People's DemocraticRepublicofAlgeria

Ministry ofHigherof Education and Scientific Research

Ibn Khaldoun University of Tiaret

Faculty of Letters and Languages

Investigating the Algerian People's Perception towards the Introduction of English   Language at Primary School: the Rural Area of Tiaret Speech Community as Case

A Dissertation Submitted to the Department of English in Candidacy for the Degree

of Master in Didactics

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Academic Year: 2019-2020

Dedications

Everychllenging work needs self efforts this why I dedicate this work to myself festival than

To my parents

The motive of what I become these days thanks for your outstanding assist and continuous care

To my teacher Mr. Mahdaoui Ahmed

Our beloved thesis advise, who besides his expertise this ought to no longer have been possible

To my sisters

I'm grateful to each of you. You have been my concept and my soul mates

To my brother

Thanks for everything bro and I really love you.

To BAGHDADI Nadjet

Thanks to you my best friend and my twins for everything.

Finally I dedicated it for all my family, friends and teachers in our department.

Bourouba Amaria

Dedications

I would like to dedicate this work to

To the sake of Allah, my creature and my master, who gave me the capacity to complete this work and to reach this level.

I am so proud and honored to dedicate the fruit of my study and effort to my beloved parents who are the light of my eyes.

To my sisters

Fatiha and Fatima who encourage and support me .

To my dear brothers

Abdelkader , Mokhtar and Amin .

To my great teacher "Mahdaoui Ahmed ".

Special dedication to my sweet fiancée "Hamza "

To my friends and all people who know me.

To Dr.SAHLI Naima and Dr.BELARBI Khaled

Thanks for being a part from our dissertation and thanks for evaluating us and our work.

YAHIAOUI Imene

Acknowledgments

Abstract

This paper aims to identify the perceptions of the Algerian people towards introducing the English language in primary schools. A total of 100 people from the Algerian people participated in this study. The instrument of this study is a questionnaire, which combines both quantitative and qualitative method. This questionnaire was distributed to one hundred participants in the rural area of Tiaret in order to help the researchers building accurate and definitive results. In addition confirm or disconfirm the hypothesis of this study. The data collected show that the Algerian people have positive attitudes toward teaching the English language in primary school and they support teaching it at the primary schools.

Key words: Algerian people, Attitudes, rural area, English language and Primary School.

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List of Acronyms of Abbreviations

M. S: A: Modern Standard Arabic

A.A: Algerian Arabic

C. L: Classical Arabic

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GENERAL INTRODUCTION

General Introduction

Nowadays English language has become very important due to its various benefits. Like many countries, Algeria is one of the countries that look s positively at English. It is being taught at middle school and secondary school as a foreign language. However to exploit it more profitably, more and more people believe that English must be a part of curriculum of the primary school.

In the light of such perception, the present study has been carried out with the aim of:

- Identifying the Algerian people's perceptions towards introducing English language in primary school.

In order to understand thereupon, this investigation is guided by three main questions which are:

1. What are people perceptions towards the introduction of English language in the primary school?
2. To what extent teaching English is helpful in the primary school.
3. Do Algerian people have positive or negative attitudes towards teaching English language at primary school?

In order to answer the research questions, we put forward the following hypothesis: the Algerian people are aware of the benefits of teaching English language and thus will show more interest towards teaching English in primary school; however, there might be considerable number of people who find it difficult for pupils to learn English language.

A questionnaire, which based on both quantitative and qualitative method, was distributed to sample of 100 Algerian citizens.

This present study is divided into three chapters. The first chapter contains the sociolinguistic situation in Algeria, the educational system of Algeria, and the status of English in Algeria. The second chapter gives an outlook about the method and the methodology used to collect data. The third chapter is devoted to data analysis.

CHAPTER ONE

LITERATURE REVIEW

1 Introduction

   The present chapter deals with the Sociolinguistic Situation of Algeria and sheds light on the educational system in Algeria at all level primary, middle, and secondary school. It first begins by focusing on historical background of English. It then discusses the concepts of language planning and language policy, the Algerian language policy, attitude and language attitude. Finally this chapter will show the status of English language in Algeria.

