Institute of Letters and Languages
Department of Letters and English Language

Teaching English as First Foreign Language in Algerian Primary Schools
The case of Fourth and Fifth Primary School

Primary Schools of Ain Temouchent

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Dedications

For people who helped me for all the time , my cousins , my friends   (Mohamed El Amine , Mister Hakim, Walid , Ikram , Hayate)

My mother

My self because if i don't this power i can't finised this work

My familly

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Abstract

Learning English take long way opportunities for the future. English is considered as primary international language, and people over the world use it for both sending and receiving messages of all Languages in the world today, English language can play a big role at primary schools, it deserves to be regarded as a world in Algerian primary schools use French as first foreign language, but now English language are the most important in our life because all the world speak English. This research consists of three chapters, the first deals with literature review, the second chapter tackles with data analysis and interpretation, while the last is devoted to the suggestions and recommendation.

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GENERAL INTRODUCTION

Teaching English language as second foreign language is now in many places in the world, expending into primary schools. In our country private schools are offering such an opportunity to their pupils on the big request of parents on the premise that children will need the language of science and technology which will open the door for them for many opportunities in their future career.

Learning a language means something new and language different in vocabulary, grammar and of course in culture, this research will be devoted under the following questions:

1-Why does the ministry give importance to French rather than English language?

2-What are the objectives of teaching English as foreign language in Algerian primary schools?

3-What is the attitude of the primary schools learners towards English as foreign language?

As answers to the research the following hypotheses have been formed:

● Due to the long period of French colonization and its impact, Ministry gives importance to French language rather English language.

● Give the pupils the opportunity to explore and maintain the language of the world.

● Pupils approve the idea of learning English language as a second foreign language.

The current study, consist of three chapters:

The first chapter deals with introduction, next the English language as global and international language because of the English language becomes universal language of technology and part of the world. Move on the system of education in Algeria.

The second chapter deals with data analysis and interpretation focus on teachers' questionnaire and pupils' questionnaire move on at the methodology and objective of research next result and analysis about all the question for each questionnaire has introduction and conclusion.

The third chapter deals with suggestions and recommendation focus on discussion about results of the two questionnaires move on how to understand and teach young learners and learners want. Move to the development of language acquisition and all about how to teach English language with motivation focus on strategies with learners.finally definition of assessment activities that can help learning to provide information and to sum up with suggestions.

Chapter One

CHAPTER I

I.1.Introduction:

Official education systems in Algeria begun by the French colonists who forced school-going Algerian children to learn the foreign languages that their own children where familiar with. Schools were not widespread at that era and only a minority was able to receive this education. However, things had been changed dramatically when Algeria gained its independence. Schooling system underwent major reform and more schools were constructed and made accessible to the general population as is the case with any developing nation. There is always room for improvement and the relevant authorities continue to focus on developing education in Algeria.

During the last decade, new efforts have aimed at improving foreign language education in our country. English as a foreign language has also witnessed a great interest indeed, teaching EFL requires urgent initiative because of the world scientifically and economically and economically. Thus, this change implies to question again the educational system concerning the second foreign language in Algeria: English.

Furthermore, children today are entering a new era of science and technology, as English is acknowledge to be the language of the science, it might help them to be actually involved. Indeed the teaching of English as a foreign language is now a subject in most private primary schools. Implementation of English has brought along the need to establish clear objectives that are different to the ones traditionally assigned to intermediate. The teaching of EFL there is often based on the formal aspects of the language that is grammar.

The fields of didactics and educational psychology have dealt with teaching of young children taken into consideration the age factor beside other factors such as classroom atmosphere, cognitive development of the child, and the methodology to teach appropriately young children.

Moreover teaching young children is actually from teaching adolescents or adults as they have particular physical and behavioral characteristics, as well as styles of learning .teaching in an exacting task where many aspects should be kept in mind concerning the young learners such as age, materials, interest, level, time, intelligence and physical conditions in the classroom as well as classroom atmosphere.

Teaching of EFL to primary school children is different from ways. First is the target language is a mere addition to the school curriculum. The second point is that it cannot be practiced in any other place expect the classroom. This makes the different between an ESL and an EFL context.

In ESL situation there is a need to use English in an authentic setting for a communicative purpose within the community where the language is used in many places. Such setting provides and promotes opportunities for language use. In contrast an EFL setting is where English is learned in the classroom for a limited period of time per week.

Thus, from such differences, one deal with the teaching matter about the way to the young children might be taught, and how meaningful learning can be achieved so that it can respond to the individual needs of all children. the elementary school dealing with foreign language in the present chapter deals with English as global language, next on English as international language, and to move et English language in Algeria and private school in Algeria and competency based approaches for different role of teachers towards with this language and learner's need thus, the will end chapter bay skill of children.

For teaching an effective EFL teaching for young learners, it is important that it enables the teacher to react an environment in class that would bring the language to children and would enable them to start learning the foreign language as naturally as possible.

I.2.English as a Global Language:

Extensively accepted that English has become the language of international communication, as such as it is used by billions of native and non-native speakers to communicate with each other besides EFL learners find it a necessity to learn to communicate in this language with people from different background and for different purposes.

After being just a simple dialect little used among in southern England, English is becoming the most common medium in the world and brouhton defines it as the "major world language"

(1978)

English is the mother tongue of many people estimated at 300 million around the globe (smith1981) cut the distinctive thing about it is the very large number of non-native

speakers who learn it either as a first or second foreign language. The difference the two lies in its use by people.

"In the case of second language acquisition the language plays an institutional and social role in the country…in contrast foreign language learning takes in settings where the language plays major role in the country and is primaly learnt only in the classroom"

Ellit: 2000-11-12

English is now crucial in promoting tourism, study abroad international business, entertainment, scientific and technical research, and politics. Most of the world literatures are the first published in English and readly available nearly in all the world libraries. It is more equipped than all other languages to handle the concept and terms of modern sciences and technologies. It is

"Major vehicle of debate the united nations. The language of command in the NATO and the official language of international aviation"

Broughton-1978

By and large the use of English touches nearly all domains of life in all countries of the world.

I.3.Enlish as International Language:

Of the 4000 to 5000 living languages. English is by far the most widely used as a mother tongue, which is effectively six mutually unintelligible dialects little used outside China. On the other hand, the 300 million native speakers of English are found in very continent, and they are widely distributed as second language speakers who use English for their day –today needs.

Finally, if we add those areas where decisions affecting life and welfare are made and announced in English, we cover one-sixth of the world's population.

Barriers of race, color and creed are no hindrance to the continuing spread of the use of English it is official language of international aviation and unofficially is the first language. English become the common means of communication, English or French are

often the only common languages available once a speaker has left his own area .English is accordingly the official language.

I.4.Learning a Foreign Language:

The most important question that one ask: what does mean to learn a foreign language? It can explained in terms of understanding a language in terms of using it like native speakers with their intuitive knowledge which allows them build correct and appropriate sentences and utterances and recognize when a sentence or utterance in appropriate to its context.

"A native speaker acquires the ability to detect ambiguities in sentences and to recognize two or more possible meaning of words in such sentences"

Corder: p31-1993

Knowing a language for the foreign learners is not the same as knowing a language for the native speakers. Knowing a language does not mean the ability to produce and understand grammatically correct sentences to know a language means to able to use it effectively in social situations, matching it to their context and perform successful speech acts. It is very important for learners to be able not only to communicate their ideas, but also their people.

Learning a foreign language involves learning to use to linguistic system; that is to say, recognizing the sound system of the language, producing the phonemes and even the prosodic features of stress and intonation. It also involves learning the grammar of the language and its vocabulary and how to associate words together to make meaningful sentences.

I.5.English Language in Algeria:

English has become a universal language. It is the national language of many countries in the world. Even in the ones where it is not spoken a national language, it is the first or second foreign language taught at school and universities.

"The Algerian authorities are aware of the fundamental need for English, at time when Algeria may be called upon to play a leading role in international affairs. We have only to examine the shift from French to English as a subject in the educational curricula,

or the ever increasing number of registering in the English department of the universities"

<div align="right">*Hamidi: p13-1990*</div>

Great importance is given to study to this language in the Algerian educational system. In National Charter that considers as "a means to facilitate a constant communication with the world, to have access to modern technologies and to encourage creativity in its universal dimensions"

I.5.1. National Charter:

The English language has imposed itself a major means of access to anything that happens around the world and in every field scientific,….:it is no longer the property of the united kingdom and united states of America alone, it has become a short of universal language. It is the national language it is the first foreign language taught in school and colleges. Our country just like others round our planet has to comply with situation and to bring it into her educational system in her national Charter, she considers English (together with other foreign languages) as "a means of facilitate a constant communication with the world to have access to modern sciences, modern technologies and encourage creativity in its universal dimensions"

That is why the teaching of English is now part of the curriculum in all school throughout the country.

I.6.The Educational System in Algeria:

I.6.1.Primary Education:

Education is mandatory and free for all Algerian children from age 6 through the 9 years of primary school that follow. Despire this, a number of children still fail to attend and the situation is worse for girls. The medium of education is Arabic an average school day is 6hours.

I.6.2.Secondary Education:

Less than half the children who complete primary school take studies further, at secondary level there are 3 streams namely general, specialized and technical/vocational. Those in the first 2 of this study for 3 years before writing.

Their baccalaureate de l'enseignement secondaire that is the key to tertiary education. technical/vocational education may last between 1 and 4 years, and aims to prepare students for an active life in industry. it may also lead to higher education in certain cases. this process is supported by a number of other nations as it continuous to be in active dialogue with local traditional and religious values too.

I.6.3.Tertiary Education:

Algeria has a wide range of universities and others centers of higher education including specialized and teacher training institutions.

Degrees awarded are based on the field of study and curriculum; they are standardized by the ministry of higher education.

I.7.First Language in Primary School (French):

In Algeria, the French language must be seen as a good richness that must not be neglected. Parents and families should look at French as a good opportunity for their children to understand another language and they should share language and literacy with their children in whatever languages in which they are most comfortable because learning new things in the family languages will the learning in an additional language easier and stronger. Algerian pupils learn the French language as first foreign language at school.

