THE PACE OF LEARNING LANGUAGES IN PRIMARY SCHOOLS PUBLIC AND PRIVATE, MOROCCO
- THE LEVEL OF THE SIXTH PRIMARY MODEL -

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Abstract- *This study aims at understanding the pace of learning languages in Morocco, especially in elementary schools, because of the importance of this stage of the starting level in the integration of multi-linguistic diversity, from different stages of primary education wires. We mean by pace learning languages any level reached by the child in the acquisition of languages, and in the context of its relationship to language development, and cognitive learning.*

This research targets to answer three main axes, which are the educational level of the parents, and its relationship to development of language for the child, the school environment surrounding the children, and their relation to its evolution of the language, and another level related to the teaching and learning of languages via answering the following question: Is language teaching reached in a parallel manner between all pupils Or is there a difference between the learners in the public and private sectors?

To know this relationship, an approach was used which is the descriptive statistics as a curriculum that enabled the researcher to track all stages of the research. Moreover, a research questionnaire was used and directed toward 80 pupils belonging to the level of the sixth grade primary distributors among the public, and private sectors.

The results of this research has shown an obvious and clear difference between the two categories: public and private schools at the level of the evolution of language learning. Private schools remain the leader at the level of programs and the objectives set for teaching languages, while public schools are limited to traditional programs that do not live up to the level of scientific performance in order to embitter child learning.

Key words: *learning languages, elementary schools.*