.8.1.English language pronunciation system

The English language pronunciation system can be a bit complex because it doesn't always follow a strict letter-to-sound correspondence.

1.8.1.1.Vowels

According to Roach (1991), vowels are speech sounds that cause no obstacle to the flow of the air when they are produced. Vowels in English are of three categories. There are monophthongs are single vowel sounds within a syllable: "beat" (biht), "boot" (but), diphthongs are two vowel sounds combined within a syllable: "out" (aʊt), "coin" (kɔɪn), and triphthongs are three vowel sounds combined within a syllable "fire" (faɪəɹ).

1.8.1.2.Consonants

Phonetically, consonants are described by Crystal (2008. P,103) as sounds produced by a closing or narrowing of the vocal tract. The air will be fully or partly blocked if there is audible pressure at the edges of syllables singly or in sequences. Blake (2008. P,133) distinguishes consonants as sounds that are usually shorter in length than vowels and appear at the margins of syllables. In English, consonants are classified into two categories: voiced and voiceless.

1.8.1.3.Voiced and Voiceless Consonants

Crystal (2008), The sound is voiced when the vocal cords are stretched so tightly that they vibrate during the pronunciation of a sound such as the consonants /v/ and /d/. However, when there is no vibration in the vocal cords, a voiceless consonant is produced, such as the consonants /t/ and /d/.

1.8.1.4.Stress

A huge number of scholars have discussed and investigated this subject extensively through the years. Stress, including rhythm and intonation, is a "suprasegmental or prosodic feature" in phonetics (Finch & Lira, 1982, p. 87). Stress is precisely described in the Crystal dictionary (2008p. 454) as A term used in phonetics to refer to the degree of force used in producing a syllable. The usual distinction is between stressed and unstressed syllables, the former being more prominent than the latter (and marked in transcription with a raised vertical line, [ˈ]). The prominence is usually due to an increase in loudness of the stressed syllable, but increases in length and often pitch may contribute to the overall impression of prominence. In popular usage, 'stress' is usually equated with an undifferentiated notion of 'emphasis' or 'strength'. It should be noted that multi-syllable words may contain more than one stress. i.e., primary and secondary stress. As a result, dealing with the stress of one-syllable words would be all too straightforward. However, he/she will encounter difficulties while attempting to recognize the stress in multi-syllable words. In certain situations, the stress positioning can be easily anticipated without some effort. For eg, two-syllable words with the "schwa" sound, which is never stressed, in one of the syllables would immediately put the stress on the other syllable with no "schwa," such as the word "again." Since /ə/ is always unstressed, the stressed syllable is /gen/.

1.8.1.5.Intonation

The rise and fall of pitch in speech. English uses intonation for:

- **Emphasis:** "You broke my **favorite** vase!" (higher pitch on "favorite")
- **Questions:** "You broke my favorite vase?" (rising intonation).

1.8.2. French language pronunciation System

French has distinct sounds compared to English, including:

1.8.2.1. Nasal Vowels

A Hallmark of French Phonology One of the most notable aspects of French phonetics is the presence of nasal vowels. Unlike in English, where nasalization is not phonemic, French utilizes nasal airflow to create distinct vowel sounds. For instance, the nasal vowel “*ɑ̃*” in the word “enfant” (child) is a prime example of this phenomenon. As Tranel (1987) articulately puts it, “The nasal vowels of French are not merely an allophonic variation but constitute a separate phonemic entity altogether.”

1.8.2.2. Semi-vowels

The Bridge Between Vowels and Consonants According to Cohn (1993), “The semi-vowels in French serve to glide smoothly from one vowel sound to another, creating a fluidity that is characteristic of the language. French also employs semi-vowels, which occupy an intermediate position between vowels and consonants. The semi-vowel “*y*” in “lui” (him) exemplifies this category.”

1.8.2.3. Vowel Sounds

The Subtleties of French Vowels: Boyer & Hallé (1999) observe that “Nasalized vowels in French are not simply a nasal version of their oral counterparts; they have their own articulatory and acoustic properties.” The vowel inventory in French is more limited than in English, yet it includes nasalized vowels that add to the language’s complexity. The nasalized vowel “*ɔ̃*” in “bon” (good) is particularly noteworthy.

1.8.2.4. Consonant Sounds

The Guttural ‘R’ . Léon (1992) states, “The French ‘r’ is a classic example of a uvular fricative, a sound that gives the language its particular resonance.” The pronunciation of consonants in French can vary depending on their position within a word. The guttural “r” sound, especially at the end of words like “garçon” (boy), is a distinctive feature

1.8.2.5. Word Stress and Intonation

The Rhythm of French Fónagy (1980) notes, “Intonation in French not only serves a grammatical function but also adds a layer of emotional expression to the spoken language.” Unlike English, where stress is variable and can fall on any syllable, French typically places stress on the final syllable of a word, as in “livre” (book). Furthermore, intonation in French, much like in English, can convey different meanings. A rising intonation often indicates a question, such as in “Il est gentil?” (Is he nice?).

1.8.2.6. Linking and Liaison

The Connectivity of French Speech this feature is presented by Encrevé (1988), who remarks, “Linking and liaison in French are not random occurrences but are governed by specific phonological rules that enhance the language’s cohesion.” The concept of linking and liaison is integral to French pronunciation. Words are often connected in speech, and consonant sounds can carry over from one word to the next, as in the phrase “Je ne sais pas” (I don’t know), where “ne” and “sais” are linked.

1.9. The Importance of Pronunciation Acquisition for Young Learners

The aim of teaching pronunciation is the most essential aspect to bring up.

The reason pronunciation should be taught is identified as being far from getting learners to a native's level of oral proficiency, but it is oriented toward communicative competence. That is marked in Celce-Murcia et al., (1996p. 8), as follows: The goal of teaching pronunciation to such learners is not to make them sound like native speakers of English. Except for a few highly gifted and motivated individuals, such a goal is unrealistic. A more modest and realistic goal is to enable learners to surpass the threshold level so that their pronunciation will not detract from their ability to communicate. Macdonald (2002) emphasizes that mastering pronunciation is a key element of the learning of oral skills in a Second Language, similarly, Grant (2014: 199)underscores the necessity of pronunciation training for young learners at all levels. Both scholars stress the foundational role of pronunciation in effective language learning and its importance across all age groups. Despite, if authors arguing these statements, it is unclear why pronunciation is still considered a neglected feature of a Second Language both, teaching and learning. this indicates a gap between theoretical understanding and practical application in language education. Added to that, Celce-Murcia, Brinton and Goodwin (2010: 8) argue that "... there is a threshold level of pronunciation for non-native speakers of English; if they fall behind this threshold, they will have oral communication issues no matter how excellent and extensive their control of English grammar and vocabulary might be." (as cited in Grant, 2014 p 14) Regarding this last statement, teaching pronunciation is not only about learning how words sound it is ensuring speakers can understand and be understood. Furthermore,(Atli and Su Bergil, 2012p 3665) recognize pronunciation as a core component of oral proficiency in the target language. Zielinski and Yates (2014) (as cited in Grant, 2014) claim that pronunciation instruction is crucial, it has to be a priority for both learners and teachers and taught from the first day. this suggests an early and consistent focus on pronunciation in language education. introducing pronunciation from the

beginning of each level allows pupils to practice and improve their language learning process, reducing the risk of developing incorrect speaking habits. It aims to develop strong language pronunciation skills it provides better communication by allowing them to express themselves clearly and accurately, preventing miscommunication. It improves listening comprehension and cognitive development by training learners to recognize correct pronunciations. Good pronunciation boosts confidence, encouraging active participation and self-expression. In the academic realm, it facilitates understanding educational materials, engaging in discussions, and performing well in exams, contributing to overall success. Moreover, effective communication through proper pronunciation is an essential skill for career readiness, enhancing learners' competitiveness in the professional world. Thus, mastering Foreign language pronunciation from an early age provides learners with a strong foundation for clear communication, cognitive growth, confidence-building, academic achievement, and future career prospects.

1.10 A Comparative Analysis of Pronunciation Levels in French and English

The English and French languages have some differences in their pronunciation systems, particularly in the way consonants and vowels are articulated. Here are some key distinctions with examples:

1.10.1. Consonants

Table 1.1 Consonant Sounds

Feature	English	French	Example
Nasal vowels	No true nasal vowels	Nasal Vowels present	"bone" vs. "bon"
Uvular 'R'	Alveolar 'R'	Uvular trill/fricative	"red" vs. "rouge"
Silent Consonants	Consonants usually pronounced	Many silent consonants	"petit" (silent 't'), "deux" (silent 'x')

-The table shows that The differences between French and English consonant sounds are notable. French has nasal vowels, which are produced by allowing air to escape through the nasal cavity, as in the words "bon" (good) and "vin" (wine). English lacks true nasal vowels. Additionally, the French 'r' is typically pronounced as a uvular trill or fricative, constricting the uvula at the back of the throat, as in the word "rouge" (red). In contrast, the English 'r' is usually alveolar, produced with the tongue tip against the alveolar ridge. Furthermore, French has many words where final consonants are silent, such as the 't' in "petit" (small) or the 'x' in "deux" (two), whereas English generally pronounces all consonants in words.

1.10.2. Vowels

Table 1.2 Vowel Sounds

Feature	English	French	Example
Vowel Nasalization	No widespread nasalization	Nasalization common	"win" vs. "vin"
Vowel Length	Vowel length can change meaning	Generally consistent length	"beat" vs. "bit"
Vowel Quality	Different sets of vowel sounds	Different sets of vowel sounds	"put" vs. "tu"

-The table above shows that Vowel sounds also differ between French and English. In French, vowels can be nasalized when followed by certain nasal consonants like 'n' or 'm', allowing air to pass through the nasal cavity, as in the word "vin" (wine). English does not have widespread vowel nasalization. Moreover, English distinguishes vowel length (e.g., "beat" vs. "bit"), while French vowels generally have a consistent length, although they can vary in length based on their position in a word or phrase. The two languages also have different sets of vowel sounds, with some overlaps and some distinct vowels. For instance, the French 'u' in "tu" (you) is a more rounded and fronted vowel than the English 'u' in "put".

1.11. The Factors Influencing Accurate Pronunciation in Language Learning

1.11.1. Phonological awareness

It plays a critical role. This involves the recognizing and manipulating of sounds within a language. As stated by Yavas (2006, p. 45), "Phonological awareness is the ability to recognize and manipulate the sound structures in one's language. This skill is fundamental for the accurate articulation of phonemes, which are the building blocks of pronunciation". Yavas emphasizes that phonological awareness is important for correct pronunciation, as it allows individuals to accurately produce phonemes, the smallest units of sound in language.

1.11.2. Age

This factor significantly affects pronunciation. Research by Flege, Munro, and MacKay (1995, p. 112) indicates that "individuals who begin learning a second language at an earlier age tend to achieve more native-like pronunciation compared to those who start later". Flege, Munro, and MacKay's findings support the critical period hypothesis, suggesting that early exposure to a second language improves pronunciation proficiency to a level similar to native speakers.