Therefore they gain time in understanding. The common structures of these of these languages and learn easily. Seeing the differences between their L1and L3 may take more time to learn English .in additions and for a better result an adequate to cultural entities and country features of that language. On the other hand French should be used as a momentary in English, then when their English reaches a suitable level they do not need to use French for learning anymore and the bilingual support can be removed.

I.8.Teaching Foreign Language in Primary Schools:

The teaching English helps learners and encourage children to accept other culture to initiate the spirit of tolerance and abroad midness. The ministry of education can offer opportunities to teach this language in primary schools. I can also encourage tolerance attitude among the learners giving the opportunity to accept the teaching of English at the Algerian primary schools is not only concerned with general aims of teaching but also universal, human and national values to support this essential language in this country to how speak and to open space for this language elements of modernity and globalization and language of the world.

I.9.Foreign Language at the Elementary School:

The whole of colonization has left an important impact on the Algerian society as well as the educational system. Indeed, the French language has always coexisted with the Arabic one. In fact from independence till 1970s, French used to be the medium of instruction in primary school (and the other educational institutions).the language was introduced from the second year of primary school. It was the language that was mostly used in the country.

The process of Arabization emerged and the politicians and pro-Arabic claimed that classical Arabic should be given much more importance in the schooling system, thus, since 1979 Arabic has become the medium of instruction, the only for the three first years at primary education. The aim was to provide the young children with a pure national identity and get them free from the colonial language influence.

In 1979-1980 French was considers as a foreign language and was introduced from the fourth year within the emergence of foundation school (l'école fundamental).

Reforms on foreign language introduction at the level of elementary school have been recurrent. In 1993, elementary schools witnessed the introduction of another foreign language English in the fourth year. It might be another way to end the French influence.

In addition such a decision was made by the ministry of education trying to cope with the swelling tide of enthusiasm for English the world on the stipulation that learning the foreign language could fit the transfer of technology into the country. The privilege given to the foreign language was to from potential language users.

The EFL teaching at the level was in fact an attempt to bridge the gap between the actual level of students and the objectives of the target language teaching mainly the communicative competence as stated in the pedagogical instructions:

> *"The ultimate objective of language learning is communicative competence i.e. appropriate, meaningful, spontaneous, grammatically acceptable and reasonably fluent linguistic interchange, both orally and writing"*

> (Inspectorate of English: p3/1984)

I.10.The Child at Public Elementary School:

For a child school is the second place or home. The elementary school pupil aged six to twelve is expected to be ready to venture from the shelter of family life and begin interaction with society, in fact since independence, schooling gas been compulsory at the age of six.

The young child should spend a number of hours sitting quietly at tables while the teacher teaches, or working independently and silently on assigned tasks. In the classroom, subjects are taught with primary emphasis on reading, and learning by heart. Besides at this stage, the pupils learn how to write alphabets and letters, all this is learned through classical Arabic which is the medium of instruction. Moreover children's activities are teacher-initiated and directed. That is young children receive information from teachers passively much of their time, they are restrained from communicating with their classmates.

For few pupils may have benefited from pre-school instruction. In the pre-school classroom, young child of five of age are prepared to tackle the first year of elementary school. That is, they are provided with basic knowledge of how to draw different lines, write letters of alphabet, and numbers. Coloring activities are also enhanced. Concerning language, classical Arabic is Arabic is also taught mainly through koranic verses prayers. Thus, pre-schooling aims at developing of children's knowledge and skills. Unfortunately, not all children can have this opportunity due to the luck of pre-school class. Only some nursery schools have recently started to provide limited knowledge such as coloring, songs and games, some private nursery schools offer pre-schooling at the express demands of parents.

I.11.Private Primary Schools:

Just now, the country has witnessed the emergence of several private schools, twenty –six are registered in the Algerian territory and three in the wilaya of Oran (elwatan an 2005.no 25755) there is a constant talk, among parents, about the failure of public schools they believe that schools need to be reformed parents prefer schools which are designed to prepare their children for jobs where which sophisticated technology is applied and the mastery of foreign languages is required in other hand, among the social transformations is the enormous pressure on the both parents and children. Parents are working harder and longer hours; very often there is little support to their children. these latter are not allowed to play outdoors because of safety concerns and are enrolled in such places where there are extra activities to keep them safe and busy until parents collect then as a result, the skills, attitudes, and understanding they need to develop are learned-in school, initially, mothers whose jobs do not allow to spend enough time with their children seek for places where their children are kept and besides places they could provide knowledge which satisfy their needs as children: indeed some private schools could answer these demands and provided young children with pre-schooling, further more private elementary offer extra activities and teaching such as computing and EFL.

I.12.Objectives of EFL in Algeria:

Like other countries around the globe, Algeria had to comply with the situation which in English is a dominant language nearly in all domains of life and to bring it to the educational system. Now teaching of English is a part of the curriculum in all schools throughout the country.

"English language teaching in our country has to contribute to the development of the Algerian learners all in the dimensions. among what it advocates is the value of openness on the world, respect of the self and the other as well as well as the tolerance required in a society that tends towards globalization"

(English programme of the 2nd year, extra document 2006:p 113)

1- Socio cultural objectives: to stimulate the curiosity of the learner and contribute to his discovery of the different civilization and culture conveyed by the English language.

2- Educational objectives: to consolidate and to develop the learner's knowledge and the capacities already acquired so as to create an environment in which they develop positives attitudes towards learning English and enable them to use the necessary tools to pursue their high studies in English.

3- Methodology objectives: to provide learners with the autonomous learning strategies in order to enlarge their knowledge and reinforce their mental and intellectual capacities such as analyzing.

By introducing English in the curriculum. Algeria aims at reinforcing its socio-cultural and educational so as to gain educational, cultural, economical, benefits to the country.

I.13.Attitudes of Teachers Towards English:

In the classroom ,different subjects are taught with primary emphasis or reading, and learning along with math's besides at this stage ,the pupils learns how to write alphabet letters, differentiate between them, read and write short sentences, and some verse is the medium of instruction. Moreover, children's Arabic are teacher-initiated and directed. that is children receive information from teachers passively most of time ,they are restrained from communicating with their classmates teachers tend to spend considerable amounts of time trying to control disruptive behavior their results in their development needs. Concerning language learning classical Arabic is also taught mainly koranic verses and prayers. Pre-schooling thus, aims at developing children's knowledge and skills.

I.14.Competancy –Based Approach to EFL Teaching:

Beginners are always in need of a correct orientation in their learning of a language. This orientation would be as a result of the educators' shared ideas about the kind of approach to be designed for teaching. The approach is defined as *"the sum of assumptions course designers make about language and language learning…it is a combined theory involving both language and the learning process"*

Miliani: p20/2003

Over the last few years, many teachers have criticized the defects of the courses they have currently taught. According to a number of teachers who were asked about learners' motivation in class, learners become more dependent on the teacher with a non-dynamic role in the classroom. besides, the teacher does most of the work for his learners' so their

language skills and linguistic competence cannot be developed satisfactory .most of the learners become bored and thus they lose interest in learning English, therefore, it is only recently that the Algerian textbook designers have found new excitement and confidence in adopting the competency-based approach with the stress learners' competence to establish a way between that is acquired at school and its use in contextual and realistic situations outside the classroom.

I.14.1.The Teacher's Role:

The object of the competency –based approach chosen by the Algerian educators is to rave learners become learners become communicatively competent. They consider the teacher as an important factor to reach this objective. Therefore, the teacher is expected to make his work successful in respect of the objectives he has already selected his authority must be based on professional qualifications which the teacher shows that his role is purely educational and not authoritarian. The teacher would know the learners' need in order to look for a variety of materials and teaching aids to gain his set the objectives clearly, thus may lead him to create an atmosphere of work in which learners feel relaxed, confident and not embarrassed. he promotes his learners' self-reliance by encouraging them to work alone from the teacher's subordination and authority.

"Points at the need to maintain a non-authoritarian presence throughout his process se that students can feel secure and non-defensive to enable them to learn not because the teacher demands it of them. but because they need to in order to accomplish their own goals"

Taylor 1978 quoted in widdowon (1991:p188)

The teacher works with his learners in the classroom to find solutions to their problems with his support learner's deal with various tasks whatever their degree of difficulty is in order to build their knowledge and provide a sense to what they learn.

I.14.2.Learners' Need:

Knowing of the role, they should play in their learning of English, learners are attached by a contract with their teacher being the closest responsible of their learning

.they are not only expected to acquire the linguistic or cultural knowledge, but also to know how to learn at the same time they acquire their learning strategies and develop them progressively with the help and the support of both the teacher and the classmates. The primary school is an important level in the pupil's educational life, pupils need are:

1. Express them with some kind of fluency so as to be understood clearly even with some mistakes in pronunciation in grammar.

2. Use dictionaries, books as a reference.

3. exploit various documents, technical scientific literature (journals).

4. Master different writing skills, organizing and summarizing se as to be autonomous in written expression when starting from models learnt in class.

5. Be aware of the major aspects in the culture, life and civilization of societies using language.

Even if these needs are very necessary because of the insufficient time allocated to the teaching of English, learners will never be completely satisfied.

I.15.Skills of Children:

Efficient teaching approaches are based on an understanding of the complex social, emotional physical and cognitive development of the children and the way they learn. In fact when the child reaches school, he has already built mechanisms of language. He express himself in his mother tongue and then at school, he is faced another type of language learning. The child has many opportunities for using the language to communicate to those around him. the language environment of a child gives him many opportunities to speak the new language and be understood, thus he can get the reinforcement that his words deserve, a child uses his primary interests, the child focuses his attention on what can capture his attention. There is no time for learning, all the time child needs to learn the language is available. There is no given period of time child needs to learn the language is available. There is no given period of time in which the child must learn or fail.

I.16.Pupils Attitudes towards Learning English:

In our country English language is learnt only in classroom context and environment outside is far from being supportive; the learners are of two kinds:

1- Those who tend to underrate themselves and who think that know less than what is usually required. Also they are not aware of the presence and the importance of the English language, mainly because they think that English in Algeria has no special standing and they consider this language as just one more theoretical subject to be studies with recognition of its practical use as an international language.

