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Department of Letters and English Language

Introducing English language in primary School

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for
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Submitted by:

Zoubida ACHOUR

Supervised by:

Dr. Awicha BENABDALLAH

Board of Examiners

President:	Dr. Nouria MESSAOUDI	MCB	ENS Mostaganem
Supervisor	Dr. Awicha BENABDALLAH	MCA	Higher School of Management, Tlemcen
:Examiner:	Dr. Kheira HADI	MCB	Ain Temouchent University

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Declaration

I hereby declare that Introducing English Language in Primary School: Case of Fifth Year Grade In Roua Primary School my own work and, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institutions. I also certify that the present work contains no plagiarism and is the result of my own investigation, except otherwise stated.

Name of the student:

Zoubida ACHOUR

Dedications

- To my parents especially my father who helped me to achieve my goals and dreams,
- To my little sister Ghizlane and my brother Oussama,
- To my dear husband who was a support for my success.
- To my best two friends Manel and Nour el Houda

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Abstract

The current work is a descriptive case study; it aims to find out if parents are interested in teaching English to their children in primary school. It also attempts to shed light on the main differences that exist between Algerian language policy and the country's foreign language needs. Therefore, data collection process was carried out through two research tools namely questionnaires and interviews. Analysis of the data revealed that a significant proportion of the sample recognized the importance of English and strongly agreed that English should be introduced in primary schools to their children at early ages.

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List of Abbreviations and Acronyms

.EFL: English as a Foreign Language

ESL: English as a Second Language

E.U European Union.

SLA: Second Language Acquisition

General Introduction

Early foreign language learning is a key issue, and it is well acknowledged that learning any language at early age is the most favorable. In the past ten years, the level of foreign language teaching in my country has been continuously improved. English is also of great interest as a foreign language for third grade students; the fields of pedagogy and educational psychology have addressed the teaching of young children, which takes into account age as well as other factors such as classroom, atmosphere, cognitive development of children, teaching approaches, methods and strategies. Furthermore, teaching a second a foreign language to children is fundamentally different from teenagers or adults because of a number of reasons such as their learning styles, strategies, their typical physical and behavioral characteristics.

Today's changing world affects all aspects of human life, such as education, science and technology. Over time, people's needs and aspirations have changed with the socioeconomic and political orders that bring new challenges. As one of the most important indicators to measure a country's development, foreign language teaching reform varies from time to time and from country to country. Like many other countries, Algeria has seen major changes in the teaching of foreign languages. The most notable year was 1993, when French's dominance as the only foreign language taught from primary to secondary levels (Benyelles, 2011). The decision of introducing English in primary schools in Algeria, the context we are concerned with, came as a reaction to the wide spread of that language in the global world because of the globalization process, to fit different aims and objectives such as the need of English for communication, for business and economic purposes, etc. (Benyelles, 2011)

The reform was interrupted a few years later. Six years after its implementation, it has undergone a quiet retreat. The project's goals were unclear, making it unclear why it was withdrawn. No evaluation of the item was provided, and no adequate explanation was given. Therefore, failure to consider the steps to be followed when deciding on a language plan is seen as a direct cause of failure. (Benyelles, 2011)

As world today is known joins together in a small village, learning foreign languages becomes a necessity, to make real connections with people and to know more about

diverse cultures; today the rapid growth of the world demands an understanding of the English language to keep up with its developments, since English is the third most widely spoken language in the world. It is spoken and taught in over 118 countries and it is the official language of 53 countries. It is taught as a foreign language in over 100 countries such as China Russia Spain Germany Brazil and Egypt (Crystal, 2003).

Algerian policy makers incorporated it as a foreign language along with French in 1999 when they started to revise the whole educational policy. Abd El Aziz Bouteflika (1999, p. 75) declared “it is unthinkable to spend ten years studying in Arabic pure science when it would only take one year in English”

The present research attempts to highlight the necessity to move towards a better language policy and reintroducing English at primary schools since it was a subject of study at primary school in 1993 where primary school pupils were free to choose between English and French as a compulsory foreign language, but this policy soon went out of action as most of Algerian parents preferred French for their children (Rezig, 2011) If English is re-implemented in primary schools, hundreds of job opportunities will be provided for graduated English students who are not yet recruited.

This present work aims at:

- Examining the importance of introducing English language teaching in primary schools.
- Determining parents, teachers and fifth grade learners’ attitudes towards the re-implementation of the English language teaching in Roua Primary School, Batna.

The current research attempts to provide answers to the following questions:

RQ1: Why is English language teaching important for fifth grade learners of Roua primary school, Batna?

RQ2: What are the parents and teachers’ attitudes towards the reintroduction of the English language teaching in primary schools?

To provide reliable answers to the above research questions, the following hypotheses have been reformulated:

Hypothesis 1: English language teaching may be important for fifth grade learners of Roua primary school, Batna because of their ideological hostility towards French and their poor French language ability.

Hypothesis 2: Parents and teachers may have a positive attitude towards the reintroduction of English in primary school (Roua Private Primary School).

This research is significant in the sense that:

- It makes an important contribution to the field of education in general and ELT in particular.
- It is an attempt to offer a suggestion to an ignored field of language policy and planning in primary school in Algeria.
- It also aims to contribute to this growing area of research by exploring the attitudes of two important segments of society who are the parents, Primary school and university teachers towards the introduction of English language teaching primary schools.

In order to tackle the issue addressed previously and to test the validity and reliability of the research questions and hypotheses, this extended essay is framed into three chapters. The first chapter deals with the theoretical framework of this research work, it discusses some aspects related to the status of English as a global language, the position of the English language in the Algerian education system and Child development and language learning.

The second chapter, on the other hand, is a practical one. It highlights the research design. Data collection process and analysis are described. The final chapter provides some implications and recommendations of the study under consideration

1.1. Introduction

Due to the importance and the status of English language in the world as a language of modern science, technology and business, it becomes compulsory even for non-native speakers in schools, colleges and universities to learn it to be able to communicate with foreigners, read articles and even play games.

This first chapter, thus, highlights some theoretical background relevant to the concern of this study. It, first, discusses the need and importance of English as a global language. Then, it provides an overview of the status of English in the Algerian educational system; it also reports on the main similarities and differences between French and English. It, finally, presents some theories of learning a language at early ages.

1.2. English as a Global Language

No one can deny the fact that English gains much more popularity and, therefore, considered as a universal language. It ranks second in the world in terms of the number of speakers, it is the official language in 75 countries, and English-speaking countries account for about 40% of the world's GNP. (Benyelles, 2011)

What is more, what makes the English as a global language is that it is needed by learners to achieve their academic tasks and professionals in their occupational settings. It is, according to Crystal (2003), the language of the world's media, advertising, broadcasting, film, television, popular music, and information technology. Many English words are practiced by non-native English language speakers all over the globe.

In general, English has official or special status in at least 75 countries (with a combined population of two billion people). It is estimated that one in four people worldwide speaks English with some degree of proficiency (Benny Silva. 2009).

Crystal (2003) identifies two reasons why English becomes a global language; the first one is related to the fact of being an official language, a mother language or a medium instruction, and the second one, on the other hand, is that it is learned by children and adults. In this respect, he mentions:

English has world language status in a sense because it has developed a special role that is recognized in every country, either as an official language or as a priority language for foreign language education in that country. In fact, there is no country in the world that does not at least recognize English as a foreign language that should be taught and studied in educational institutions and even private schools and colleges. For example, both Rwanda and Nigeria give English the same official status as the mother tongue. (Krusher,Diogenes, 2003)

There are many signs that English has achieved global status in the 21st century. Spolsky (2004, P.77) adds another reason which is “a traveller returning to the United States from vacations in Africa, Europe or Asia is often heard saying that almost everyone he meets seems to speak English. To this impressionistic description of the ubiquity of English as a world language, one might add the apparently biased assessment of English proponents' importance as a lingua franca.”

This means that English is used everywhere. When a person travels to a particular country, he finds himself in a situation where find that everything is written or communicated in English, from signs and advertisements, to people using them to give directions on the street, and even luxury restaurant menus written in English.

According to statistics, among the 1 billion documents on the website in 1999, 86.5% were written in English; only 2.4% were in French, proving that English has become the best first language (Benny Silva. 2009). In the same respect Crystal claims (2003, P.85) that "70% of magazines in 160 languages are published entirely in English" Furthermore, most academic articles and literature are written or disseminated in English, including in non-English speaking countries, which requires students, teachers and researchers around the world to achieve a high level of English proficiency in order to continue their studies and research.

The current state of the English language in the world, according to Crystal (2003) and Nour Al-Huda (2011) can be represented by three overlapping circles:

- The inner circle: it refers to countries where English is used as a mother tongue, such as the United States, Britain, Canada, New Zealand and Australia.

- The outer circle refers to countries where English is used as a second language in multilingual environments such as Singapore, India and Malawi, in addition to fifty other countries. And the English language here is the language of the main state institutions
- The expanding circle includes countries that recognize the importance of the English language as a global language, even though it was not occupied by an English-speaking country such as Russia, China, Japan, Greece and Poland. The number of countries in this circle is increasing. English is, therefore, used countries as a foreign language. What is surprising is not the number of users of the English language, as much as the speed of its spread from the fifties and sixties of the twentieth century.

There will always be something to do with more than a quarter of the world's English-speaking population. English is understood and/or spoken by about 1 to 1.6 billion people plus the 400 million native speakers of English and it depends a little on how you count.

1-3- The Status of English in the Algerian Educational System

English has a clear place in Algeria's official constitution. For historical and sociolinguistic reasons, it is set as a second foreign language, while French is the first foreign language. Garton and Graves (2014) emphasize that the exposure to English in Algeria is limited and minimal. Establishing English as the main language of Algeria and giving it a higher status than French meant competition between the two languages and represented an attempt to lower the status of French, which was cultivated as a result of French colonization (Garton, & Graves, 2014). In this issue, Berger (2002) points out that the designation of English as a second language means that France's status in Algeria has declined. While Benrabah (2014) claims that in Algeria, there is competition between English and French in various forms of planning, such as status, corpora and acquisitions. Many researchers believe that the popularity of French in Algeria is something that Algerians use regularly in their daily lives.

The past influence of colonization and the permanent retention of their language (French) made Algeria a Francophone country, and the daily conversations of its citizens included some French expressions with their native language, known as Algerian Arabic. However, English was given a prestige and was designated as a foreign language in Algeria. English is becoming more and more important in Algeria due to technological advances and the influence of social media and the Internet. Tucker and Corson (1997) allude to the instrumental value of English. This language is taught as a second language and is dominant in various fields such as computing, scientific reference, technical fields and the oil industry.

As far English language teaching and learning, in the 1990's, the status of French was threatened when English and French were alternately taught in the fourth grade of primary schools in Algeria. The latter did not last long before being eliminated and declared a failure. Majumdar and Saad (2005) claim that the implementation decision was made concurrently with the Arabization process in Algeria. In Algeria, English is the second foreign language after French and is taught from secondary school for 7 years (4 years of middle school and 3 years of secondary school).

However, it should be mentioned at this level that though the importance of English in the labor market and the fact that it is taught from middle school, English is limited to formal occasions, such as school, and is not used outdoors or integrated into the everyday life of Algerians, such as their conversations (Majumdar & Saad, 2005).