1.2 English Language Development: Historical Background

   English language is a West Germanic language of indo European family. It is started with the invasion of three Germanic tribes to Britain during the fifth century AD, who is the Angles, the Saxons and the Jutes. There language was known as Old English. English language was mainly divided into three periods Old English, Middle English and Modern English.

1.1.1 Old English (550_1100)

   The Old English period started from the fifth up to mid eleventh century. It had several dialects or what called Anglican dialects which are West Saxon, Northumbrian, Mercian and Kentish. Also it had three genders Masculine feminine and neuter.

   Old English or Anglo Saxon had many Germanic words and its grammar was very difficult, it is so different from the present day language. According to Richard Hogg (2002, p 4) "When studying Old English the first thing that has to be done is to look at its spelling system or orthography. The reason for this will be immediately apparent, for Old English orthography is rather different from that in PDE (present-day language). So there are several differences between the two, especially in terms of spelling systems." Therefore, onecannot read anything written in Old English language without a special study. Not only that but also the differences between Old English and Middle English is seen in pronunciation, the lexicon and the grammar.

1.1.2 Middle English language (1100_1500)

   It is the spoken language after Old English language; it is developed from Wessex, it used in the 11thcentury to the end of the 15thcentury. This transition was because of the Norman Conquest of 1066.In which Duke of Normandy and William 1 of England invades Britain. The Norman was speaking a rural dialect of French. This is why Norman French was the

Prestige language. However, few Anglo Normans learned English and this is due to borrowing of French words to England.

It would be said that that there is no relationship between Old English and Middle English, since they are different in spelling and grammar but this is not true. According to David Crystal (2014, p497):

> People often talk about a break between Old and Middle English, but there was never any break. From linguistic point of view there could not have been. A spoken language does not evolve in sudden jumps: it consists of many thousands of working parts. In the case of English, over three dozen of vowels and consonants, some three or four thousand features of sentence structure and tens of thousands of domestic words and they do not all shift at once. If they did, different generation would not be able to understand each other.

So despite the huge difference between the two languages they still connected to each other and the change does not happen in one night. Actually if there was such a shift no generation was able to understand the other.

1.1.1.3 Early Modern English language: (1500_1800)

Early modern English or what called Early New English or the Great Vowel Shift. In where there was a radical change in pronunciation. Also this change was in vocabulary and texts from the early 17th century.

The final period is started From1700 or 1800 to the present day is considered as Modern English language. Also this later witnessed a rapid growth of printing industry; this growth was one of the most important reasons of the Great Vowel Shift.

Old English and Middle English were written in Latin, but the Great Vowel Shift changed all of that.

According to Simon Horobin (2006,p 32)"the Great vowel shift was triggered by a change from'uu'(as in modern English flew) to ow like now and cow and ii (the sound in modern English see) to iy in words like fine "

The quotation mentioned above, show some changes that occurred in the modern English language.

1.1.1.4 Late modern English: (1800_Present)

After the end of early modern English the late modern English appeared, it is considered as the present day English which mean the language of these days. This one is used in teaching and Communication whether by its native or other countries.

1.2 Educational system in Algeria

Education is the knowledge that children acquire in school and what help them to grow their physical, mental and intellectual side. No doubt that every country has his own system of education and Algeria is not an exception. Well education in Algeria is free and officially compulsory from age of five till 16 years, also it is composed of 13 years that divided into three cycles of three years. The first two taught in Primary while the third one is taught in Middle school. At the basic six years of education the student pass according to his yearly evaluation.

1.1.2 The primary cycle

This cycle consists of five years of study which ends with an official examination that make children able to move on to the intermediate cycle.

1.2.3 The intermediate cycle

It started to consist of four years instead of three years in 2013.the first three years are typically normal and the student pass based on his work each year, but the forth year the students pass an official and international exam that called BEM(Brevet d'enseignement Moyne). In which they go to the following cycle.

1.2.4 The secondary cycle

This is the final one that leads to the college, it consist of three years as usual the first two years are regular and the third one ends with an official exam named Baccalaureate exam. This exam will give the student the access to the University.