2- the second kind of learners are those who give much importance to the study of this language because they are aware of the role it plays internationally, these learners believe if they master English they can get a better to communicate with other people around the globe learners of this kind also admit that English is a prestige language what is well observed is that their parents usually support them.

I.17.Conclusion:

Even now, learning foreign language and especially English becomes more and more a requirement in many domains of the individual's life. research in third language learning has shown that many cases bilingualism has a positive effect on learning a language.

The language having common words similar syntactical structures are easily learned, the teaching of English in the primary school level is political decision through which the educational decision makers are seeking for the most suitable methods to make the learner improve their linguistic and cultural competencies as to be ready for any oral and written communication challenge.

In Algeria EFL is not taught until 13(at intermediate school).yet many private schools are required the EFL teaching at their level, studies produced by educational planners worldwide with regards to the benefits of introducing a foreign language in particular English to primary school children reveals the rationale behind teaching the foreign language at the elementary level.

Notes for Chapter One:

تعتبر اللغة الانجليزية كوسيلة لتسهيل الاتصال مع العالم للاندماج في العلوم و التكنولوجية الحديثة في معانيه و لتشجيع الابداع .

« *L'anglais l'enseignement dans notre pays, doit participer au développement de l'apprenant algérien dans toutes ses dimensions.il prône, entre valeurs l'ouverture sur le monde, le respect de soi et des autres ainsi que la tolérance indispensable dans une société qui tend vers la mondialisation,* »

« *It is clear that foreign language should be taught in the elementary school, if not before* »

(Nash 1997)

Chapter Two

CAPTER II

II.1. Introduction………………………………………………………..

II.2. Methodology……………………………………………….

II.3. The Aim and Objective …………………………………………

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II.7. Conclusion…………………………………………………

II.8. Pupil's Profile…………………………………………………

II.9. Conclusion………………………………………………………..

II.1.Introduction:

Learning a foreign language can help the child to understand notions in his own language and enhance some skills such as reading and writing. In fact reading and writing process are similar for first and second language and verse versa. In this way early start to foreign language learning can influence literacy skills in both first and foreign language. The practical part study, it includes on the analysis of two questionnaires the aim of the questionnaire is to show if teacher of primary schools accept teaching English as foreign language for the pupils'.

II.2.Methodology:

To consolidate and develop learning English in Algerian primary schools and to enable pupils as young to practice this language in their study.

This work deals with teachers' questionnaire in order to show if they are with teaching English at primary school and pupils' questionnaire tends to show if they can adopt learn English language at schools and if they need this language in their careers.

II.3.The Aim and Objective:

This research is to ahead light on the reason that make Algerian pupils of primary schools start learning English language as a young. They can require this language rapidly and to enable the learner to communicate effectively and appropriately in real life situation to use English for study purpose across the curriculum. It basically at tracing the link between the learners educational that had undergone successive changes to learn English and to develop interest.

To provide pupils of primary schools to learn English language. The objective of this study is to help children in their level to accept the English language and to encourage them to speaking it. It also to grow up to move for the second level and to make teachers helping children and motivated them.

II.4.Instruments:

As the research tool, the questionnaire is used as a mean to gather information since a simple population consists of two categories which pupils of 4th and 5th class of primary schools of Ain Temouchent (school of Benyoucef Benyoucef, school of Sidi Yaakoub and school of Issat Idir).

II.5.Sample:

The questionnaire used to consist of 10 open and closed questions given to teachers from several of primary schools, each teacher has expressed his own answers and suggestions and ideas.

II.6.Teacher Profile:

Question01: For which reason learning English become necessary

The majority of them state that learning English become necessary because it is an international and universal language.

Others claimed that English language in the middle rather than primary whereas, French language is enough for the pupils while one teacher was against teaching English in primary school.

Question02: With or against for learning English language in primary school.

-Yes

- No

Answers	Numbers	Percentage
Yes	2	20%
No	8	80%
Total	10	100%

Table01: Learning English Language in Primary School
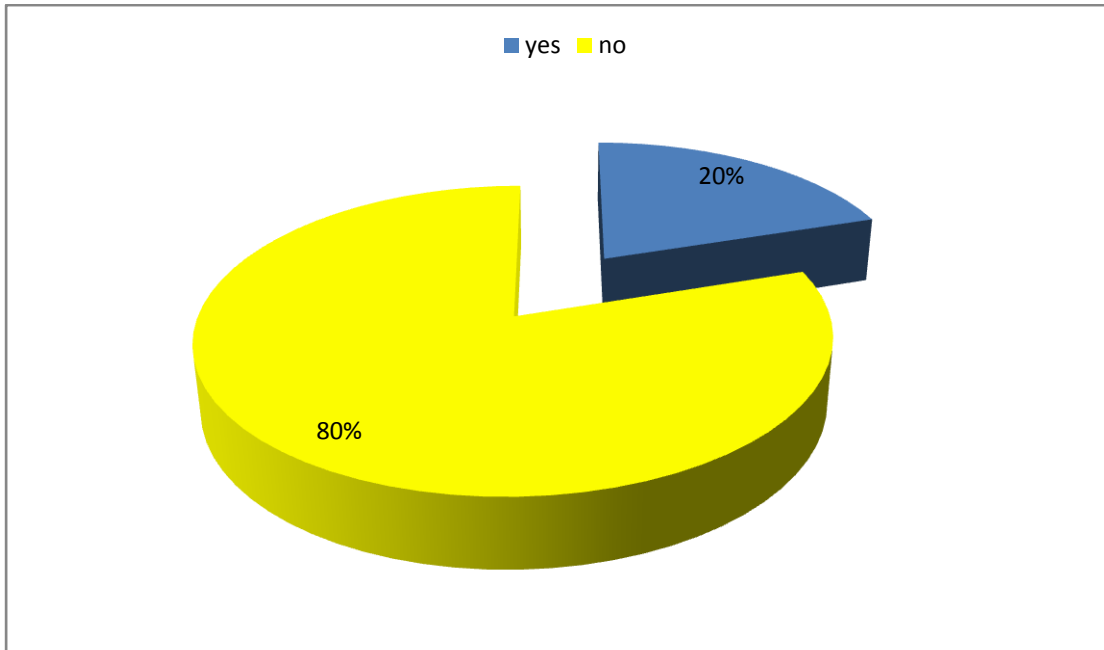
Figure01: Learning English Language in Primary School

The above figure shows that the majority of teachers are (80%) do not approve teaching English language in primary school however (20%) are with English language learning in primary school.

Question 03: Did you study English in:

-Primary schools

-Middle schools

High schools

	Numbers	Percentage
Primary schools	0	0%
Middle schools	10	10%
High schools	0	0%

Table 02: the Level of School When Starting English
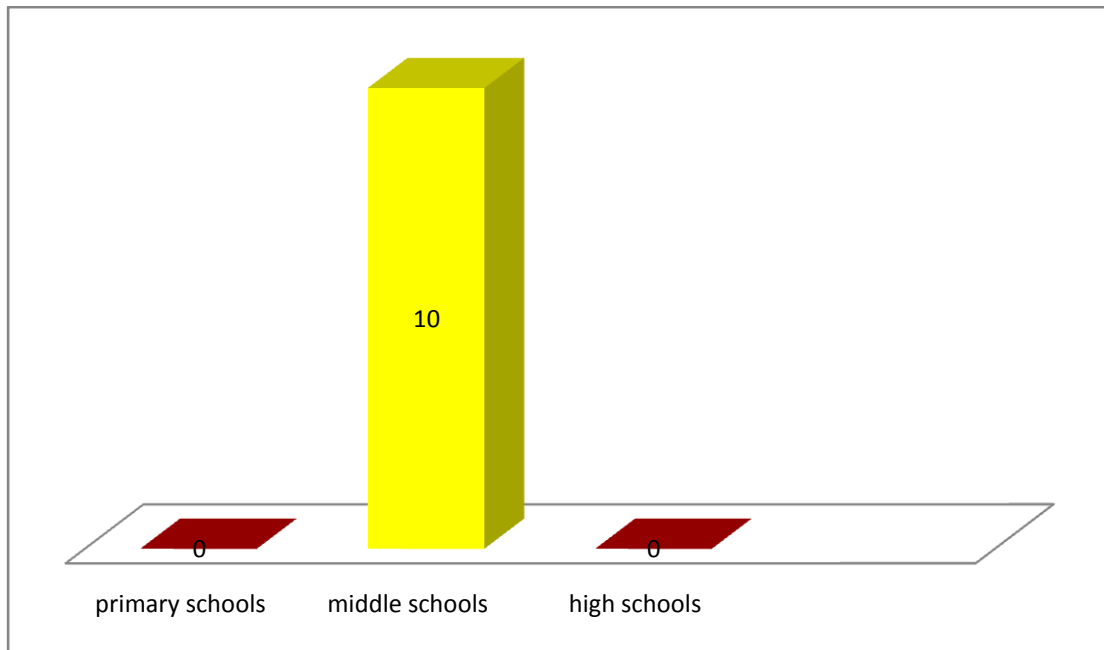
Figure 02: the Level of School When Starting English

Teachers state that they have studied English language in the middle schools.

Question 04: It is noticeable that parents are interesting in looking for extra English courses for their children, what is the reason behind that?

At this question we attempt to know why parents are interested in providing their children with extra courses in English language.

Teachers agree on two main reasons which are:

- English is the first language in the world's so it is something necessary to learn.

- Time devoted to English language learning at school is not enough to the language grasp.

Question 05: English language becomes important in our world; can pupils learn English as foreign language in primary school?