English courses in Algerian middle and secondary schools are taught focusing on different language skills and aspects, such as vocabulary, phonology, and grammar. Messekher (2011) claims that teachers rely on textbooks to teach English and its set of cultural aspects. According to Garton & Graves (2014) the limited exposure to English creates some teaching problems as students are less familiar with English and experience that English is less valuable in educational settings for sociolinguistic and linguistic reasons that favour the use of French in education, management, and many other fields. Although Arabic is the language of instruction for all subjects in primary, middle and secondary schools, French is used to teach certain subjects at the higher education (university) level and academic terminology is introduced in French rather than English.

However, as with doctorates, higher education is conducted in English. The latter is highlighted by Ager (2001, P.14) who alludes to the fact that “English is used in certain scientific subjects at the higher education level in Algeria, as the language represents a useful tool for conducting cross-cultural research. However, this language is not officially dominant in various Algerian contexts”.

1.3.1 Parents Demands for Teaching English at Primary School

Many have called for English to be the first foreign language in Algeria, with around 6,000 claiming its introduction, while 255 opposed it, according to a public vote on CNN's Arabic online site. These claims imply the need for English and the abolition of French, the first foreign language in Algeria. They also focused on implementing some educational reforms that replaced French with English, and were more prominent because of their status as an international language. (Echorouk Channels. 2016).

The National Organization of Parents and Students has launched a campaign to replace French with English and establish English as the first foreign language in Algeria. The campaign, posted on Facebook collect signatures from parents across Algeria to fulfill those demands. Signatures were collected and sent to the State Department of Education under the heading "I am the parent of a primary school student." I urge the government to teach my children English instead of French because the latter is no longer the language of science, business or tourism. Although more than 1,000 signatures were collected, the Ministry of National Education did not indirectly reply that the requirements would not be implemented (Daoudi& Parents, 2015).

The basic requirement of adopting English as a first foreign language continues in Algeria as parents insist on. the reason behind this is the fact that English is the language of science and technology. The idea was initially limited to parents, but has since expanded to former Algerian politicians such as BEN BITTOUR Ahmed. In addition to this, some people in the cultural and artistic fields also emphasized the need for English and the abolition of French. "There are others calling for the adoption of English as the more widely used international academic language" (Ismael, D.2016). Due to technological developments and the increased use of social media sites, there is a growing awareness of the importance of English at the heart of Algerian society.

English is becoming a priority and a necessity in all fields, and Algerians of all ages have stimulated interest in learning English. (Ismael, D.2016).

1.3.2 The Comparison between French and English languages

According to (ThoughtCo Team. 2020), the French and English languages are related in a sense, since French is a romance language slipped from Latin with German and English impacts, whereas English could be a Germanic dialect with Latin and French impacts.

Moreover, according to the author (2020) French was once used as the main international language for diplomacy during the course of 20th century it has usurped by English. However French is still used as a working language at the U.N as well as at the E.U and it is spoken by around 300 million people over the world. (February 21, 2020).

Other differences between French and English are highlighted in the table below:

Table 1. 01: Other differences between French and English . (February 21, 2020).

False cognates	Words that look alike but don't necessarily mean the same thing
Pronunciation	Many differences particularly vowels and the letter R
Punctuation	Different uses and spacing
Silent letters	Many in both, but not the same letters
Singular and plural	The grammatical number of nouns may be different
Spelling equivalents	Patterns in spelling differ in the two languages
Word order	Adjective, adverbs, negation plus pronouns may cause problems

1.3.3 Proximity between French and English Language

Although French and English belong to different subgroups of the Indo-European language family, the two languages share many similarities. Actually, they are similar and related because French is Latin influenced by German and English, and English is Germanic influenced by Latin and French. In fact, the progress of the English language was affected by various invasions, mainly by the French. The latter started when the Normans first came to England in the 11th century. According to Rodriguez (2014, P.08)

“In 1066, William the Conqueror, Duke of Normandy (part of modern France) invaded and conquered England. The Normans brought French as the new conquerors, which became the royal family, the ruling class and the language of the business class”

He also pointed out that "France's dominance and prestige in environments such as court, law, church and education encouraged the borrowing of a great deal of vocabulary into English. Many legal concepts, such as charge, jury and sentence, have their origins in Anglo-Norman, because the Normans run the courts."

This means that French greatly influenced English vocabulary by introducing French words into English. The truth is that many of the most vivid and powerful words in English originate in French. In this respect, Baugh and Cable (2002, p.19) mention "...the total number of French words adopted during Middle English was slightly over 10,000. Of these, about 75% survived and are still in use in English today."

So, during the Norman Conquest, when French came into contact with English, many French words were absorbed from the English vocabulary. In this regard, Stockwell and Minkova (2009, p.36) also pointed out that "...the interaction between the two languages after the conquest resulted in quite dramatic lexical changes..."

This vocabulary change greatly simplifies the process of learning French for English speakers. It is estimated that people who speak English well know that 15,000 French words, no need to learn French. According to Lawless, the two languages share 1,700 identical words; these are called true relatives.

Here a list provided by Crystal (2003) of some English words coming from French.

Table 1. 02: Some English words coming from French (Crystal 1995, p.47).

Level	Examples
Administration	Authority, Liberty, Empire, Empire, Domination, Royal, Noble, Parliament, Court, Duke, servant, council, baron, crown
Law	accusation, justice, inheritance, statute, arrest, adultery, jury trial, crime, enforcer, prison, fraud, verdict, punishment
Military	army, defend, captain, peace, enemy, combat, navy, retreat, guard, soldier, siege, spy
Food and drink	salad, appetite, beef tenderloin, cream, dinner, fruit, olive, orange, raisins, juice, sardines, vinegar, toast, crackers, lemon, mustard
Fashion	pearl, pearl, veil, robe, diamond, skirt, lace, fur, jersey, button, brooch, cape, robe, buckle

1.4 Child Development and Language Learning

Language development is a critical part of your child’s development, it supports the child’s ability to communicate, express and understand feelings. It also based on thinking and problems solving , it does not matter if a child does not understand, because his understanding will definitely grow –as well he develops from the very first time a child starts telling stories encourage him or her to talk in order to improve his language indeed ,when the child reaches the school he has previously constructed a mechanism of language he convey himself in his mother tongue and then at school .He will deal with another type of language learning (IFIT, 2006).

1.4.1 Learning English at an Early Age

We have many countries which focus of teaching English in Primary school, for example, in Japan in the 1990s English proficiency was very low, and one of the factors could be the age delay in learning and teaching English in schools, secondary and taught in secondary schools. On the other hand, many countries in the European Union make English a compulsory subject in primary school.

Burns pointed out that in the past two years of primary education, English has become a compulsory subject and the only compulsory language for all types of secondary education in the Netherlands, including vocational training. In France, 79.8% of primary school students use English as a second foreign language. In another example of the lack of English in Malaysia, the Ministry of Education decided to improve the English in the country, and the first step they took was to introduce English to primary school children.

Data from the SLA study shows that adults are often less fluent in a second language than those who speak a second language as their first language. Pinker points out that "adults who succeed in grammar often rely on consciously exercising their considerable intelligence, while children are just learning." (Pinker, 1994, p.194).

When children start early education at the age of seven or eight, their minds stay fresh, they are able to absorb more information, and it is the ideal time to learn a new language and master it quickly. In this context, Broughton et al. argue that learning a foreign language at the age of 8-9 does not miss a teachable moment on the one hand, and on the other hand gives time to firmly build the basic skills of the mother tongue.

There is a general agreement among educationalists (Djouimaa) believe that one of the benefits of teaching English from an early age is that the native language is less disruptive. In this context, many teachers and linguists point out that less interference from the native language is observed before the age of 10, which aids the learning process in younger learners. Broughton et al argue that "...a second or even a third language can be acquired from infancy without a significant delay in native language efforts..." In addition to the age factor, it should be noted that the parent is a great source of positive or negative attitudes; her positive attitude towards the target language encourages and motivates her child (Djouimaa, 1999, p.23).

Therefore, linguists, educators and policy makers should take age of learners into account and introduce English in primary school teaching, as children's age is considered highly favorable for acquiring a second or foreign language.

1.4.2 School and Language Learning

Teachers and college students use spoken and written language to speak with every other –to provide interaction, feedback and instruction, present academic content ,give instructional content ,determine studying ,facilitate knowledge, assess learning, evaluate course objectives and build classroom life .In discussion of language and education ,language is usually defined as a shared set of verbal codes educational programs for young children ,frequently emphasize curriculum and education to facilitate language learning, in regards to spoken language. (Pinker, 1994, p.194).

Young learners may also have opportunities to learn how to improve themselves through written language including opportunities to form letters, words, sentences and text structures, there is debate about the volume to which lecture room for youngster’s language learning ought to offer didactic ,teacher –focused practise people who help a didactic method argue that youngsters whose language overall performance is under that of their peers need explicit instruction to catch up when the child goes to school , he is faced with an extremely new situation and new sitting .it is no longer (Pinker, 1994, p.194).

The learning likes at neither home nor acquiring knowledge subconsciously, the existence of numerous theories of learning attest to the complexity of this process, in educational psychology. Belkin and Gray (1977, P.211) claim that “learning implies a change in the individual as a result of same intervention, it may be viewed as an outcome or a result”

In this respect, Skinner (1968, P. 44) believed that more complex learning would be achieved by the process of contingencies and reinforcement, he claim “teaching is the arrangement of contingencies and reinforcement of reinforcement under which students learn”.

Furthermore, Gagne and Biggs (1974) combine the principles of learning cited above with Cognitive idea of mastering named “records processing”. The focal point of the latter idea turned into of the inner processing that came about for the duration of a mastering moment, whilst the records is processed into the short term memory or it is lost if this information is used and practiced it is only them put into long term memory.

According to Gagne and Biggs (1974, P.14) “the design of instruction should be undertaken with suitable attention to the conditions are both external and internal”.

In reality, this hypothesis made another see of the way people learn, it centers on the inspiration and capacity of learners to build learning ought to be exchanged to the learner, which all people have the capacity to develop information in their claim minds through a handle of disclosure and issue solving.

1.4.3 Piaget’s Cognitive Theory and Children’s Language Learning

Piaget’s (1936) concept of cognitive improvement explains how a baby constructs a version of the world,cognitive improvement as a technique which takes place because of organic maturation and interplay with the environment. (Mcleod, 2022)

Jean piagetwasutilized at the Binet organizedwithin the 1920sworking in collaboration withtheodoresimon at the Alfred Binetlaboratory in Paris, Piaget evaluated the results of standardizedreasoning tests that Simon haddesigned,with the reasons children gave for their off-base answers to the questions that these off base answers uncovered imperative contrasts between .the considering of grown-ups and children (McLeod , 2018). Jean Piaget was the primary analyst who made an effective think about of the cognitive improvement of the child’s dialect learning, his change incorporates a stage hypothesis of a child cognitive development. According to Jean Piaget youngsters had born a fundamental intellectual shape on which all successive studying are based. The point of Piaget was not to degree how children may think and solve issue or check or spell , the foremost critical thing that he was inquisitive about was the way in which principal concepts just like the exceptionally thought of number , time , amount , causality, equity and so on risen some time recently(Miller,2011) .

