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Exploring the Efficiency of Teaching English Language to Algerian Very Young Learners in Enhancing their Future Performance
Case of Mama Zhour Kindergarten Biskra

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PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOHAMMED KHIDER UNIVERSITY – BISKRA

FACULTY OF LETTERS AND FOREIGN LANGUAGE

ENGLISH SECTION

Exploring the Efficiency of Teaching English Language to Algerian

Very Young Learners in Enhancing their Future Performance

Case of Mama Zhour Kindergarten Biskra

**Dissertation submitted to the Department of Foreign Languages as a partial
fulfilment of the requirements for the Master degree in Science of the Language**

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Declaration

I, CHABBI Hassina, do hereby solemnly declare that the work I presented in this dissertation is my own, and has not been submitted before to any other institution or university for a degree.

This work was carried out and completed at Mohamed KHEIDER University of Biskra, Algeria.

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Dedication

To those who strengthen the hope in me all the way up here.

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Abstract

Early teaching/learning of foreign languages is a worldwide-adopted policy since the early 1990s due to the social and economic globalization advantages that inspired parents to start teaching their children English at an advanced level. Meanwhile Algerian students still experience difficulties in learning foreign languages and especially English. For that reason, this study explores teaching foreign languages and especially English to Algerian Kindergarten children as an attempt to enhance their future multilingual repertoire. It aims at determining to what extent parents are aware of the importance of teaching their children foreign languages at that early age and to what extent they agree with teaching them English as a first foreign language starting from Kindergarten. A qualitative research method is applied and a semi-structured questionnaire isused as a data collection instrument. The research findings revealed that parents support the early learning of foreign languages. In addition, they prefer to teach their children English as the first foreign language. Moreover, parent are aware that late learning of foreign languages in Algeria is the cause of learners' weakness in foreign languages and that the decision makers should reconsider mandatory English learning in Algeria.

Key words:Early learning of foreign languages.

List of Abbreviations and Acronyms

& and

ALs Adult Learners

EFL English as a Foreign Language

et al. et alia (And others)

FL Foreign language

ibid ibidem (the same previous source)

L1 First language

L2 Second language

TEFL Teaching English as a Foreign Language

UNESCO The United Nations Educational, Scientific and Cultural Organization

VYLs Very Young Learners

ZPD Zone of Proximal Development

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General Introduction

1. Statement of the Problem

Apparently, most Algerians nowadays agreed upon the necessity of mastering English to some extent, at least to deal with English instructions of materials especially in the vital domains. For example, to install a new electronic machine in an institution, reading and understanding of the English manual is needed. Furthermore, children acquire their mother tongue naturally, but start learning their first foreign language at the age of seven, followed by the second at the age of eleven, losing the opportunity to acquire these languages naturally at a young age (Singhal, 2019).

Consequently, students learn English for seven years but most of them join the university with a poor academic achievement. On the one hand, the student who chose English as a speciality will confront many obstacles in their studies. On the other hand, students in scientific and technological branches, who got their instruction in French, when time came to conduct their research for their dissertations, or start publishing, they will end up seeking help for French-English translation. This made us ask the following question: Couldteaching foreign languages and especially English to Very Young Learners enhance Algerian students' multilingual repertoire?

2. Research Hypothesis

Based on the above research question, we proposed the following research hypothesis:

Teaching foreign languages and especially English to Algerian Very Young Learners couldenhance Algerian students' multilingual repertoire.

3. Research Design

The overall methodological approach of the study was qualitative because it explores the attempts to teach English to very young learners in Algeria. The nature of the study was descriptive, that is, it depicted the parents' views and their degree of awareness concerning their children's foreign languages learning. For that purpose, a semi-structured questionnaire was used to obtain qualitative data about the parents beliefs concerning which language is the best for their children's future to learn.

4. Aim and Objective of the Study

This study aimed at exploring teaching English language at an early age for kindergarten children. The objective of the study was to determine to what extent parents are aware of the importance of teaching their children foreign languages at that early age and more specifically teaching them English besides French as a first foreign language.

5. Significance of the Study

The current research explained and emphasized the importance of teaching foreign languages at an early age in Algeria, and encouraged teaching English particularly starting from kindergarten.

6. Structure of the Dissertation

This study consisted of two major parts: theoretical and practical one. The theoretical part made up of two chapters, dedicated to the literature review and background of the study. While the practical part represented by the third and last chapter,which dedicated to the data collection and findings analysis.

Chapter One

The first part of this chapter highlighted the English language teaching status within the Algerian sociolinguistic context. Then, it explained the effects of late teaching/learning of foreign languages on the Algerian learners' proficiency. The second part of the chapter introducedbriefly the early foreign language learning and its history. In addition, it defined very young learners, and presented their characteristics.Finally, it introduced the benefits of early foreign language learning andthe differences between adults and very young learners in how they think and learn.

Chapter Two

Second chapter as well, dealt with two main sections. It started with emphasising three major theories of language learning development, which arePiaget's Cognitive-Developmental theory, Vygotsky's sociocultural theory andBruner's theory of cognitive development.Laying the foundation to the next section, which is the most appropriate strategies to teach English to very young learners.

Chapter Three

The third chapter devoted to analyse and discuss the data obtained from the parents' questionnaire. In addition, it presented a synthesis of the findings as well as the conclusions drawn in this research study.

Chapter One

Early Foreign Language Learning

Introduction

Linguistic and cultural diversity is an advantage rather than a deficiency for young learners. That what the following section of this chapter is trying to illustrate. The Algerian sociolinguistic context is already multicultural and multilingual, what creates a strong foundation for introducing foreign languages and especially English at an early age. Furthermore, in the next section of this chapter the specific age group of children that is concerned will be defined. Their characteristics and learning differences comparing to the adults, will explain why teaching them foreign languages at that early age will be beneficial to them. Without forgetting mentioning the history of early foreign language learning around the world and other countries experiences with it.

1.1. Algerian sociolinguistic context

The Algerian sociolinguistic situation encompasses four languages: Arabic, which is subdivided into two varieties,Modern Standard Arabic a simplified form of Classical Arabic (the language of the Holy Quran), is the official language of the country as stipulated by the constitution since 1963.And,Algerian Arabic (also known as ad-daridja), the language of the greater part of Algerians, is the primary tool of communication. Tamazight (vernacular) it has been labelled the status of 'Official language' since 2016.French is considered as the first foreign language of the country, but this language had a certain co-officiality, thanks to its relatively widespread presence in the Algerian society (Ouahmiche, Beddiaf & Beddiaf, 2017).

This complex and varied Algerian sociolinguistic context is regarded as a richness of the Algerian linguistic landscape. In fact, it is what produce and promote multilingualism. Despite this feature, decision makers adopted a series of

nationaleducationreforms since the independencethat sparked an endurance struggle of the coexistent languages.

The post-colonial situation that urged language unification against multilingual background created first, a state of complex interaction between mother tongues: Arabic and Tamazight.The Arabization target was replacing the dialectical (Algerian Arabic and Berber) by Literary Arabic. Which resulted in therebellion of the Kabyles, who had distinguished themselves by their minority views against the central authorities in April 1980 and demanded the recognition of their language and culture.

Second, a conflict between Arabic and French (Benrabeh, 2014). Many Algerians sometimes feel that using French is regarded as being disloyal to the Arabic identity, though the French utility to access information, education, and employment, (Gill, 1999 cited inBensteada&Reif, 2013).

On the other hand, the authorities' attempt to substitute French by English caused struggle between these two languages.The Ministry of Education introduced English in primary school in 1993.Therefore, the Grade 4 pupilshad to choose between French and English as the first mandatory foreign language. Between 1993 and 1997, the total number of those who chose English was insignificant so the competition between the two European languages turned in favour of French (Benrabeh, 2014).

The problem of the Algerian national identity and their language did not yet met an agreement. According to Miliani (2000), this conflict mainly is a result of a thoughtless language policies and the absence of rational, scientific and/or ethical authority capable of legislating or suggesting a philosophy that could establish a peaceful climate where these languages could develop naturally.

1.2. Effects of late teaching/learning of foreign languages on the Algerian learners' proficiency

The language educational policies' outcomes are represented by the students' foreign languages performance. In her paper, Rezig (2011) suggested that the unparalleled foreign languages educational programmes between the compulsory schooling and university might be the reason of the high school as well as university graduates' academic level shortcoming in learning foreign languages and mainly English.

As a result, the educational formation of these graduates is subjected by its incompatibility to the requirements of the modern economy (Benrabeh, 2017). Furthermore, the Minister of the Higher Education himself declared in 2005 that the university graduates could not join Algeria's economic market (Allal, 2005; Maiz & Rouadjia, 2005 cited in Benrabeh, 2007).

Actually, the French language is a heritage and an Algerian linguistic trait more than a foreign language. The idea of its elimination or replacement was proven not to be the best along the past political decisions and its experiences' results. Yet, the French language utility as a medium of instruction in the scientific and technological domains plus, its prestigious status as the elite feature, have been retreating since stopped being the only window that open Algeria on the World. As Mami (2013 cited in Kerras, 2016) explains:

By the mid of the year 2000, Algeria has started a series of changes with the aim to improve the structure of the educational system. However, the traumatic past events have left the administration confused in certain areas where many schools required better organization and more teachers. Since the introduction of the English

language into schools, it has become an important part of the curriculum and has recorded a great demand in all levels of education. Various TEFL (Teaching English as a Foreign Language) schools have been established throughout the country. While encompassing the motive of the venerable French grammar, the current view of the place of English in language learning is also filled with political scenes aiming to put one language at the edge of drowning (p.911).

The second millennium was an important turn for Algerians toward Globalization. As the rest of the world's societies, the Algerian one influenced bythe increasing importance of English as an international language in world communication. Nevertheless, in Algeria, English language beginsto be learned at about 13 years old, which considered by many scholars to be the critical age for language learning. The late learning plus the limited exposure to this language contribute to the influence of the mother tongue and/or French language on the learners' fluency. This influence is demonstrated at different levels for example phonology, grammar, word-for-word translation (Derraz, n.d.).

1.3. Teaching English to young learners

Teaching/learning English at a younger age emerged after the 50's of last century. Numerous conferences including UNESCO conferences in 1962 and in 1966 reached a general agreement for early foreign language education. The first move was among European countries such as Switzerland (1962), Norway (1969), Finland and Germany (1970), Austria (1983), Netherlands (1985) and France (1992). Then, attempts for early foreign language education in primary schools was extensively seen over the late 1980s and early 1990sin most of the members of European Union to become a major policy (Yildiran & Tanriseven, 2015 cited in Çakici, 2016).

Early language learning got an essential status in most of the world language programs, due to its role in developing intercultural competences and lifelong learning. In addition, social and economic globalization advantages have also inspired parents to start English at advanced levels (Enever &Moon, 2009; Tinsley & Comfort, 2012 cited in Damar, Gürsoy & Korkmaz,2013).

While the perspectives are not corresponding about the best age to start English language instruction as well as the slight curriculum differences, English is a compulsory subject in the early primary grades in many countries (Nikolov, 2009; Pinter, 2006 cited in Damar, Gursoy & Korkmaz, 2013). Tinsley and Comfort (2012 cited in Damar, Gursoy & Korkmaz, 2013) found out thatin developed countries there are two directions of the inclusion of foreign language (FL) instruction in the primary school curriculums: they either introduce the FL at the very beginning of mandatory education, that is pre-school, or over the age of eight, just after two years. Countries with compulsory FL in primary education differs from each other. For example Finland, Croatia, France, Bangladesh, Portugal, Norway, Oman, Italy, Malta, Spain, Sweden and Singapore insert English at age six on starting school, while, Bulgaria, China, Czech Republic, Cyprus, Germany, Latvia, Greece, Korea, Romania and Taiwan at age eight, and Slovenia, Denmark, Hungary, Argentina and Lithuania at around age nine. Also in countries where parents could choose the foreign language for their children to study, English is "overwhelmingly the first choice" (Garton, Copland, & Burns, 2011, p. 5).

1.4. Definition of Very Young Learners (VYLs)

Anyone under the age of 18 admitted to be a 'Young Learner' yet, this expression cover a vague range of age, which could be confusing. Ellis (2014 cited in Coplan & Garton, 2016) suggested that there is a vast difference in the physical, psychological,

social, emotional, conceptual and cognitive development among children in this age range.Therefore, a discrimination should be set between pre- and post- 11 or 12 years old children. Ellis proposed her own list of terms describing Young Learns: Pre-Primary, primary and Secondary school learners, considering the very different approaches to teach these age groups besides, the accelerated and global lowering of the age at which English is introduced to children in many countries, along with the spread of preschool English.

To make the above-mentioned age labels clearer and more specified, Reilly & Ward, 1997; Slattery & Willis, 2001; Ersoz, (2007 cited in Sühendan, 2014) argued that foreign language learners aged 10-12 years old called Older/Late Young Learner. And children aged 7-9 called Young Learners, while children under 7 years old namely from 3 to 6 years old who have not begun elementary school called Very Young Learners or VYLs.

Given the scope and the objective of this study, our focus concerns children aged 3-6 years old who have not begun mandatory education, so they are children who cannot read and write. As the Ministry of National Education in Turkey in 2000 (cited in Göktolga, 2013) defined them:

learners who cannot analyse language; can sense concrete events and objects which they can see and touch; start learning skills with listening, then speaking, reading and writing successively; can understand words and structures as a whole; have a very rich sense of imagination; feel bored in a very short time; need continuous repetitions; need interesting and striking materials to remember what they have learnt; prefer group work rather than individual studies; enjoy cooperation, sharing and the activities they have learnt; enjoy praise and positive criticism (pp. 13-14).

1.5. Characteristics of Very Young Learners

Very young learners have distinct features other than Young learners and Older/Late young learners (Eroz, 2007 cited in Imania & Hum, 2017).

- VYLs require be guarding and protectingsince they are sitting in Kindergarten or day care.

- Their concentration interval is short and they are easily distracted. Therefore, it is better to keep in mind that 5 and 10 minutes activities are best to engage them in learning. According to Scott and Ytreberg (1990 cited in Yavuz & Uysal, 2015), there should be various activities having a balance among them. In addition, each task should focuses on different skills while using individual, pair work, group work or whole class activities alternately.