1.3 English language as a global language

Today, English language plays very important role in the world, since it is considered as the international language of the world and the National for many countries. Whether it is the national or not English is the taught as the first or the second foreign language in schools.

According Thomas Pyles (1964 p.1): English has become the most wide spread language in the world used by more people's for more purposes than any other language on earth. In other words English language is dominant in the whole world; it is used in Business, Internet, Science, Education, Tourism, International summit meetings, technology and Medicine.

In fact, it would be not an exaggeration to say that English is more important language than any one exist in the world, hence English language is the language of development.

1.4 The Sociolinguistics of Algeria

It is known that any language in the world has different varieties and Algeria is not exceptional. Actually the Sociolinguistics of Algeria is very complex because of the different ideological, political and the socio-cultural components. Also this happens because of its linguistic diversity. This situation did not show up by accident, it is started a long time ago; it is represented in different aspects which are Arabic, Tamazight and French.

1.4.1 Arabic

It is the Semitic language or what called today the lingua Franc of the world, also it is considered one of the top six years of the world's major language and it related with Islam. Actually it appeared with it.

Arabic language has three different varsities; two of them are spoken through the Arab world which is Modern standard Arabic and classical Arabic, while the third one is the dialect of the Algerian society.

According to Clive Holes(2004,p1) Arabic is the sole or joint official language in twenty independence Middle Eastern and African States: Morocco, Algeria, Mauritian, Tunisia, Libya, Egypt, Sudan, Djibouti, Somalia, Saudi Arabia, Kuwait, Bahrain, Qatar, the United Arab Emirates, Oman, Yemen Jordan, Syria and Lebanon. So Algeria is counted as one of 20 countries that their official language is Arabic.

1.4.1.1 Classical Arabic (C.L)

It is the language of Quran and it has the key to understand and analyze the scripts of Quran. Moreover it is considered as the oldest form of Arabic.

According to Clive Holes (2004, p 4) From an early age, Muslims Arabs (that is, more than 90 percent of all Arabs, have some degree of exposure to the language of the Islamic Scriptures that is, so called Classical Arabic (CLA). As the language of revealed scripture in Muslims eyes the literal words of God. THE classical Arabic of the Koran is viewed as an immutable linguistic phenomenon fixed all time. For most children, it is the first kind of Arabic different from their mother tongue dialect to which they are exposed. So this Quotation is an sure for what we have already seen, besides that the CA is seen as a stable linguistic phenomenon for Muslim's children and it is so different from their mother tongue dialect.

1.4.1.2 Modern standard Arabic (MSA)

It is the language that called AL Arabiya Alfusha; it is the language that used modern words, that was not existed when Quran was written. This language doesn't spoke in the daily life of Arab people. In Algeria the MSA is an official language that taught in schools. However Algerian people do not speak it every day.

According to Clive Holes (1995, p 5) Modern standard Arabic (M.S.A) or Modern literary Arabic (M. l. A) Is the modern descendant of classical Arabic, unchanged in the essentials of its syntax but very changed, and still changing in its vocabulary and phraseology? Which means it is a part from the classical Arabic. Maybe it doesn't change in the basics, but it did in vocabulary and expressions.

1.4.1.3 Algerian Arabic Dialect (AA)

It is also known as vernacular Arabic; it represents the mother tongue of the vast majority of Algerian people.

Alexander Gelbuck (2015, p 621) defines this language as:

Algerian dialect is an informal spoken language, not used in official speech. Its vocabulary is roughly similar though all Algeria. From this definition, we noticed that the Algerian

Arabic is used in informal situations like street, family and friends..... Etc. Also this later known as "Derja" Its vocabulary includes French, Turkish and Berber words. It is unwritten language.

1.4.2 Tamazight: Berber

Algeria Arabic is not the only dialect in Algeria, there is also Berber because Algerian population is divided into two groups Arabs and Berbers who were from the native people in North Africa.

Tamazight was considered as a national language in 2002. It has four dialects: Kabyle in kabiylia, shawia in Aures and South east of Algeria, Mozabite in the Mzab and Tamashekt in the Sahara. According to Bruce Maddy Weitzman (1999, p32), in Algeria, in particular, Berbers played a Central role in the 1954.1962 war for independence. So they have an important role in obtaining independence for Algeria.