The point of Piaget was not to degree how children might think and illuminate issue or check or spell , the foremost critical thing that he was fascinated by was the way in which crucial concepts just like the exceptionally thought of number , time , amount , causality, equity and so on developed some time recently Piaget’s hypothesis , the common conviction in brain research was that children are essentially less competent scholars than grown-ups .be that as it may Piaget appeared think enormously in

numerous ways compared to grown-ups , Piaget's hypothesis varies from others in a few ways ,to begin with his hypothesis is concerned with children ,instead of all the rest of the learners , it proposes discrete stages of advancement stamped by subjective differences instead of a continuous increment in number and complexity of conduct , concepts, thoughts etc. Jean Piaget was a Swiss formative clinician who considered children within the early 20th century (Piaget, 1957).

Piaget's hypothesis is commonly known that it varies from other speculations in a few ways since it concerned as it were with children language development rather than any other learners; it proposes discrete stages of advancement to piaget's cognitive development was dynamic and progressive reorganization of mental handle as a results of biological development and mental involvement.

The idea of piaget's theory have been of practical use in understanding and communication with children. (Kendra,2019)

This theory has contributed to understand how the child learn and develop, according to Piaget (1956) a child learns by discrete stages related to age in fact there are four major stages that make children's cognitive development .

- The sensorimotor stage (infancy –birth to roughly two years) in this period children learn to operate physically by interacting with the environmental area.
- The pre-operational stage: (two year to six or seven years) in this age intelligence is demonstrated through the use of symbols.
- The concrete operational stages: (“they become able to manipulate mentally their internal representations”) Siegler (1991).
- At this age insights is illustrated through consistent and orderly controls of images related to concrete objects.
- The formal operational stage: on this step intelligence is tested thru the logical use of symbols associated with summary concept.

• **1.5 Conclusion**

This theoretical chapter tries to explain the status both of English and French languages in the Algerian educational system and more specifically the importance of teaching and learning English language. It also highlights similarities and differences between French and English language. Finally, it reviews a Piaget theory that focuses on cognitive process of child's language development at early ages.

2-1- Introduction

This chapter is devoted to explaining the practical part of the thesis. It consists of two parts; the first part provides a full description of the research methodology used to carry out this work. It describes the research methods and tools. In addition, it provides information on the target population, reliability and validity, and limitations of this study. The second part deals with the analysis and discussion of the data obtained from the two different tools namely interview and questionnaire

2-2- Methodology

This section includes the research methodology, population, research tools used in data collection and their descriptions, and the limitations we encountered in conducting this study.

2-2-1- Research Design

The purpose of this study was to investigate the reasons for parents' interest in teaching English to primary school students and to assess the experience of teaching English as a first foreign language (in the 1990s). Therefore, the data collection process is based on a descriptive approach, as this topic requires. In addition, a mixed methods study (triangulation) was used to meet the needs of this study.

According to Dornyei, "Mixed methods research involves various combinations of qualitative and quantitative research at the level of data collection or analysis. Typical example: interdependent sequential questionnaire and interview research" (Dornyei, 2007, P.24).

That is, mixed methods research means using both quantitative research (numerical data) and qualitative research (non-numerical data).

2-2-2- Qualitative and Quantitative Research Methods

The study was conducted on 40 parents whose children were learning English in private schools. This private school is located in the Batna region. This group was not randomly

selected because we are only interested in parents (primary students) under the age of 11.

2-3- Sampling

A sample is a collection of people, objects, or items taken from a larger group for measurement.

The population in the research is not only the people who cooperate in responding to the tools, but it is also a common term used to describe the full amount of cases, which is the subject of your study.

It is rarely possible to collect data from everyone in the group, when doing research on a particular community, you can instead choose a sample of a group or individuals to participate in the research (September 19 2019 by Shana mc combs).

The community concerned with the research includes the third graders of primary school from Roua Private Primary School. but not all learners answer to lead the research to obtain the data due to many factors; These factors may include understanding, energy, time.....etc. Hence, the questionnaire was allocated to forty (40) students from among the fifth grade students.

2-4- . Data Collection Methods

2-4-1- Research Instruments

As mentioned earlier, the data collection process used two different tools, questionnaires based on quantitative data and interviews, which are considered qualitative methods.

2-4-1-1- The Questionnaire

- **Student's Questionnaire**

A student survey was designed for students at Private School Roua School (2021-2022) and provided to a randomly selected 40 students to participate in the questionnaire. This later attempt to find out which language students prefer to be introduced to in their first

year, their first foreign language study, and aims to find out which language the child prefers.

- **Parents' Questionnaire**

The parents' questionnaire has been designed in such a way that parents can participate in the survey; later, parents' concerns when choosing a language and their considerations when offering English classes in Algerian primary schools will be explored.

- **Teachers' Interview**

The teacher interviews were designed for French teachers, this interview was designed for (03) teachers who later sought to understand the attitudes of French teachers in teaching English courses in primary schools in Algeria and their role in classroom activities.

2-5- Data Analysis and Interpretation

This section focuses on analysis of the data obtained from different data sources. Thus, qualitative and quantitative analysis is opted for.

2-5-1 Analysis of the Questionnaire

2.5.2 Analysis of the Students Questionnaire

The Students' questionnaire consisted of six items, categorized as only a subset, dealing with language interaction and cognitive skills. It contains six different questions, half of which are open-ended questions, asking sample participants to select the suitable option.

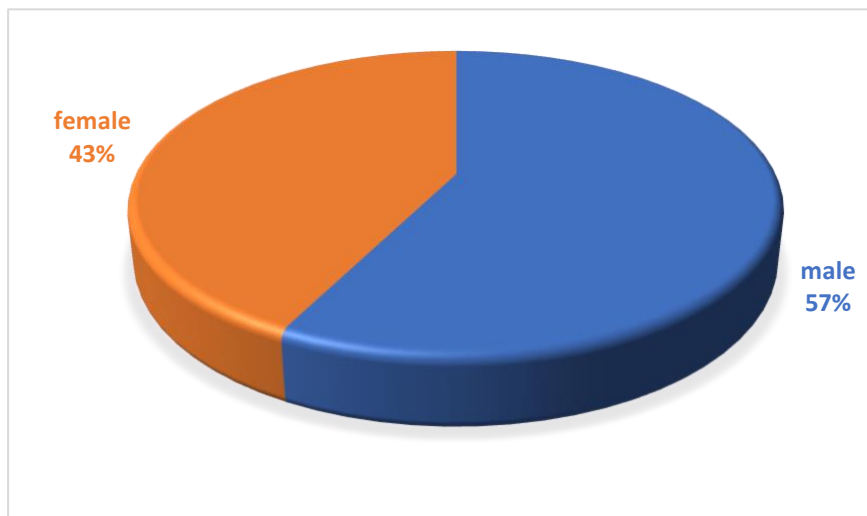
The questionnaire contains both closed-ended and open-ended questions.

The first part is about Language Interaction and Cognitive Skills, it aims to discover the child's code of communication and to determine the position of one language in relation to another. For this reason, this section contains the most important questions, which

language children prefer to speak and which language they would like to learn as a first foreign language.

Q1. are you male or female ?

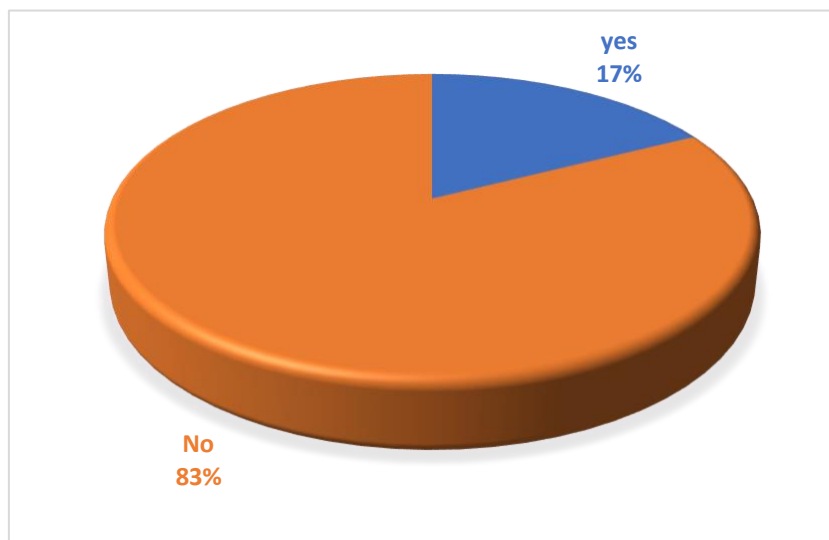
Figure 02.1: Distribution of the sample members by sex.



As shown 57.5% of respondents are male. The number of Female reached 42.5%.

Q2. Do you know English?

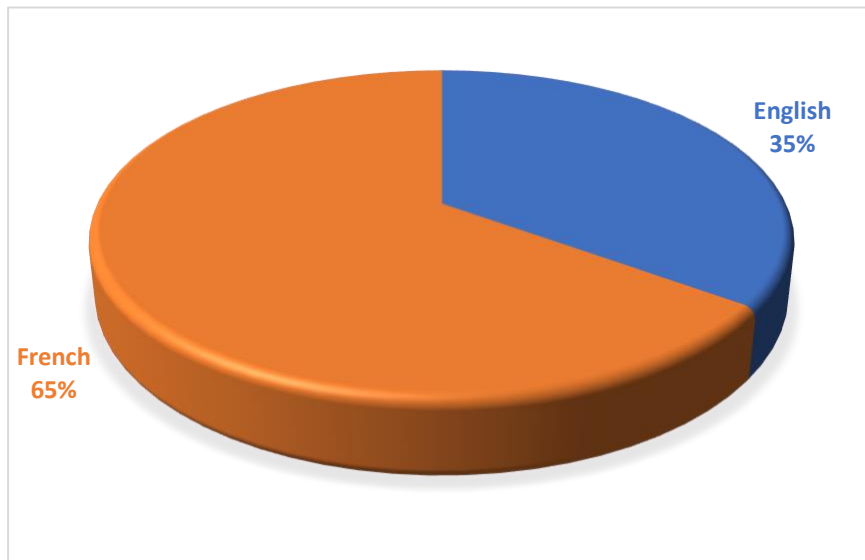
Figure 02.2: Distribution of the sample members according to language knowledge.



We note that the majority of students are not proficient in English. Where they account for 82.5%.

Q3. Which language do you like to learn first?