1.11.3. Practicing

It vital component, Continuous and extensive exposure to the target language, along with deliberate practice, enhances pronunciation accuracy. As Derwing and Munro (2015, p. 78) assert, "Learners who are regularly exposed to the target language in various contexts and who engage in systematic

practice tend to develop better pronunciation skills". Derwing and Munro emphasize the importance of both quantity and quality of exposure, indicating that regular practice in diverse settings is essential for developing pronunciation skills.

1.11.4. Mother tongue influence

The phonological system of a learner's first language (L1) often interferes with the pronunciation of the second language (L2). According to Lado (1957, p. 23), "The sounds that exist in the L1 but not in the L2, and vice versa, pose significant challenges for learners". Lado's observation underscores that the phonological differences between a learner's first and second languages can create pronunciation challenges, making it harder to produce sounds that don't exist in their mother tongue.

1.11.5. Motivation and attitude towards the target language

Learners with a positive attitude and high motivation are more likely to put in the necessary effort to improve their pronunciation. Gardner and Lambert (1972, p. 56) note that "Attitudinal and motivational factors are strongly correlated with success in language learning, including the acquisition of accurate pronunciation". Gardner and Lambert emphasize the psychological aspect of language learning, suggesting that learners' attitudes and motivation significantly influence their pronunciation acquisition.

1.11.6. Parents' Educational Level

It is also important according to Curdt-Christiansen and Huang (2020) claimed that parents' educational level is one of the most crucial elements that affect FLP since it has a direct correlation with parental involvement and

commitment in the process of language learning and development. This quote ensures that parents' educational background impacts their ability to support their children's learning. Some parents have graduated from a higher level of education, which enables them to impart precise knowledge to their kids. On the other side, some parents have inadequate educational backgrounds and are unable to teach their children proper information (Zhou, 2020). To make this point clear Forey (2016) focused on their study in which they spoke with parents to determine whether or not their educational backgrounds are sufficient to instruct their kids in other languages. According to uneducated parents who lack the necessary abilities and language proficiency, they are unable to assist their children in learning an L2 because they lack the information necessary to do so, especially when it comes to mastering the four language skills of speaking, listening, reading, and writing.

1.12. The Pronunciation Challenges Faced by young learners

Young Algerian learners face distinct challenges when pronouncing French and English languages :

- Introduction In Algeria, where French is a dominant second language, young learners face specific difficulties in English pronunciation. These challenges arise from the differences in vowel and consonant inventories between French and English, as well as the effects of cross-linguistic interference.
- French Influence on Pronunciation The French language has a smaller range of vowel sounds compared to English, leading to difficulties in distinguishing between similar-sounding English vowels. Vanessa Montgomerie, an applied linguist, notes that “French learners often struggle with the distinction between /ɪ/ (in ‘ship’) and /e/ (in ‘bed’) due to the transfer of French vowel sounds” (Montgomerie, 2022). Additionally, the absence of the “th” sound in French means it’s often replaced in English with sounds like “t” leading to

pronunciations like “tink” for “think.”

- Pronunciation Confusion Due to Blended Learning of French and English can cause “cross-linguistic interference,” where students mix up sounds from both languages. Patrick Fouly, a professor of applied linguistics, describes how students might pronounce the ‘r’ sound in ‘girl’ with a French uvular trill, leading to confusion (Fouly, 2023).

- Individual Factors Influencing Pronunciation Motivation and individual learning styles are essential in mastering two languages at once. Marilyn Scarcella, a specialist in second language acquisition, emphasizes that “Students with a strong desire to learn English and a preference for auditory learning approaches may adapt better to this dual language learning environment” (Scarcella, 2021).

1.13.The Effective Strategies and Methods for Addressing

Pronunciation Errors

Improving English pronunciation for Algerian 3rd graders who are influenced by French requires a multifaceted approach. First, teachers must identify areas of phonological interference and bring awareness to pronunciation challenges (Lowe, 2023; Jahara, 2023). A multi-sensory teaching approach using visual aids like tongue positioning diagrams can help learners understand how to produce English sounds correctly (Shemesh, 2023; FluentU, 2023). Collaborative activities allowing peer feedback enhance engagement and learner autonomy (British Council, 2023)incorporating group activities in language learning can boost pupils' participation and self-directed learning, making the process more interactive and effective. utilizing pronunciation apps offers extra practice and instant feedback (EduPassport, 2023; FluentU, 2023)Technology serves as a useful tool for enhancing pronunciation practice and providing timely corrections. Furthermore, continuous teacher training on updated methodologies enhances their ability to addressdifficulties

(EduPassport, 2023). Above all, the process demands patience, persistence, and consistent practice from both students and teachers, as ingrained pronunciation habits take time to reshape (Emma, 2023). By implementing these strategies within a supportive environment, Algerian teachers can guide 3rd graders towards clear English pronunciation, a supportive educational environment is important for successfully teaching pronunciation to young learners.

1.14.Exploring Parental Attitudes towards Early Multilingual

Education

Usually, parents engage in their children's language teaching either actively or passively (Bartram, 2006). As stressed by Gardner (1968), two parental roles have been distinguished 'passive role' and 'active role' which mirrors the parents' attitudes towards multiple language teaching. Actively involved parents are those who display positive perspectives about their children's progress in multiple language acquisition frameworks. Gardner (1968) believed that the active role is conceptualized through monitoring the child's performance in language learning in every way possible. These parents are creating a rich environment for their children's linguistic growth. Actively engaged parents have a big role in their children's language acquisition by providing support and creating opportunities for practice and improvement.

In contrast, passively involved parents question the importance of bilingualism and convey negative thoughts about multiple language teaching by showing no interest in an L2. According to Gardner (1968), the parents' passive role is linked with their viewpoint about the L2 speech community, which means that if they have unpleasant ideas about the speakers of a given language or community, they will not encourage their children to acquire that language.

1.15.Conclusion

this chapter aims to study the Language Influence on Pupils' Pronunciation:

Simultaneous Learning of French and English in Third-Year Primary level at Toumi Mohammed Primary School in Naama, it involves a brief history of teaching languages in Algeria, the diversity of Languages in Algeria, foreign languages in primary school, The Implementation of English and French at the Primary Level, the challenges and benefits of teaching English and French to young learners, The Importance of Pronunciation for the young learner, the differences between French and English pronunciation level, and focus on The factors that affect the correct pronunciation, pronunciation challenges that face the pupils and How teachers deal with the committed by adopting an effective method. The next chapter will deal will all the above practically using a research instrument (questionnaire, classroom observation) to collect, analyze, and then interpret the results.

Chapter Two: Data Collection and Analysis

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2.1.Introduction

This chapter is concerned with the practical aspect of the study after the first chapter dealt with the literature review so this chapter is divided into two main parts. The first includes an explanation of the methodology followed in this research, in addition to the tools used to implement the study and collect data, as well as focusing on the participants in the study, who are English language and French language teachers in primary schools in Namaa. The second section deals with the analysis and discussion of the results. It also deals with the main findings that relate to the objectives of the study and the research questions through which the conclusions will be presented and discussed to help better understand the extent of the impact of the research and its achievement of the objectives set for it.

2.2.Research objective and motivation

This research focuses on providing a comprehensive analysis of Language Influence on Pupils' Pronunciation: Simultaneous Learning of French and English in Third-Year Primary level at Toumi Mohammed Primary School in Naama, it presents the benefits of teaching languages at an early age and the challenges faced by teachers in teaching pronunciation and attitudes of parents towards the simultaneous introduction of two foreign languages in primary schools

2.3.Research approaches

The current research relies on mixed method approach to gather more data (Quantitative and qualitative), the quantitative was used through the pupil's parents' and teachers' written questionnaire containing both closed and open-ended questions, which allowed for systematic collection of numerical data, on the other hand, the qualitative approach was employed through classroom observation of French and English sessions by observing the pupils and

teachers interactions, integrating these two approaches offer a full understanding and enhance the validity and credibility of the research topic.

2.4.Sampling

It is an important element of the research process, The purpose of it is to facilitate the selection of a subset of individuals or cases from a large population during the research process. “Sampling consists of selecting some part of the population to observe so that one may estimate something about the whole population.” Thomson (2012. p,01). This research addresses third-year primary school young learners and parents in Toumi Mohammed School (Naama). In addition to primary school English and French teachers. All the participants were randomly chosen, and these three samples were selected to see the opinions of each one. Thus, getting the right answers to this research question.

2.4.1.Teachers’ Profile

Four female Teachers participate in this study, two French language teachers and two English language teachers, They are between twenty-seven to thirty-five years old; their teaching experience varies from one to 5 years. The majority of them have a licensed degree, they currently teach at Toumi Mohammed Primary School.

2.4.2.Young Learners’ Profile

This study is conducted with seventy-two pupils from the same primary schools in Naama(Toumi Mohamed), the majority are eight years old, the both classes A - B were taken as a sample to observe different educational levels.

2.4.3.Parents’ Profile

The questionnaire was administered to seventy-two parents as a reflection of the learners' thoughts. This sample was randomly chosen, the majority are males (42 males and 30 females), the majority of them have a university degree and the level of the others differs from primary to high school level,

2.5.Data collection instruments

Two data instruments were used to draw a clear picture of the effects of English and French languages in Primary school in terms of pronunciation: a questionnaire to English and French teachers, parents, and pupils and also a classroom observation during French and English sessions. This study aims to elicit valuable information about the topic and the reality of teaching two FLs simultaneously in primary schools.

2.5.1.Questionnaire

The questionnaire is a useful practical research tool that consists of a series of questions that are the most natural way to gather information (Dörnyei, 2003) for gathering data or testing a hypothesis, "It is also considered to be the most flexible of tools and possesses a unique advantage over others in collecting both qualitative and quantitative information." Kabir (2016:182)

2.5.1.1.Teacher's questionnaire

To gather more data about this topic, two questionnaires were conducted with third-year primary school FL teachers in Naama. Exactly, 2 English and another 2 French teachers took place in the study, This questionnaire contains four sections this questionnaire includes eight close-ended questions. We also decided on two open-ended questions removing boundaries from the respondents' answers so that they could express themselves freely each question revolves around a specific idea: the first section consists of general information about the informant (gender, age, professional degree, teaching experience). The other three sections contain eight questions, each section

refers to a research question, the second section consists of teachers' views on English and French simultaneous learning by third-year primary school pupils, and the third section comprises three questions about the difficulties faced by teachers like pupils' confusion between languages and causes of pronunciation difficulties and the last section includes questions about the methods and techniques they use in teaching.