1.4.3 French

The French language is the first foreign language in Algeria, it is considered as the legacy of the French colonial. Also it is one of daily language for communication; it is part from the Algerian society due to the invasion of the French colony in 1830. French language is taught from primary school until university and it used directly or indirectly in the Algerian speeches. It could be that French left Algeria but its language has not since it still have great important in Algerian's people life and still used everywhere in different fields.

Mohamed Benrabah (2014, p50) states that "In fact, since May 1999, President Abedlaziz Bouteflika has constantly used French in his public speech.

This Quotation is a good example for the use of this language and it is affect on the Algerians.

1.5 Language Planning and Language Policy

Language is an important part of human communication. It helps the individual and social group to express their thoughts feelings and beliefs whether in their society or others societies from different countries, but sometimes it can be a problem and an obstacle that blocked you from communicating. And this is why you need the language planning to solve such problem.

Language planning is all works that work to change the linguistic behavior of speech community.

According to Haugen (1966, p.30)" language planning occurs when one tries to apply the amalgamated knowledge of language to change the language behavior of group of people".

This is mean that goal of language planning is to make change of the language behavior in the whole society.

Language policy refers to the more general linguistics, political and social goals that underline the actual language planning process.

Two major levels of language planning:

1.5.1 Status planning

This one refers to the social and political position of languages.

According to Hans R. DUA(2013,p178) "status language planning is perhaps the most significant and crucial dimension of language planning. It involves not only the process of decision making policy formation and language allocation that occurred status to a language, but also the dynamics of change that can be modify, enhance or restrict it".

From the quotation above we understand that status planning is the most important part in language planning since it touches the dynamics that can change reinforce and   .

1. 5.2 the Corpus Planning

This later refers to the changes of words and expressions to create new meanings.

Kloss (1966, p 81) indicates that:

> Planning with regards to language is usually understood to mean that some agency, person, or persons are trying to change the chap or the corpus of a language by proposing or prescribing of the introduction of new technical terms, changes in spelling, or the adoption of new script. Occasionally (as in the case of Norwegian Bokamel) even changes in morphology may be initiated, new endings prescribed and a new gender admitted. These innovations have one thing in common, that is they modify the nature of the language it's self, changing it corpus as it were. We may thus speak of language corpus planning.

The quotation above explain that these several changes contribute in changing the language it's self and make a new terms also it changes the nature of that language.

1.5.3   The difference between Corpus and Status Planning

As we mentioned earlier both corpus and status planning have their particular changes. Kloss (1966, p 81) "the big difference between corpus and status planning is that the former cannot be done without the help of specialists, chiefly linguistic and writers, who are called to form an academy, commission or some other official or semi official body within the work. No separate set up, as a rule can take place, for status planning. This is done by statement or Bureaucrats as part of their routine work, mostly with some legal but with very little sociolinguistics background ".In other words, the difference lies in the people responsible for the occurrence of these changes, as planning needs people who specialize in language, while planning needs ordinary bureaucrats with an ordinary background.

1.6 The Algerian language policy

When we talk about the language policy of a country or society, we mean by what, when and whom the language are spoken. According to Mohamed Benrabah (2007,p25)"Algeria makes an interesting object for study on language policy and language planning [LPLP] thanks to its almost unique history in the Arabic speaking world: it is the only country which lived under French assimilations colonial role for 132 years less than four years after Algeria's independence". In other words, the Algerian language policy is full and rich especially with what it lived before and even after independence.

1.7Attitude

An attitude represents how a person thinks or feels about someone or something. Also it expresses an individual's positive or negative felling towards object.

Phil Erwin (2001,p16)"Perhaps one of the most extreme alternative views to the triadic model is to see attitudes not as some internal structure that guides behavior , but rather the other way around, as something that individuals infer from observing their own behavior ".

This means that there is a possibility that situations are what individuals infer from observing their behavior, not just what is going on within them.

1.8 Language attitudes

This one is refers to how people's attitudes use language for communication among each other and the contexts and functions with which they are associated.