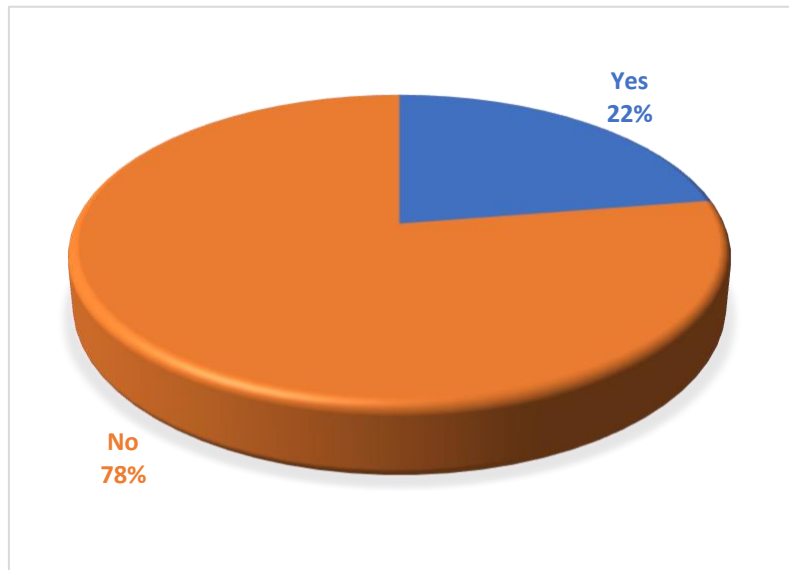
Figure 02.3: Distribution of the sample members according to the language to be learned.



We note from the table that the majority of students prefer the French language, with a rate exceeding 65%.

Q4. Do you watch cartoons in English?

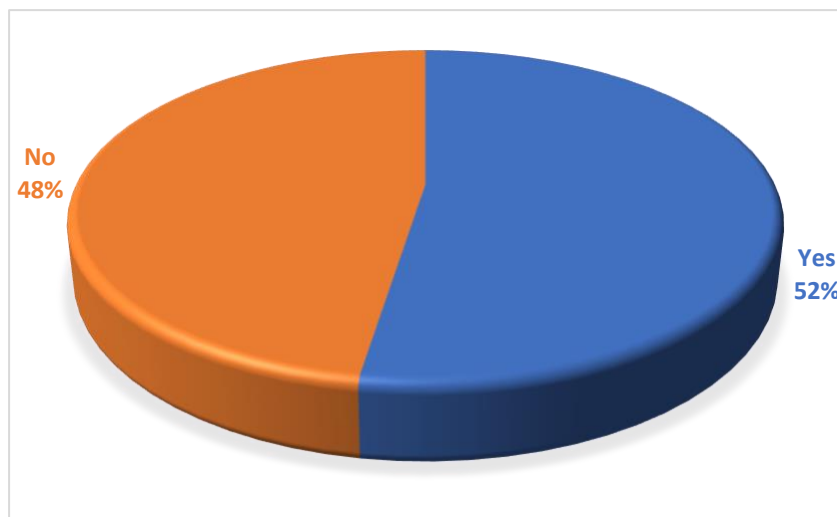
Figure 02.4: Distribution of the sample according to watching cartoons.



The following shows that the majority of students do not watch animations in English as they represent 77.5%. While the number of students who watched cartoons in English was 22.5%.

Q5. Do you listen to songs in English?

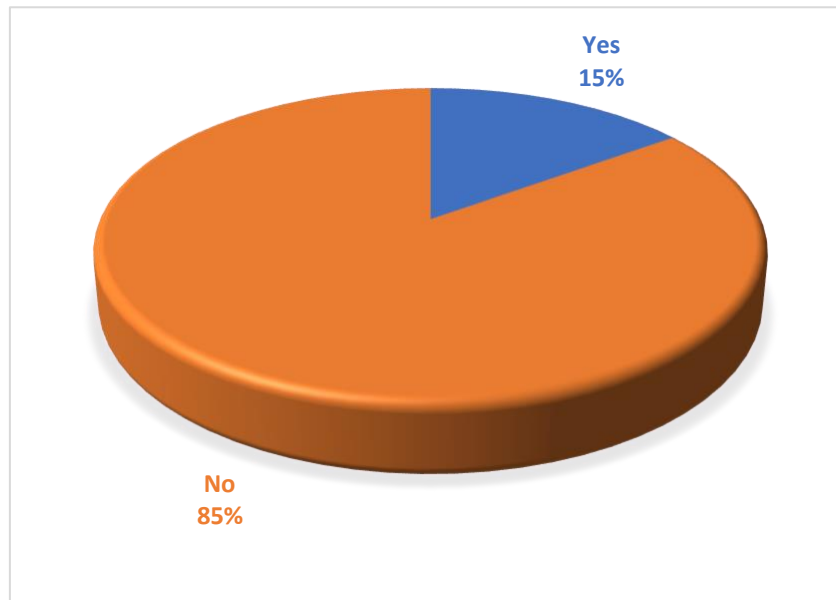
Figure 02.5: Distribution of the sample members according to listening to English songs.



We conclude from the above that the majority of students listen to songs in English with a percentage of 52.5%, while the number of students who do not listen to songs in English is 19, or 47.5%.

Q6. Do you know some words in English?

Figure 02.6: Distribution of the sample members according to the knowledge of some words in the English language.



We note that the majority of students do not know some words in the English language, and this is 85%.

1. Results Analysis of Parents' Questionnaire

The Parent Questionnaire consists of 9 questions divided into two parts.

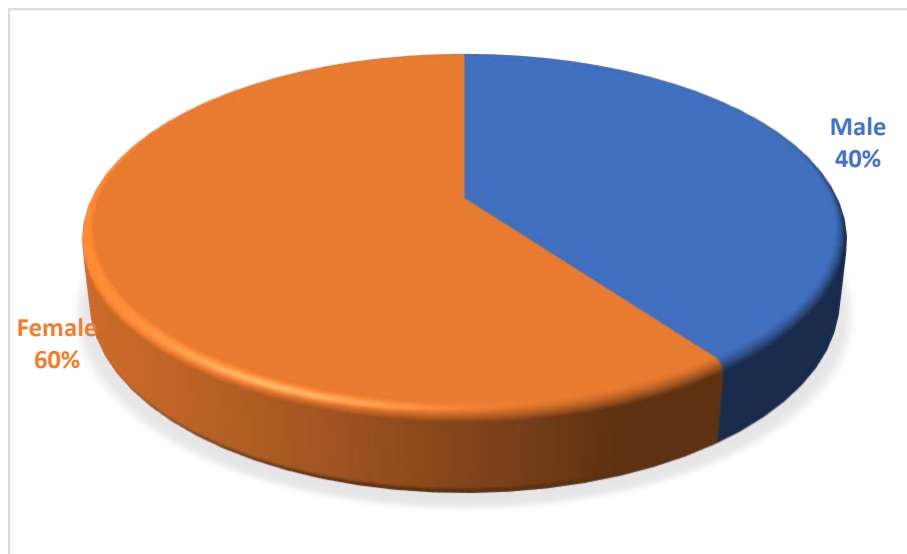
The first part deals with general information and the second part deals with parents' interest in their children's language choices, and the questionnaire contains both closed and open-ended questions. In this questionnaire, the second part contains the main

questions about parents' reactions to the introduction of English classes in Algerian primary schools and the language they prefer for their children.

Part one: General Information.

Q1: Gender.

Figure 02.7: Distribution of the sample members according to gender.



shows that 60% of the respondents are female, while the number of male respondents is 40%.

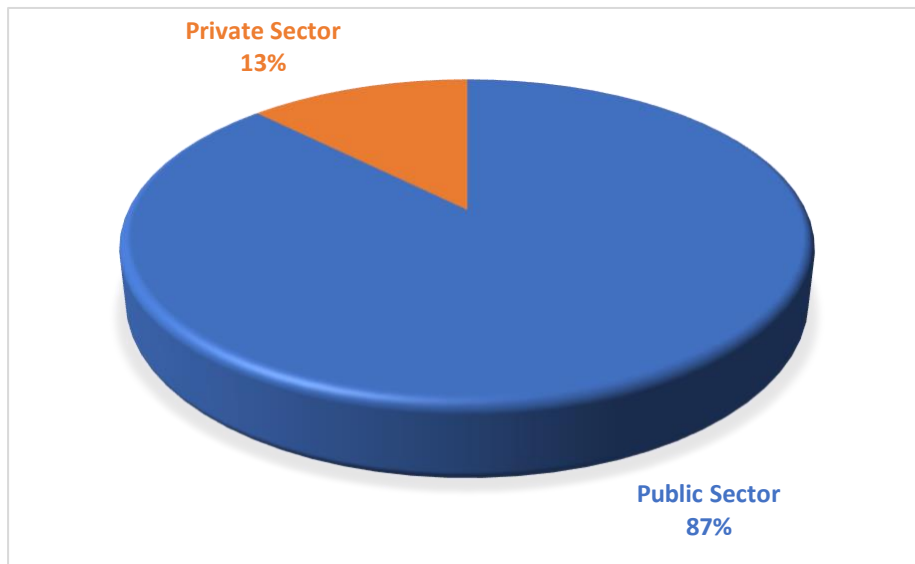
Q2: Are you an employee in the public sector or the private sector?

Table 02.1: Distribution of the sample members according to the work sector.

	N	%	C°
Public Sector	35	87.5	315

Private Sector	5	12.5	45
Total	40	100	360

Figure 02.8: Distribution of the sample members according to the work sector.



From the above we note that the majority of the sample members are employees in the public sector, where their percentage reached 87.5%, and for the private sector 12.5%.

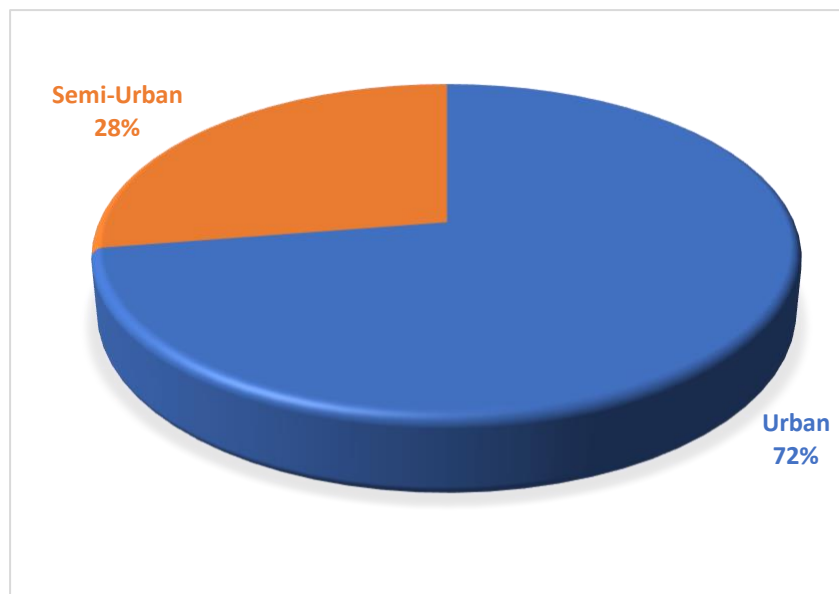
Q3: Place of Living.

Table 02.2: Distribution of the sample members according to the living area.

	N	%	C°
Urban	29	72.5	261
Semi-Urban	11	27.5	99

Rural	0	0	0
Total	40	100	360

Figure 02.9: Distribution of the sample members according to the living area.



The majority of the sample members are from urban areas, and this is 72.5%, while the number of individuals who live in semi-urban areas is 27.5%. As for the villagers, there are no members of the sample.

Q4: Educational Level.

Table 02.3: Distribution of sample members according to educational level.