2.5.1.2.Pupils's questionnaire

3rd-year primary school pupils are novice English learners, the questionnaire was translated into their mother tongue (Arabic) to ensure their understanding of the questions; moreover,72 pupils have been requested to answer the questionnaire, all the questions were close-ended for the same mentioned reason. The pupils were collaborative and they answered the questionnaire with some assistance from the teacher. The questionnaire is divided into two parts. The first section It consists of four questions about gender, and age, This section is useful for gathering information about the pupils' background. The second section is devoted to their FL preference, and the easiest language in terms of pronunciation, confession between languages, and activities to overcome this issue. This part seeks to gather information about pupils' attitudes towards learning FL in general, and especially in pronunciation. The last session is like an exercise to ensure their previous answers.

2.5.1.3.Parent's questionnaire

72 parents have been requested to answer the questionnaire contains a set of questions that varies between open-ended and close-ended questions, the questionnaire was translated into their mother tongue (Arabic) to ensure their understanding of the questions, it aims to gather data from respondents about their attitudes, experiences, or opinions. It is divided into three sections. Section one is about the participant's general information (gender, academic degree). Sections two and three contain seven questions, the first three

questions are about their opinion about teaching foreign languages at an early age and if they see teaching English and French languages in 3rd year as advantageous for their kids, while the last four questions are about the challenges that face the young learners from different sides (pronunciation, causes of low result, practicing language in daily life).

2.5.2. Classroom observation

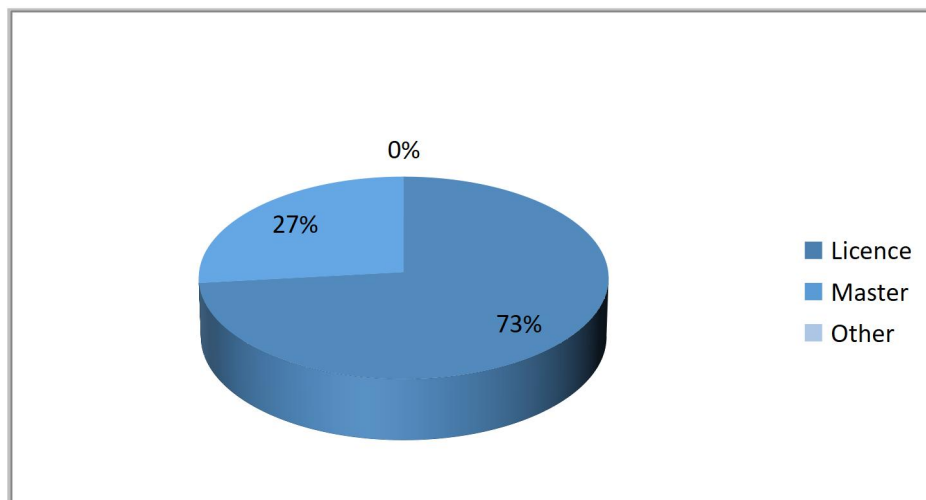
The observation planto be done with one school in Naama(Toumi Mohammed)in both classes (A-B).Four teachers (2 French teachers and 2 English teachers). The objectives behind these classroom observations are divided into three sections: to check and see the performance of both teachers in French and English and also the learners, the pupils' interaction (first section), how the teachers manage the classroom and deal with pupils (second section), the methods and techniques they use, and check the young learners' pronunciation (third section). The observation span one month,with 4 sessions for French and 4 sessions for English.

2.6. Teacher questionnaire Analysis

Q1-Gender:

-This question attempted to know the gender of teachers of French and English in primary school whether males or females. All the teachers of foreign languages were females, however gender representation does not impact the research objective and findings.

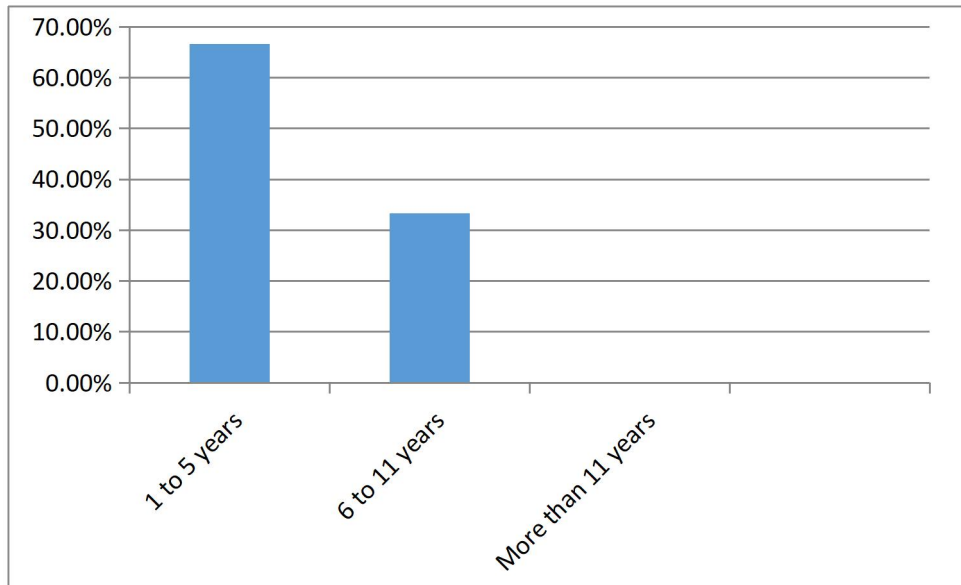
Q2-Your professional degree :



Pie chart 2.1 The professional degree

- For this question, four teachers answered, that 73 % of them were getting their Licence Diploma only, 27 % had their Master's, and the majority who held license degree were English teachers.

Q3-Your teaching experience:



Bar graph 2.1 Teaching experience

-The majority of teachers 66,66 % have no experience, and teaching English language at primary schools was their first job because English was implemented just lately,33.33% were French language teachers, and they had between six years to eleven years of teaching experience.

Q4-Why did you choose to teach English or French in the primary school as your job?

- As a warm-up, the first question aims at knowing the purpose of choosing teaching as their job. Both answers vary from dreaming of teaching since childhood, loving kids, by chance and destiny, and experiencing this kind of job (education).

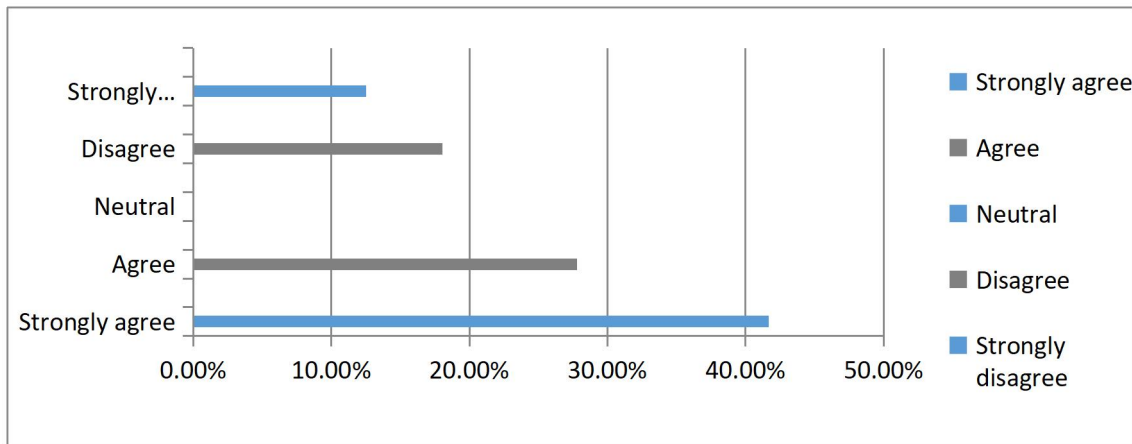
Q5- Why Do you think that the training course that you took before teaching was useful and successful?

- The second question reveals that teachers believe that this training course was useful and fruitful, the French teachers said that it was really necessary to exercise the job perfectly by helping teachers to understand exclusion and discrimination and adapt inclusive teaching methods to students with different learning needs the other hand, the English teachers said that they learned a lot from a competent inspector, so it was very helpful because it has been a long time since they got their university degree. Some teachers mentioned that the training course was about: methods and strategies of teaching, classroommanagement, child psychology, planning lessons, school legislation, rights and duties, but they said that it wasn't enough (short time).

Q6-Why Do you think that teaching languages at an early age are better?

-The next question shows Both FL teachers' opinions about teaching languages at an early age are better. The answers were similar, they reveal that learners aged from 6 to 12 years are in the best period to gain knowledge, and also because young children's brains are like sponges, they can absorb information and develop more easily during this time can lead to better language acquisition, and the learning process can be memorized easily, And also open the opportunities to young learners for having a high level in the future.

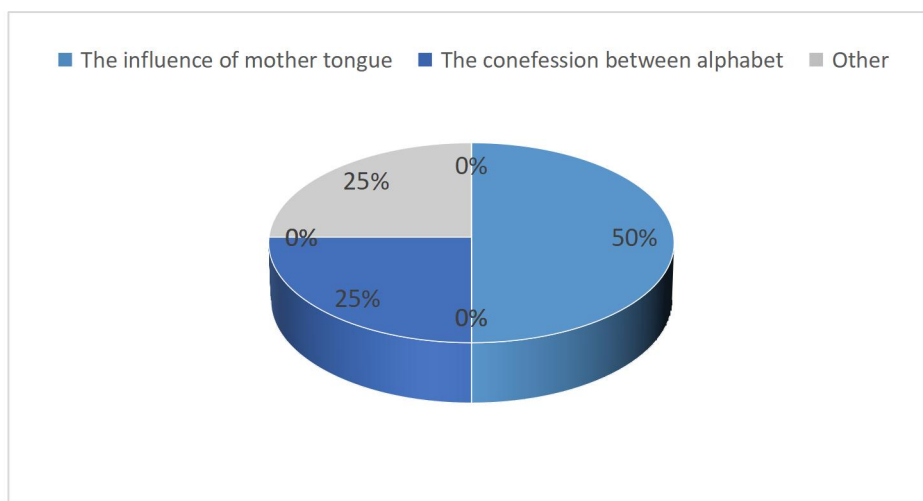
Q7-Teaching both English and French as foreign languages at the 3rd-year primary level may put pressure on the child's thinking.



Bar Graph2.2 teaching both English and French at primary school.

-The majority of teachers 41.66 % strongly agree with the idea presented in the question, they mentioned that most kids are suffering from school pressure and child psychology and pupils will mix between both languages, 27.77 % agree while 18,05 % disagree, 12,05% strongly against the idea presented in simple words they said that kids have a fresh memory, they can receive many languages.

Q8-In the case of pronunciation difficulties for pupils, then what are the reasons behind them?



Pie chart 2.2 The reasons behind pronunciation difficulties for pupils.