- VYLs need multi-sensory experiences so for the purpose of learning adequately, they need a hands-on and concrete experiences, as Scott and Ytreberg (1990 cited in Yavuz & Uysal, 2015) asserts that immediate world around them always dominates, and it is their hands and eyes and ears that they use to understand this world. Furthermore, practical contexts and concrete references would help to make them grasp new expertise. As illustrated bellow:
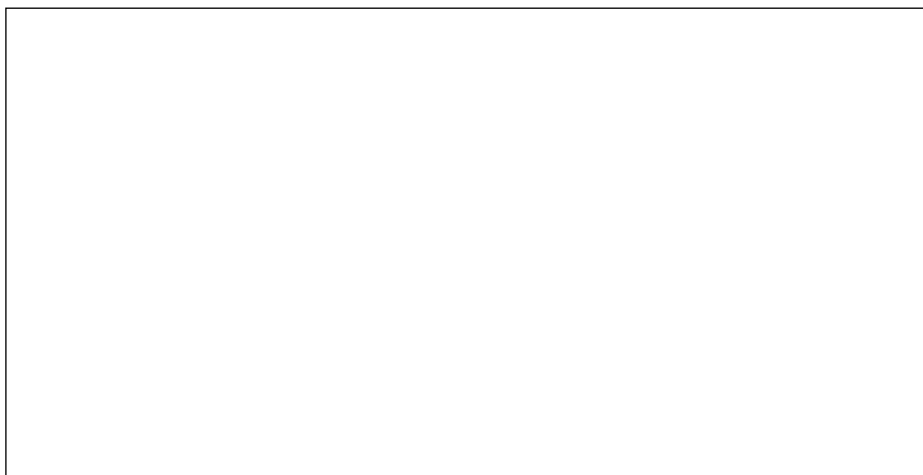
Figure 1. Linking the abstract and the concrete (Hughes, 1986 p. 47)

- Their first language is still developing rapidly.

- They are self-centred and may prefer playing alone. They choose to take part in parallel play or side-by-side activity rather than co-operative play or pair/group work (Reilly & Ward, 2003).

- Biddulph (1998 cited in McIlvain, 2003) draws attention that boys especially, move excessively due to the rapid increase of the testosterone levels around the age of four. Compared to the boys, little girls are better in linguistic skills, fine motor skills and concentration while boys are unable to keep up them by up to one year (Khan, 1998; Biddulph, 1998; McIlvain, 2003 cited in Yavuz & Uysal, 2015)

- They appreciate and have fun lots of repetition as playing with sounds, like nunneries, nursery rhymes, tongue twisters and interesting noises, which is a great advantage for foreign language teachers to know to arrange language activities (Göktolga, 2013).

- Language development of first and second languages is internal, it means they comprehend but does not respond.They already acquire and make use of language skills even if they are not aware.They can understand interaction patterns and use intonation in their speech. Besides, they understand the language in a context and situation, and use their logics for the orders of the words uttered to them.

- They have not be prepared for some constructions and intricacies see the illustration below:
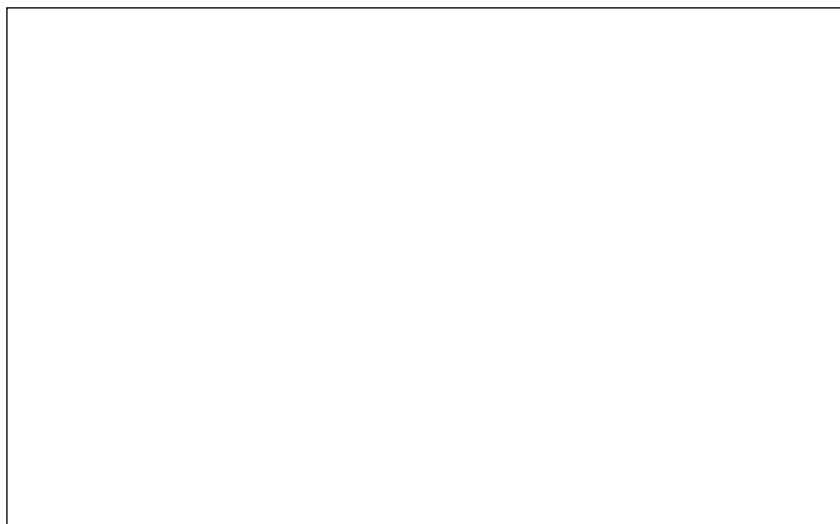
Figure 2. The folly of trying to force the pace(McIlvain, 2003 p. 4)

1.6. Benefits of early foreign languages learning

With respect to the above-mentioned characteristics of VYLs, Kotulak (1996, cited inAdžija& Sindik, 2014) stated that thechild's essential years for spontaneous learning are those in preschool years owing to the following reasons.To begin with, young learners acquire a second language as easy as their mother tongue, since they can rely on natural acquisition processes.Especially acquiring the sounds and rhythms of the target language. Then, they unlike older learners, free from psychological barriers like anxiety, lack of motivation and lack of self-confidence that may hinder the learning approach. Furthermore, early start give children enough time to learn the target language and foster acceptance of individual from other cultures. Finally, they will make use of the ultimate benefits for improvement over time besides, longer exposure leads to greater proficiency by the end of the education process (Enever, Moon & Raman, 2009).

Brumfit, Moon & Tongue (1991cited in McIlvain, 2003),asserted that preschool children need to be taught another language at an early age in order to explore and

perceive different cultures and to acquire the skill of accepting others as well as adopting new notions, and getting ready for their future studies.

Along with, foreign language learning in early years of life is also important in terms of improving children's creative abilities, intelligence and vocabulary development in addition, it builds their cognitive abilities and expands the children knowledge of thesimilarities and differences of languages (Eichman & Fori, 1977 cited in Goktolga, 2013). Kersten, Rohde, Schelletter, & Steinlen (2010 cited in Goktolga, 2013) claimed that early learning does not cause any damage to the native language rather it improves memory and problem solving skills. The following figure demonstrates the idea of the "Younger is better"
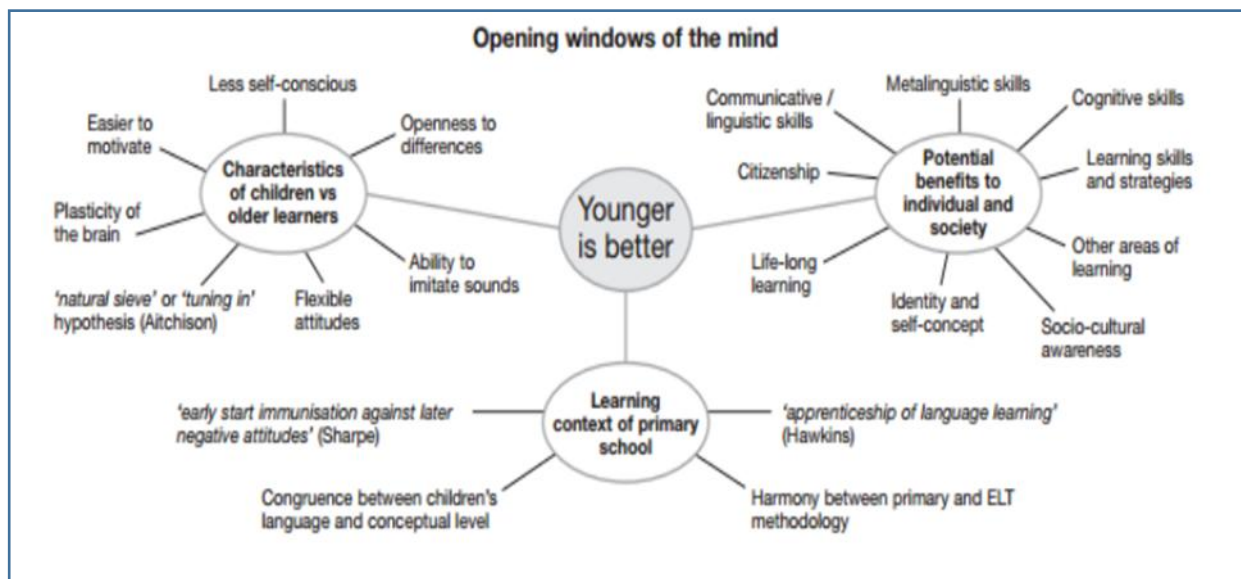
*Figure 3.*Younger is better (Read, 2003 p. 6)

During the first twelve years, the child's brain is like a super-sponge and the foundations for thinking, language vision, attitudes, aptitudes and other characteristics are established. After that period, the vital structure of the brain is completed. Therefore, it is

important to learn a foreign language before the student lose the essential period of learning (Kotulak, 1996 cited in Adžija & Sindik, 2014).

Communication in a foreign language is one of the main aims of foreign language learning.Moreover, it has been shown that good communicative competence develops more effectively at an early age due to children's significant eagerness to communicate, tendency for interaction and enjoying talent for phonological imitation (Akbayeva, Ospanova, Kagazbayev, Tazhibayeva, & Eskazinova, 2015; Halliwell, 1992; Medved Krajnović & Letica, 2009 cited in Bago, 2018).

1.7. Differences between adults and very young learners in how they think and learn

There is a clear distinction between teaching children and adults. These distinctions are considered mostly positive. For instance, children have higher levels of enthusiasm and are excited to satisfy their teacher even when they have not fully understand the activity. Nevertheless, there are certainunapparent differences thatteachers should consider much more when they teach English to young learners(Cameron, 2001).Like adults, young learners are individuals with their own characteristics, likes, dislikes and beliefs. Therefore, teachers of young learners may need the same skills in planning, teaching and classroom managementof adult teachers (Özbaşaran, n.d.). Some ways in which young learners and adult learners or ALs are different in an EFL (English as a Foreign Language) teaching context will be discussed in the following sections.

1.7.1. Age

Scovel (1988, cited in Hu, 2016) defined the critical period in the following manner: "In brief, the critical period hypothesis is the notion that language is the best learned during the early years of the childhood, and that after about the first dozen years of life, everyone faces certain constraints in the ability to pick up a new language"(p. 2).

Based on this definition, it would be accepted that if young learners would be exposed to the second language learning at their early stages, they would outperform adultsand fulfil almost complete achievement in second language.

However, it is important to emphasize that when it comes to foreign language learning in the institutionalized setting, Krashen's "Younger is the better" idea, does not mean faster linguistic progress as it is the case with the naturalistic setting, where there is greater exposure to a foreign language (Myles, 2012 cited in Bago, 2018). Childrenwho start to learn a foreign language before puberty will achieve excellent language outcomes in the long term to get the target language whereas; older learners are faster and more efficient. That is, young learners will perform better in some areas, like the native accent. Yet they are not forcefully better (Goktolga, 2013).Because the duration of teaching English in kindergarten is very limited, differences in learning between young learners and adult learners should be took in consideration (Anthony, n.d.).

1.7.2. Cognitive abilities

Earlier start of foreign language learning has in general listening and pronunciation results, yet children are slow learners of a second language or L2 grammar and vocabulary compared to older learners. It has been reported that receptive skills mostly precede productive skills and grammar in L2 acquisition, as grammar needs to be cognitively ready (Cameron, 2002). Young learners have no realization of parts of speech, discourse, or phonology. Contrary to adult learners, who are already introduced to these concepts through their knowledge of their first language or L1 (Bourke, 2006 cited inWood, 2017). Very young learners learn language in chunks and they do this in a "holistic, unanalysed way" (Cameron, 2001 p.98).

Therefore, classroom activities and routines should be adjusted to include formulaic sequences and unanalysed chunks of language. As VYLs develop linguistically, they are able to shift chunks to new situations to use them creatively afterwards. This procedure take place naturally, without any clear indication to grammar or language analysis. Learning in chunks also create the basis for establishing a strong, instinctive feel for what is or is not correct. Eventually, this will be great value in children learning when they are in need to receive specific grammatical features and apply analytical skills at school. With older learners,grammar may be taught more overtly, however, it must be presented in a practical, rather than theoretical way that arouses their curiosity (Wood, 2017).

Young learners may have an instinct skill to learn grammar indirectly but they require a rich vocabulary and comprehensible input as Brown (2007 cited in Faulkner, 2011) finds, "children react consistently to the deep structure and the communicative function of language and do not react overtly to expansions and grammatical corrections"(p.47). In the very young learner language, most research's findings indicate the general superiority of comprehension over production. Children seem to understand more than they actually produce. The following conversation of a three-year-old child with an adult is a good example of the phonological development of very young learner:

Woman: what's your name?

Child: Litha.

Woman: Litha?

Child: no, Litha.

Woman: oh, Lisa.

Child: yes, Litha.

The child obviously recognized the difference between English's [s] and [Ɵ], although she could not produce the difference herself (Yaseen, 2019). In terms of vocabulary, children are limited in their experience, cognitive abilities, and linguistic repertoire, but they often exhibit very creative use of language to explain and conceptualize the world. The following example illustrates how very young learners categorize things very differently from adults:

Table 1*How adults and children differ in their most basic definitions of things (Faulkner 2011 p. 7)*

Subject	Child definition	Adult definition
Gasoline	milk for the car	a substance that makes engines work
Stars	suns that live at night	objects in the night sky
Father	a mother who is a man	a male parent

The ways in which very young learners define the world has a considerable effect on how to introduce new lexical items and notions in EFL classrooms (Anthony, n.d.; Faulkner, 2011).

1.7.3. Motivation

A second important way that very young learners differ from adult learners in an EFL context is in terms of motivations.Its importance is stressed by Dornyei (1994, cited in Jackson, 2012) when referring how "motivation is one of the main determinants of ...L2 learning achievement"(p.273). Also, a teacher's own excitement and teaching technique may have an effect on an adult learner's motivation. Yet adults generally come to the classroom with pre-existing set of motivations: Intrinsic motivation driven by the learner natural desire and curiosity to learn an L2. Extrinsic motivation, on the other hand, includes external pressure as a reward or punishment to learn the L2. Integrative motivation associated with the learner wish to communicate with the native speakers or

people using the target language. A learner is instrumentally motivated if his/her goals is to achieve a certain reward such as a good mark (Jackson, 2012; Thomson, n.d.).

First, the intrinsic motivation of VYL and AL differ in roots. Since adult willingly learn an L2 and often paid money for this. While VYL intrinsic motivation drive from parents influence. Secondly, concerning extrinsic motivation, AL have more ecourage to learn an L2 for career purposes. In contrast to VYL, who have no practical need or feel no pressure for learning an L2. Third, integrative motivation. An AL will need to interact with L1 speaking community outside the classroom in work context for instance, or when he travel to other country. Contrary to VYL who deals with physical objects inside the classroom. Finally, adult's instrumental motivation is the possible financial gain of L2 competency as a better job salary. For VYL that gain is a bonus for right answer. Considering the motivational differences teachers of VYL should affect children's motivation positively to learn and continue learning the L2 (Anthony, n.d.; Jackson, 2012).

1.8. Classroom management requirement

As long as VYLs are less probably motivated than older learners, it is the teacher's role to employ strategies that boost the learner's motivation. Thus, controlling the class and adapting the lessons are important tools. One of the significant monitoring activities that the teacher can apply is stir and settle activities (Halliwell, 1992 cited in Thomson, n.d.).