- Yes

-No

Answers	Numbers	Percentage
Yes	6	60%
No	4	40%
Total	10	100%

Table 03: Pupil's Ability to Learn the English Language at Primary School
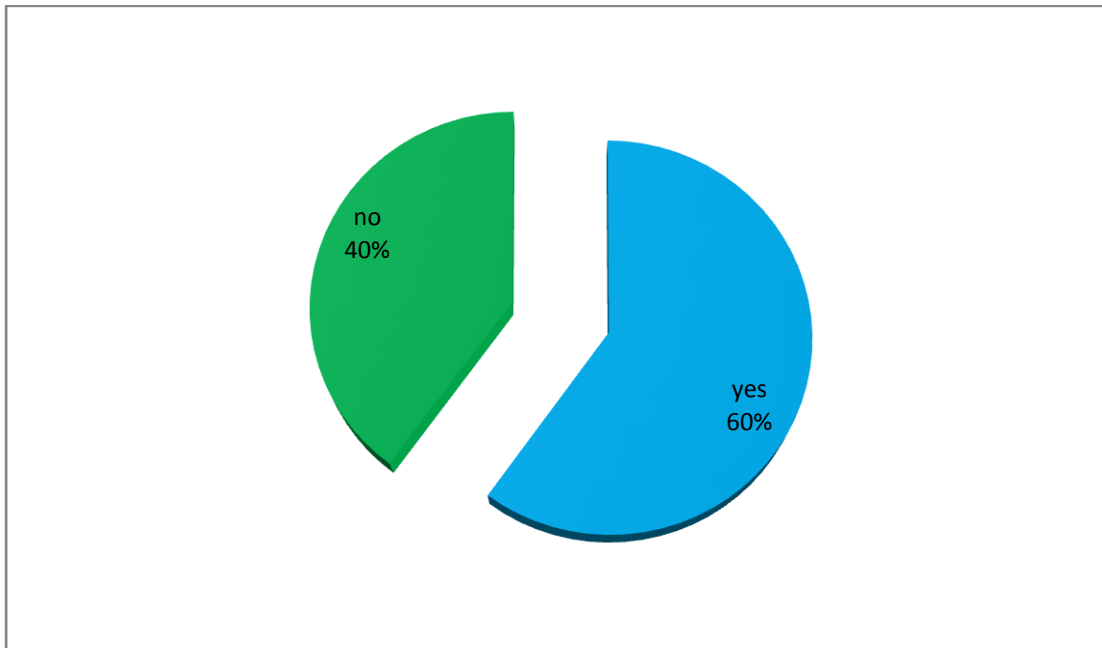
Figure03: Pupil's Ability to Learn the English Language at Primary School

At the level of this question, we asked teachers if pupils can learn English at stage of primary at stage of primary school, most of them about (60%) state yes, pupils can learn English language in primary schools learners (40%) state that pupils are incapable to learn it at this stage.

Question 06: are you with or against learning English language in primary schools.

-Yes

- No

Answers	Numbers	Percentage
Yes	5	50%
No	5	50%
Totals	10	100%

Table 04: English Language in Primary Schools
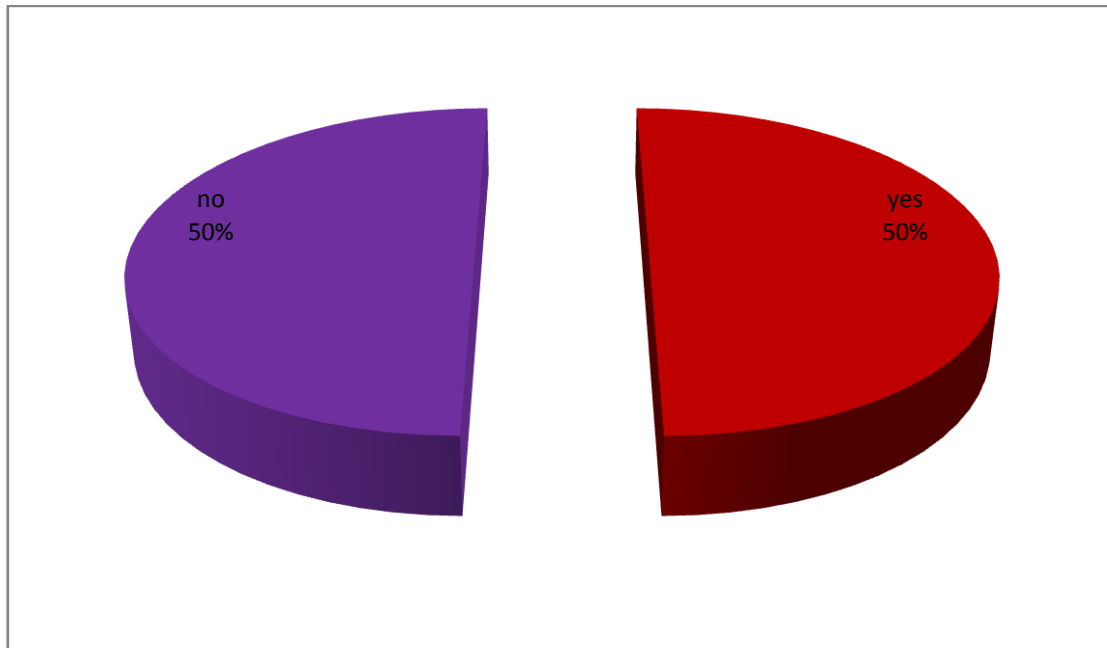
Figure04: English Language in Primary Schools

Question 07: English language is obligatory or facultative

	Numbers	Percentage
Facultative	5	50%
Obligatory	5	50%
Total	10	100%

Table05: the Obligation or Facultative of Learning English
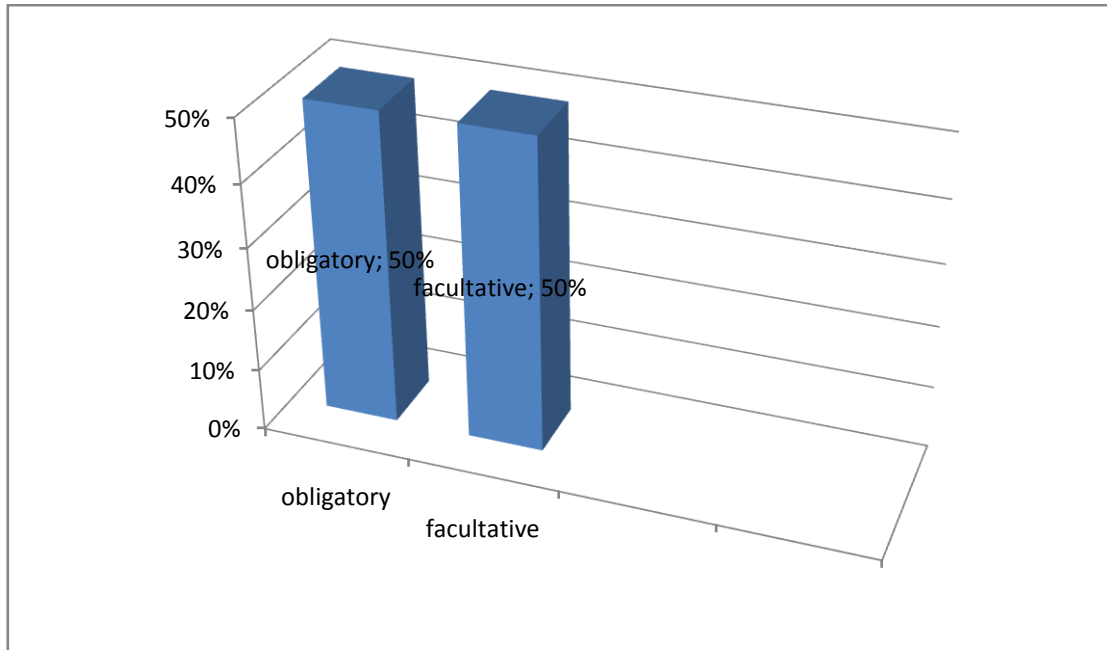
Figure05: the Obligation or Facultative of Learning English

Question 08: in your opinion can the ministry of education introduce English language as second foreign language at primary schools.

-Yes

-No

-Maybe

Answers	Numbers	Percentage
Yes	5	50%
No	2	20%
Maybe	3	30%
Total	10	100%

Table 06: English Language as Second Language at Primary School
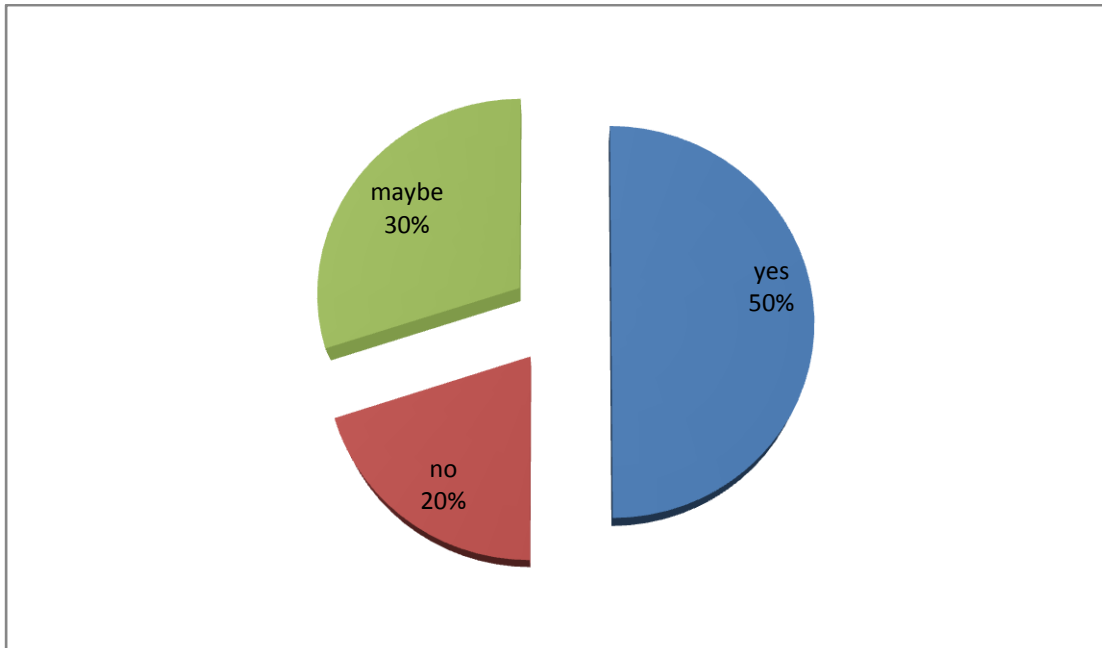
Figure 06: English Language as Second Language at Primary School

At this question we ask about the possibility of introducing English at primary schools (50%) state yes, the ministry can introduce it, (30%) state may be and (20%) state no.