-As the chart shows 50 % of answers were for the influence of the mother tongue, 25 % of them were for the confession of the alphabet, and the rest 25 % were for other reasons. Here are some other common causes of pronunciation difficulties that teachers mentioned: Unfamiliar sounds where Some sounds do not exist in the learner's native language, Lack of practice in daily life, a certain level of proficiency, Motivation, and attitude Those who have less motivation and have a negative attitude toward learning the language play a big role in improving their pronunciation. Hearing ability which can cause difficulties in distinguishing certain sounds contributes to pronunciation issues.

Q9-what are the challenges that face the 3rd year primary school teachers of teaching foreign languages in Algeria :

-Both FL Teachers anticipate several challenges regarding teaching foreign languages in Algeria One significant challenge is the lack of exposure students have to the target language outside the classroom setting, hindering their ability to practice and reinforce what they have learned. Additionally, overcrowded classrooms pose a hurdle, making it difficult for teachers to provide personalized attention and ensure active participation from all pupils. Furthermore, schools in Algeria often face a scarcity of up-to-date teaching materials, such as textbooks, audio-visual aids, and other resources, which can hinder effective language instruction and offer varying levels of language proficiency.

Q10 - In your language class, do your pupils still mix up between French and English languages?

Table 2.1 The Pupils' Tendency to Confuse between French and English

Options	Teachers of English percentage	Teachers of French percentage
At the beginning of the school year only	75 %	25 %
Still exists	25%	75%

- This question allows us to determine whether pupils still mix between French and English. The table shows that the majority of the English language teachers (75%) pointed out that the inappropriate switch from French to English or vice versa happened at the beginning of the year only. The French teachers who ticked the same option represent 25% of the sample they see that happened with Many pupils at the beginning of the school year because they're learning both languages at the same time This confusion is normal and goes away with practice as they get better at both languages. However, the majority of the French teachers (75%) as well as the English teachers (25%) considered this confusion as an ongoing obstacle, which still exists in classrooms throughout the entire academic year. They think the confusion lasts all year because pupils learn at different speeds. The better you practice, the faster you can tell the languages apart.

Q11 -What are the most effective strategies to help third-year primary school pupils in Algeria overcome pronunciation issues and avoid mixing French and English?

-To address the challenges both FL teachers have proposed different strategies among the participants including Focusing on pronunciation practice through activities like tongue twisters, minimal pair drills, and repetition exercises. Contrastive analysis to highlight the differences between the sound systems of French and English, including unique sounds, stress patterns, and intonation rules, Exposing students to authentic materials like songs, and shows in both languages to train their ears, Teaching students the International Phonetic Alphabet (IPA), encouraging self-correction in a supportive manner. They recommended using technology like language-learning apps, online resources, and speech recognition software for additional practice, Incorporating a multisensory approach with visual aids, kinesthetic activities, and auditory input to reinforce pronunciation, encouraging progress to maintain confidence in their pronunciation skills.

2.7.Pupils's questionnaire Analysis

Gender :

Table 2.2 Pupil's gender

gender	Frequency	percentage
Male	39	54,16%
female	33	45,83%

- As the table shows, the participants consist of 39 male samples of young learners (54,16%) and Another 33 female samples of young learners (45,83%)

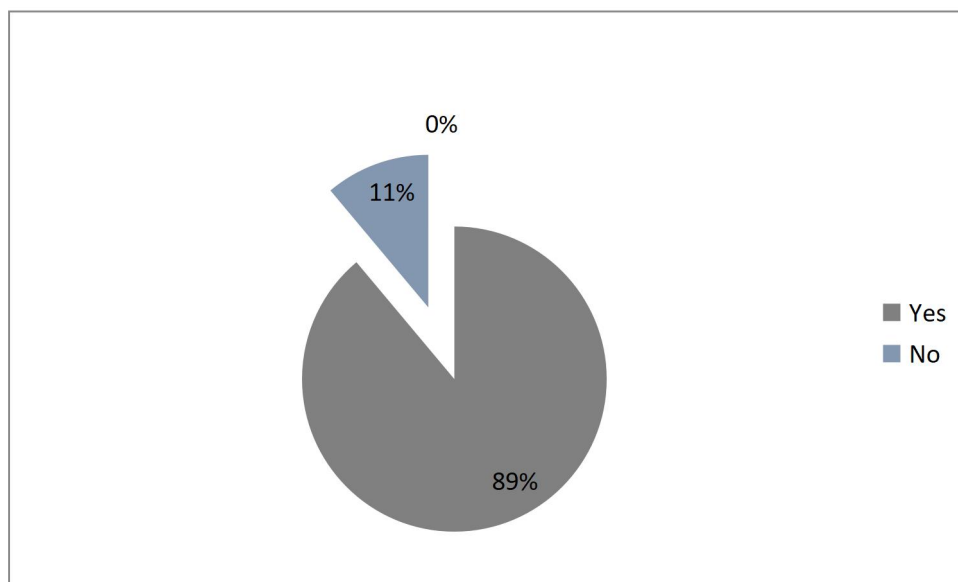
Age :

Table 2.3 Pupil's age

Age	Frequency	percentage
Seven years old	14	19.44%
Eight years old	48	66,66%
Nine years old	10	13,88%

- The table shows that the most of pupils participating in this study fall within the ages 7 and 8 and 9 years old. 19,44% of them are seven years old too young for the 3rd year primary school ideal age. In addition 66,66 % of them are eight years old and this is the appropriate age for this year, while 13,88% are nine years old, they might either not have joined the studying early or they repeated the year.

Q1-Do you enjoy studying foreign languages?

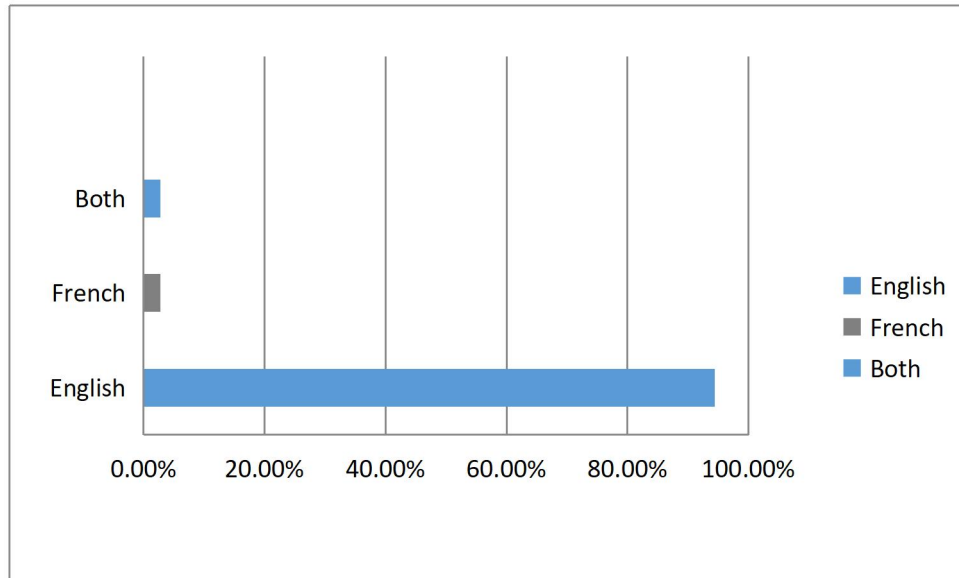


Pie Chart 2.3 Studying Foreign Languages

-In this question, pupils were asked if they like studying foreign languages 89 % of them said yes we do, but 11% of them said no we don't. We ask them

if they enjoy languages to make learning fun and address any worries they might have.

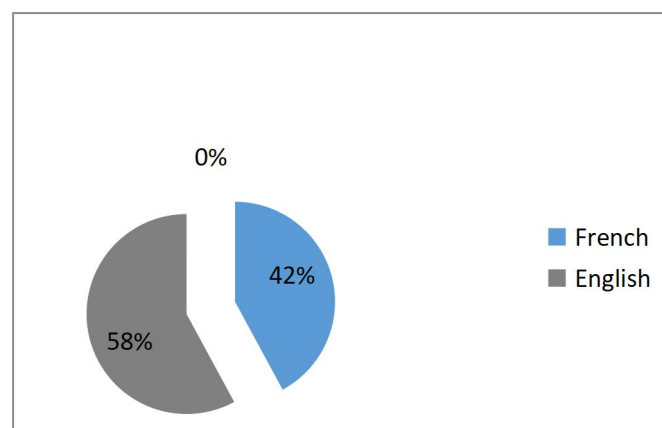
Q2-What language do you prefer?



Bar Graph 2.3 Language preference

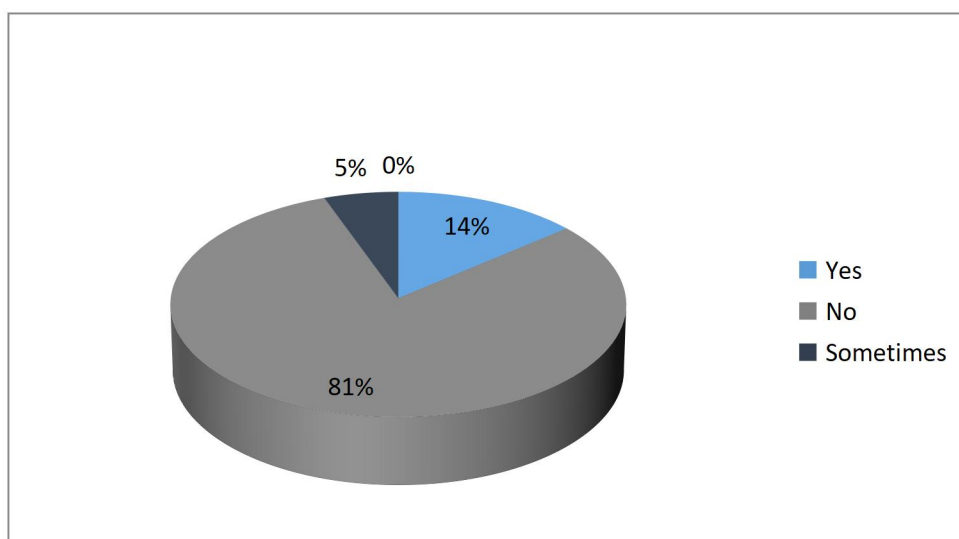
-The majority of pupils 94,99 % prefer the English language while 2,77 % prefer the same percentage for the ones who prefer the French language and both languages as an initial impression. we ask pupils about their language preferences to better understand which language they enjoy and love the most.

Q3-Which language do you find easier to pronounce?