If VYLs become isolated or showing ill attention to the class, stir activities need to be applied: stir activities motivate and encourage VYLs toward engagement. Whether it be group work, games, competitions or any activity that requires the child to move around the classroom and communicate with others. Also, playing games in the classroom lifts children curiosity to participate in language activities. In contrast, if VYLs are becoming

very excited and disobedient, settle activities will be useful. As it would calm down the children by concentrating their attention on something in front of them. Like listening, colouring or copying activities. In another words, when children are engaged in making something on their own, the classroom climate will be quieter (Wood, 2017; Jackson, 2012; Thomson, n.d.).

Kindergarten teacher's major concern is the child's unsuitable behaviour for learning. Which often is a result of child's first exposure to the classroom setting. Yet, children at this age perceive the information rapidly and are usually willing to follow instruction. Hence, behaviour correction techniques such as praise, rewards, punishments and limited L1 use must be adapted to their age need.

1.8.1. Praise

Using praise correctly provides children with positive reinforcement and can motivate them to learn and participate in lessons. However, teachers should be careful not to shift the interest of children to impress, asHenderlong & Lepper (2002 cited in Jackson, 2012) notify"that praise like penicillin, must not be administered haphazardly" (p.774). Rather teachers' praise goal is making children more interested in the successful completion of a task.

1.8.2. Rewards

Reward Systems are wonderful for young children;however, while implementing it teachers should keep in mind few things. Within the language classroom, using sweets as reward is not preferable. An alternative way is reward charts, budges or certificates demonstrated all around the classroom. This kind of reward helps to truck the achievement progress and celebrating little accomplishments. Despite that, Kohn (1993 cited in Jackson, 2012) claims that any concrete reward would create a differentiation in the

performance levels of children. He also encourages cooperation classroom environment rather that competition.

1.8.3. Punishment

Discipline is an effective process of teaching children self-control while punishment is a technique used to implementdiscipline. Establishing a positive classroom atmosphere where children feel safe and respected, means that children are aware of the classroom management boundaries and they can make the choice to follow them or not. One way to perform punishment is suggested by Moon (2000 cited in Jackson, 2012) which involve discussing with VYLs to determine a fixed classroom rules and specifying the punishment for breaking these rules. The declared rules should be displayed in a visible place where children could see them. This shall guarantee children's recognition of the possible behaviour that deserve punishment (Jackson, 2012).

1.8.4. Permitting limited use of the L1

The use of L1 in teaching English as a foreign language debate characterised by two different perspectives. The first standpoint is the supporter of monolingual approach. Krashen (1989 cited in Anggraeni, n.d.) claimed that the use of L1 should be reduced in English classrooms, in order to maintain the English learner to acquire their L1 as well as the target language. The second point of view is the advocate of bilingualism. For example, the data from the qualitative study carried by Vella, Mifsud & Muscut (2018) indicate that the fact that the absolute majority of educators use Maltese (L1)and English (target language) to various extents reveals that they believe that both languages are important and that child should be exposed to both.

In the context of teaching English as a foreign language in kindergarten and due to the problem of teacher's low proficiencylevel in English or their lack of confidence in their

English ability (Baker, 2008; Butler, 2004; Ghatage, 2009; Hoque, 2009; Kuchah, 2009; Li, 1998; Littlewood, 2007; Nunan, 2003; Prapaisit de Segovia & Hardison, 2008 cited in Garton, Copland & Burns, 2011). In addition to the effectiveness of using L1 (Arabic) for clarifying features of L2, that is to say VYLs may rapidly loss their attention and exhibit behavioural problem if teacher did not provide comprehensible input (Al-Hinai, 2005). Furthermore, Harbard (1992 cited in Jackson, 2012) underlines how L1 is used to clarify and stimulate discussion, as previously mentioned VYLs enjoy talking and generally learn through conversation. In view of these reasons, the limited use of L1 is advocated.

Conclusion

The Algerian linguistic and cultural diversity background creates a strong foundation for the early foreign language teaching. Since the lately implemented language learning policies does not proven their effectiveness in producing well-formed generations in foreign languages and especially in English language. While most of the world countries are already opted for early foreign language learning from one hand, to keep up with globalization andfrom the other, because its long life benefits for the children.

Chapter Two

Adapting EFL Teaching to the Needs

of Very Young Learners

Introduction

Children cognitive development has a major effect on their learning especially language learning, that is why this chapter displayed three of the most influential cognitive development theories. Then, it explained some of the best strategies to teach very young learners a foreign language. These strategies consist of a several activities that build up based on the children abilities and characteristics.

2.1. Theories of languagelearningdevelopment

To understand the nature of language learning, we may take advantage of first language acquisition studies and from researches into second language development in children. However, the language learning that has considered in these conditions is widely differing from the learning of a foreign language (Cameron, 2001).

Children are involved in learning English as an additional language in very different linguistic environments. For instance,second language immersion context of children whose families are among linguistic minorities within communities where English is the dominant language, such as in the UK or USA. In such context, very young children are in contact with the street use of the language that is; people around them are using the language for everyday life purposes. Yet, overwhelmingly these very young learners are learning English in an educational setting where they will encounter it for several hours in a week. Outside the classroom, they might be exposed to the language in use through videos in TV, computers or phones (Rich, 2014; Cameron, 2001).

Therefore, we need to highlight some relevant researches that explain the characteristics of child's language learning development connected to learning theories of Piaget, Vygotsky and Bruner.

2.1.1. Piaget's Cognitive-Developmental theory

The primary cognitive structure of the human baby assumed to include a few of instincts and reflexes like sucking, looking, reaching and grasping. Piaget named these cognitive abilities or potentials as schemas and called them the fundamental building unit of our thinking (Mangal & Mangal, 2019). Piaget's theory describes the child's thinking or schemas as they develop gradually towards a final stage of formal, logical thinking. He concluded that children build their own perception of the world through their interactions with their environment. Piaget's theory claims that children's language reflects the development of their logical thinking and reasoning skills in periods or stages, because certain sections of the brain would only further develop at certain ages (Cameron, 2001).

2.1.1.1. Sensory-Motor Period (from birth to 2 years)

Piaget described this period as the time when children use action schemas in order to achieve a goal-directed activity(Vialle, Lysaght & Verenikina, 2000). Starting from the age of 8 months, infants focus on their immediate surroundings, experimenting things around them by playing with them, biting them or throwing them.Throughout this stage, they will take things apart, put things back together and explore the concept of things existing in and out of sight. For example, the infant playing with a toy and someone hide it while allowing him to watch, he will forget about it right away. By time, gradually his object existence evolves and starts to look for the hidden toy. Thus, by the end of this period, infants will be able to visualize things that are not there in front of them, and learn to put their actions together to produce a desired result (Mangal & Mangal, 2019).

2.1.1.2. Pre-operational stage (about two to seven years)

The preoperational child start to replace direct actions of the sensorimotor period with symbols such as words, images and signs. He begins to pronounce words, to ask for something instead of just reaching out to get it. The most important achievement of this stage, then, is the development of language. Between the ages of two and four, the children vocabulary increases approximately from 200 to 2000 words (Vialle et al., 2000). In the first part of this period, the children way of thinking and understanding is quite illogical. For example, a child would call any big animal with four legs and a long tail a cow or he will consider all men are daddy and all woman are mummy (ibid). The other major characteristic of the child in this stage is the egocentric nature. Piaget proposed that the child sees the world from his perspective and consequently expect other people to view the world in the same way. For instance, a young child on the phone nodding his head to answer a question, thinking that his interlocutor is able to see him(Heo, Han, Koch, & Aydin, 2011). Furthermore, the child thinking in this period is rigid and irreversible that is, if he has a brother, he cannot realise that his brother has a brother (Mangal & Mangal, 2019).

2.1.1.3. Concrete operational stage (about seven to eleven years)

About the age of six or seven years old, most children start to operate symbols logically in order to solve problems. In addition, they mastered the ability to conserve number, length and liquid volume (Heo, et al., 2011). Conservation here means that the quantity of something remains the same though its shape may change. Piaget's experiment of the volume conservation is a good example to explain the concept. Piaget displayed two large glasses contain the same quantity of water to the child and asked him if they contain the same or different amount. The child answers, the same. Then, Piaget poured the water

of one of the two glasses in another tall and thin one and asked the child the same question. This time the child answer, different (Vialle et al., 2000).

2.1.1.4. Formal operational stage (about twelve to fifteen years)

In this stage, the child learn to deal with abstraction by logical thinking. While concrete operational children thinking process is purely concrete. This means, their thoughts are restricted to actual events and real observed things by them. Formal operations understand that they can apply the same concreate problems' rules to solve mentally hypothetical problems (Heo, et al., 2011). For example, the teacher displays a simple pendulum to the adolescent. To that pendulum different amounts of weight can be hung.Then the teacher asks what determines how fast the pendulum swings: the length of the string holding it, the weight attached to it, or the distance that it is pulled to the side? Nevertheless, the adolescent is not allowed to use the materials themselves to solve this problem. Ruther, he must think of the solution mentally(Mangal & Mangal, 2019). Hence, the most important development of this stage is the scientific reasoning; the ability of the adolescent to generate hypotheses, to create and evaluate alternatives and to analyse her/his own thinking.

2.1.1.5. Implementations of Piagetian theory for language learning

Piaget's idea of how the learning process occur is based on the interaction of the child as an active learner with his environment, and trying to find an explanation for the issues that encounter. The implementation of his theory in language learning are of great relevance. Piaget emphasized two main concepts: the child as a sense-maker and the possibilities offered by the world to the children in their learning development.

The child as a sense-maker tries to understand people's acts and language around him, using his knowledge and experience. The teachers' realization that children' sense

making is limited to their experience is very important to understand the way that they respond to the language classrooms' tasks and activities (Cameron, 2001). Concerning the world as offering opportunities for learning. According to Piaget, learning is a result of interaction between child's cognitive structure and his environmental experiences through two processes: assimilation and accommodation. Assimilation involves gathering new information from our environment and fitting it to our structures. Accommodation is what happens when we try to change our existing ideas in order to fit in the new information (Vialle et al., 2000). For best possible learning to occur, the introduced information must has a form and nature that it can be assimilated into the present cognitive structure, but at the same time, it must be different enough to necessitate some changes that needed for accommodation and resulting in new learning (Mangal & Mangal, 2019).

2.1.2. Vygotsky's sociocultural theory

A significant aspect of the child's life that Piaget neglected is the social. He was interested to the child himself in the world rather than his interaction with his society. This latter had given a much more important by Vygotsky. He believed that children's sociocultural environment plays an important role in how they develop cognitively. In Vygotsky's view, the acquisition of first language has a vital role in cognitive development. Language offers children a new device for doing things and for organizing information using words as symbols. After children acquire language, they do not just undergo a set series of stages. Rather, their cognitive development relies on interactions with adults, cultural norms, and their environmental conditions (Cameron, 2002).

2.1.2.1. Children's private speech

Vygotsky considered private speech as "a critical intermediate stage in the transition from external social communication to internal self direction and as the

cornerstone of all higher cognitive processes, including selective attention, voluntary, memory, planning, concept formation and self reflection" (Waller, Whitmarsh & Clarke, 2011, p. 13). Hence, for Vygotsky the occurrence of private speech at about three years old is the origin of social speech. Which progressively divided into two functionally distinct types: speech used to speak to other people and speech entirely addressed to the self. Young children use language to plans, direct and control their own behaviour. Once they acquire language skills and learn the rules of their culture, their overt speech turn into inner speech whichmaintains its part in adults lives since they use it in giving instructions to themselves about how to behave(Waller et al, 2011).

2.1.2.2. Zone of proximal development

Like Piaget's theory, Vygotsky's theory suggests that children learn initially through the interaction with the environment where the learning activity will happen. Nevertheless, Vygotsky's theory covered two levels of learning. The first one concerns children who try to perform a task but still in need for help from people, objects or the setting to achieve it. The second level of learning takes place when children become able to complete the task all by themselves. Children shift from learning through adults mediation (level 1) to being self-reliant learners (level 2) by cooperating with more knowledgeable people who create a zone for learning or what Vygotsky called Zone of Proximal Development. Across this zone, children progressively become better able of producing skills with less assistant. Eventually, they are able to acquire the skills on their own(Selmi, Gallagher& Mora-Flores, 2014). Zone of proximal development then, is "the distance between what a learner can accomplish independently and what he or she can accomplish with the help of a more skilled classmate or an adult" (Puckett, & Diffily, 2004, p. 135).

2.1.2.3. Implications of Vygotskyan theory in language learning

An essential early childhood principle is that very young learners' educators adopt the actual level of children and work on its progress. Vygotsky believed that true teaching occurs in each child zone of proximal development. Learning a child within this zone requires a well knowledge and understanding of the child by the teacher. If a teacher is aware of the very young learner individual capability, he/she can design learning programme so that activities are challenging but achievable. Every child has a different zone in each developmental stage, which can be determined using repeated, registered observations (Puckett, & Diffily, 2004).

2.1.2.3.1. Internalization

The process of gradual moving towards independent acts and reasoning is called internalization, and represents transformation in the child's cognitive development(De La Peña Puebla, E., 2013). Vygotsky claimed that children as learners internalize language tasks, as reading and writing in three-stage process. Internalization starts with the child observing others, for example watching his or her teacher or parent or other learners, as they carrying out a language activity. In the next phase, the very young learner imitates the language task. For instance, when a young child holds his or her preferred storybook, and pretends to be reading like his or parent did. The last stage of internalization is when the child can complete the task without any assistance. Internalization emphasizes the relevance of the teacher or parent as a role model for the process, also the children' learning collaboration modelling process for one another. Vygotsky's theory advocates the child-centred and activity-centred learning approach, which enables the learner to use language as an exploratory tool (Israel, Sisk & Block, 2007).

2.1.3. Bruner's theory of cognitive development

For Bruner, language has a weight in children's cognitive development. He asserts that language is the most important device in that process. To learn how to use this device effectively and efficiently, the child must interact with adults. For learning to happen, Bruner considers that suitable social interactional frameworks must be provided; he called these scaffolding and routines. Scaffolding and routines considered as key perspectives for successful teaching strategies. Hence, the implementation of these perspectives in language classroom may provide educators with routines that dedicated to improve their language instructions (De La Peña Puebla, E., 2013; Fisher, 2004).

2.1.3.1. Scaffolding and Routines

In the beginning of the language-learning, parents, usually mother, provides the appropriate learning environment for her child, by ensuring contexts and routines that are familiar to him. She keeps well-tuned to the capacities of her child and allows him or her to continue at an appropriate rate assisted by her use of language to direct and increase her child's development(Fisher, 2004). Infant's developing social competence enables them to recall and expect the common social events or routines such as diaper changing, bath time, food time or games of peek-a-boo that take a place daily. For Bruner, this growing knowledge of the social repertoire helps children in forming perceptions of the language meaning that adults use through these routines(Harris & Westermann, 2015).