Question 09:

Suggestion: teachers are disagree for English is essential at level of primary school, because of the system of education in Algeria gives the opportunity to French language and programme of primary is full and pupil have a lot of subject to deal with.

For one of them state if we replace the French language is better.

Question 10: can pupil chose to learn English or French as second foreign language?

-Yes

-No

Answers	Numbers	Percentage
Yes	5	50%
No	5	50%
Total	10	100%

Table07: the Probability of Chosen Learning English or French as Second Language
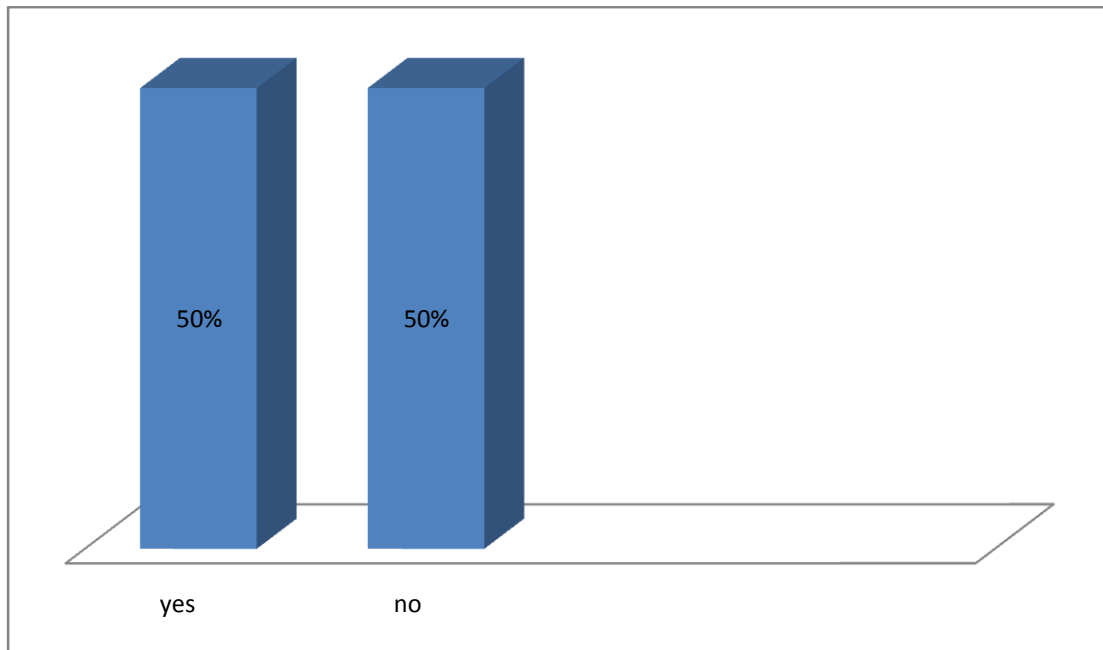
Figure07: the Probability of Chosen Learning English or French as Second Language

This figure shows that answers are equal for both yes and no, they claimed that learners know the French language and they are introducing it as first foreign language in Algeria.

The only who study the language is the child, he know what he want.

The last teacher stat to learn English is essential but not for choosing because child can't look for his benefits.

II.7.Conclusion:

As we know English is important and the world speak English as the first foreign language, English language help learners in their studies and career. There for, the educational system should give more importance to teach English language in primary schools.

We see parents engage their children in private schools to learn foreign language for example (English, Turkish, and Germen) to help them to better understanding of languages and for their interest. In Algeria French language is the most used language after Arabic because people speak French in all domains.

In future, ministry could give much importance to the introducing of the English language in primary schools and accept too teach this language at the level 4th or 5th.

II.8.Pupil's Profile:

Question01: Do you want English language?

-Yes

-No

-Maybe

Answers	Numbers	Percentage
Yes	6	60%
No	2	20%
Maybe	2	20%
Total	10	100%

Table08: Learners' Famillity with English
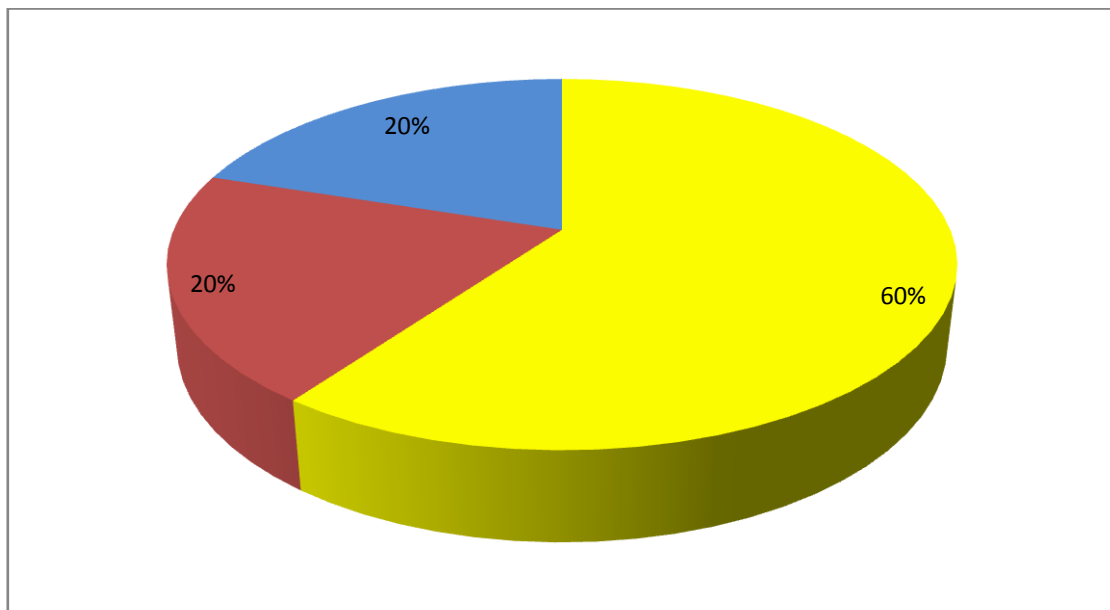
Figure 08: Learners' Famillity with English

The majority of pupils state that they want to learn English language (20%) state maybe and the rest state no, they don't want English at this level.

Question02: Is it necessary to learn English language at this moment?

-Yes

-No

	Numbers	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

Table09: the Necessity of Learning English
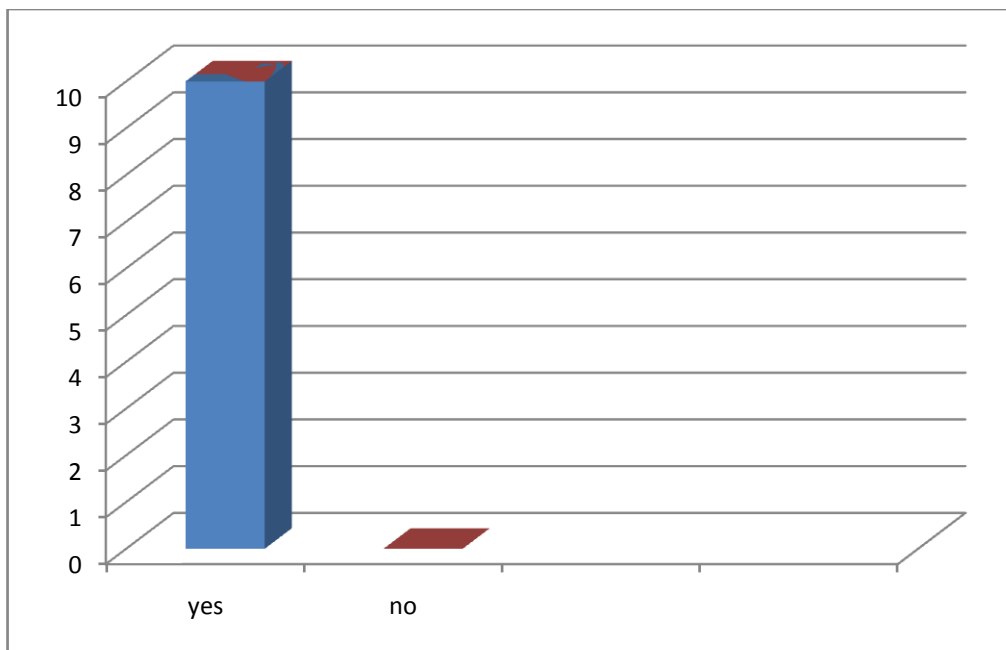
Figure 09: the Necessity of Learning English