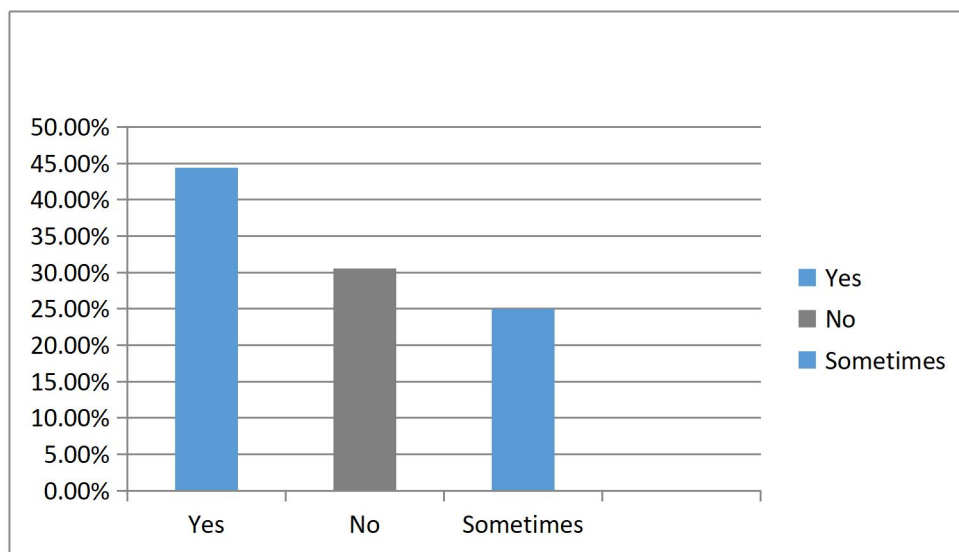
Pie chart 2.4 The easiest language in pronunciation

-This question aims to Know a pupil's initial perception of pronunciation difficulty so can help us to know the most language sounds challenging for them, as the chart shows 58 % of them pick English as the easiest language however 42% pick French language their answers based on their learning experience during the two semesters.

Q4-Can you distinguish between French and English letters?**Pie chart 2.5** Distinguish between French and English

-The data indicate that the majority of young learners 81% can not differentiate between French and English languages because Both French and English use the Latin alphabet, which means they have the same basic set of letters and share some sounds. Furthermore, 14% of them can distinguish between them because Pupils who are already learning either French or English will likely be familiar with the letters specific to that language while 5% said sometimes.

Q5-Do you engage in practical activities in class to develop pronunciation?



Bar Graph 2.4 Practical activities in class to develop pronunciation.

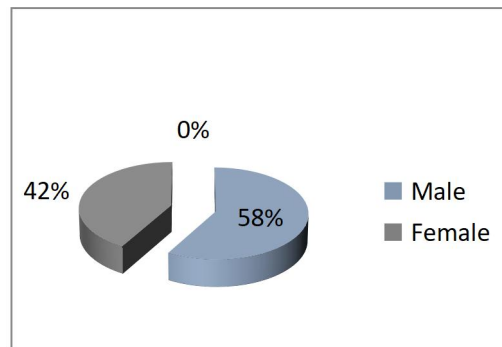
-For this question, the answers were different about whether they engage in practical activities in class to develop pronunciation or not. most of them 44,44% said Yes we do Practical activities can be more interactive and enjoyable than traditional ones, Participating in activities can help students overcome shyness and build confidence in speaking the language aloud while 30,55% said No we don't because The activity itself might be confusing or challenging, leading to frustration and making them hesitant to participate. Introverted students might prefer quieter methods of pronunciation practice and feel uncomfortable being in the spotlight during activities. the rest 25 % said sometimes maybe Some students might be anxious about making mistakes in front of their classmates during activities.

Q6-Circle the letters «e» and « i » in the following words?

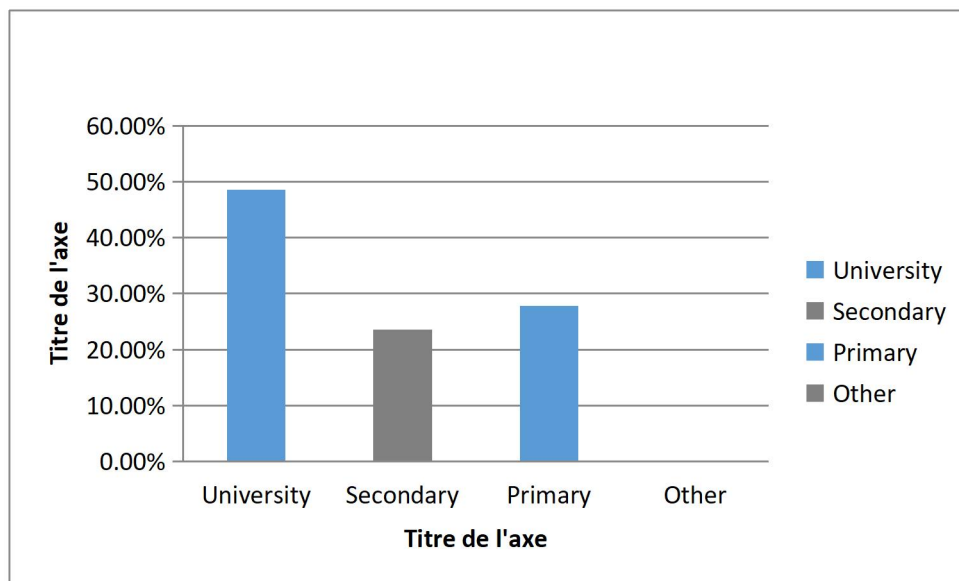
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-The majority of pupils have succeeded in the exercise.

2.8.Parents questionnaire Analysis :

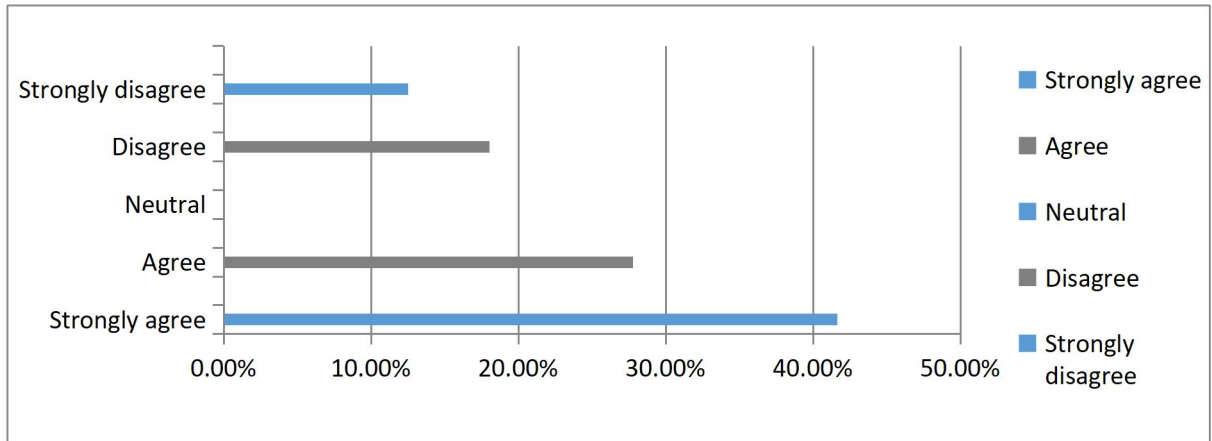
Q1- gender**Pie chart 2.6** Parents' gender

- This question aims to know the gender of parents, out of 72 parents there are 42 male and 30 female, and they are all parents of 3rd-year primary school pupils in Toumi Mohammed.

Q2-Academic degree :**Bar Graph 2.5** Academic degree.

-The majority of the parents 48,6 % have a university academic degree, 23.61 % have a secondary academic degree, while 27.77 % have a primary academic degree there are no other degrees. Parents's education can be linked to children's language learning success.

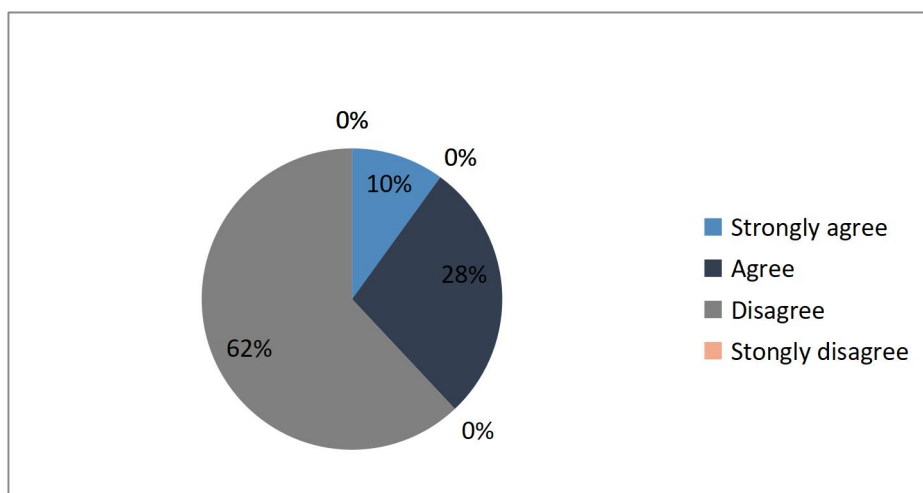
Q3-Do you agree on teaching foreign languages at an early age?



Bar Graph 2.6 Teaching foreign languages at an early age.

- The following question aims to know parents' opinions about teaching foreign languages at an early age. 41,66% strongly supported this idea, but 12,50% were strongly disagree. But 27,7% agreed and 18,05 % did not. Parents' views on teaching languages early are mixed. Some are excited about the positive impact on their child's future Others worry it might be overwhelming for young minds or even hinder their native language development.

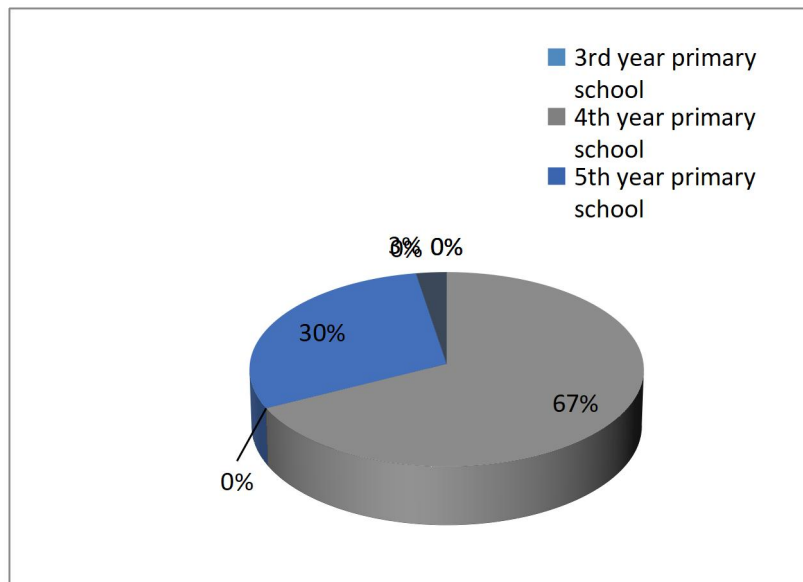
Q4-Do you agree with the implementation of the English language in 3rd year primary school?