	N	%	C°
--	----------	----------	-----------

Primary and lower	0	0	0
Middle	0	0	0
Secondary	12	30	108
University	28	70	252
Graduate Studies	0	0	0
Total	40	100	360

Figure02.10: Distribution of sample members according to educational level.



The majority of the sample is from the university level, at 70%. While the percentage of parents who have a secondary level is limited to 30%. As for the level of primary, intermediate and postgraduate studies, there are no members of the sample, i.e. 0%.

Part two: Language interactions and cognitive skills.

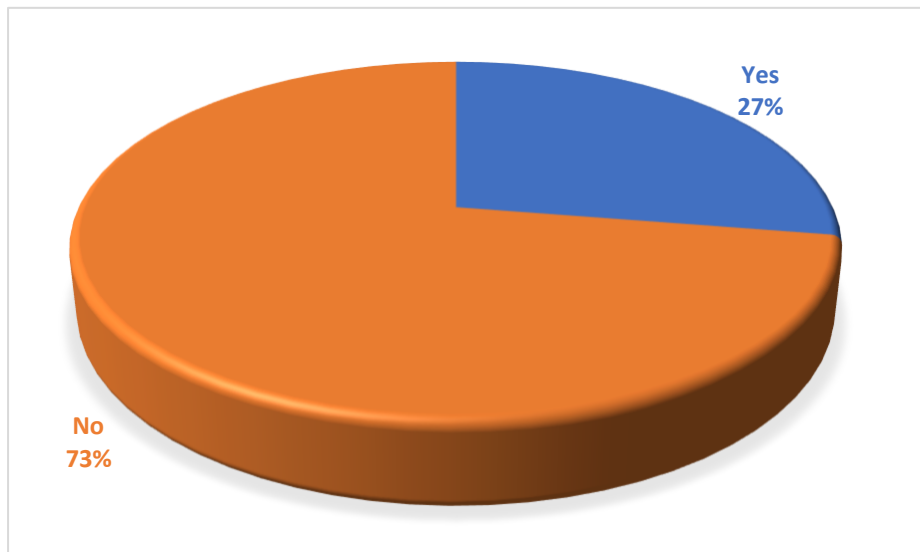
Q5: Do you know English?

Table 02.3: Distribution of the sample members according to their knowledge of the English language.

	N	%	C°
--	---	---	----

Yes	11	27.5	99
No	29	72.5	261
Total	40	100	360

Figure 02.11: Distribution of the sample members according to their knowledge of the English language.



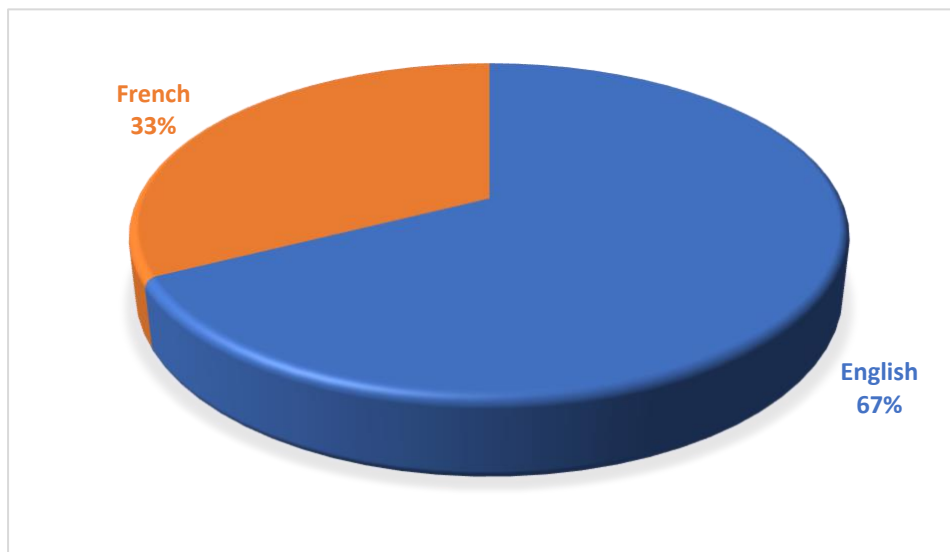
We note that the majority of parents do not find the English language, at a rate of 72.5%. While the number of parents who learn the English language is 11, or 27.5%.

Q6. Which language do you like to learn first?

Table 02.4: Distribution of the sample members according to the language they prefer to learn first.

	N	%	C°
English	27	67.5	243
French	13	23.5	117
Total	40	100	360

Figure 02.12: Distribution of the sample members according to the language they prefer to learn first.



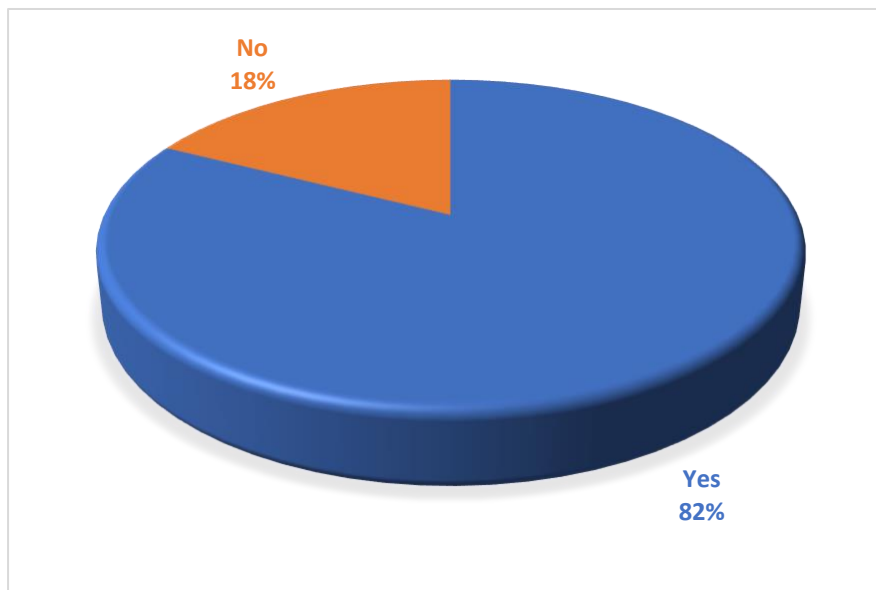
Through a table, we notice that over half of the parents prefer to learn English over French, with a rate of 67.5%.

Q7. which languages do you prefer for your children as first foreign language?

Table 02.5: Distribution of the sample members according to the language they prefer for their children.

	N	%	C°
English	33	82.5	297
French	7	17.5	63
Total	40	100	360

Figure 02.13: Distribution of the sample members according to the language they prefer for their children.



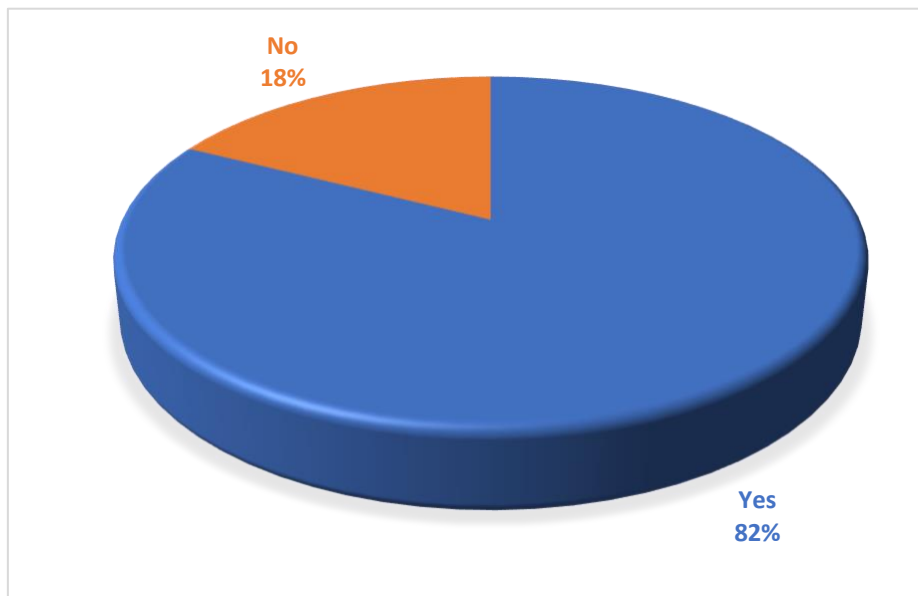
We conclude that the majority of the parents (82%) prefer the English language.

Q8. Do you agree with the idea of introducing English language in primary schools?

Table 02.6: Distribution of sample members according to approval of the introduction of the English language in primary schools.

	N	%	C°
Yes	33	82.5	297
No	7	17.5	63
Total	40	100	360

Figure 02.14: Distribution of sample members according to approval of the introduction of the English language in primary schools.



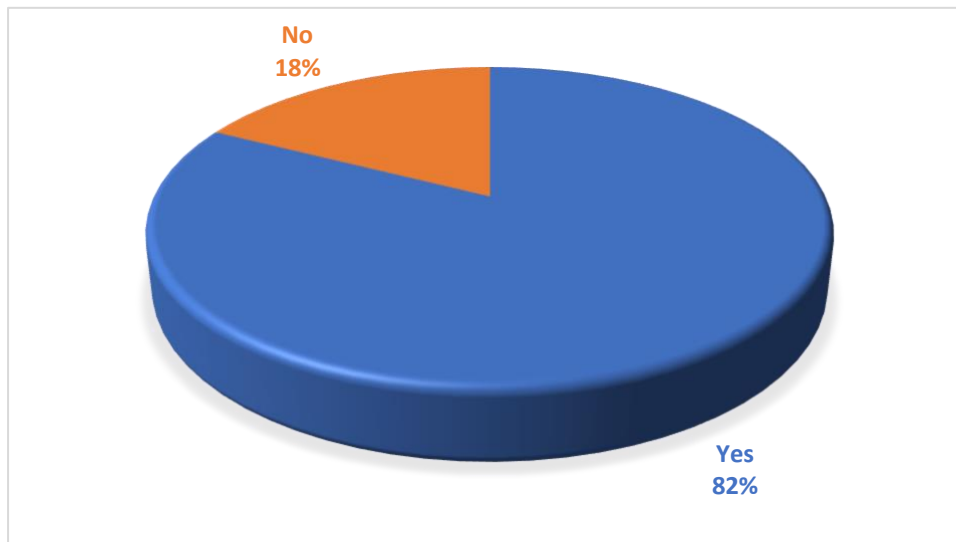
Based on the results from the table we conclude that over the majority of the parents agree on the idea of introducing English in primary schools (82%).

Q9. what do you think about introducing English course in Algerian primary schools instead of French language?

Table 02.6: Distribution of the sample members according to the opinion of parents for the introduction of the English language course in primary schools.

	N	%	C°
Yes	33	82.5	297
No	7	17.5	63
Total	40	100	360

Figure 02.15: Distribution of the sample members according to the opinion of parents for the introduction of the English language course in primary schools.



We conclude from the table that parents agree with the idea of introducing English in primary schools instead of French (82%).

2. Results Analyses of Teacher’s Questionnaire

The teacher interview consists of 9 questions, including questions about teachers' role in oral classroom activities and management, teachers' attitudes toward primary English; it contains questions that can be answered with "yes". Oh no. This makes the answer easier.