The predominant nativist theory had a strong influence on the way that Bruner developed his theory, given that there are two distinct versions of it. In the earlier version (1975), he suggested that there is a tight connection between the form of language and the form of social routines. On the other hand, in his later version (1983), he claimed that there

was not similarity between the structure of language and that of social routines. Bruner's realization of the significant dissimilarity between the structure of language and social routine was the reason for his theory change. Social routines are essential because they provide infants with context for acquiring the meaning of words. Nevertheless, they do not provide context for learning morphology and syntax of language as these features are not reflected in the social routines (ibid).

2.1.3.1.1. Scaffolding and routines in early language learning

Scaffolding is a figurative description of a teaching method that makes children learning easier. This method is task-directed and attracts the child's attention on significant aspect of the task. Scaffolding leads the child through small comprehensible levels to achieve success. For example, while a mother reading a story to her child, he may spontaneously say "spider". Here, the mother has several option to respond to this. She can ask how many legs does the spider have? Which necessitate the child to count approximately, or for the mother to cooperate with him and complete counting herself. In addition, the mother may reply by asking when did you see a spider in the garden? Requiring from the child to remember the answer and engage in a more possible discussion about it. The mother directs her child's linguistic efforts on a specific theme, but constantly ask for new information or details. She controls her child's linguistic progress by asking him the appropriate question to his linguistic production and understanding level (Garton, 1995).

2.2. Most appropriate strategies to teach English to very young learners

Since very young language learners exhibit distinct characteristics from adults, it is very important to select the suitable language teaching methods, activities, materials and techniques for them. Effective teaching is feasible only with thoroughly prepared plans.

The best plans are those that attract children's attention. To do this kindergarten teachers design activities rather than lessons. These activities should be relevant to the children level. That is, it is listening and speaking skills based, for example videos, songs and rhymes. In addition, teachers must avoid teaching grammar explicitly, yet it can be presented as chunks, through songs or classroom language. Furthermore, there must not be any reading and writing, activities must comprises play and have clear objectives. Regarding the material to be used teachers can select flashcards, stuffed toys, class mascot, word cards, games and English corner in the class. The following are the most commonly used curriculum designs, methods and techniques for teaching foreign language to very young learners (Sühendan, 2014; Göktolga, 2013)

2.2.1. Teaching through topics/tasks

Bourke (2006) is one of the advocates of the topic-based or task-based curriculums to teach very young learners. For him, some rigid theme-based or structural curriculums are not the most suitable for teaching language to very young learners. As they consists of listing a series of lessons where the main teaching point is the form rather than function. Bourke claimed that, in order to be meaningful for children, language must be presented as whole. Not as disconnected discrete items.

Kindergarteners are in the concreate operation stage of cognitive development. Thus, they learn through hands-on experiences. As a result, children are very active in language classes; they need to be engaged in meaningful tasks that require using language to accomplish it. Considering the group work, children have to intercommunicate and learn from each other. In addition, teachers must interact with children and challenge them to overstep their current level. Such context supports social interaction and promote the practical use of language through scaffolding. Meanwhile, the contents are easily adapted

to the ZPD of very young learners since the input is not pre-determined and the learning experience is more personal and meaningful.

Designing a topic-based syllabus is relatively simple. The teacher could select a topic as the core of the unit, which may cover one or two weeks. The topic selects the appropriate listening and speaking activities, interactional tasks and reading texts. The goal is not to not to supply children with all the information on that topic, but instead to encourage very young learners to figure out different aspects of that topic and the language associated with it. By way of illustration, let us assume that the topic is Animals around us. We could start by calling some common animals like, cows, cats, monkey and spider. First the teacher displays a good deal information about each animal, to gain insight to what children already know, for instance:

Monkeys have fur and long tails.

They live in the jungle.

This one is a macaque.

Then the teacher may provide few more ideas and new words such as troop, agile, chatter and naughty, to open up a discussion with children about the size, food, covering or habitat of the other animals.

As Bourke (2006) suggests, topic alone cannot be of great benefit. Rather it offers the inspiration for a range of tasks that very young learners could perform. Given the above example, follow-up tasks could be any one or more from the following:

- Identify each animal by name (this is . . . /that's a . . .)
- Describe animals according to their size (its big/small/bigger/smaller/ fatter).

- Colour (its brown/green); appendages (It has a long trail, eight legs); kind of skin ('the . . . has fur/scales/feathers.'); how they move (the . . . runs/hops/crawls/flies)

- Classify animals according to their habitat. (The . . . lives in water/in the jungle/in trees)

- Making comparisons: (The monkey has ears. The mouse deer has ears. Both have ears/the frog does not have wings. The snake does not have wings. Neither has wings/All birds have beaks. All butterflies have wings. All ants have six legs)

- Ability: (Frogs can swim, but they cannot fly).

2.2.2. Teaching through stories

Storytelling primary goal is to develop children's self-esteem and establish in them a positive attitude toward English (Castro, 2002). Despite its advantages to the EFL classrooms and its authenticity, storytelling is considerably neglected or avoided by teachers, especially non-native ones(Méndez et al., 2003). They find it hard task due to the shortage of materials; the storybooks for instance, are not prepared to meet their culture (Sühendan, 2014). However, throughstories, very young learners become familiar with other societies' values, develop their prediction and deduce abilities and sharpen their memory. As Rossiter (2002) notes,

> Stories are effective as educational tools because they are believable, rememberable,and entertaining. The believability stems from the fact that storiesdeal with human or human-like experience that we tend to perceive as an authentic andcredible source of knowledge. Stories make information more rememberable becausethey involve us in the actions and intentions of the

characters. In so doing, storiesinvite--indeed demand--active meaning making (p.3).

Children have the opportunity to speak English creatively as they incorporate new ideas and expertise that they learned from different stories. In addition, they become more confident in the ability to express themselves spontaneously.

According to González (2010), stories are an ideal tool to learn English. It makes the children's learning interesting, amusing and memorable. She argues that teaching English through stories has two main advantages. First, it helps children to learn in fun and meaningful way. To do so, the teacher should took in consideration the children's likes and interests, so that they get involved in the process. In addition, stories should be connected with their real lives. The characters in the stories should be familiar to the children. This would help them to understand the stories because they already had some prior knowledge about them in their first language. Storytelling is followed up by a game or game like activity, which creates a relaxing environment for children to practice and reinforce the new vocabulary needed to achieve a better understanding of the stories.

Second, storytelling allowed children to comprehend and demonstrate comprehension. Before reading the story, the teacher should select certain words that are essential for the understanding of the story and pre-taught them through different activities. While reading, the teacher points to the words and shows the pictures to make connections between the printed text and the illustrations. Big books considered as a powerful tool to help children understanding because they allowed them to read the text of the story as well as easily see the pictures. After reading the text, it is necessary to engage the children in post-listening tasks and language related activities in which they talks about the stories.

Such activities made the stories more comprehensible while help the children to move from receptive competence to productive competence.

2.2.3. Total Physical Response

Total Physical Response or TPR method created by James Asher, a Californian Professor of languages. He believed that second language learning is pretty much the same as first language learning. Its target is producing learners who can speak clearly without prohibition with native speakers. There is practically no speaking in the early stages of learning. The basic activity type comprise a series of critical practises and or orders that requires physical actions. The curriculum is a traditional sentence-based one, which based on grammatical and lexical features, though the meaning is the aim not the form.

Moreover, there is no direct grammar teaching. The child task is to listen and carry out, so he has a minor effect on the learning content. The teacher's role however, is highly effective and direct one. Although materials and methods have an essential later role, voice, actions, and gestures are enough at the beginning(Nunan, 2010).

According to (Savic, 2014), TPR language lessons include a chain of teacher's commands submitted progressively and repeated until the children internalise them. First, the teacher designate four volunteers to perform the equivalent physical action of his commands facing the class (Stand up, for instance). Once the first command is internalised, new ones are further stated separately (Stand up. Sit down, Turn around, Jump, Stop, Walk). Meanwhile, the teacher is designing the matching activities together with the volunteers, and regularly changing the order of commands.

Next, once the teacher makes sure that the volunteers grasp the language submitted and performed, he gives the first instruction (stand up) to whole the class. After all students demonstrate their comprehension, the teacher proceeds with the other commands

that the class has watched being executed by the teacher and volunteers (Stand up. Sit down, Turn around, Jump, Stop, Walk).

As soon as the class manage to carry out all the commands confidently, the teacher displays new language through new commands that are further complicated and involve new nouns, adjectives and adverbs along with verbs (Point to the door/the chair/the desk. Walk to the door/the window/the chair. Touch the chair/the door/the desk). Accordingly, grammar word (articles, prepositions, pronouns) as well as content words are introduced and practiced. The chain of commands should be mixed until all children are capable to take the commands confidently. In addition, it is very important to submit new commands (Jump to the desk, Sit on the desk), and a combination of commands that necessitates two or more actions (Point to the door and walk to the door). This helps children to become more flexible in grasping unfamiliar utterances. It is not anticipated from children to speak in the few first weeks of teaching them English using TPR. Rather to observe and respond nonverbally. Nonetheless, when some children are sure enough to speak, they give commands one at a time and their colleagues and the teacher respond with action. Hence, speaking is learned at children' individual pace, as anxiety-free activity (Savic, 2014).

2.2.4. Communicative Language Teaching

Communicative language teaching or CLT advocates notes that language is above all a process, that is a system of conveying meaning and its main role is interpersonal communication. Supposing that language learning is to help learners to convey individual meanings, there cannot be then one overall objective. Rather, objective will differ to show various learner needs. Moreover, they will be functional as well as linguistic. Activities will be about simulating situations that learners will deal with outside the classroom. Hence, learners will acquire language through using it, not by learning it. Learners are

regarded as active participant rather than passive recipient. Teacher can be facilitator of the communication process, needs analyst, counsellor, process manager or informant (Nunan, 2010).

With CLT approach, there is unlimited range of activities that encourage learners to communicate, and necessitate the use of such communicative process as information exchanging, discussion of meaning, and interaction(Richards & Rodgers, 2001).

- Mind engaging task: the teacher provides incomplete plan or diagram which student have to complete by asking for information.

- Group work/pair work: the teacher places a screen between students and gets one to place objects in a certain pattern, this pattern is then communicated to students behind the screen.

- Retrieving text order: discovering and completing missing parts in a map or picture.

- Roleplay: which include conversation, discussion, dialogues, simulation, improvisations, and skits (ibid).

Conclusion

Effective English language teaching techniques are those based on the children needs, characteristics and cognitive abilities. Thus, teachers of very young learners need to prepare their lessons and activities based on the children preferred ways of learning and overall   objective   of   the   lesson.

Chapter Three

Data Presentationand Analysis

Introduction

This chapter represents the research approach and the research design adopted for this study as well as the data collection method used to collect the necessary data. Also, it displays the analysis of the obtained data in details. Furthermore, in this chapter, a discussion of the results will be presented, findings will be synthesised and a conclusion will be drawn.

3.1. Methodology

The present study aims mainly to explore teaching English as a foreign language to kindergarten children. It also seeks to highlight parents' views and preferences, as they are the decision makers regarding which first foreign language their children will learn. Therefore, a qualitative research approach was adopted to carry out this research study because it serves the nature of this research. In addition, a qualitative approach is suitable for answering the research question and attaining its aims.

A case study design was used as a research strategy because this research study intends to understand and describe how teaching foreign languages to very young learners can enhance their linguistic repertoire. Concerning thedata collection methods, a semi-structured questionnaire was used as data collection tool because it is suitable for the nature of this research study.

It should be noted that, the reason that we did not referred to the population and the sample of the study is that we were obliged to change the methodology after conducting two third of the research. This unexpected change was due to Coronavirus lockdown that prevented us from reaching Mama Zhour Kindergarten, where it was intended to carry out the work field.

3.1.1.Parents' Questionnaire

This questionnaire was addressed to parents. Its general aim was collecting information about parents' prior information about early teaching of foreign languages to very young learners as well as their views towards teaching their children English and French languages at the same time and which one of them would prefer if they had the chance to choose. In addition, this questionnaire sought to know the parents' perception towards the benefits of the early foreign language learning for the children.

3.1.1.1. Structure and Content

This questionnaire included three sections that in turn cover a number of questions. These questions were either close-ended questions or open-ended questions, or a combination of both types of questions. First, the close-ended questions were yes/no questions and multiple choice. This type of questions provides a specific answer. While, the second type was open-ended sub-questions as "other answer, please specify" or other questions that require parents to answer an open-ended question. This type of questions provide more details about the answers, or a justification of choice. This questionnaire was developed in the following way:

Section one:Parents' general information:this section aimed to exploreparents' educational level, which languages they master, and the languages that they use to deal with their children at home and if they are aware of the early foreign language learning.

Section two:Parents' preferences:this section sought to determine parent' standpoint of early learning of foreign languages. In addition, it attempted to formulate an overview around the appropriate mandatory age to start teaching children a foreign

language. Furthermore, this section aimed to depict parents' first mandatory foreign language (English or French), and if teaching them both languages in the same time will enhance their children proficiency.

Section three: Parents' degree of awareness:this section was concerned with the benefits of early foreign language learning for children. It verified the parents' awareness degree of these benefits. In addition, it probes parents' views about the language teaching policy in Algeria.

3.1.2. Administration of Parent' Questionnaire

We designed this questionnaire using Google Forms application and distributed it randomly on social media (Facebook). It is noteworthy that we were intending to handout this questionnaire to children parents in Mama Zhour Kindergarten, as it is one of the few private educational institutions in Biskra that teach English to very young learners. However, the Coronavirus procedures prevented us from reaching parents directly. Therefore, we posted it in the kindergartens Facebook pages and other Facebook groups.
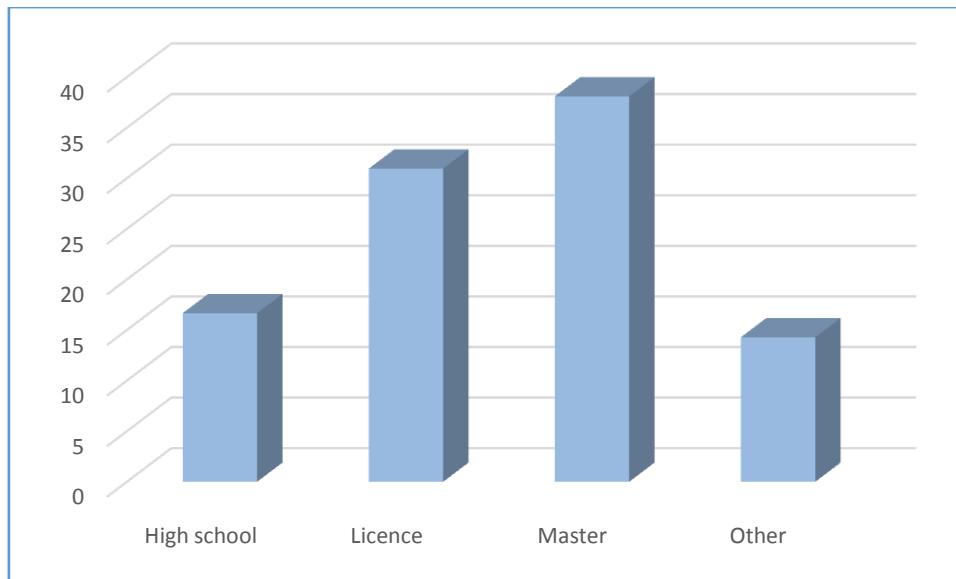
3.2. Findings

3.2.1. Section one: Parents' general information

Question one: What is the highest educational level you received?