Pie Chart 2.7 Parents' opinion on the implementation of the English language in third-year primary school.

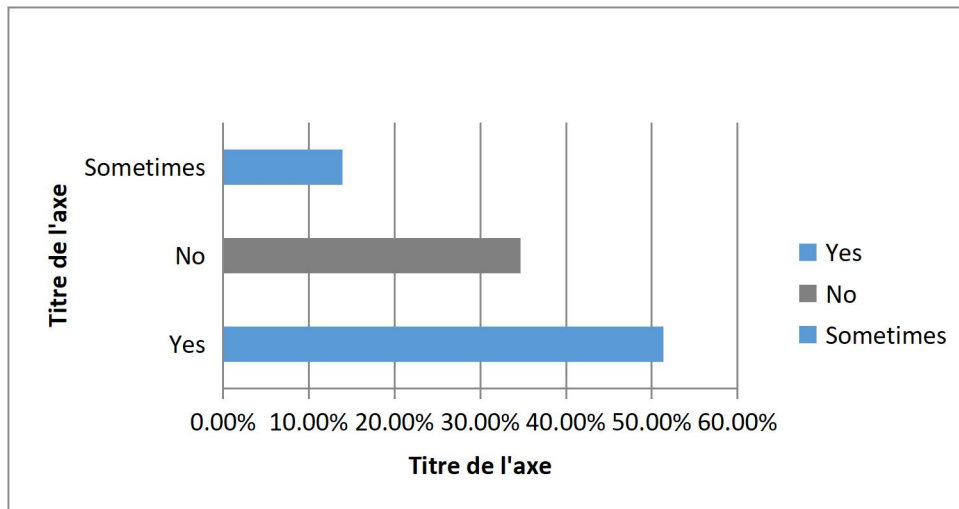
-This question aims at knowing parents' opinions about the implementation of the English language in 3rd year primary school. 62% strongly support this decision, they believe that young learners can handle learning two languages at once, however, 28% agree and 10% do not. The parents who were against this decision said they are worried because their children are learning two foreign languages simultaneously in the same year, they worry it might be too hard for them.

Q5-In which year do you think teaching English is appropriate?



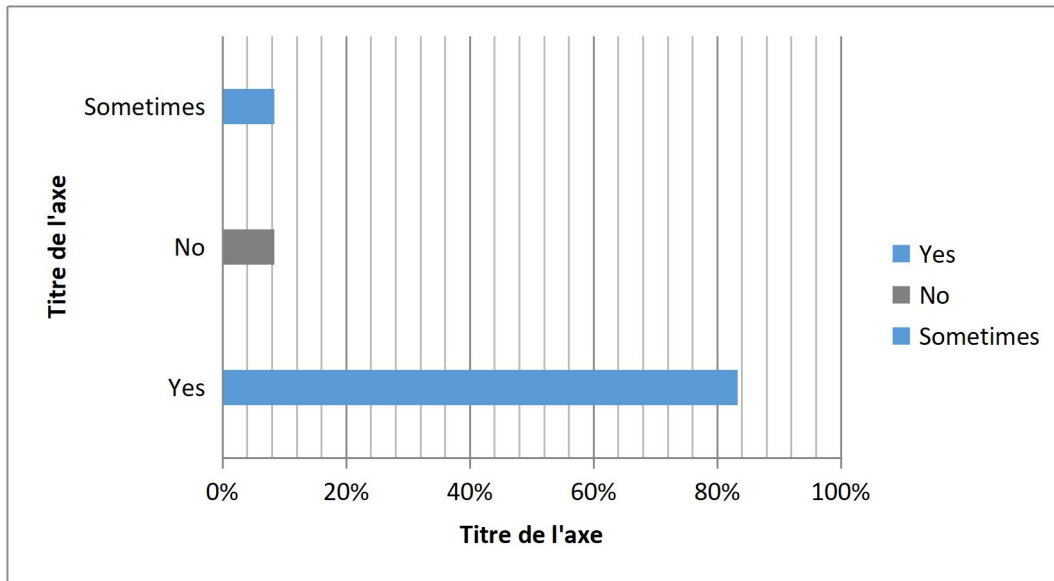
Pie chart 2.8 The appropriate year of teaching English

-The next question reveals the appropriate year of teaching the English language to their children in primary school whether in the 3rd year of primary school, 4th year primary school, 5th year primary school, or 1st year middle school. Almost all parents (67%) state that teaching at a 4th-year primary school would be beneficial and 30% said that 5th-year primary school while 3% chose the middle school as it was before the new implementation, and no one chose the 3rd-year primary school.

Q6-Do you help your child to study foreign languages at home?**Bar Graph 2.7** Parents helping their children to learn at home.

-This question aims at knowing if the parents help their children to learn English and French at home or not, and it seems that 51,38% help their children 34,72% do not, and 13,88 % said sometimes they do, parents have different approaches to helping their kids learn languages. Some focus on creating a fun and positive learning environment with games, books, and encouraging words and rewards, They want their child to feel confident and excited about learning. Others focus on more traditional methods like studying together, doing exercises, and getting extra help. Both approaches aim to motivate kids and make learning English enjoyable.

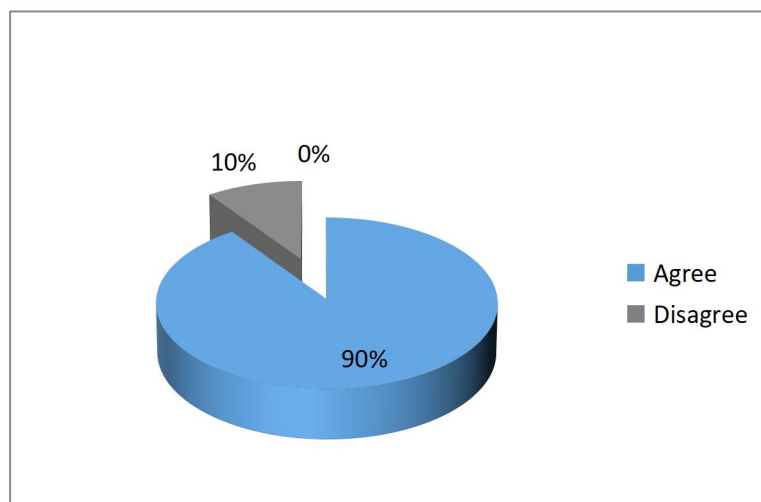
Q7-Do you see that your child has some pronunciation difficulties?



Bar Graph 2.8 Pronunciation's issues.

- In this question, they were asked if their children face some challenges in pronunciation whether English or French, 83% said Yes, the rest 8,33 % said No, and also 8,33 % said sometimes their children do face difficulties in pronunciation.

Q8-Teaching two languages simultaneously can bring your child over pressure or even confusion in acquiring the languages.



Pie chart 2.9 The confusion of teaching two languages simultaneously.

- In this question they were asked about their opinions about whether Teaching two languages simultaneously can bring their child overpressure or even confusion in acquiring the languages .90% agreed and the rest 10% disagreed. The result obtained from this question confirms the struggle that the children encounter in learning two foreign languages simultaneously.

Q9 -In your opinion, what are the reasons for the low results in foreign languages?

-Throughparents' responses the reasons behind low results are Students might be struggling in English because they don't get enough time to learn it, classes are too crowded for teachers to focus on each pupil, there aren't enough supplies, learning two new languages at once is hard, teachers might not have enough training for young kids, parents can't help at home, and the way English is taught might be boring.

2.9.Classroom Observation Results

Classroom observation was conducted with third-year primary school pupils in both classes (A-B) to check the pronunciation teaching methods and challenges faced by FL teachers. In eight observed lectures (4 sessions for French and 4 sessions in English), it was noticed that the teacher used various effective techniques to engage the young learners. They employed real-life examples, multimedia resources like pictures and videos, intelligent questioning to promote critical thinking, and collaborative activities such as competitions to enhance motivation and interaction. The teacher also aimed to create an enjoyable and suitable atmosphere through positive reinforcement and both individual and group work activities. However, challenges were observed in maintaining full control over the entire class, with some students at the back remaining disengaged. the pronunciation lesson followed a structured approach using clear examples, read aloud repeatedly, with students encouraged to repeat after the teacher for active practice. Interactive elements like identifying repeated sounds promoted auditory skills. Visual aids like

pictures representing vocabulary items supported a multi-sensory approach. The teacher assessed understanding through questioning and a rewriting exercise, allowing for formative assessment and targeted support. give activity of circling letters in words reinforced letter recognition and pronunciation while promoting a collaborative learning environment. Overall, the implementation of various activities in both English and French classes, visual aids, and interactive teaching methods can contribute to an effective and engaging learning experience for enhancing the students' pronunciation skills.

2.10. Interpretation of findings

This section analyzes the data collected from questionnaires and classroom observations to answer the research questions and compare the results with the initial hypotheses.

-The findings reveal teaching languages offers several advantages for young learners. The extended exposure allows them to grasp the language concepts and develop their language skills, potentially leading to a stronger foundation for future learning. This confirms the hypothesis that early language teaching can be beneficial for young learners.

- A disparity in teacher experience. While most French teachers have significant experience with primary school pupils, English teachers are primarily beginners. However, despite their experience level, the majority of teachers were against the simultaneous introduction of English alongside French, It could confuse students, making it harder to truly learn either language. while others believe that it has the potential to be beneficial such as Enhancing Cognitive Skills because Learning two languages can improve memory, focus, and problem-solving abilities, it also Open doors to provide future educational and professional opportunities. this confirms the hypothesis that teaching two languages at once has positive and negative impacts. that

assures the hypothesis that teaching French and English simultaneously has positive effects and negative ones.

-The data analysis shows that Teachers face numerous challenges when teaching the pronunciation of English and French to primary school pupils in Algeria. These challenges stem from linguistic factors, such as the influence of the mother tongue (L1) on pronunciation, and some similarities between the sound systems of English, and French would lead to mixing between languages. Additionally, pedagogical factors like limited teacher training in pronunciation instruction, crowded classes, and lack of authentic language exposure pose significant obstacles. Different situations and environments people live in, such as their financial status and where they live, can create advantages or disadvantages. As well as, how pupils feel about learning a language and how motivated they are to learn it can make the situation even more complicated. To overcome these challenges to help pupils improve their pronunciation skills, teachers should use a variety of effective techniques such as Engaging multiple senses through visuals, audio activities can reinforce pronunciation for different learning styles. Teachers need to provide direct instruction on challenging sounds, using comparisons to the pupils' languages and focused practice. Incorporating technology like language apps and online tools allows more pronunciation practice with feedback. Group activities like games, dialogues, and role-playing allow pupils to learn from each other through peer feedback. Exposing young learners to authentic materials and native speakers helps them understand natural pronunciation patterns. Teachers themselves should continuously learn new strategies through training workshops and courses to best support their pupils' pronunciation development. The analysis confirms the hypothesis about the challenges faced by the teachers, and building on the classroom observation proposes a set of methods to help overcome those challenges when teaching pronunciation in Algerian primary classrooms.