Question 03: do you have willingness of this language

-Yes

-No

-Little bit

Answers	Numbers	Percentage
Yes	8	80%
No	1	10%
Little bit	1	10%
Total	10	100%

Table 10: Learning English Willingness among Pupils
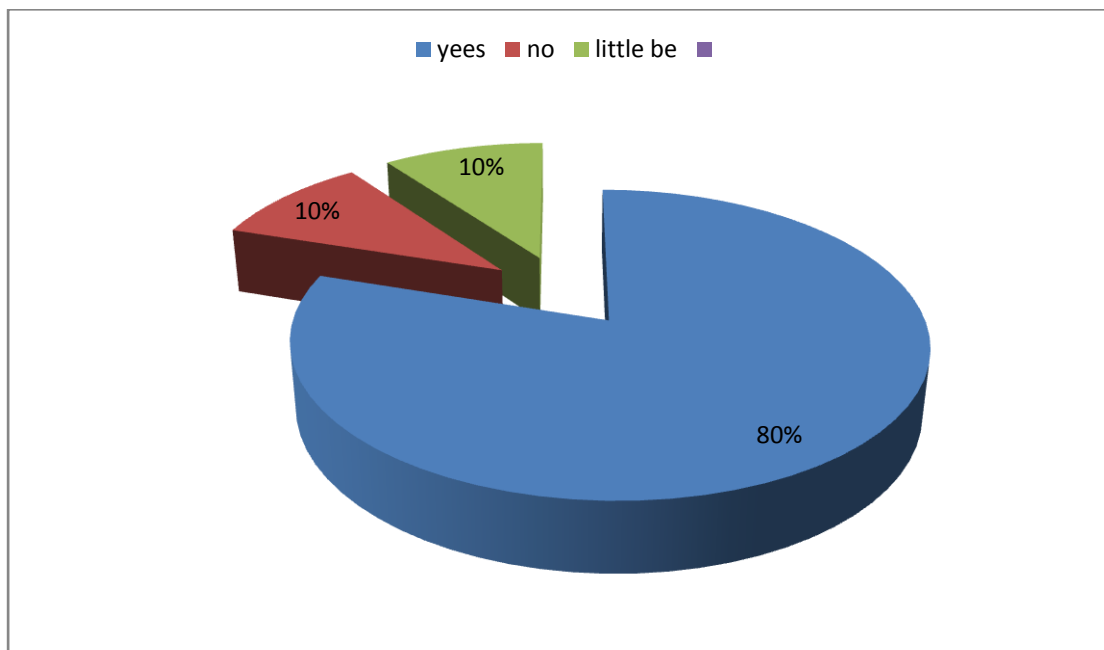
Figure10: Learning English Willingness among Pupils

This figure shows that the majority of pupils are agree with this statement. I.e. they have a strong will to learn English, however the rest of them are disapprove.

Question 04: do you prefer to learn English language in primary school

-Yes

-No

-Never

Answers	Numbers	Percentage
Yes	9	90%
No	1	10%
Never	0	0%
Total	10	100%

Table 11: Learners' Opinions about English in Primary School
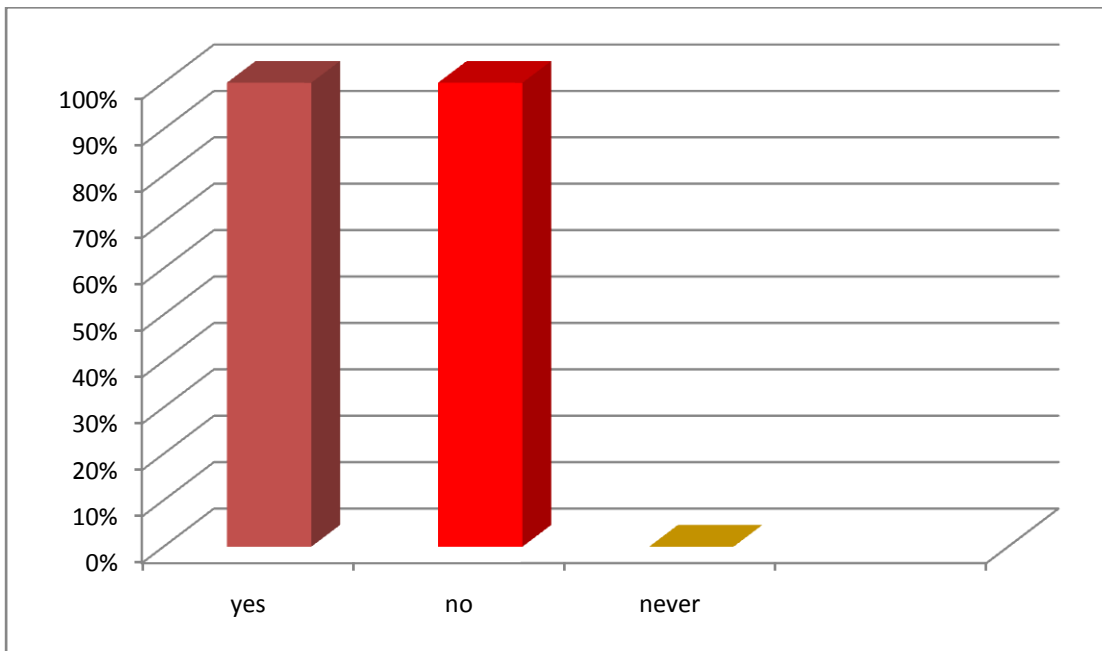
Figure11: Learners' Opinions about English in Primary School

This figure shows that the majority of the pupils cares about learning English

 however the minority of them disagree

Question 05: In your level can you start learning English?

- Yes

-No

	Numbers	Percentage
Yes	6	60%
No	4	40%
Total	10	100%

Table 12: Learners' Desire for English Language Learning at Primary School
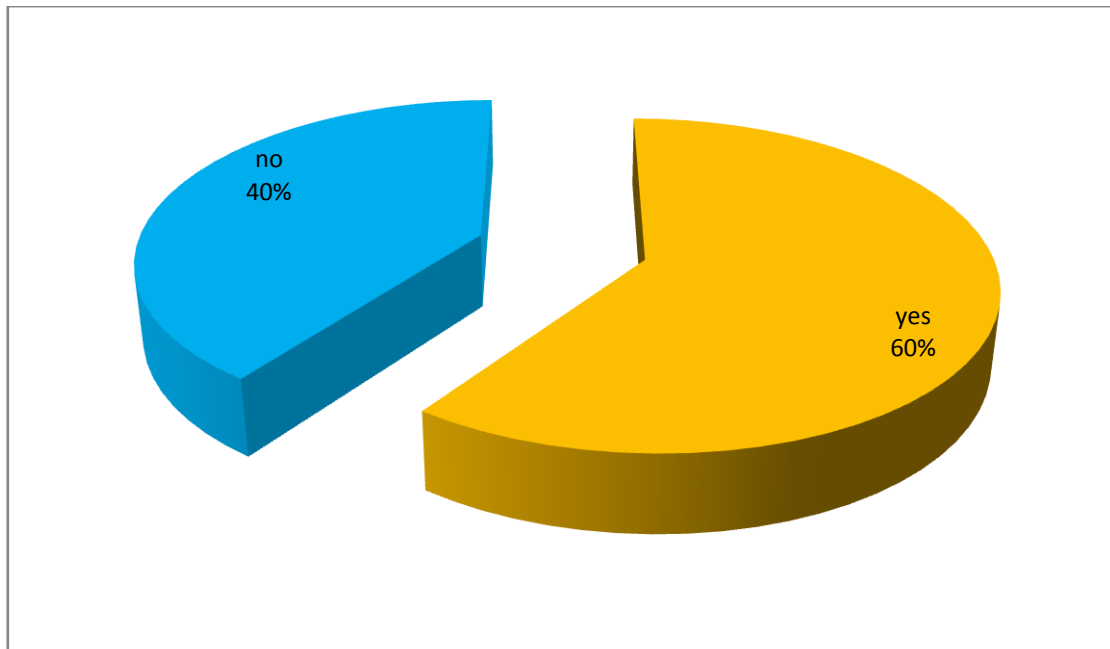
Figure12: Learners' Desire for English Language Learning at Primary School

The figure shows that the majority of the learners are with starting English language at primary school while minorities of them refuse learning this language at this stage.

Question 06: According to you in which level you should start learning English?

4th primary school

5th primary school

	Numbers	Percentage
4th primary school	5	50%
5th primary school	5	50%
Total	10	100%

Table13: the Appropriate Level for Learning English
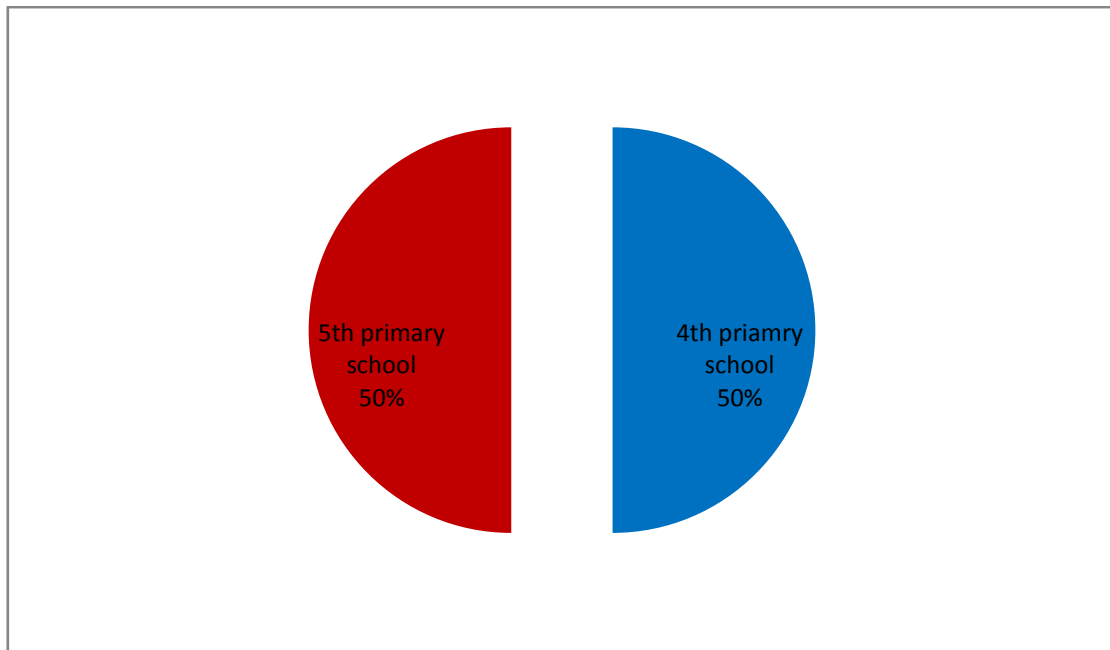
Figure13: the Appropriate Level for Learning English

According to pupil English should learned at primary school, so they are divided into two groups some of them state that they should start learning English at 4th level and the other state 5th level. The aim of this question is to show if pupils are with learning English at their age.

Question07: Which language is the most useful for the pupils French language or English language?

Answers that are given by the learners are the following:

The majority of the learners claim that the both languages. i.e French language and the English language are important to learn ,however the rest of the pupils state that English language is more interesting than French .