Uus Knops& Roeland van Hout(1988,p.01) define language attitude as "the concept of language attitude is an object of study in its own right, because language attitudes from an integrated part of the communicative competence of the members of a speech community. Hence a great deal of research effort has been spent on questions relating to the nature of language as the structure of language attitude and social contextual and situational factors affecting language attitudes".

From this quotation, we knew that language needs to be studied itself because language is part of society. Also we noticed that there have been works on the nature of language, its structure, social and contextual, factors that have left an impact on the language.

1.9 Conclusion

As a conclusion to this chapter, teaching English is an interesting and desirable research topic because education should become more connected with foreign languages on all possible touch points, especially English language which is become now the language of the globe, on the other hand, the spread of this language over the world touches also the Algerian society that's why English language takes a such position in Algeria.

This chapter focused on general hints and ideas that are related to teaching English language in Algerian primary school, it aimed to explore the Algerian people perception toward teaching English at the primary school, also it dealt with the sociolinguistic of Algeria, the educational system in Algerian, language planning and attitudes, of course we have spoken about the English language from Angles.

CHAPTER TWO

METHODOLOGY AND DATA ANALYSIS

2.1 Introduction

The following chapter is an attempt to explain the methodological part of our dissertation. It based on the descriptive part, in which it describes the research methods used to collect and analyze information about the Algerian people attitudes towards the introduction of English language in primary school.

This research deals with the research method that is qualitative and quantitative research method, the context of the study and sample population as well as the procedures of data collection which consist of a questionnaire that disturbed to The Algerian People Attitudes towards The Introduction of English language in primary school in the rural areas of Tiaret.

2.2 Objective of research

This research study aims to ahead light on the Algerian view, opinion and attitudes towards the introduction of English language in the primary schools, the data was collected by means the questionnaire was made up of a set of multiple choices questions, in this kind of questions the respondents have to choose the best answer by making a tick .This questionnaire was done mainly for three reasons:

- ❖ To know the attitudes of the Algerian peoples towards the introduction of English language in the primary schools
- ❖ To know if the Algerian peoples refuses or accepts the children to learn new foreign language, this is English language.
- ❖ To know Algerians peoples opinion toward English language.

2.3 The purpose of the study

The study focuses on the Algerian people attitudes towards teaching English language in primary school. The objective is to see their opinions or point of view through this questionnaire.

This questionnaire is aims to confirm or disconfirm what have been mentioned in the first chapter as the hypothesis of the study.

2.4 Research Method

To reach the objectives of our study and confirm or disconfirm our hypothesis we need to choose the appropriate method that matches with the topic of the research work. In this study we have chosen both quantitative and qualitative research method:

1. The quantitative method deals with statistics and calculations.

2. The qualitative method deals with how these statistics are discussed and interpreted later.

2.5 Sample

When we are collecting data, we need to choose very carefully sample. This research was done to know the Algerian people perceptions toward the introduction of English language, a group from a rural area of Tiaret is opted, so in order to collect more reliable data, the questionnaire was divided into 21 questions answered by one hundred respondents in order to discover the Algerian people thoughts, and to know if they are for the introduction of English language or they are against.

2.6 Procedure

The best procedure used to investigate and collect data about our scientific research was mainly a questionnaire that was distributed to the population of rural Algeria in Tiaret. One hundred participants were questioned to give their attitudes towards the teaching of English language.

The respondent's questionnaire consists of 21 questions and it is written in Arabic .we have used the Arabic language because not all the Algerian people can understand and speak the English language. Also help to help them answer the questions easily without any difficulties, and we posted the questionnaire in different groups.

2.7 Context

The context of our research is the rural area of Tiaret, since that the introduction of teaching English in primary school is not only related to urban areas, but even rural areas, this why we chose this area so we know the opinions of those people as well as to facilitate our Research work we live in the same place, so it was very helpful to collect the data that we looked for.

2.8 Participants

As known, participants are an important part of this research work because with the help of their answers, we will be able to gather information and confirm or disconfirm the hypotheses of this study. They were from both sexes (male and female).The total number of them is one hundred respondents; they were selected randomly from the rural area of Tiaret speech community.