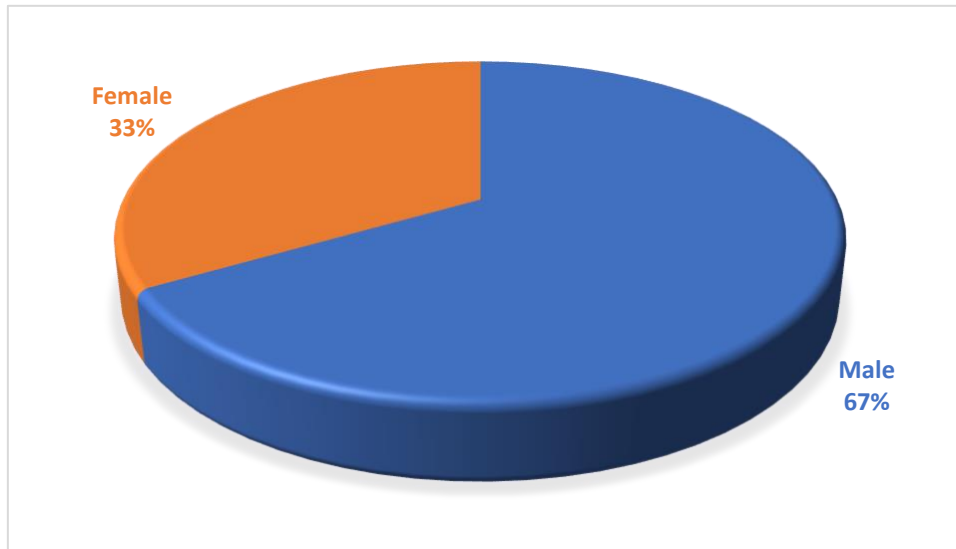
Q1. Modules in charge

Table 02.7:Distribution of the sample members according to gender.

	N	%	C°
--	---	---	----

Male	2	67	240
Female	1	33	120
Total	3	100	360

Figure 02.16: Distribution of the sample members according to gender.



The results show that over half of the teachers are female, and this is 67%, i.e. teachers out of 3.

Q2. English became an important language; do you think that it is necessary to it study in primary schools

Table 02.8: Distribution of the teachers' sample members according to the second question.

	N	%	C°
Yes	3	100	360
No	0	0	0
Total	3	100	360

Figure 02.17: Distribution of the teachers' sample members according to the second question.



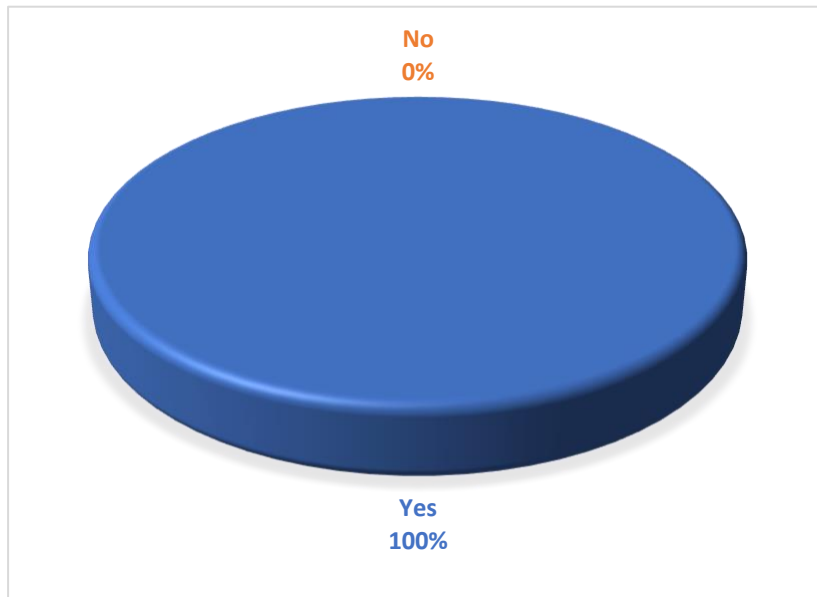
Through the results of the teachers' answers to the second question, we conclude that all teachers are successful in the necessity of teaching English in primary schools.

Q3. Do you agree with introducing English instead of French in Algerian primary schools?

Table 02.8: Distribution of the teachers' sample members according to the third question.

	N	%	C°
Yes	3	100	360
No	0	0	0
Total	3	100	360

Figure 02.19: Distribution of the teachers' sample members according to the third question.



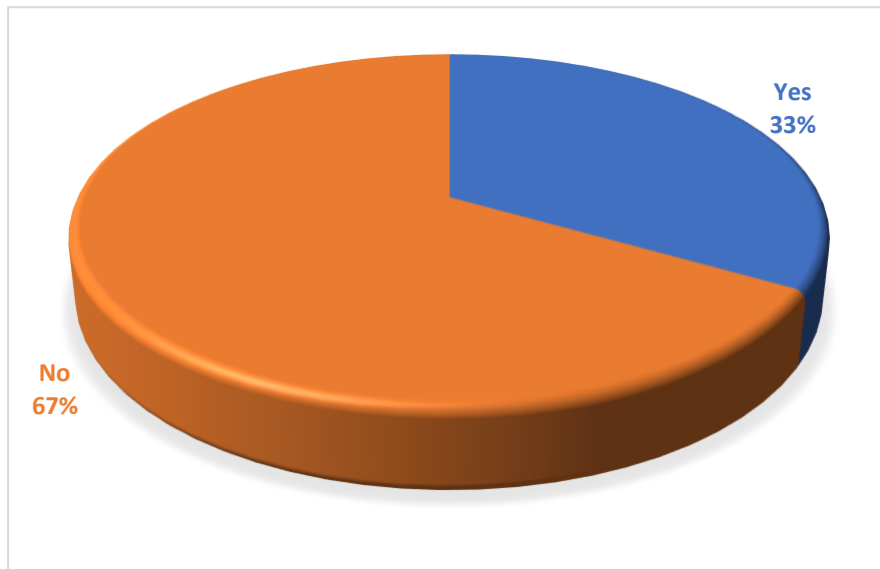
We conclude from the above table that all teachers agree to introduce English instead of French in Algerian primary schools.

Q4. In your opinion, do you think that the Algerian minister of education will formalize English language as first foreign language in Algerian primary schools?

Table 02.9: Distribution of the teachers' sample members according to the fourth question.

	N	%	C°
Yes	1	33	120
No	2	67	240
Total	3	100	360

Figure 02.20: Distribution of the teachers' sample members according to the fourth question



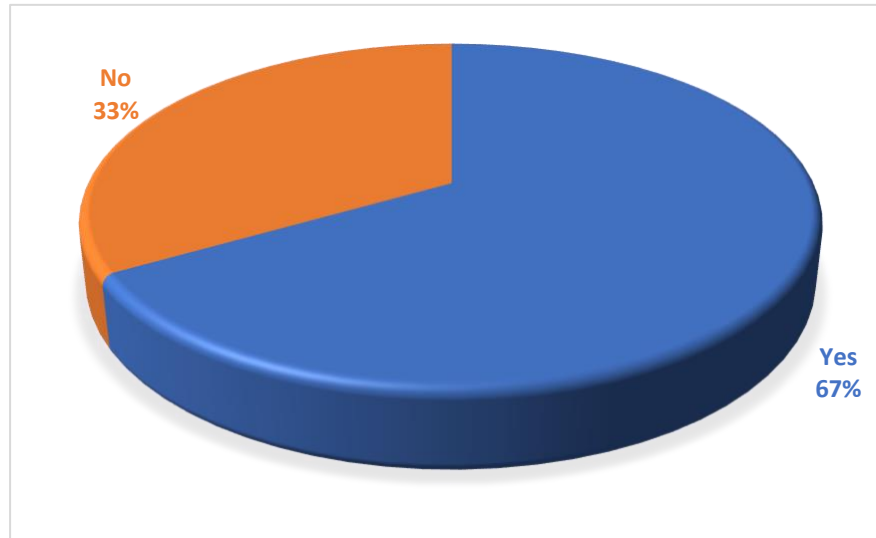
We conclude from the above table that 67% of teachers do not believe that the Algerian Minister of Education will formalize English as a first foreign language in Algerian primary schools. In exchange for one teacher who answered yes.

Q5. Do you think that learning English is easier than French

Table 02.10: Distribution of teachers' sample members according to the fifth question.

	N	%	C°
Yes	2	67	240
No	1	33	120
Total	3	100	360

Figure 02.21: Distribution of teachers' sample members according to the fifth question.



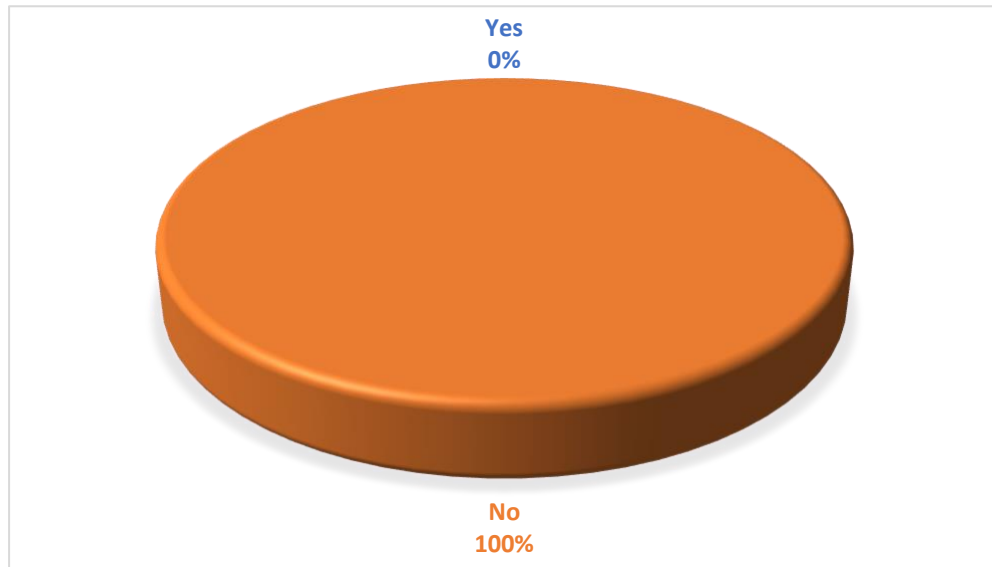
We conclude from the above table that 67% of teachers believe that learning English is easier than French. In return, one teacher answered in the opposite direction.

Q6. Do you think that English will be replaced by French?

Table 02.11: Distribution of teachers' sample members according to the sixth question.

	N	%	C°
Yes	0	0	0
No	3	100	360
Total	3	100	360

Figure 02.22: Distribution of teachers' sample members according to the sixth question.