Question 08: If a stranger comes to the classroom and he asked you, in which language you answered him?

The answers that are given by the pupils are the following:

Some pupils declare that the Arabic language is the most useful for them, however the other maintains that English language is better to use and the rest state that French language is the most useful.

Question 09: When watching cartoons in foreign language, do you understand it?

-Yes

-No

-Never

	Numbers	Percentage
Yes	6	60%
No	3	30%
Never	1	10%
Total	10	100%

Table 14: Learners' Understood of Foreign Language Cartoons
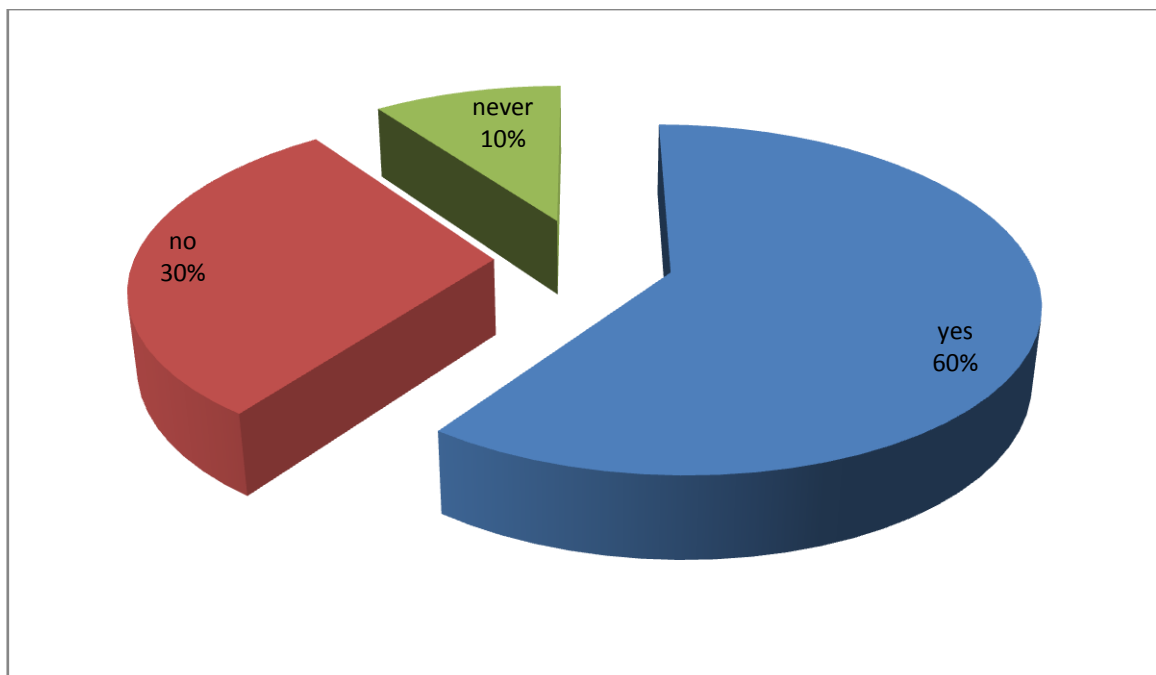
Figure14: Learners' Understood of Foreign Language Cartoons

The figure shows that the majority of learners declare that they like English language cartoons however the learners who state no they don't understand English language.

Question 10: Choose between English language and French language?

As reported by the pupils, some of them claim that the both of language. I.e. the French language and English language are necessary to learn.

Others declare that they prefer English language and they believe that it important and they should learnt it and starting from primary school.

Conclusion:

From this work we understand that pupils would learn English at their level because they are young, so it's easy for them to deal with it. Learning foreign languages is good for better understanding and for discovering new structures to prepare them to pass for the next stage.

In general the observation and the findings that was taken along the study of both learners' and teachers' questionnaire, the majority of the sample population give a certain importance to English language however, this interest is very often subjected because of the difficulties that learners face. Mainly understanding the English language for them is the basic element in acquiring that the language. Teaching English language at the stage of primary school got an interesting motivation for both learners and teachers but it luck support from the official.

Chapter Three

CHAPTER III

III.1. Introduction

III.2. Discussion

III.3. The Development of Language Acquisition

III.4. How to Understand and Teach Young Learners

III.5. learn Want

III.6. Use Fun Language Learning Apps to Break the Routine

III.7. Ways to Teach English

III.7.1. Immersion Activities

III.7.2. Clear Purpose

III.7.3. Meaning Planning

III.7.4. Focused on Strategies

III.7.6. Grammar Concepts Taught Creatively

III.7.6. Peer and Self Assessment

III.7.7. Professional Publishing

III.7.8. Inspirational Learning Environment

III.8. Learning Strategies and Motivation

III.9. Assessment for Learning

III.10. T he Process of Assessment for Learning

III.11. Suggetions and Recommendation

III.12. How to Improve Pupil's Language Awareness at Primary School

III.13. Learn's Learning Awareness to be increased

III.14. Conclusion

III.1. Introduction:

As the first language in the world, it's important to have a language that people of the earth have in common. Today teaching is multifaceted profession; English deserves to be regarded as a world, in Algerian primary schools use French language because the entire world speak English .so this chapter deals with discussion of the finding, move to on how to understand and how to teach young learners and next learners want and it includes also with the methodology and objective a long with suggestions and recommendation.

III.2. Discussion:

Based on the teacher's questionnaire, because of the teachers of primary schools are French language, they refuse to teach English language at primary school, 80% state no while the minority accept they say that programme of education is full and the pupils can't react to these subjects.

Teachers interact with question 10, 50% state yes and 50% for no. this question shows that pupils can choose to learn English language or French language at their level.

According to pupils', for the question one which is about ***Do you want English language?*** I observed that all the answers shows that the majority of learners agree with English language learning .for the question one the result 60%state yes in order to no and maybe 20%, and for the second one the majority voted for yes the result done 100% all of them agree on the necessity of English language learning at this moment. and for understanding English when watching cartoons,the60%say yes and 40% for no. to sum up pupils are very intelligent they give their own answerers like adults so they know what they want, and pupil's need to learn English because they shows their interaction to this language.

III.3.The Development of Language Acquisition:

It is useful to consult theories and models which aid understanding of how language development interacts with cognitive and academic development. Language development needs are often masked by competence in oral language. Research has shown that it is possible for newly arrived EAL pupils to develop survival English in one year and conversational fluency is described as having basic interpersonal communicative

skills. It takes between five and seven years for EAL pupils to operate on a par with their monolingual peers. However, it may take longer to become proficient in using academic English, which is described as having cognitive academic language proficiency.

III.4.How to Understand and Teach Young Learners:

At this level, to teach young pupils take a big responsibility for learning at primary schools and very hard task to do. The class teacher has primary authority for the progress and care of all pupils in the classroom. So they can encourage them to they have finished.

Asking them to be quiet while you are talking and raise their hands if they have questions or want to answer a question. teach them to respond to basic classroom English phrases such as *"please sir down"* or *"don't make noise"* because these are expressions that they will hear repeatedly thought their learning of English .at this age, teachers are powerful not only for starting to teach them English, but also for preparing them for their next level of education. The special feature of the teachers' work was their efforts to motivate pupils to learn. Finally as any good teacher would be cares about pupils. Their great results and knowledge are the sum of your action as a great teacher. Furthermore, depending on their age. Your role as a teacher is similar to that of a parent. In other words, you will always be their teacher. Even when they will become adults, their life will still be influenced by your actions. No pressure.

(Supporting pupils with English)

III.5.learn Want:

Pupils with special needs are enrolled in maintain classes and schools with special classes, and provision of learning support teachers.

In order to encourage everyone to participate, it is important to make the lessons funny; young learners are generally very enthusiastic about songs, especially if they can using along, and active games. Teaching meaning objects like kinds of synonyms, opposites and body language and pictures.

Be sure to provide lots of encouragement and gives them simple activities not complex one to do and positive feedback to create a safe, stress-free environment that everyone can enjoy learning in.

III.6.Use Fun Language Learning Apps to Break the Routine:

Language learning apps (application) are our best friends. They are the best assistants that you can ever have! No kidding.

It's true that technology made us more choosey. In modern times, traditional bores us. But technology is also the one that electrifies our world and enhances our experiences because pupils feel happy, when they used applications to learn English.

III.7.Ways to Teach English:

There are several ways to teach English, the following approaches can be used.

III.7.1.Immersion Activities:

Children in a range of creative activities before reading the text means that they are fully prepared and excited about the reading journey ahead of them. Through painting, music composition, a film project, in role drama, the kids have a hade a chance to share vocabulary, ideas and concepts which gives their reading fresh meaning and purpose.

(A strategy for primary schools, primary national strategy)

III.7.2.Clear Purpose:

Provide children with a clear purpose to all reading and especially writing tasks, whether it's an invitation to the head teacher to attend a class assembly, to an author or an article for a school newspaper, our children know why the quality of their writing matters: because there will be a real audience for their published work.

(A strategy for primary schools, primary national strategy)

III.7.3. Meaning Planning:

Learning in English is linked with subjects within the creative curriculum we follow: the international primary curriculum. well in advance of teaching, teachers collaborate and share their ideas for planning through a mind mapping process,

meaningful, creative activities are planned for, ensuring that all staff members know exactly what the children will be learning and why.

(A strategy for primary schools, primary national strategy)

III.7.4.Focused on Strategies:

Take a trip to our school and classroom environments that inspire adults and children alike, not only is the children's work displayed creatively, but there is a range of learning prompts to inspire and support all pupils. We want to encourage our children to discover new texts, pupils can choose from an exciting array of material: newspapers, classic texts, reference books as well as the children's.

(A strategy for primary schools, primary national strategy)

III.7.6.Grammar Concepts Taught Creatively:

Grammar cannot be taught as a standalone activity begin to understand grammar concepts, and start to apply them in their own writing, when they start to read with a writer's mind. Punctuation rules and techniques are draw from shared text; texts which the children have already been immersed in and have a good understanding of exploring these and embedding them creativity is how the learning takes place.