Table 2*Parents' educationallevels*

Option	Number of respondents	Percentage
High school	07	17%
Licence	13	31%
Master	16	38%
Other	06	14%
Total	42	100%

*Figure 4.*Parents' educationallevels

   The first question targeted the parents directly. First, to engage them in answering

the questionnaire. Second, to collect information about their educational level so we could

analyse their following answers based on their level. The larger part of the respondent

(38%) were Master holders, and then 31% of them were Licence holders. The High school

graduates represented 17%, and the final category (14%) included Engineers and PhD

holders.

   Question two: Which language (es) do you master?

   Table 3 *Parent' masteredlanguages*

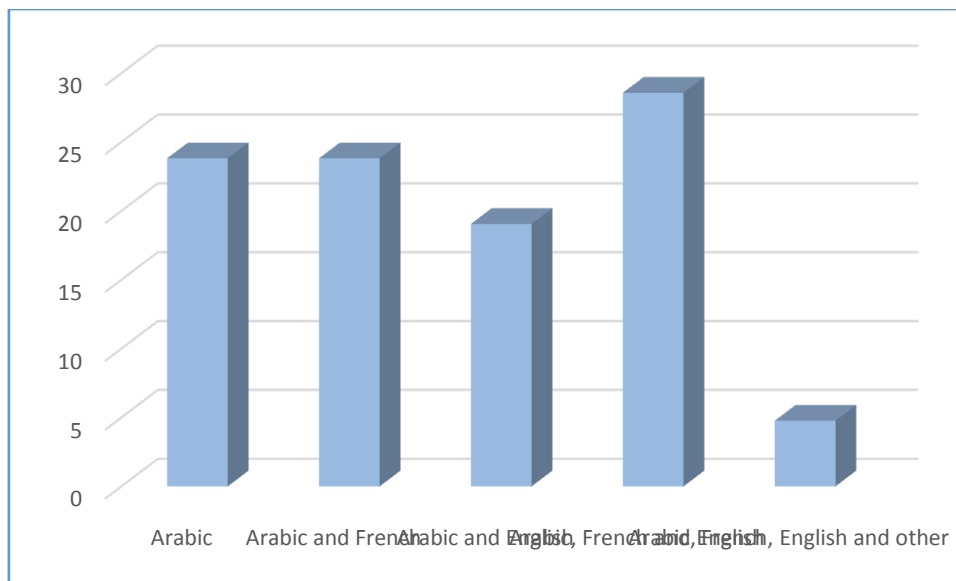| Option	Number of respondent	Percentage
Arabic	10	24%
Arabic and French	10	24%
Arabic and English	08	19%
Arabic, French and English	12	28%
Arabic, French, English and other	02	05%
Total	42	100%

*Figure 5.*Parent' masteredlanguages

Since the language (es) that parents master have a very important effect on their children multilingual repertoire, we intended to ask this question to link between the parents preferred languages and what they will choose for their children as a first foreign language to learn. The highest percentage (28%) of the respondents master Arabic, French and English. The next highest percentage is 24% of the parents who master Arabic and the parents who master both Arabic and French. Then, the parents who master Arabic and English represented 19%. The last category (5%) has represented the parents who master the three languages plus others such as Spanish, Turkey or Tamazight dialects such as Chaoui.

Question three: What language do you use for interacting with your child at home?

Table 4 *Languages that parents use for interaction with their children*

Option	Number of respondents	Percentage
Arabic	35	83%
Arabic and French	02	05%
Arabic and English	02	05%
Arabic, French and English	02	05%
Arabic and Tamazight	01	02%

Total	42	100%
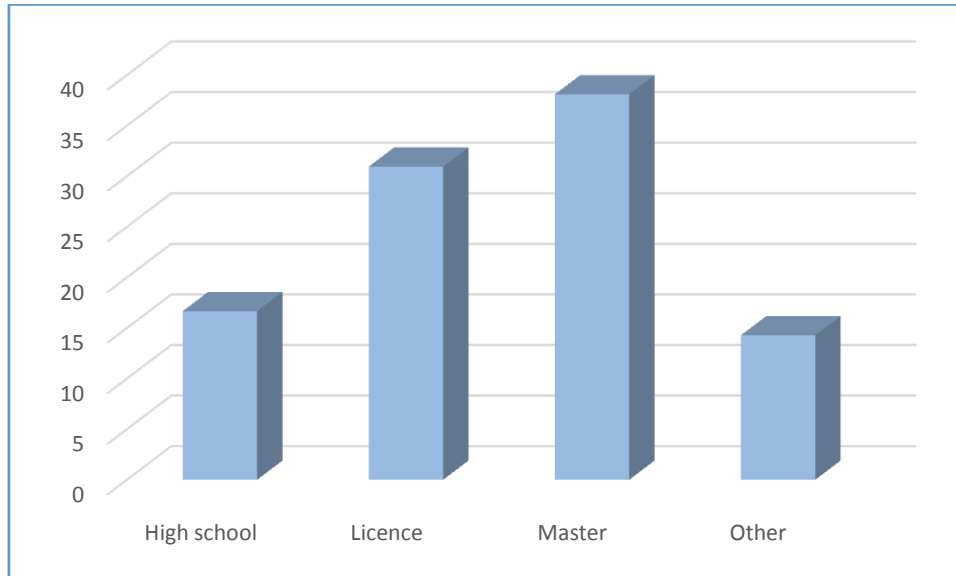
*Figure 6.* Languages that parents use for interaction with their children

In their interaction with their children, parents may use one or more languages. The first languages that children receive consider as their L1. Based on that;the parents may or may not choose for their children the first foreign language that they will learn, as we will see in the following section. We proposed this question to explore the variety of children's L1. Obviously, the majority of the parents 83% interact with their children using Arabic. Five (5%) of the parents use either Arabic and French, Arabic and English or Arabic, French and English. The last category of parents who represented 2% use Arabic and Tamazight to interact with their children.

Question four: Are you aware of the early foreign language learning?

Table 5 *Parents' degree of awareness of early foreign language learning*

Option	Number of respondents	Percentage
Yes	22	52%

No	20	48%
Total	42	100%
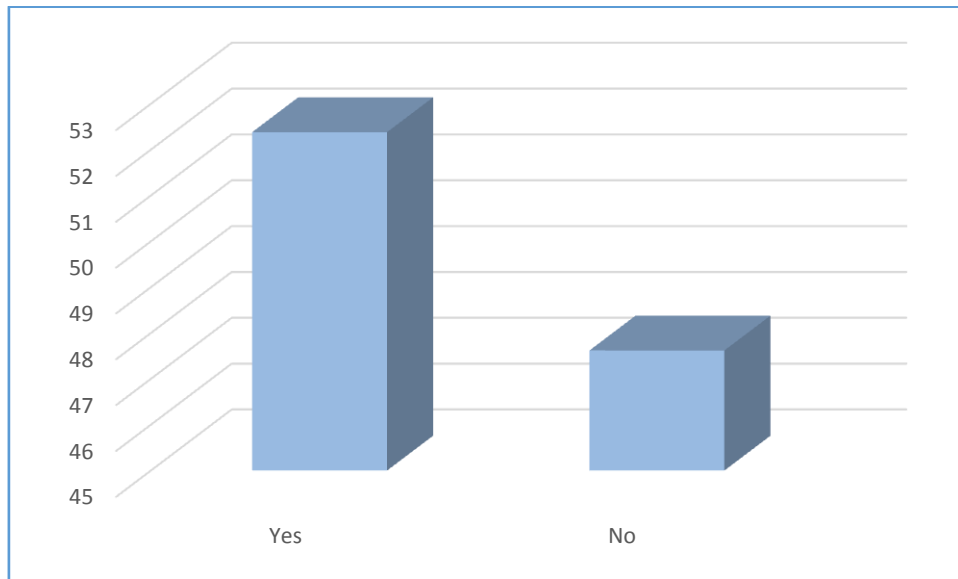
Figure 7. Parents' degree of awareness of early foreign language learning

This question intended to explore to what extent the parents are aware of the early learning of foreign languages. The percentages of parents who are aware (52%) and parents who are not aware (48%) were proximate.

3.2.2. Section two: Parents' preferences

Question one: Do you support children's early learning of foreign languages?

Table 6 *Parents' degree of supporting children' early learning of foreign languages*

Option	Number of respondents	Percentage
Yes	36	86%
No	06	14%
Total	42	100%
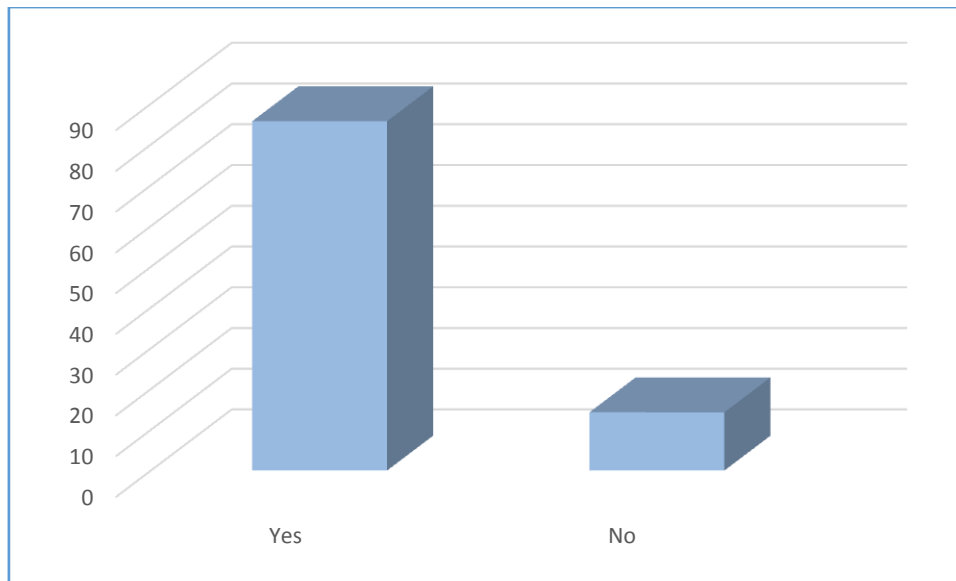
Figure 8. Parents' degree of supporting children' early learning of foreign languages

Through this question, we aimed to determine if the parents advocate the early learning of foreign languages to their children. It appears that, a percentage of 86% have supported early learning of foreign languages. The rest of them (14%) have not.

Why?

For those who have advocated the early foreign languages, they have asserted that children learn fast and they can acquire the language easily. In addition, they have stated that learning in childhood has a positive effect on the children brains. Furthermore, they have declared that learning other languages is useful for their children's future. Finally, they said that the internet, technology, smart phones and games all of these introduce foreign languages to children and facilitate its learning.

Whereas, the parents who have not supported the early learning of foreign languages, they have said that very young children forget easily consequently learning them other languages will put pressure on them. For others, teaching children other language while they are still learning their mother tongue may confuse them and make

them mix the two languages. Others have asserted that learning and mastering mother tongue (Arabic the language of Quran) must come first.

Question two: At what age do you think learning foreign languages should be mandatory?

Table 7*The age that parents think at it, learning foreign languages should be mandatory*

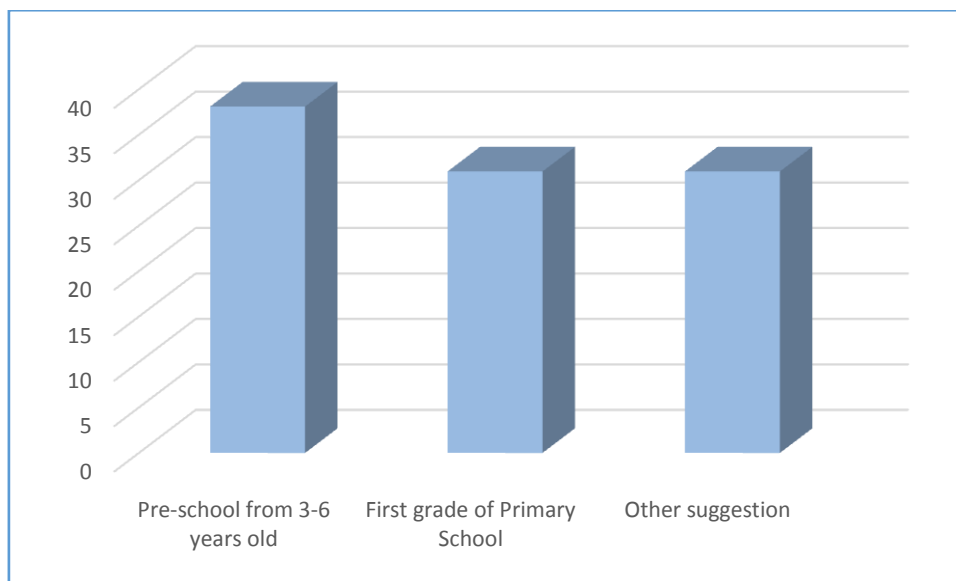| Option	Number of respondents	Percentage
Pre-school from 3-6 years old	16	38%
First grade of Primary School	13	31%
Other suggestions	13	31%
Total	42	100%

Figure 9. The age that parents think at it, learning foreign languages should be mandatory

The former question indicates that the most of the parents have agreed with an early starting, though their opinions regarding the age of the starting were different. The highest percentage (38%) of them were with the Pre-school starting, whereas 31% choose

First grade of Primary School. The other 31% propose other suggestions such as, after learning mother tongue, 3rd Primary school, 4thPrimary school or 12 years old.

Question three: Do you think that teaching English and French languages at the same time will enhance your child's foreign languages proficiency?