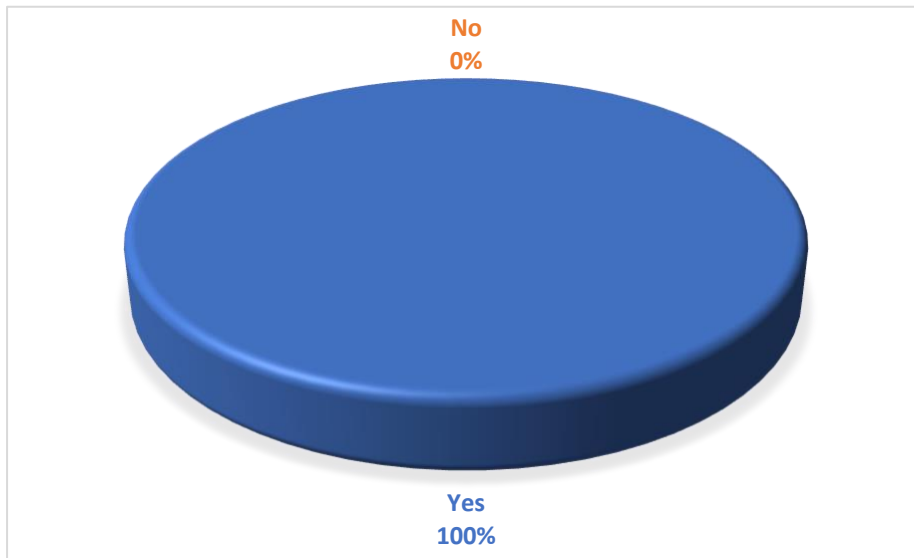
We note from the above table that not all teachers, without exception, believe that English will be replaced by French.

Q7. Do you think that French should be replaced by English?

Table 02.12: Distribution of teachers' sample members according to the seventh question.

	N	%	C°
Yes	3	100	360
No	0	0	0
Total	3	100	360

Figure 02.23: Distribution of teachers' sample members according to the seventh question.



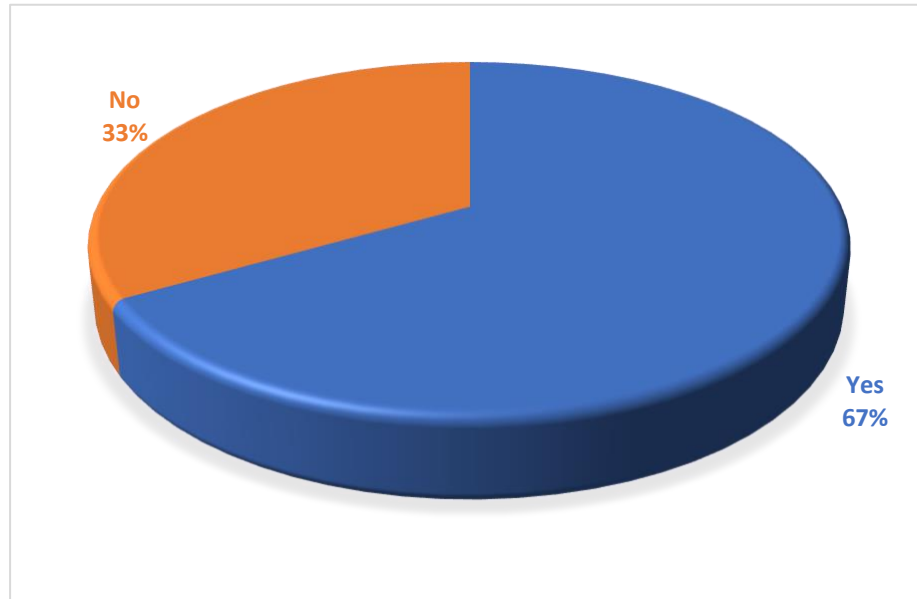
We note from the above table that all teachers believe that French should be replaced with English.

Q8. Do you think that teaching English starting from first year of middle school is sufficient?

Table 02.13: Distribution of teachers' sample members according to the eighth question.

	N	%	C°
Yes	2	100	360
No	1	0	0
Total	3	100	360

Figure 02.24: Distribution of teachers' sample members according to the eighth question.



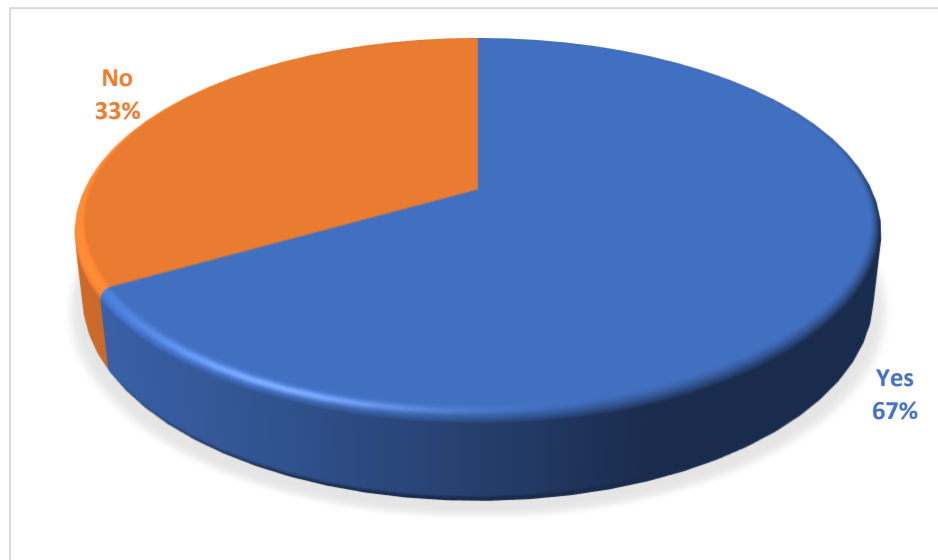
From the above table, we conclude that 67% of teachers believe that teaching English from the first year in middle school is sufficient. While one teacher answered the opposite.

Q9. Do you think that English should be taught at an early age?

Table 02.14: Distribution of the teachers' sample members according to the ninth question.

	N	%	C°
Yes	2	100	360
No	1	0	0
Total	3	100	360

Figure 02.25: Distribution of the teachers' sample members according to the ninth question.



From the above table we conclude that 67% of teachers believe that English should be taught at an early age. While only one is against this idea

2.5.3 Discussion of the main results

The results of the surveys and teacher interviews with students and their parents gave us some insight into the question of whether English will become the main foreign language in Algerian primary schools.

Data from parent surveys shows that most respondents' incomes reflect the middle class. Also, most people live in urban and semi-urban areas, which may suggest that people living in rural areas may be less interested in teaching English to their children in private schools, or maybe because they don't care about affordability.

It also showed that a significant percentage of respondents had a college degree, suggesting that many of them are well-educated and may be aware of the importance of foreign languages, especially English. It is clear from the data collected that not all respondents understand or speak English. However, they realize their importance and critical role in their child's professional future.

In addition, the vast majority of respondents said English is important to their children's academics and careers. This is probably the main reason why they encourage them to learn English from an early age, as it is a modern global language and a tool for

Chapter Two: Research Design and Framework of the Study

communicating with the whole world. It should be noted at this point that although many parents claim that it is expensive to educate their children in private schools, they seem willing to pay the cost and invest a lot of money in teaching their children English.

When analysing the results, it is worth noting that almost all respondents indicated that English is more important than French and should be taught in primary schools instead. About the same rate wanted their children to start learning earlier. This shows that parents are aware of the dominance of English in various fields, and learning English from an early age is very beneficial to children and conducive to primary school acquisition. The results also showed that the vast majority of parents thought French was inferior to English. This may be because parents realize that in today's globalized world, French is seen as less important and doesn't offer their children the same career opportunities as English.

Responses to the replacement of French with English showed that a large proportion of parents suggested that English should replace French as the first foreign language taught in Algerian primary schools. However, a much lower percentage thought this could happen in the future. These results show that the majority of parent's favour substitution, but most of them believe this will not happen, possibly because Algeria is still politically and economically dependent on France, which gives the country its preeminent status.

The results obtained confirm that English is likely to be the predominant language in Algerian primary schools. They also indicated that they are interested in learning English, but they do not speak fluent French or English, so they cannot speak English, and they also have some English vocabulary, which they have learned from cartoons, songs, and we can gain insight from student questionnaires and the results clearly analysed that they were excited and positive.

It can be said that more and more parents in Algeria want their children to learn English from an early age and are willing to invest in it. The results also showed that many Algerian parents were not satisfied with teaching French as their child's first foreign language and wanted the right to decide and negotiate their children's

educational choices. All this leads us to conclude that there is a clear gap between language policy and foreign language demand in Algeria.

The discussion and interpretation of the results drew attention to the fact that all teachers believed that English could not replace French, whether in Algerian society or in primary schools, because French was a heritage, they stressed that the Algerian Minister of Education had started a process, however, in Algeria English was introduced in primary schools, a process that lasted only two years.

From the interview results it can be concluded that subjects taught in English at the primary level showed a positive attitude towards the whole experience. They also agreed that it should be reintroduced and taught as a first foreign language, finding it very beneficial, especially at a young age. The results also showed that parents were involved in the participants' selection, indicating that their parents were aware of the importance of English.

Still, the subjects were somewhat sceptical about replacing French with English, as one felt there was no political will to do so because French-speaking officials opposed the dominance of English in Algeria.

The first hypothesis was that some parents, due to ideological hostility towards French and lack of linguistic knowledge, decided to teach their students English in private schools, which was confirmed in the questionnaire, and agreed to introduce English lessons earlier instead of French.

The second hypothesis relates to the first experience of teaching English as a first foreign language in public schools in Algeria in the 1990s, at least from the perspective of former students who benefited from such training. It has been approved through the results of the questionnaire, which indicate the need to introduce the English language in the primary stage.

Last but not least, it should be noted that the main results of both the questionnaire and the interview confirm that the data obtained from the objective evidence also helped the researchers to reach the same conclusion.

2.6 Conclusion

Chapter Two: Research Design and Framework of the Study

In this second chapter is a practical one, it provides the practical framework of data collection and analysis; It is divided into two main sections. The first one describes the methodological framework where research design and data collection tools were presented. The second part, on the other hand, dealt with data exploration and interpretation of the results

3.1. Introduction

Based on the analysis of data collected from various research instruments, this final chapter is an attempt to provide a number of implications and recommendations to introduce English at early stages for children in primary schools.

3.2. Limitations of the Study

The scope of this study is limited to a number of aspects such as:

- Time constraints: Time is considered as the main obstacle in this study. It was not enough to collect and analyze data especially from Batna Primary School.
- Research Methodology: though this present work is based on a combination of both qualitative and quantitative data sources, the choice of the research tools is considered as one of the main limitations in the research work. Another limitation is the sample population, parents, teachers and even children of the primary school under investigation is not enough to gather data about the importance of introducing English as Foreign Language (EFL) in primary school.
- Lack of bibliography and websites resources: since this research work tackles an updated issue in the Algerian Education, the researcher faces a lack of documentations in general.

3.3. Implications

The teacher is considered as an important part in the teaching and learning process, he is always concerned with achieving his educational goals. It is, thus, a great importance to establish a relationship with learners, parents, and administration through what is known as cooperation and collaboration. This section is an attempt to suggest a number of implications:

3.3.1 Implications for English Language Teachers

Chapter Three: Some Pedagogical Implications and Recommendations

English language teachers in the Algerian Educational settings , in general, are subject to some challenges and obstacles such as the lack of internationally standardized which means the practical ways and tools to measure the adequacy of the English language, the lack of what it is known as pedagogical training in schools and universities, in addition to the weakness or absence of a serious attempt to find the reasons for self-development of teachers at the linguistic and educational levels (Messoudi, 2017)

Educational objectives should be planned in accordance to the learners' needs or what labeled wants, lacks and necessities of those needed English (Hutchinson and Waters, 1987). Since education is a process of making positive changes in the behavior of learners, educational goals should be formulated to achieve intended change in the behavior of learners.