2.9 Description of questionnaire

During this research work we have used one of the most important data collection instrument which is "Questionnaire " it is used to collect demographic information such as (gender, age, etc.,.) And to report different perceptions and facts that is related to the investigation of the issue.

This questionnaire contains of questions that are divided into two sections. First « personal questions » that aims to explore the Algerian's people personal profile. The second one is « general background » that seeks to discover the Algerian's people attitudes or perceptions towards teaching the English language in Primary School.

First section: Personal Information

This section consists of three questions that aim to collect personal information about the Algerian people such as their gender, age and social martial.

Second section: Background information

This part consists of eighteen questions aimed to know the perceptions of the Algerian people towards the English language. Most of the questions are in form of closed ended questions while only two questions were in form of open ended questions, in which Algerian people were free to answer or comment as they see or know.

- **Question one**: Attitudes of Algerian People for English Language

This question aims to know the most widely spoken language in the world, by choosing French, English or another language.

- **Question two**: The Most Wide Spoken language in the World.

This question help us to know the most important language which is used by most people it put for word four choices namely French ,English , and other languages .

- **Question three**: The Use of English language.

This question is looked for the use of English language whether the Algerian peoples use English language in their daily life or in the internet chat or never use it at all.

- **Question four**: the Favorite language for Algerian People.

This question was asked in attempt to observe the respondents view about which language Algerian peoples prefer to learn English language or French language.

- **Question five**: **The Introduction of English Language in Primary School.**

This question examines the respondents view on introducing teaching English language in the primary school .if they are for or against.

- **Question six: The Reasons behind the Given Interest to French Language rather English Language.**

Question six aims to look the reasons behind the big interest which is given to the French language rather than English language.

- **Question seven**: **Teaching English language in Algeria.**

This question asked to indicate the chances that would be given by English language to Algerian people in the future.

- **Question eight:** English language teaching in Algeria.

This question is attempted to determine what we mean exactly by teaching English language in Algeria.

- **Question nine: Children's Ability of Learning English Language.**

This question tends to know if children are able to understand the English language at very early age or not.

- **Question ten: teaching English language in the Algerian primary schools.**

At this question we attempt to know the appropriate method that should be used in teaching English language i.

- **Question eleven: the level of English language in Algeria.**

This question is looked for the English language level in Algeria. If Algerian people speak or not this language and how they see its level.

- **Question twelve:** The Challenges of Teaching English language.

The teaching of any language to the children must have some challenges that become an obstacle for them especially when that language is not used in their society. So this question aims to figure out if really there is a challenge and what are they?

- **Question thirteen**: The reasons behind the fact that teaching English is a necessity

This question was asked to find out why the English language has become so necessary to be taught and learn in Algeria. This was an open ended question in which people are free to say or comment as they want.

- **Question fourteen**::A parent's favorite language.

This question was asked to know parent's favorite language they order to teach it to their children to learn as a foreign language .whither they prefer to teach them English language or French language or other language.

- **Question fifteen**: Algerian People's Attitudes towards Replacing French language by English Language.

This question is attempt to discover the respondents attitudes toward replacing the dominant foreign language which is French language by English language .If they accept such suggestion or not.

- **Question sixteen**: Algerian People's Attitudes towards Replacing French language by English Language.

Question number seventeen was asked about how or the appropriate method that parents will use to help their children learn the English language, especially since it is considered today the global language.

- **Question seventeen:** The Appropriate Year for Teaching English in Primary School. This question aims to know the appropriate year for teaching English in elementary school, in other words we wanted to know the year in which children will be able to understand and absorb the English language. Their answer was by choosing one of the three options:
  - ➢ The second level.
  - ➢ The third level.
  - ➢ The forth level.
- **Question eighteen**: Algerian's People Attitude towards Private lessons.

This question tries to find out the parents' attitude or perceptions about private lessons, whether they agree to give their children private lessons or not. They were also asked to justify their answers if yes.

2.10 Conclusion

To conclude, in this chapter we have presented the research methodology that has been tackled in order to collect data about the Algerian's people perceptions towards teaching English language in primary school. It based on descriptive research method using the mixed methods, which are the qualitative method in order to analyze the open-ended questions of the questionnaire and the quantitative to interpret the collected data. Also this chapter is composed of the procedure, context, sample, participants and the objectives and purpose of this study. Finally it consists of the description of the questionnaire that was administered to 100 respondents from the Algerian society.