Table 8 *Parents' views concerning teaching English and French languages at the same time will enhance their children' foreign languages proficiency*

Option	Number of respondents	Percentage
Yes	21	50%
No	21	50%
Total	42	100%
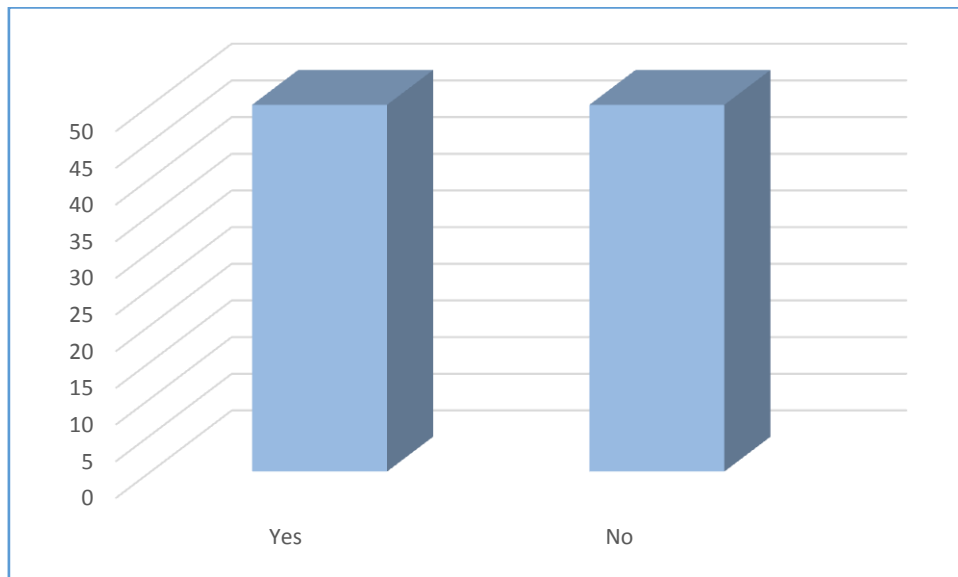
Figure 10. Parents' views concerning teaching English and French languages at the same time will enhance their children' foreign languages proficiency

Abandoning the French language abruptly is not a wise decision as we discussed in the theoretical part. Besides, most of the parents master the French language, English language or the two in the same time. Which may make it easier for the children to learn the two languages in the same time. This question was to check to what extent the parents are aware of that. Equal percentages went for both answers, 50% for yes and 50% for no.

Why?

The same argument used by the two parties. For example, the closeness of the two languages and the similarities in the rules and the vocabulary. Also, the mental abilities and capacity of grasping were used as a reasons to answer Yes and No in the same time. Concerning those who have answered Yes, they have argued that the child brain is capable of grasping many languages in the same time. In addition, they have said that learning two languages in the same time reinforce his performance and build his critical thinking. Meanwhile, those who have answered No, they have asserted that there is no need to learn the French language. Furthermore, they suggest teaching children the two languages one after the other because they are not prepared yet.

Question four: If you have to choose the first foreign mandatory language that your child will learn, this language will be

Table 9*Parents' preferred first foreign language*

Option	Number of respondents	Percentage
English	37	88%
French	05	12%
Total	42	100%
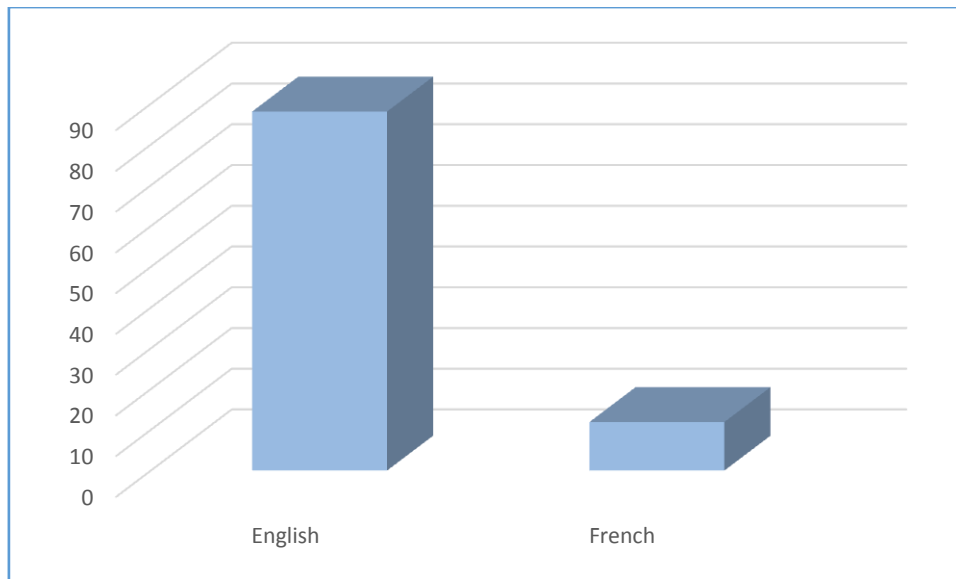
Figure 11. Parents' preferred first foreign language

We asked this question to confirm which language is more demanded. That is, the language parents consider indispensable for their children future. The percentage of 88% of the parents have chosen English as the first mandatory language that they prefer to teach to their children. They have defended their choice as English is the language of the world, it is the language of science and technology, the scientific publication are in English, mostly used around the world comparing to French and it will be the official language in the future as it fits the new era.

For their part, those who have chosen French (represent 12%), have supported their choice as Algeria is a Francophone country in the first place. In addition, they have suggested that French language is harder, so children should learn it first. For some parents, French is a personal choice.

3.2.3. Section three: Parents' degree of awareness

The six first questions of this part were concerned with testing parents' degree of awareness concerning the benefits of early foreign language learning for their very young

children. While, the three questions left were about probing parents' views towards the

status of teaching foreign languages in Algeria and especially English.

Question one: The earlier foreign language learning the higher competency level

the child will achieve.

Table 10*Parents' degree of agreement with the earlier foreign language learning the higher competency level the child will achieve*

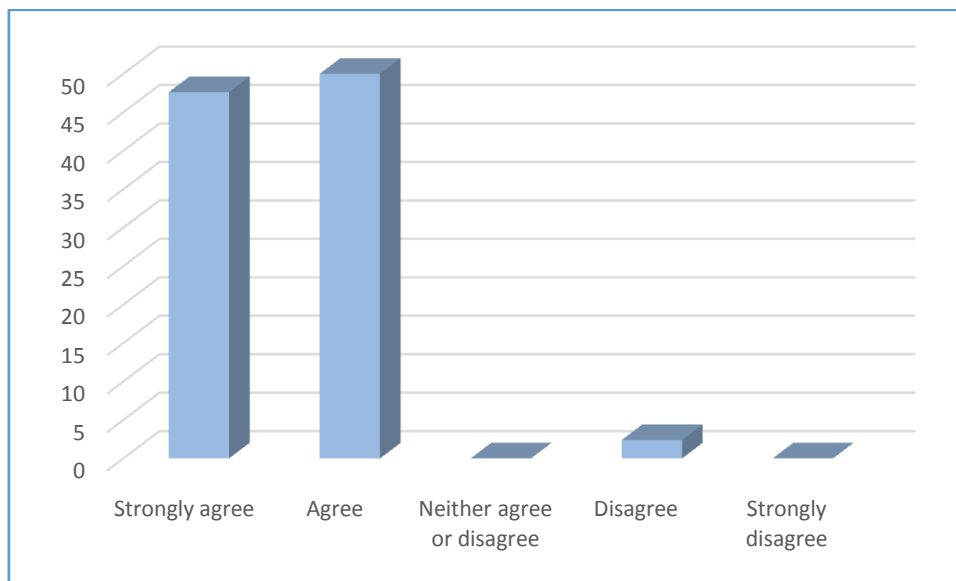| Option	Number of respondents	Percentage
Strongly agree	20	48%
Agree	21	50%
Neither agree or disagree	00	00%
Disagree	01	02%
Strongly disagree	00	00%
Total	42	100%

Figure 12. Parents' degree of agreement with the earlier foreign language learning the higher competency level the child will achieve

The percentage of 48% of the parents have strongly agreed and 50% have agreed

with the idea of the earlier foreign language learning the higher competency level the child

will achieve. Whereas, only 2% of them have disagreed.

Question two: Learning a foreign language early helps the child's acquisition of mother tongue.

Table 11 *Parents' degree of agreement with learning a foreign language early helps the child's acquisition of mother tongue*

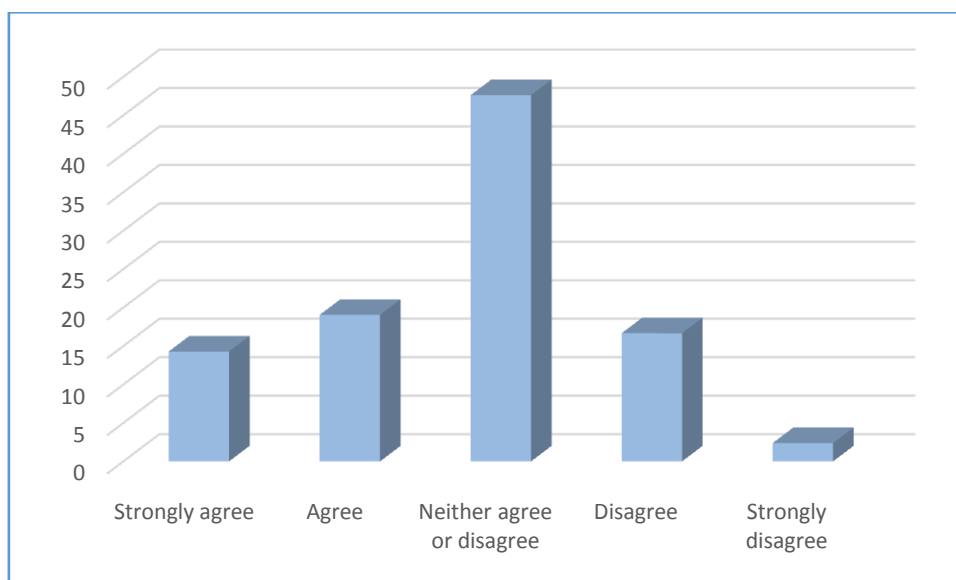| Option	Number of respondents	Percentage
Strongly agree	06	14%
Agree	08	19%
Neither agree or disagree	20	48%
Disagree	07	17%
Strongly disagree	01	02%
Total	42	100%

Figure 13. Parents' degree of agreement with learning a foreign language early helps the child's acquisition of mother tongue

Most of people have the idea that teaching their children another language while they are still acquiring their mother tongue may confuse them and restrict this latter. By asking this question, we sought to identify to what extent the parents believe in this idea. The higher percentage of parents (48%) have neither agreed nor disagreed. The parents who agree represent 19% and who have strongly agreed represented 14%. While the

parents who have disagreed represented 17% and who have strongly disagreed, represented 2%.

Question three: Early learning of a foreign language develops the child's positive attitudes towards other cultures.

Table 12 *Parents' degree of agreement with early learning of a foreign language develops the child's positive attitudes towards other cultures*

Option	Number of respondents	Percentage
Strongly agree	23	55%
Agree	16	38%
Neither agree or disagree	01	2%
Disagree	02	05%
Strongly disagree	00	00%
Total	42	100%
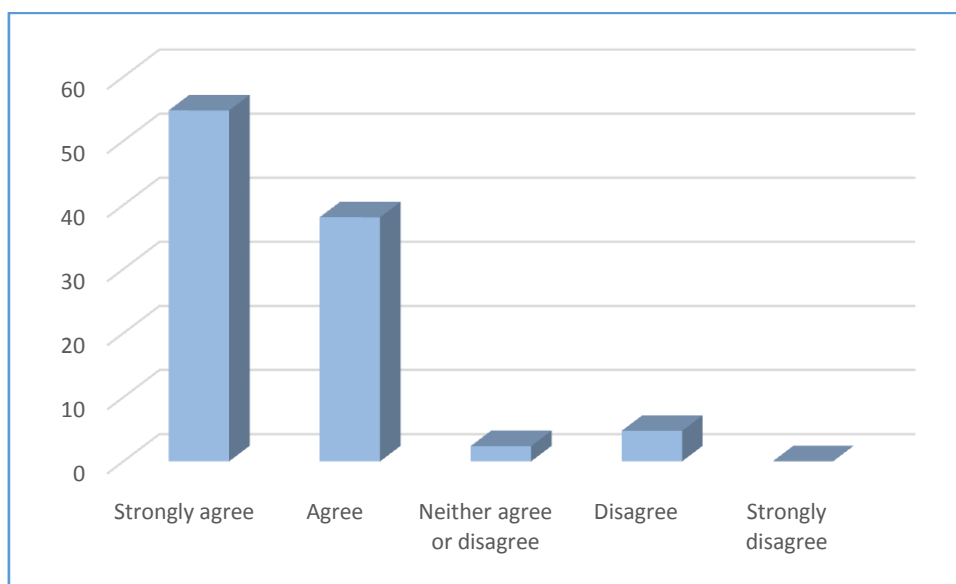
Figure 14. Parents' degree of agreement with early learning of a foreign language develops the child's positive attitudes towards other cultures

The majority of the parents who have strongly agreed (55%) or have agreed (38%) with the 'early learning of a foreign language develops the child's positive attitudes towards other cultures'. The parents who haveneither agreed nor disagreed represented 2%, and the parents who have disagreed represented 5%.

Question four: Early language learning has a positive effects on the child's future learning of other school subjects.

Table 13 *Parents' degree of agreement with early language learning has positive effects on the child's future learning of other school subjects*

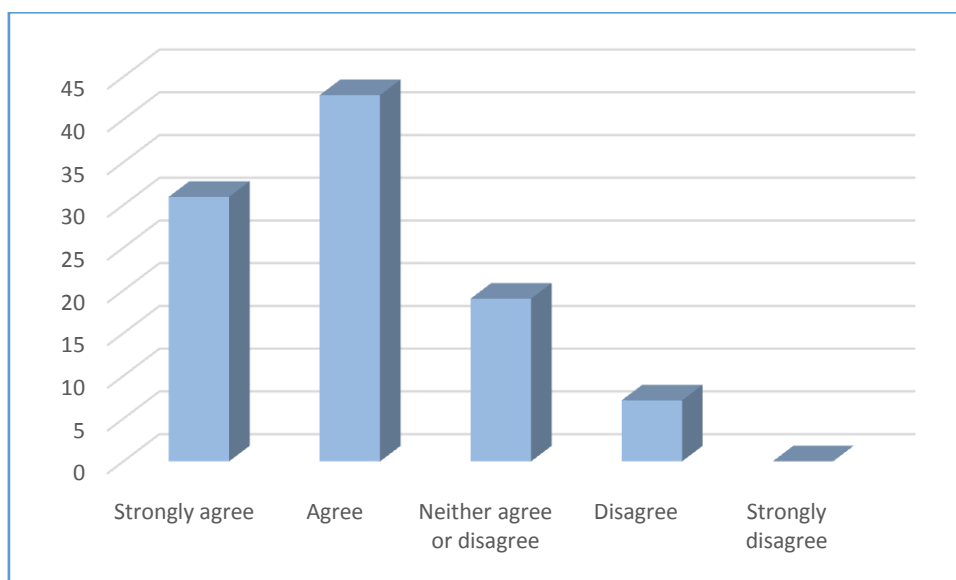| Option	Number of respondents	Percentage
Strongly agree	13	31%
Agree	18	43%
Neither agree or disagree	08	19%
Disagree	03	7%
Strongly disagree	00	00%
Total	42	100%

Figure 15. Parents' degree of agreement with early language learning has positive effects on the child's future learning of other school subjects

The percentage of 43% of the parents have agreed and 31% have strongly agreed with the 'Early language learning has positive effects on the child's future learning of other school subjects'. Meanwhile, 7% of the parents have disagree and 19% haveneither agreed nor disagreed.