The curriculum is also considered as one among the necessary and important aspects of the educational process in school. The teacher's relationship with this latter is direct, strong and influential. Therefore, it is necessary for the teacher to understand this curriculum, if available, express a high satisfaction with it; devote much more time and energy to achieve the goals and objectives.

Teachers should develop a general understanding of the teaching objectives through setting real goals and finding out teaching aids that fit the curriculum, at one hand, the learners' requirements, on the other hand.

3.3.2. Implications for Learners (age, Learner styles, preferences and Characteristics)

The learner is an influencing factor in the course of the educational process, as well as an influencing factor in the teacher's performance, meaning that the teacher in his teaching performance is affected by the nature and characteristics of the learner. This latter belongs to a specific learning environment that has a certain culture where he developed the way of seeing the world, acquired linguistic knowledge, concepts, attitudes and values in addition to a number of learning habits, skills and other social

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behavior. Teachers, therefore, should have a clear idea about learners as an influencing factor in the teaching and learning process.

It is obvious that the number of students in the language classroom is also seen as an important factor that may hinder the implementation of the educational and learning activities, the more it the number is increased, the more it is difficult to follow up on students' work. The more it is limited, the more it is easy to control them and use number of devices to enhance the students' language skills.

The teacher should practice the English language in the classroom as much as possible and avoid the use of the mother tongue except in cases of interpretation of some concepts and linguistic conventions that are difficult for learners at early ages to understand. In this way, the student gets used to the sounds of the English language, on the one hand, and looks at the language as a tool for interaction rather than as a school subject.

3.3.3. Implications for Policy Makers

The teacher must prepare the pedagogical material carefully and prepare a study plan for each session: class preparation is an essential component of language teaching. Going to class without purpose and preparation may cause students to alienate and the plan must meet the needs of the students

Teacher preparation programs should be very helpful to develop teachers' linguistic ability and provide them with new and diverse methods that take into account the linguistic differences between Arabic and English.

Teaching English as a Foreign Language must take into account the recent trends in language teaching and focus mainly on developing the learners' communicative competence to use the language appropriately.

3.4 Suggestions and Recommendations

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In the light of the findings and conclusions obtained from this study, a set of recommendations and suggestions have been put forward.

It is recommended that :

- Parents should be encouraged about the importance of communication and partnership with the school because of its positive impact for the benefit of their children.
- Teachers should be well prepared to teach for early ages, therefore, training centers should be established for the local community on the curriculum, students and technological innovations.
- Learners' should be trained to master English language skills, as it represents an important requirement, especially in light of the explosion of knowledge and cultural openness, and the opportunity for them to practice them.
- Issues should be tackled such as the overcrowded classrooms and time allotted to learning English.
- Teachers should be encouraged to use modern technologies and modern theories of language learning and acquisition.
- Primary schools should be equipped with educational tools and teaching aids to develop education in it and advance the level of the students.
- language teacher preparation programs should be well considered in schools and to train them to teach effectively
- Invite officials to reduce the burden on the teacher and give him sufficient time to prepare and plan.
- Teachers should be interested to use a Diversity of teaching methods and in modern educational means, whether audio or visual, and not being satisfied with the usual traditional means.

It has been also suggested to

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- Conduct a thorough and adequate study on the suitability of the curriculum in terms of size, intensity and time given to it, because the success of students without paying attention to their achievement level leads to their lack of interest in lessons, indifference, apathy and boredom, which in turn leads to a decline in the educational level in schools in general, and then the spread of problems that hinder the educational process.
- Conduct other investigations for the aim of finding out the problems faced by the English language teachers in the three educational and university stages and try to compare them.

3.5 New Perspectives of Learning a Language at Early Ages

The real process of learning the English language should put to train learners not only for academic purposes but also for other aims. For example: The teacher says: We learn English not only to pass the semester and final exams, but because it is the language of the times and civilization, and it opens the way for the student to reach prestigious leadership positions in the future, or It allows us to communicate with the outside world and get a job quickly. It is necessary to present some practical models that are close to the student, for which the English language has opened a wide path for progress and prosperity. (Natural Resource perspectives Number 51, March 2000 This series is published by ODI)

The first lesson or first encounter with the students is crucial in determining the direction of learning and the nature of the teacher-student relationship; Practical experience has shown that the first impression contributes significantly to enhancing students' motivation or, on the contrary, increasing their level of frustration and rejection, and continuing their negative attitudes towards the English language, (Al Mahdaoui, 2019)

It is not possible to teach English in a traditional way which is based on memorization as in Grammar Translation Method. The teacher must present educational content in an attractive way and adapt all the resources of the physical and logistical environment in the school to achieve learning goals. The use of songs, mental exercises, memory games,

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motor activities, competitive activities and video presentations create an interactive environment. stimulating creativity(Adamson,2004)

Teachers should test the students' ability to understand by assigning them to create contexts for vocabulary and grammar; To ensure that students are able to use the educational content in a proper manner

3.6 Conclusion

It is obvious that teaching English in the first basic grades is a new system and has been recently introduced in areas of authority, as the English language teacher goes out to the field of work after studying many modern educational theories and trying to apply them On the ground, however, it collides with a number of obstacles and difficulties, whether in the classroom or outside it: with the students, with colleagues, or with the educational administration.

The problems facing the English language teacher increase the enormity of the tasks entrusted to him, as his role is not only to convey information or finish the course required of him, but he is a sponsor of student growth, a class officer, a good role model for learners, a transmitter of the customs and traditions of the community, cooperating with the school family and the local community in order to achieve the goals required of him and those responsibilities You need to have many qualities that an English language teacher must have, whether in terms of physical, professional or social terms, and to be a teacher who follows modern teaching methods and keeps pace with scientific and professional development in the educational field.

- **General Conclusion**

This research is a case study conducted in ROUA primary school, it sheds light on the dominance of English in the modern world and how its relative status compels many governments to implement their language policies and confer the status of number one foreign language in many countries around the world. Additionally, it shows the role that language planning and political activism play in determining language status, and how this directly affects foreign language learning in many countries, including Algeria.

Furthermore, the current study sheds light on Algeria's language situation and key language policies in order to contextualize the status of English in the country. It also exposed the rivalry between English and French, focusing on the ideological conflict between elites in the Arab and Franco countries. In addition, the experience of introducing English as a first foreign language in primary schools in the 1990s is reviewed.

Data obtained from the questionnaires showed that parents' interest in teaching primary school English was not related to their hostility or low levels of French. Instead, the results showed that both Arabic-speaking and French-speaking parents showed great interest in English, seeing it as the ideal language for their children's future. This refutes the first hypothesis.

The results of the interviews can largely confirm the second hypothesis that the first public experience of teaching English as a foreign language in Algeria in the 1990s was successful, at least in terms of the former's results. Students who benefit from education. The results confirmed that attitudes towards learning English rather than French in primary education were positive. All subjects support its reintroduction to primary

schools as Algeria's first foreign language. In addition, all subjects indicated that learning English as their first foreign language was very beneficial to them.

Finally, based on the results of the questionnaire survey and interviews, some teaching suggestions are put forward for policymakers and educators in Algeria, hoping to take into account the language needs of the society and give English a more relevant status by promoting the development of English. Consider reintroducing it to Algerian primary schools as a first foreign language.

It is worth noting, however, that Algerian policymakers did not take into account the wishes of parents, as the Algerian Ministry of Education has placed it on the back burner despite an increasing number of parents sending their children to private schools to learn English. And is considered an additional foreign language taught in Algerian public schools, while French remains the de facto first foreign language.

From the research it can be concluded that there is a difference between language policy and foreign language needs in Algeria. The results show that the country's language planning takes a top-down approach, as while English is the dominant foreign language worldwide, French remains the second language in Algeria for political, historical and economic reasons. It may take a while for Algeria's foreign policy to reconsider the status of the English language. Nonetheless, Algerian officials, educators and policymakers should consider the needs and aspirations of society and indulge in a bottom-up approach to language planning to guarantee linguistic rights, respect the aspirations of the masses, and be free from politics and economics Influence for a greater linguistic balance within the Algerian language community.

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Appendix 1: Questionnaire.

Questionnaire

In the framework of our preparation for a graduation note entitled "Replacing the French language with English in Algerian schools (primary stage)" supplementary to obtaining a master's degree specializing in education and applied language and related to the English language, we have prepared this questionnaire that includes a set of questions that we hope will be answered by you In all honesty and objectivity, by placing an (x) in the appropriate box, knowing that your answer is kept confidential and for the purposes of scientific research only, and thank you in advance for your cooperation and good response.

Parent's questionnaire

Note: Please put an (x) in front of the answer you see fit:

Part one: General Information

Q1: Gender

- Male

- Female

Q2: Are you employed in....?

- Public Sector

- Private Sector

Q3: Place of Living.

- Urban

- Semi-Urban

- Rural

Q4: Educational Level.

- Primary and lower

- Middle

- Secondary

- University

- Graduate Studies

Part two: Language interactions and cognitive skills

Q5: Do you know English?

- Yes

- No

Q6. Which language do you like to learn first?

- English

- French

Q7. which languages do you prefer for your children as first foreign language?

- English

- French

Q8. Do you agree with the idea of introducing English language in primary schools?

- Yes

- no

Q9. what do you think about introducing English course in Algerian primary schools instead of French language?

- Yes

- no

Thank you for your collaboration

Appendix 2: Student's Questionnaire

This questionnaire aims to know the pupil's prior knowledge about English vocabulary, background, and the use of English language in another context, you are kindly asked to answer this questionnaire.

Q1. Are you?

- Male

- Female

Q2. Do you know English?

- Yes

- No

Q3. Which language do you like to learn first?

- English

- French

Q4. Do you watch cartoons in English?

- Yes

- No

Q5. Do you listen to songs in English?

- Yes

- No

Q6. Do you know some words in English?

- Yes

- No

Thank you for your collaboration

Appendix 3: Teachers' Interview

Dear teachers,

This interview aims to collect data about English at the primary level.

Therefore, please answer the following questions.

Q1. Modules in charge:

Sex: -Male - Female

Q2. English became an important language; do you think that it is necessary to it study in primary schools?

- Yes - no

Q3. Do you agree with introducing English instead of French in Algerian primary schools?

- Yes - no

Q4. In your opinion, do you think that the Algerian minister of education will formalize English language as first foreign language in Algerian primary schools?

- Yes - no

Q5. Do you think that learning English is easier than French?

- Yes - no

Q6. Do you think that English will be replaced by French?

- Yes

- no

Q7. Do you think that French should be replaced by English?

- Yes

- no

Q8. Do you think that teaching English starting from first year of middle school is sufficient?

- Yes

- no

Q9. Do you think that English should be taught at an early age?

- Yes

- no

Thank you for your collaboration