(A strategy for primary schools, primary national strategy)

III.7.6.Peer and Self Assessment:

Pupils know what the expectations are. They are well trained in searching for successful examples of the learning intention, articulating their responses to the work, checking the writing matches any targets and giving constructive feedback. Seeing the children learn from each other in this way is hugely positive; teachers know they've done their job well.

(A strategy for primary schools, primary national strategy)

III.7.7.Professional Publishing:

One effective way of valuing children's work as well as providing a real incentive, is to plan for a range of ways to publish their writing .recent examples include a whole

school project. The effort the children put into their work was immense and the results were stunning as a result. The anthology has been enjoyed by parents and other pupils and the children's pride in their work is clear to see.

(A strategy for primary schools, primary national strategy)

III.7.8.Inspirational Learning Environment:

Take a trip to our school and you'll find classroom environment that inspire adults and children alike. Not only is the children's work displayed creatively, but there is a range of learning prompts to inspire and support all pupils. We want to encourage our children to discover new texts, genres and authors, so our reading areas are inviting, well resourced and highly organized. Pupils can choose from an exciting array of reading material: newspapers, classic texts, reference books as well as the children's own published stories are just some examples of what book corners might offer.

(A strategy for primary schools, primary national strategy)

III.8. Learning Strategies and Motivation:

Motivation plays an important role in all types of learning, including language learning .highly motivated learners work hard, preserve in the face of difficulties, and find satisfaction in the successful accomplishment of a learning task. strategies have been linked to motivation and particularly to a sense of self-efficacy leading to expectations of successful learning they attribute their success mainly to their own efforts and strategies , they believe that their own abilities will improve as they learn more, and they recognize that errors are a part of learning.

(Bandura: 1992)

III.9.Assessment for Learning:

It can be defined as the process of seeking and interpreting evidence for use by learners and their teachers to decide:

● Where the learners are in their learning

● Where they need to go

● How best to get there

III.10.the Process of Assessment for Learning:

● Aims to help pupils to know and recognize the standards they are aiming for.

● Promotes the active involvement of pupils in their own learning, through peer and self assessment.

● Involves sharing learning goals with pupils.

● Adjusts teaching to take account of the results of assessment.

● Provides effective feedback, which leads to pupils recognizing their next steps and how to take them.

● Involves both teacher and pupils reviewing and reflecting on assessment data

An assessment activity can help learning if it provides information to be used as feedback by teachers and their pupils in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged. Such assessment becomes formative assessment when the evidence is actually used to adapt the teaching to meet learning to meet learning needs.

(Black et al: 2002)

To-day assessment is an essential aspect of effective teaching. It involves the teacher or practitioner focusing on how learning is progressing during the lesson, determining where improvements can be made identifying the next steps. During the lesson, we need to be listening to observing and engaging with the children we are assessing, we can use the strategies of questioning, observing and talking with children. We can develop methods for quickly checking on children's understanding and we can also develop more sustained assessment activities that give us a particular insight into well the children are applying what they have learned.

III.11.Suggetions and Recommendation:

Especially with it, is important to go slowly there is a steep learning curve at the very beginning of their stage. System of education can engage English language as a second language at primary school near French language as we know ,we need to deal with this language at school and give more attention to speak and communicate at these level the 4th or the 5th.

I think that a pupil cares about English because they do care about games, American movies and cartoons that are mainly done on them. pupils (regardless of their age) learn faster and better when adding something they really enjoy doing do the learning process. so really ministry need to figure out a way to exploit their interest and engage English teachers to teach English at Algerian primary schools and do not focus only on French language.

III.12.How to Improve Pupil's Language Awareness at Primary School:

Young children have a lot to fit into each school day. so making the best use of the little time allocated to learning a foreign language is paramount. in England ,state primary schools have been required to offer children aged seven to 11 a foreign language since 2014.this seems to chime with the common assumption; supported by research that the earlier we start learning a foreign language, the better we will eventually be able to speak it.

The situation is quite different when learners have just a few hours' exposure each week. In these circumstances –unlike full immersion in a second language-younger is not necessarily better. Large –scale classroom-based research in Spain has shown that after the same number of lessons, students who began learning after age 1 achieved greater success in English than students who started at age eight, 11 or 14.

A likely reason for the different effects of starting age in different learning environments "the type of learning mechanism" in operation. Primarily young children learn implicitly without effort or awareness .by contrast, adolescents and adults can learn explicitly , with the intention to learn and with conscious effort. Implicit learning only works well if there is ample exposure to language input, while explicit learning can work even with little

language input. So having hust a few hours a week of language lessons at a young age doesn't mean a child will learn that language successfully.

A possible solution is to try and kick start young children's capacity for explicit learning ,this kind of learning draws on what's called our " mentalinguistic   awareness". this is our ability to look at language from while temporarily ignoring meaning in order to understand the structure for example, seeing that the words "jump" and "write «are both verbs and therefore have something in common although their meaning are unrelated.

III.13.Learn's Learning Awareness to be increased:

Learners' are asked how many language they speak and how well they speak each of them.

● **Open Discussion:**

Students are asked how many languages they speak and how well they speak each of them. This icebreaker can lead into a discussion about how many languages there are in the world, to further this discussion the teacher can give students a concrete example to think.

● **Synonyms and Expressions:**

Ask learners to look at the various meanings a word can have, depending on the context and culture in which the word is being used. below is a very specific example but this activity can be adapted for any language and based on what resources are available to the teacher.

● **Social Register:**

As an introduction to the notation of register or language formality /informality and awareness of audience, students are asked how they might respond is they bumped into

□A peer younger child after recess.

□ A peer who had tripped them on the soccer field during recess.

□ Their teacher.

□ The school principle.

● **Cognates:**

Cognates are words in 2 or more different languages that are similar in meaning and from depending in the language being learned, students should be made aware of cognates that exist between the mother tongue and the second language (for example French and English share over 11,000 cognates).

III.14.Conclusion:

To sum up, effective language learning aims at attaining proficiency to the target language, much efforts a strong desire and patience and need because skills development is gradual process ,learners cannot achieve all what they want easily as we all learn more when we are interested in something this also applies to learning a first or second language. Studies have shown that children are more likely to learn the names of objects when their parents follow their lead and create responsive interactions based on their child's interest, as opposed parents redirect their child's attention to other things.

Our problem in Algeria is that no one guide teachers, we all know that there is no magic recipe for teaching English cut some basic facilities are necessary to know how to teach such a language perfectly.

General Conclusion

The importance of learning EFL language continue to increase while more and more individuals have highly specific reasons for improving the foreign language skills ;it is no ore learning for pleasure or prestige. Indeed, our surrounding world undergoes constant changes. Hence, our life depends on educational learning which enables us to adjust ourselves to the changing situations. Learners of the globalization era must be competent in the use of more than one language. In our words, they must be fluent in their mother tongue and also have a good command of foreign languages, mainly English language which is the language that facilities communication with the international community since the world is interconnected economically and scientifically.

They must be able to use new technologies, the computer and internet which are getaways for access to the world outside. Thus, although French language remains as the first foreign language in our country and society because of historical facts, English hold an important place and is actually a need for many citizens. This has led recently to the introduction of EFL in the first year of intermediate school; however private school offers its to the young pupils in their situations on the big demands of parents this is concern their studies.

On the other hand, coming to the decision whether to introduce English language as the first foreign language in primary schools is debated, age may have more weight than other factors, indeed, and an early start may bring benefits to the country as well as to the child .in fact, learning English is the target of any country aiming at progress and scientific development besides an early learning might have benefits on the young learners. it improves the child's intellectual capacities and his mental flexibility in the light of the current study, it has been concluded in the methodology of the teaching English in primary school is important to the pupil the key to teaching young children is to remind that their teaching is actually different from the teaching of adolescents or adults, if the foreign language is within a suitable environment and the teaching is carried out through appropriate techniques, the hope to improve results in higher.

With the young learner, teacher should step in the world of children, thus the teaching should be in harmony with the learner's nature offering the appropriate

conditions that fit their age, namely the teacher's patience the classroom atmosphere and play activities.indded the foreign language learning can't be limited simply to the methodology, but also to the consideration of the learners and their characteristics. Whatever it is in a public school or a private one, a successful language in classroom is the one where children feel pleased motivated and above all involved in that language learning, songs, games, stories, and funny activities proved to bring a relaxed atmosphere to the classroom. In fact young learners will learn better when they feel secure, such learning will be easier and teacher will feel reward.

Bibiography

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Appendices

QUESTIONNAIRE

On a besoin d'étudier la langue anglaise parce qu'elle est devenue nécessaire dans notre monde et dans notre vie c'est pour ce la je me suis encouragée de parler de cette problématique. Répondez-vous à mes questions avec simplicité et soyez sincères.

1- Il est intéressant d'étudier l'anglais en ce moment la pour quoi ? justifier.
………
………

2- Etes –vous pour ou contre d'enseigner l'anglais et le français en même temps a l'école au primaire ?

☐ Oui ☐ Non

3- Avez-vous étudies la langue anglaise
-au primaire
-au moyen
-au secondaire

4- On voit des parents cherchent à faire des cours supplémentaires en anglais a leurs enfants pour quoi ? justifier
………
………

5- La langue anglaise est devenue importante dans notre monde est-ce que l'élève peut apprendre l'anglais, comme une langue étrangère au primaire ?

☐ Oui ☐ Non

6- Etes –vous pour l'enseignement de la langue anglaise au primaire ?

☐ Oui ☐ Non ☐ Jamais

7- L'apprentissage de la langue anglaise à l'école est

-Facultative -Obligatoire

8- A votre avie le Ministère peut programmer la langue anglaise comme première langue étrangère a l'école au primaire

☐ Oui ☐ Non ☐ Peut-être

9- Est-ce-quelle est une matière essentielle au 4eme ou 5eme ? Justifier

………
………

10- Que pensez –vous l'élève peut choisir d'étudier l'anglais ou le français comme une 1ere langue étrangère ?

☐ Oui ☐ Non

Justifier……
………

Acronyms

EFL: English as Foreign Language.

ESL: English as a Second Language.

NATO: North Atlantic Treaty Organization