-The interpretation of the parent questionnaires set out to provide a clear picture of their attitudes toward introducing primary school pupils to two foreign languages at once. To start with, the results obtained from the the questionnaire indicate that the majority of them are well educated; thus, they provided valuable information concerning the importance of learning FLs at an early age, The majority of the respondents were against the decision of implementing English at primary school. Some parents didn't agree about English being taught early because they wanted their kids to focus on Arabic first, some preferred French (already being taught), some worried that teachers weren't prepared, and others thought it would be too much for young children, and they suggest the appropriate year to study is 4th-year primary school While others parents reveal the positive attitude toward the simultaneous introduction of two FLs in the primary school. The majority of the caregivers view that teaching two FLs to their children at this age is essential, especially English which they want their children to be exposed to the most. Most of them supported the decision of the Ministry of Education as it opens doors for their children's professional and educational. Besides that, the parent' background has a huge impact on their attitudes shaped nowadays the age, and educational level.the interpretation confirms there were diverse, mixed attitudes among parents toward this policy change, with some resistance but also some support for introducing two foreign languages together at the primary level in Algeria. Parental background played a role in shaping these attitudes.

-The interpretation of the pupils' questionnaires indicates that Pupils generally enjoyed learning foreign languages and found English easier to pronounce than French, though some mixing of the two languages occurred, especially early in the school year according to teachers. This emphasizes the hypothesis of young learning attitudes toward studying two languages in the same year.

2.11. Pedagogical suggestion and recommendation

Based on the results of the teachers' questionnaire and the parents' questionnaire, we suggest some recommendations for FL teachers, parents, pupils, and educational program directors :

2.11.1.Recommendations for Teachers

- Understand that confusion between French and English is normal when learning both simultaneously.
- Overcome lack of materials by using body language and continuously explaining differences.
- Design lessons considering the young age of third-year pupils.
- English teachers should gain experience in teaching this age group.

2.11.2.Recommendations for parents

- Be aware of children's needs regarding foreign language learning at this age.
- Encourage learning through hands-on experiences like games and puzzles.
- Provide suitable learning materials and atmosphere.

2.11.3.Recommendations for Pupils

- Be patient and understand that mixing languages is a normal part of the learning process
- Practice both languages consistently through exercises, games, and exposure to materials.
- Don't be afraid to make mistakes but learn from them.

- Be motivated and have a positive attitude towards learning new languages.
- Communicate any difficulties or to teachers and parents for help.

2.11.4. Recommendations for Academic planners and educational program directors

- Increase the number of English sessions per week to allow proper practice
- Assign more time for English in the primary school curriculum for equal exposure.
- Minimize the teaching workload on English teachers across multiple schools by hiring more English teachers to match the number of French teachers.
- Consult and reduce the number of pupils per classroom for better interaction and participation.

2.12. Research limitations and restrictions

This study encountered several limitations that affected the research findings, including the sample size, which may not be large enough to be fully representative, impacting the generalizability of the results. The study also acknowledges that questionnaires alone may not be sufficient for exploring the research topic, suggesting that additional research tools such as interviews could have provided more valid, reliable data. time constraints, resource availability. These limitations should be considered when interpreting the study's findings and recommendations.

2.13. Conclusion

In conclusion, this chapter has provided a comprehensive overview of the research methodology employed to investigate the research questions. It outlines the research objectives and motivation, design, and data collection instruments, and the major findings have been analyzed, discussed, and interpreted. The findings of the study suggest that teaching multiple languages in primary schools, particularly English and French, can provide several advantages for young learners. The chapter recommends various pedagogical suggestions and recommendations for teachers, parents, pupils, and educational program directors to address the challenges and enhance the language learning experience for young learners. While limitations and restrictions of the research have been acknowledged, the research questions and hypotheses have been addressed and confirmed through data collected from FL teachers, parents, and pupils. The research also emphasizes the importance of understanding the attitudes and experiences of teachers, pupils, and parents in the implementation of language instruction in primary schools. Overall, the study provides valuable insights into the effects of teaching multiple languages in primary schools, particularly in terms of pronunciation, and offers practical recommendations for improving language instruction in the Algerian educational context.

General Conclusion

General conclusion

General Conclusion

The linguistic landscape in Algeria is a result of its long history, which has shaped the languages spoken by its people. Recognizing the importance of Teaching Foreign Languages, especially in today's interconnected world, Algerian decision-makers incorporated the English language into the third year of primary school, making it taught simultaneously with French since September 2022. This dissertation explores whether the implementation of this decision is feasible without significant hindrances.

The work consists of two chapters: one for the literature review and another for fieldwork. The literature review contains: teaching two foreign languages in 3rd-year Algerian primary school, it outlines Algeria's historical linguistic landscape, outlining the status of French and English as foreign/second languages in primary education, the importance and challenges of pronunciation for young learners, factors affecting it, teaching methods to address the challenges, and parents' perspectives on the simultaneous introduction of two foreign languages at primary schools. The second chapter introduces the methodology, analysis, discussion of results, limitations, and recommendations of the study.

The research is driven by the following question: How does the simultaneous introduction of English and French as foreign languages in the 3rd grade of Algerian primary schools affect students' pronunciation abilities in these languages? The following sub-questions are proposed :1. Do primary school pupils in Algeria benefit from learning foreign languages at an early age, and how does teaching both English and French influence their learning experience? 2. What is the role of pronunciation in acquiring new languages, what factors affect correct pronunciation, what challenges do teachers face when teaching FL pronunciation to primary school pupils in Algeria, what methods or techniques can be most effective in addressing these challenges, and what are parents' attitudes towards the implementation of English in

General conclusion

primary schools?

To answer these questions, data was gathered through three questionnaires with 4 French and English primary school teachers, 72 caregivers, and 72 pupils, following a mixed-method design.

the findings of this study have confirmed the research hypotheses. The data supports the decision that teaching students English and French simultaneously in primary school can help them acquire language proficiency from an early age, benefiting their cognitive development. However, the results also indicate that pupils experience interference and confusion between the pronunciation of French and English, leading to difficulties in accurately pronouncing words in both languages due to factors like mother tongue influence and linguistic similarities. Additionally, the findings confirm that external factors like teaching methods, resources, and practice opportunities, as well as internal factors like motivation and attitude, significantly impact young learners' pronunciation development. The study revealed that Algerian parents hold diverse attitudes towards this dual-language policy, with a mix of support and resistance influenced by their educational backgrounds. Overall, while presenting challenges, the simultaneous introduction of English and French in Algerian primary schools shows potential for enhancing students' linguistic abilities if appropriate teaching strategies, resources, and support systems are implemented effectively.

After analyzing the collected data, it became clear that teaching foreign languages at an early age offers advantages for young learners in Algeria. However, the simultaneous introduction of English and French in primary schools has received mixed reactions. While some teachers and parents believe it enhances cognitive skills and provides future opportunities, others are concerned about confusion and overload for students. Teachers face challenges in pronunciation instruction due to linguistic factors like mother tongue influence, and similarities between the languages, as well as

General conclusion

pedagogical factors like limited training and resources. Effective techniques like multisensory activities, technology integration, and authentic materials are recommended to overcome these challenges. Parents' attitudes vary, with some resistance but also support for introducing two foreign languages together, influenced by their educational backgrounds. Pupils generally enjoyed learning foreign languages, finding English pronunciation easier than French, although some mixing of the languages occurred initially. This a Preliminarily study that paves the road for further research on the same scope .

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Appendices

Appendices

Appendix A

Teachers' Questionnaire (English Version)

We are a master two students specializing in linguistics. This questionnaire is part of our research titled "The effects of English and French languages at primary school in terms of pronunciation "We would be grateful if you could devote some of your time to fill this questionnaire, and your responses will be highly confidential.

Gender:

Male

Female

Age:

Your professional degree

License

Master

Other

Your teaching experience:

-1 to 5 years

-6 to 11 years

-More than 11 years

1. Why did you choose teaching English in primary school as your job?

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2. Why do you think that the training course that you took before teaching was useful and successful?

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3. Why do you think that teaching English at an early age is better?

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4-Teaching both English and French as foreign languages at 3rd year primary level may have pressure on the child's thinking.

a- Strongly agree

b-Agree

c-Neutral

d-Disagree

E-strongly disagree

5-In the cause of pronunciation difficulties for pupils, then what are the reasons behind them?

a-The influence of the mother tongue

b-The confusion between alphabet

c-Other

6- what are the challenges that face the 3rd year primary school teachers of teaching foreign languages in Algeria :

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7- In your language class, do your pupils still mix up between French and English languages?

A)- only at the beginning of the school year only

B) - Still exists

8 -What is the most effective strategy to help third-year primary school pupils in Algeria overcome pronunciation issues and avoid mixing French and English?

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Appendix B

Teachers' Questionnaire (French Version)

Nous sommes des étudiants en master deux spécialisés en linguistique. Ce questionnaire fait partie de notre recherche intitulée "Les effets des langues anglaise et française à l'école primaire en termes de prononciation". Nous vous serions reconnaissants de bien vouloir consacrer un peu de votre temps pour remplir ce questionnaire, et vos réponses seront hautement confidentielles.

- Age de l'enseignant :

- Sexe de l'enseignant :

Homme

Femme

- Expérience :

Moins de 5ans

Plus de 5 ans

Plus de 10 ans

1-Pourquoi vous choisi d'enseigner le français à l'école primaire comme métier ?

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2-Pensez-vous pourquoi le cours de formation que vous avez suivi avant d'enseigner était utile et réussi ?

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3-Pensez-vous qu'il soit préférable d'enseigner le français dès le plus jeune âge?

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3. Enseigner l'anglais et le français en tant que langues étrangères au niveau primaire peut exercer une pression sur la pensée de l'enfant.

a- Fortement d'accord

b- D'accord

c- Neutre

d-Pas d'accord

e- Fortement pas d'accord

5- Quelles sont les raisons derrière les difficultés de prononciation pour les

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Appendix C

Pupils'questionnaire(English version)

Gender :

Age:

1-Do you enjoy studying foreign languages?

Yes No

2-What language do you prefer?

English

French

Both

3-Which language do you find easier to pronounce?

French

English

4-Can you distinguish between French and English letters?

Yes No Sometimes

5-Do you engage in practical activities in class to develop pronunciation?

Yes No Sometimes

6- Circle the letters «e» and « i » in the following words.