Question five: Early language learning promotes the child's critical thinking.

Table 14 *Parents' degree of agreement with early language learning promotes the child's critical thinking*

Option	Number of respondents	Percentage
Strongly agree	12	28%
Agree	18	43%
Neither agree or disagree	07	17%
Disagree	05	12%
Strongly disagree	00	00%
Total	42	100%
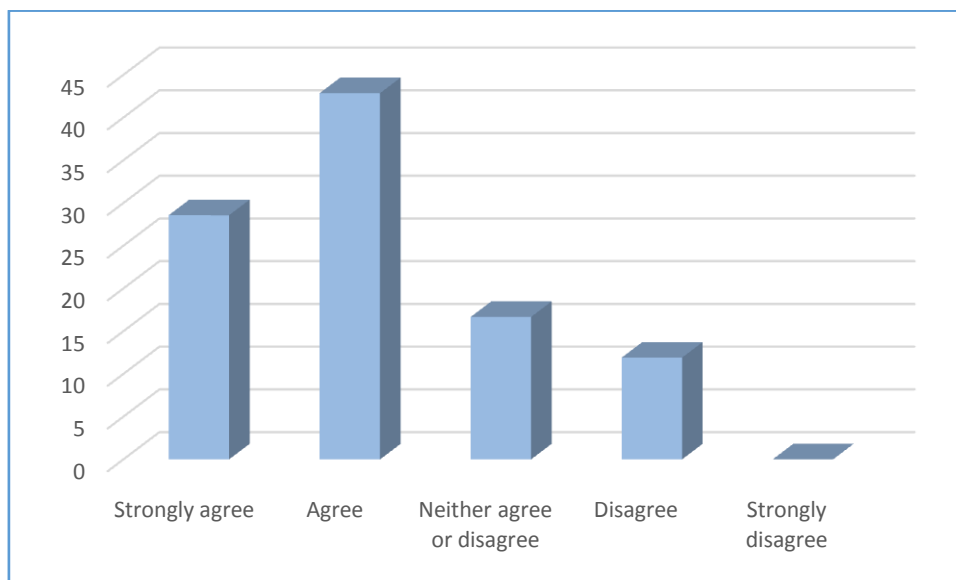
Figure 16. Parents' degree of agreement with early language learning promotes the child's critical thinking

The parents who have chosen agree and strongly agree to answer this question represented respectively 43% and 29%. While the parents who have chosen neither agree or disagree represented 17% and the parents who have chosen disagree represented 12%.

Question six: Early foreign language learning increases the child's future chances to get a job.

Table 15*Parents' degree of agreement with early foreign language learning increases the child's future chances to get a job*

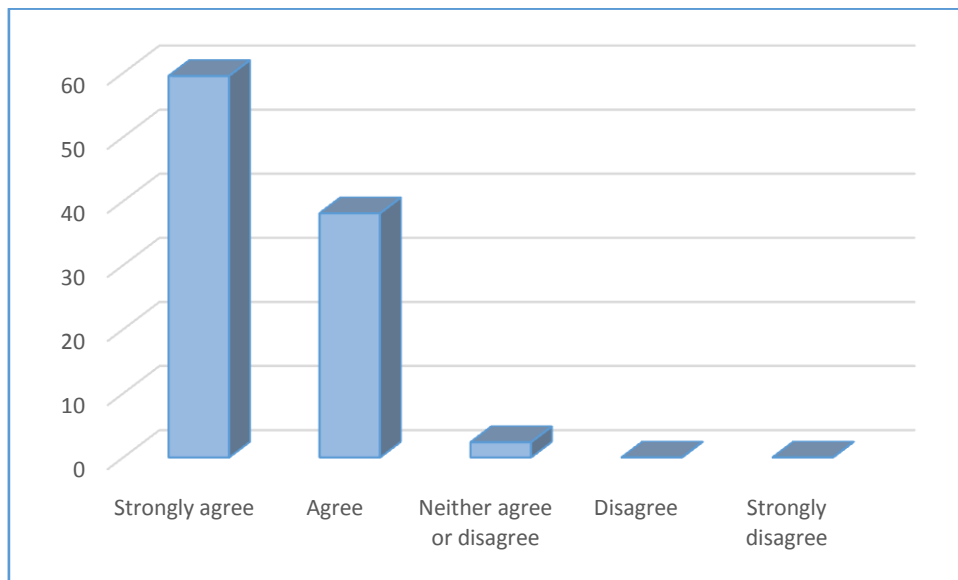| Option	Number of respondents	Percentage
Strongly agree	25	60%
Agree	16	38%
Neither agree or disagree	01	2%
Disagree	00	0%
Strongly disagree	00	0%
Total	42	100%

Figure 17. Parents' degree of agreement with early foreign language learning increases the child's future chances to get a job

The great part of parents have strongly agreed (60%) and agreed (38%) with the view of 'Early foreign language learning increases the child's future chances to get a job'. The 2% left of the parents have neither agreednor disagreed.

Question seven: Late learning of foreign languages in Algeria is the cause of learners' weakness in foreign languages.

Table 16 *Parents' degree of agreement with late learning of foreign languages in Algeria is the cause of learners' weakness in foreign languages*

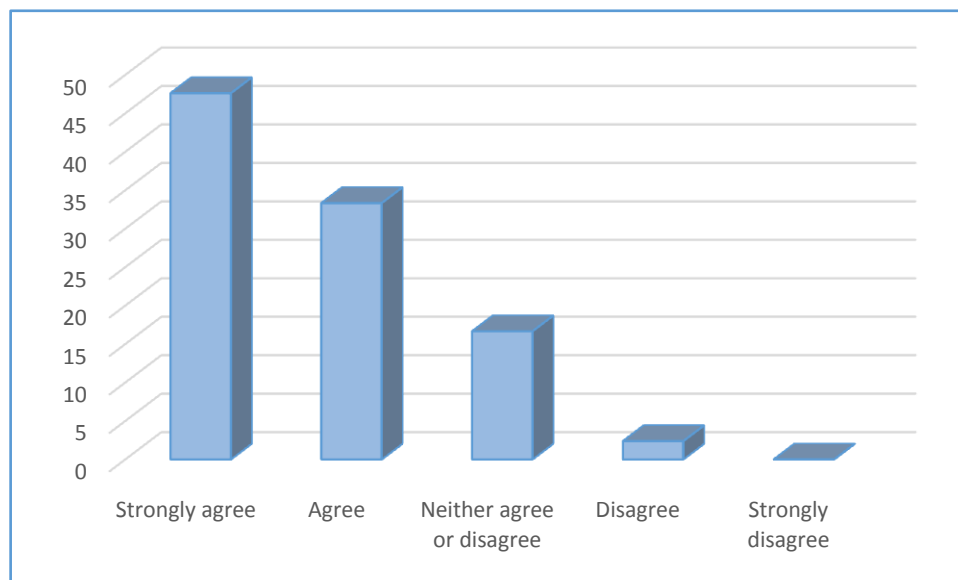| Option	Number of respondents	percentage
Strongly agree	20	48%
Agree	14	33%
Neither agree or disagree	07	17%
Disagree	01	2%
Strongly disagree	00	00%
Total	42	100%

Figure 18. Parents' degree of agreement with late learning of foreign languages in Algeria is the cause of learners' weakness in foreign languages

Through this question, we sought to inspect the parents' perspectives towards the foreign language-learning situation in Algeria, and to determine to what extent parents are agree or disagree with the view of 'late learning of foreign languages in Algeria is the cause of learners' weakness in foreign languages'. The parents who have strongly agreed and agreed parents represented respectively 48% and 33%. The parents who have neither

agreed nor disagreed represented 17% while 2% of the parents have represented those who disagreed.

Question eight: Mastering English language is important for children's academic and professional future in Algeria.

Table 17*Parents' degree of agreement with Mastering English language is important for children's academic and professional future in Algeria*

Option	Number of respondents	percentage
Strongly agree	20	48%
Agree	18	43%
Neither agree or disagree	01	2%
Disagree	03	7%
Strongly disagree	00	0%
Total	42	100%

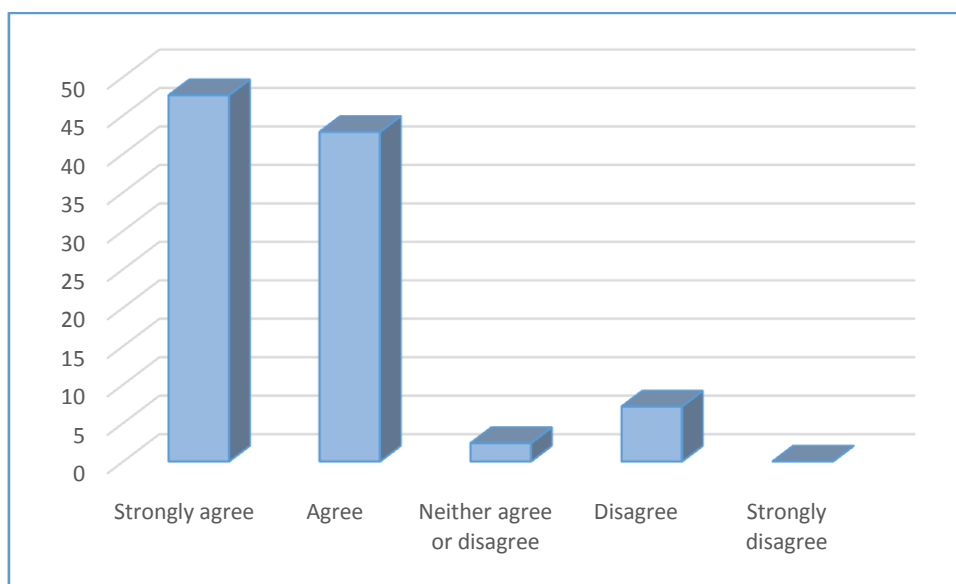*Figure 19.* Parents' degree of agreement with Mastering English language is important for children's academic and professional future in Algeria

The majority of parents have strongly agreed (48%) and who have agreed (43%) with 'mastering English language is important for children's academic and professional future in Algeria'. Whereas 7% have disagreed and 2% have neither agreed or disagreed.

Question nine: Mandatory English teaching in Algeria should be reconsidered by

the decision makers.

Table 18 *Parents' degree of agreement with Mandatory English teaching in Algeria should be reconsidered by the decision makers*

Option	Number of respondents	percentage
Strongly agree	27	64%
Agree	15	36%
Neither agree or disagree	00	0%
Disagree	00	0%
Strongly disagree	00	0%
Total	42	100%

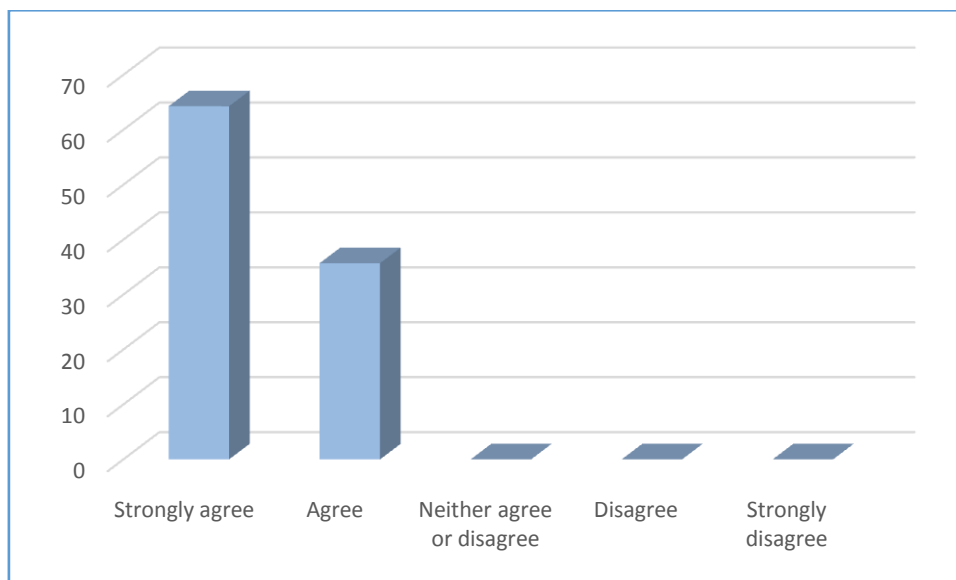*Figure 20.* Parents' degree of agreement with Mandatory English teaching in Algeria should be reconsidered by the decision makers

We asked this question to depict the parents' views concerning the mandatory

English teaching policy in Algeria. All respondents who have strongly agreed (64%) and

agreed (36%) are with 'Mandatory English teaching in Algeria should be reconsidered by

the decision makers'.

3.3. Finding analysis

The present study intended at exploring teaching English language to Algerian very young learners, as well as its effect on the children multilingual repertoire. Moreover, it sought to depict parents' perspectives concerning the early teaching of foreign languages and the current situation of the foreign languages learning in Algeria. In addition, it aimed to raise the parents' awareness of the benefits of starting teaching their children foreign languages in that early age, especially English.

The findings drawn from the analysis of the obtained data using the questionnaire as collection data tool were positive in many aspects. The great part of the parents were college graduates, besides, most of them master at least one foreign language. Even though, the majority of them use Arabic to interact with their children at home. The percentages of parents who are aware and not aware of the early learning of foreign languages were very close, which indicates that the idea of the early learning of foreign languages is still not current in Algeria.

Although almost half of the respondents are not aware of the idea, the majority of them support the early teaching of foreign languages to their children for convincing reasons. According to them, very young children can grasp foreign languages easily thanks to their fast learning ability. In addition, they may benefit from the advantages of early learning for their brains as children and for their academic or professional future. Furthermore, children nowadays are in direct contact with technology means, such as smart phones and video games from very early ages. Which introduce foreign languages and especially English to them and facilitate its learning in a natural way.