Big - Elephant - Lit - Renard

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Appendix D

Pupils' questionnaire(Arabic version)

الجنس :

العمر :

1-هل تحب دراسة اللغات الاجنبية ؟

نعم لا

2- ماذا تفضل ؟

اللغة الانجليزية اللغة الفرنسية كلاهما

3- ماهي اللغة التي تجدها سهلة في النطق ؟

الفرنسية الانجليزية

4-هل تستطيع التمييز بين حروف اللغة الفرنسية واللغة الانجليزية ؟

نعم لا أحيانا

5- هل تقومون بأنشطة تطبيقية في القسم لتطوير النطق ؟

نعم لا أحيانا

6-حوظ الحرفين (e) و(i) في الكلمات التالية :

Big - Elephant - Lit - Renard

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Appendix E

Parent's questionnaire (English version)

To Ladies and Gentlemen, fathers and mothers, in the context of preparing a memoire and completing the practical part of the graduation project entitled "Teaching English in the Primary School". I put in your hands this questionnaire to take a look at it and answer with all sincerity and transparency knowing that all your answers, opinions, positions or information on the topic of my research will be kept in strict confidentiality and will only be used for scientific research purposes, all my thanks and respect.

Section one :

Gender:

Male

Female

Academic degree:

University

secondary

primary

other

Section two :

1-Do you agree on teaching foreign languages at an early age?

-Strongly Agree

-Agree

-Neutral

-Disagree

-Strongly Disagree

2-Do you agree with the implementation of the English language in 3rd year primary school?

-Strongly Agree

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-Agree

-Disagree

-Strongly Disagree

3-In which year do you think teaching English is appropriate?

-Third-year primary school

-Fourth-year primary school

-Fifth-year primary school

-First-year middle school

Section three :

4-Do you help your child to study Foreign languages at home?

Yes

No

Sometimes

5-Do you see that your child has some pronunciation difficulties?

Yes

No

Sometimes

6-Teaching two languages simultaneously can bring your child over pressure or even confusion in acquiring the language.

-Agree

-Disagree

7-In your opinion, what are the reasons for the low results in foreign languages?

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Appendix F

Parent's questionnaire (Arabic version)

إلى السيدات والسادة الأفاضل الآباء والأمهات في إطار إعداد مذكرة التخرج وإتمام الجانب التطبيقي لمشروع التخرج بعنوان " تأثير اللغتين الفرنسية والانجليزية على تلاميذ السنة الثالثة ابتدائي من حيث النطق " أضع بين أيديكم هذا الاستبيان للإطلاع عليه والإجابة عنه بكل صدق وشفافية علما أن جميع إجاباتكم ورأيكم ومعلوماتكم حول موضوع بحثي ستبقى في سرية تامة وأن لا تستخدم إلا لأغراض البحث العلمي فقط ولكم مني كل الشكر والاحترام.

الجنس :

ذكر انثى

المستوى العلمي:

جامعي ثانوي ابتدائي آخر

1-هل توافق على تدريس اللغات الاجنبية بشكل عام ؟

-أوافق

- أوافق بشدة

- أرفض

-أرفض بشدة

2-هل توافق على تدريس اللغة الانجليزية في الطور الابتدائي ؟

-أوافق

- أوافق بشدة

-أرفض

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- أرفض بشدة

3- في أي سنة دراسية ترى ان تدريس اللغات الاجنبية مناسب ؟

- السنة الثالثة ابتدائي
- السنة الرابعة ابتدائي
- السنة الخامسة ابتدائي
- السنة الاولى متوسط

4- هل تساعد طفلك في دراسة اللغات في المنزل؟

نعم لا أحيانا

5- هل يواجه طفلك مشكلة في النطق الصحيح للغة الفرنسية واللغة الانجليزية؟

نعم لا أحيانا

6- تدريس لغتين في آن واحد يؤدي الى الضغط الكبير و التداخل اللغوي .

أوافق لا أوافق

7- في رأيكم ماهي أسباب تدني النتائج في اللغات الاجنبية؟

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Appendix G (Classroom Observation checklist)

Observation	English classroom observation	French classroom observation
Pupils' interactions	In a pronunciation session for 3rd-year primary school pupils, it's essential to promote active student interaction. The teacher encourages them, they practice pronouncing words together, either in pairs or as a whole class. This collaborative approach helps create a comfortable and supportive learning environment.	The aim was how the pupils interact with each other and with the teacher during the pronunciation session. Some of them are actively participating, and others are hesitant to speak up, they work in pairs or groups, and 3rd graders are starting to interact more in French. Encourage small group interactions and simple role-plays to practice pronunciation.
Difficulty faced by young learners	Young learners face challenges in pronouncing certain sounds accurately, especially those that are not present in their native language. Common difficulties may include distinguishing between similar sounds, such as /a/ and /i/, producing complex consonant clusters, and mixing between French and English alphabets.	we pay attention to any specific difficulties or challenges that the young learners face during the pronunciation session. There are particular sounds New sounds like nasal sounds (an, en, on) or the "r" and "u" sounds can be challenging. they have trouble with pronunciation.
The teacher's performance	the teacher's role is to be an effective model and guide. Enunciate the target sounds and words, using exaggerated mouth movements if necessary. Provide constructive feedback on pupils'	the teacher can engage the students. He introduces and explains pronunciation concepts. they use visual aids, repetition, or other techniques to reinforce learning, they maintain a

Appendices

	pronunciation attempts, praising their efforts and offering gentle corrections. Maintain a patient and encouraging pupils throughout the session.	positive and supportive learning environment, encouraging, and using gestures/facial expressions to support the sounds.
Managing the classroom	Effective classroom management is key to ensuring a productive learning environment. Establish clear routines and expectations for the pronunciation session, such as raising hands to participate or using a signal to indicate when pupils should repeat after you. Incorporate engaging activities, such as minimal pair practice, or pronunciation games, to maintain students' interest and focus.	Classroom management is crucial, especially with young learners. the teacher manages the classroom during the pronunciation session. She Plans varied and dynamic activities to maintain engagement. Good preparation and smooth transitions between activities are essential.
Dealing with pupils' errors	When pupils make pronunciation errors, the teacher avoids overcorrecting or drawing excessive attention to mistakes. Instead, she provides a correct model by repeating the word or phrase with the proper pronunciation. If the error persists, she gently corrects the pupils and provides additional practice opportunities. Encourage pupils to self-correct by listening carefully to their	Errors are a natural part of the learning process, she Gently corrects, and slowly re-explains the problematic sound. Have them repeat correctly without discouragement. Praise their progress.

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	pronunciation.	
The method used	<p>Various methods can be employed in a pronunciation session. One effective approach is the listen-and-repeat method, where pupils listen to the target sounds or words and then repeat them. Incorporate visual aids, such as flashcards or pictures, to reinforce the connection between the sound and the written form. You can also use minimal pair practice, contrasting words that differ by a single sound, to help pupils distinguish between similar sounds.</p>	<p>The teaching methods or approaches used by the teacher during the French pronunciation session are audiolingual (focused on listening and speaking), a multi-sensory approach (incorporating auditory, visual, and kinesthetic elements), and includes fun activities like songs, rhymes, and tongue twisters to facilitate the acquisition of pronunciation skills.</p>

Appendices

Appendix H

Supportive Aids



Entrance sign



Fast Food Restaurant in Mechria

Summary

This study investigates the effects of simultaneously teaching English and French as foreign languages to third-year primary school pupils in Algeria, with a particular focus on pronunciation. The study employs a mixed-methods approach, using questionnaires for 4 FL teachers, 72 parents, and 72 pupils from Toumi Mohammed Primary School in Naama. Additionally, classroom observations were conducted to gain insights into teaching methods and challenges. Findings reveal that while early teaching to foreign languages offers a lot of benefits, the concurrent introduction of English and French poses challenges, especially in pronunciation due to language interference and pedagogical factors. Teachers face obstacles such as limited training, overcrowded classes, and lack of language practice. It provides effective strategies like multisensory activities, phonetic drills and group practice sessions, technology integration. Parental attitudes vary, influenced by educational backgrounds, with some resistance but also support for this policy change.

Key words: English, French, foreign languages, primary school pupils, Algeria, pronunciation, challenges, strategies, language interference.

Résumé

Cette étude examine les effets de l'enseignement simultané de l'anglais et du français en tant que langues étrangères aux élèves de troisième année de l'école primaire en Algérie, avec un accent particulier sur la prononciation. L'étude utilise une approche à méthodes mixtes, à l'aide de questionnaires pour 4 enseignants de langues étrangères, 72 parents et 72 élèves de l'école primaire Toumi Mohammed à Naama. De plus, des observations en classe ont été menées pour acquérir des connaissances sur les méthodes d'enseignement et les

défis. Les résultats révèlent que si l'enseignement précoce des langues étrangères offre de nombreux avantages, l'introduction simultanée de l'anglais et du français pose des défis, notamment en matière de prononciation en raison de l'interférence linguistique et des facteurs pédagogiques. Les enseignants sont confrontés à des obstacles tels qu'une formation limitée, des classes surchargées et un manque de pratique linguistique. Elle fournit des stratégies efficaces comme des activités multisensorielles, des exercices phonétiques et des sessions de pratique en groupe, ainsi que l'intégration des technologies. Les attitudes parentales varient, influencées par les antécédents éducatifs, avec une certaine résistance mais aussi un soutien à ce changement de politique.

Mots-clés: Anglais, français, langues étrangères, élèves de l'école primaire, Algérie, prononciation, défis, stratégies, l'interférence linguistique.

ملخص

تبحث هذه الدراسة في آثار تدريس اللغتين الإنجليزية والفرنسية في وقت واحد كلغات أجنبية لتلاميذ السنة الثالثة من المدرسة الابتدائية في الجزائر، مع التركيز بشكل خاص على النطق. تستخدم الدراسة نهجًا مختلطًا، باستخدام استبيانات لـ 4 معلمين للغات الأجنبية، و72 ولي أمر، و 72 تلميذًا من مدرسة تومي محمد الابتدائية في نعامة. بالإضافة إلى ذلك، تم إجراء ملاحظات صفية للحصول على رؤى حول أساليب التدريس والتحديات. تكشف النتائج أن التدريس المبكر للغات الأجنبية يقدم العديد من الفوائد، إلا أن إدخال الإنجليزية والفرنسية في وقت واحد يطرح تحديات، خاصة في النطق بسبب تداخل اللغات والعوامل التربوية. يواجه المعلمون عقبات مثل التدريب المحدود، والفصول المكتظة، وقلة ممارسة اللغة. وتقدم استراتيجيات فعالة مثل الأنشطة متعددة الحواس، وتدريبات الأصوات، وجلسات الممارسة الجماعية، ودمج التكنولوجيا. تتفاوت مواقف أولياء الأمور، بتأثير من خلفياتهم التعليمية، مع بعض المقاومة ولكن أيضًا الدعم لهذا التغيير في السياسة.

الكلمات المفتاحية: الإنجليزية، الفرنسية، اللغات الأجنبية، تلاميذ المدرسة الابتدائية، الجزائر، النطق، التحديات، الاستراتيجيات، تداخل اللغات.