However, parents who does not support the early learning of foreign languages seem to be not aware of very young learner's characteristics as well as the benefits of

starting learning a second language early. Given that, some of them suppose that children forget easily and that teaching them other language while they are still learning their mother tongue may confuse them. By contrast, early learning does not cause any damage to the native language rather it improves memory and problem solving skills (Goktolga, 2013). Other parents' personal views were very specific; teaching their children any foreign language should come after mastering Arabic, the language of Quran.

Half of the respondents think that teaching English and French languages in the same time will enhance their children's foreign languages proficiency. For them, the closeness of the two languages and the similarities in the rules and the vocabulary, plus the children's mental abilities and capacity of grasping are reasons that help them to acquire the two languages. Furthermore, these parents believe that children's brains are capable of grasping many languages in the same time and they stated that learning two languages in the same time would reinforce their performance and build their critical thinking.

The other half of the respondents believe in the opposite, for their part, the closeness of the two languages and the similarities in the rules and the vocabulary may confuse the children. Also, they think that the children's mental abilities do not prepare them to grasp the two languages. Furthermore, they stated that there is no need to teach their children French. That is, they assume that teaching their children English language alone is enough and less complicated.

As the results indicates, those who support early learning of foreign languages do not have a clear idea about the appropriate age to start it. That is, the parents who have chosen Pre-school as the appropriate age represented only 38% and the parents who have chosen First grade represented 31%. While 31% of the parents had other suggestions, which is a higher percentage comparing to the percentage of the parents that do not support

early foreign language learning (14%).The other suggestions that the parents have proposed are 3rd grade of Primary school, 4th grade of primary school, twelve years old or after learning their mother tongue, which are the ages suggested by the former foreign language policies. That is, the parents are not up to date with other countries' educational policies.

The results indicate that the major part of the parents prefer English as the first foreign language that their children will learn. Their reasons are the globalization, as the major part of the responses were "because English is the language of the world". In addition, their awareness of the possibility of replacing French with English. As some of them have answered, "English will be the official language instead of French in the future as it suits the new era". Furthermore, since most of them were college graduates, the parents must appreciate the necessity of mastering English language in order to accomplish the academic research.

Meanwhile, the parents who prefer French as the first foreign language, they consider Algeria as Francophone country or they personally prefer the French language regardless the current academic and professional changes and necessities. Some others maybe had difficulties in learning French language, that is why they consider it hard and suggest starting teaching it first to their children.

The results of the third part of the questionnaire revealed that almost all the parents are aware and agree that the early foreign languages learning helps the child to:

- Achieve a higher competency in foreign languages.

- Develop positive attitudes towards other cultures.

- Perform better in other school subjects.

- Promote children's critical thinking.

- Increase the child future chances in getting a better job.

Furthermore, almost all of the parents agree that the late learning of foreign languages in Algeria is the cause of learner's weakness in foreign languages. In addition, they agree that mastering English is important for children's academic and professional future in Algeria and the decision makers should reconsider mandatory English learning in Algeria.

However, great parts of them do not have enough information or they disagrees with early teaching of foreign language helps the child to acquire his mother tongue.

3.4. Synthesis of the findings

In this section, we intended to synthesize the main findings obtained from the data analysis in order to answer the research question and confirm the research hypothesis proposed at the beginning of this research study.

The results showed that the overall idea of the early learning of foreign languages is not current in Algeria. However, the majority of parents support it. In addition, not all the parents are aware of the appropriate age to start teaching their children foreign languages. Half of them believe that teaching their children French and English languages in the same time will enhance their proficiency, while the other half believe that teaching English as a foreign language is enough for their children because they are not prepared yet to learn two languages in the same time. The major part of parents prefer to teach their children English as the first foreign language. Almost all the parents are aware of the benefits of early foreign language learning to their children. Furthermore, they are aware that late learning of foreign languages in Algeria is the cause of learners' weakness in

foreign languages and that the decision makers should reconsider mandatory English learning in Algeria.

As far as the results obtained from the Parents' questionnaire analysis indicate, we may say that teaching foreign languages and especially English to Very Young Learners can enhance Algerian students' multilingual repertoire. In addition, we can confirm the research hypothesis at least from parents' perspective since we could not cover the children performance and the tutors' views due to the Corona virus circumstances.

Conclusion

The present chapter has presented the fieldwork of this research study that aimed at exploring teaching foreign languages and especially English to Algerian Very Young Learners. First, this chapter has provided a clear description of the methodology adopted in conducting this research. Besides, it has displayed the data gathered through this study followed by a detailed analysis of the results. Moreover, it has sought to confirm the hypothesis proposed at the beginning of this research study through a discussion of the obtained results. Finally, the current chapter has provided a synthesis of the findings as well as the conclusions we came out with in this research.

General Conclusion

      The very first learning years of children are valuable. Through these years, Very Young Learners may acquire more than one foreign language besides their mother tongue (es). The Algerian sociolinguistic situation would be encouraging for the Early Learning of Foreign Languages initiative. Therefore, the present study explores teaching foreign languages and especially English to Kindergarten children as an attempt to enhance their future performance. Accordingly, this research is conducted to confirm or reject the hypothesis arguing that Teaching foreign languages and especially English to Algerian Very Young Learners can enhance Algerian students' multilingual repertoire.

      In order to achieve this, a qualitative research approach was adopted and a semi-structured questionnaire was used as a data collection method. The results of this research study showed that parents support the Early Learning of Foreign Languages. In addition, they prefer to teach their children English as the first foreign language. Moreover, parent are aware that late learning of foreign languages in Algeria is the cause of learners' weakness in foreign languages and that the decision makers should reconsider mandatory English learning in Algeria.

      Regarding its findings, the present study has attained to some extent its objectives though the limitations and the shortcomings that encountered. The main limitation was the Coronavirus quarantine that prevented us from accomplishing the intended work field. We planned at the beginning of that research study for a sessions' observation of Mama Zhour Kindergarten English lessons. In addition to an interview with the children tutor. Therefore, we propose further studies in this research area such as, investigating how English can be taught to very young learners.

Recommendations

The following are some recommendations that can be drawn from this study:

- Algerian parents should be more aware of their children's abilities and characteristics, so they can invest them in their learning.

- The Algerian sociolinguistic situation considers as an encouraging feature forfirst, parents should communicate with their children using a foreign language in addition to Arabic language. Second, more Kindergartens should specify a weekly sessions for communicating with very young learners in a foreign language.

- The Algerian foreign languages educational programmes should be reconsidered taking in consideration the current worldwide use of English language, and the other countries' educational policies concerning the early learning of foreign languages.

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Appendices

Parents' Questionnaire

Dear Parent,

This questionnaire aims at collecting data for the sake of conducting a master research study about teaching English to Kindergarten children. Therefore, you are kindly invited to answer the following questions. Please, answer this questionnaire by ticking (✓) in the corresponding box (es) and provide a full statement whenever necessary.

Thanks in advance for your time and collaboration.

Key terms:

Early learning of foreign languages: is teaching a foreign language, in our case English to very young learners.

Very Young Learners: are children aged 3-6 years old, they have not started compulsory schooling and have not yet started to read and write, but they can still learn a second/foreign language in kindergarten.

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Faculty of Letters and Foreign Languages
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Section of English

Section One: Parents' general information

1. What is the highest educational level you received?

a). Secondary school ☐

b). Licence ☐

c). Master ☐

d). Other, please specify …………………………………………………………………………

2. Which language (es) do you master?

a). Arabic ☐

b). French ☐

c). English ☐

d). Others, please specify …………………………………………………………………………

3. Which language you use for interaction with your child at home?

……..

4. Are you aware of the early foreign language learning?

a). Yes ☐ **b).** No ☐

Section Two: Parents' preferences

1). Do you support children's early learning of foreign languages?

a). Yes ☐ **b).** No ☐

Why? …………………………………………………………………………………...

2). At what age do you think learning foreign languages should be mandatory?

a). Pre-school from 3-6 years old ☐

b). First grade of Primary School ☐

c). Other suggestion: ……………………………………………………………

3). Do youthinkthat teaching English and French at the same time will enhance your child

foreign languages proficiency?

a). Yes ☐

b). No ☐

c). Other suggestion: ……………………………………………………………………

4. If you have to choose the first foreign mandatory language that your child will learn,

this language will be:

a). English ☐

b). French ☐

c). Why: ……………………………………………………………………………..

Section Three: Parents' degree of awareness

Please tick (✓) the box indicating the extent to which you are agree with the correspondent statement.

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
The earlier foreign language learning the higher competency level the child will achieve	☐	☐	☐	☐	☐
Learning a foreign language early helps the child's acquisition of mother tongue	☐	☐	☐	☐	☐
Early learning of a foreign language develops the child's positive attitudes towards other cultures	☐	☐	☐	☐	☐
Early language learning has a positive effects on the child's future learning of other school subjects	☐	☐	☐	☐	☐
Early language learning promotes the child's critical thinking	☐	☐	☐	☐	☐
Early foreign language learning increases the child's future chances to get a job	☐	☐	☐	☐	☐
Late learning of foreign languages in Algeria is the cause of learners' weakness in foreign languages	☐	☐	☐	☐	☐
Mastering English language is important for children's academic and professional future in Algeria	☐	☐	☐	☐	☐
Mandatory English teaching in Algeria should be reconsidered by the decision makers	☐	☐	☐	☐	☐

Thank you for your kind cooperation

Appendix2: Parents'questionnaire the Arabic version

استبيان الاولياء

عزيزي الولي

يهدف هذا الاستبيان الى جمع البيانات اللازمة لأجراء بحثلنيل رسالة الماستر حول تعليم اللغة الإنجليزية لأطفال الروضة. ولذلك انت مدعوُ الى الإجابة على الاسئلة التالية من خلال وضع علامة (✓) في المربع او المربعات المناسبة او الاجابة بجملة إذا تطلب السؤال.

شكرا على تعاونكم.

شابي حسينة

Email : chabbi.hassina@gmail.com

جامعة محمد خيضر بسكرة

كلية الآداب واللغات الأجنبية

قسم اللغات الأجنبية

شعبة اللغة الإنجليزية

القسم الأول: معلومات عامة حول الاولياء

1). ما هو مستواك التعليمي؟

ا). ثانوي ☐

ب). ليسانس ☐

ت). ماستر ☐

ج). إجابة أخرى، من فضلك حددها:

....

2). ماهي اللغة او اللغات التي تجيدها؟

ا). عربية ☐

ب). فرنسية ☐

ت). انجليزية ☐

ج). إجابة أخرى، من فضلك حددها:

....

3). ماهي اللغة التي تستخدمها للتعامل مع طفلك في البيت؟

....

4). هل لديك أي معلومات عن التعليم المبكر للغات الأجنبية؟

ا). نعم ☐ ب). لا ☐

القسم الثاني: مفضلات الاولياء

1). هل تدعم تعليم الأطفال المبكر للغات الأجنبية؟

ا). نعم ☐ ب). لا ☐

لماذا؟

....

2). في رأيك ما هو السن المناسب للتعليم الالزامي للغات الأجنبية؟

ا). الروضة من 3-6 سنوات ☐

ب). السنة الأولى من التعليم الابتدائي ☐

ج). اقتراحات أخرى

....

3). هل تعتقد ان تعلم طفلك للغتين الفرنسية والإنجليزية في نفس الوقت سيحسن من اداءه في اللغات

الأجنبية؟

ا). نعم ☐ ب). لا ☐

لماذا؟

....

4). لو حظيت بفرصة اختيار اللغة الأجنبية الإلزامية الأولى التي سيتعلمها طفلك، فهذه اللغة ستكون

ا). انجليزية ☐

ب). فرنسية ☐

لماذا؟

....

القسم الثالث: درجة وعي الاولياء

من فضلك ضع علامة (✓) في المربع المناسب للتعبير عن مدى موافقتك على العبارات التالية.

	موافق بشدة	موافق	حيادي	غير موافق	غير موافق بشدة
كلما كان تعلم اللغات الأجنبية أبكر كلما حقق الطفل كفاءة اعلى	☐	☐	☐	☐	☐
التعلم المبكر للغة اجنبية يساعد الطفل على اكتساب لغته الام	☐	☐	☐	☐	☐
التعلم المبكر للغة اجنبية ينمي سلوك الطفل الإيجابي تجاه الثقافات الاخرى	☐	☐	☐	☐	☐
للتعلم المبكر للغة الأجنبية اثار إيجابية على تعلم الطفل للمواد المدرسية الأخرى مستقبلا	☐	☐	☐	☐	☐
التعلم المبكر للغة الأجنبية يطور التفكير النقدي لدى الطفل	☐	☐	☐	☐	☐
التعلم المبكر للغة الأجنبية يزيد من فرص الطفل المستقبلية للحصول على عمل	☐	☐	☐	☐	☐
التعليم المتأخر للغات الأجنبية في الجزائر هو السبب في ضعف مستوى الطلبة في اللغات الاجنبية	☐	☐	☐	☐	☐
اتقان اللغة الإنجليزية مهم بالنسبة لمستقبل الأطفال الدراسي والمهني في الجزائر	☐	☐	☐	☐	☐
على المسؤولين في مجال التعليم إعادة النظر في سن التعليم الالزامي للغة الإنجليزية في الجزائر	☐	☐	☐	☐	☐

شكرا على تعاونكم.

الملخص

تهدف هذه الدراسة الى استقصاء التعليم المبكر للغات الأجنبية وخاصة اللغة الانجليزية لأطفال الروضة،

وذلك بغية الرفع من ادائهم المستقبلي فيها. كما تسعى هذه الدراسة أيضا الى تحديد مدى وعي الآباءبأهمية تعليم أطفالهم

للُغات الأجنبية في هذه السن المبكرة، والى أي مدى هم موافقون على تعليمهم اللُغة الإنجليزية كلغة أجنبية أولى بدا من

الحضانة. لتحقيق هذا الهدف استعملنا استبيان الأولياء كأداة لجمع البيانات اللازمة. نتائج البحث كشفت بأن الأولياء

يدعمون التعليم المبكر للُغات الأجنبية وبأن أغلبهم يفضَلون تدريس أطفالهم اللغة الإنجليزية كلغة أجنبية أولى.هذه

الدراسة أظهرت أيضا ان الآباء موافقون على أن التعليم المتأخر للُغات الأجنبية هو سبب ضعف مستوى الطلبة

الجزائريين في اللُغات الأجنبية وخاصة اللُغة الانجليزية، وبأنه على المسؤولين إعادة النظر في السن الإلزامية لتعليم

اللغة الإنجليزية في الجزائر.