CHAPTER THREE

FINDINGS AND DISCUSSION

3 Introduction

This chapter presents data analysis and interpretation. It discusses the findings that collected from Questionnaire and interpret the main results. Also the aim of this chapter is to investigate Algerian people's attitude towards English language teaching in primary schools.

3.1 The analysis of the Questionnaire:

This questionnaire addressed to Algerian people, exactly one hundred people who asked to answer a number of question. It aims to investigate people's perception towards the introduction of English language in primary schools.

Section one: personal information.

This section was planned to get the background information of the respondents.

❖ **Gender**: female or Male:

Gender	Numbers	Percentage
Female	57	57%
Male	43	43%

Table 1: People's Gender

As the table above shows that the Majority of Algerian people are female in which they represent 57%, while males are just 43%.

❖ **Age**:

People were asked about their age and the options were as following:

- 25 to 35   *35 to 45   * 45 and more

Their answers are presented in this table below:

Age	Numbers	Percentage

25 to 35	79	79%
35 to 45	15	15%
45 and more	6	6%

Table 02 **Algerian's people age.**

Most of Algerian people are between 25 to 35 years old and represent 79% while, 15% of them are between 23 to 45 years old and only 6% are from 45 and more.

Social interpretation: Married or Single:

We have asked them about their social situation, their answers were according to two options which are:

*Married

*Married

It is represented in this table below:

Social Martial	Numbers	Percentage
Married	76	76%
Single	24	24%

**Table03:** **Algerian People Social Martial.**

The table above shows that the majority of Algerian people 76% are single, whereas the minorities of them 24% are married.

Section two: General information:

Question 1: Do you like English language?

In the first question we have asked Algerian people whether they love English language or not and their answers are presented in the following diagram:
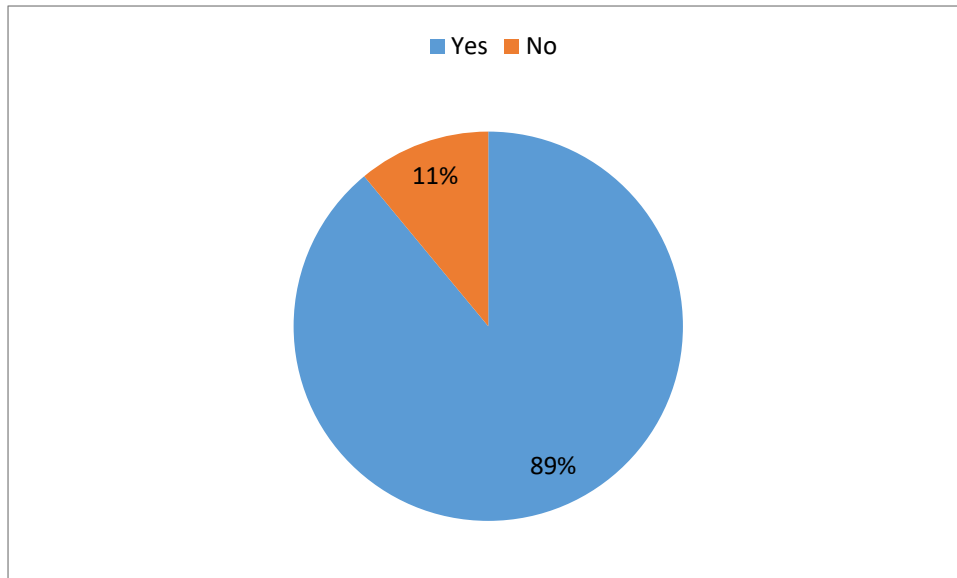
Diagram 01: **Attitudes of Algerian People for English Language.**

From this result, we can say that the majority of Algerian people 89% really like English language, while only 11% who do not like it.

Question 2: what is the most widely spoken language in the world?

Algerian people were asked about the most widely spoken language in the world, and their answers were by choosing one option from the following options:

*English language*French language *other languages
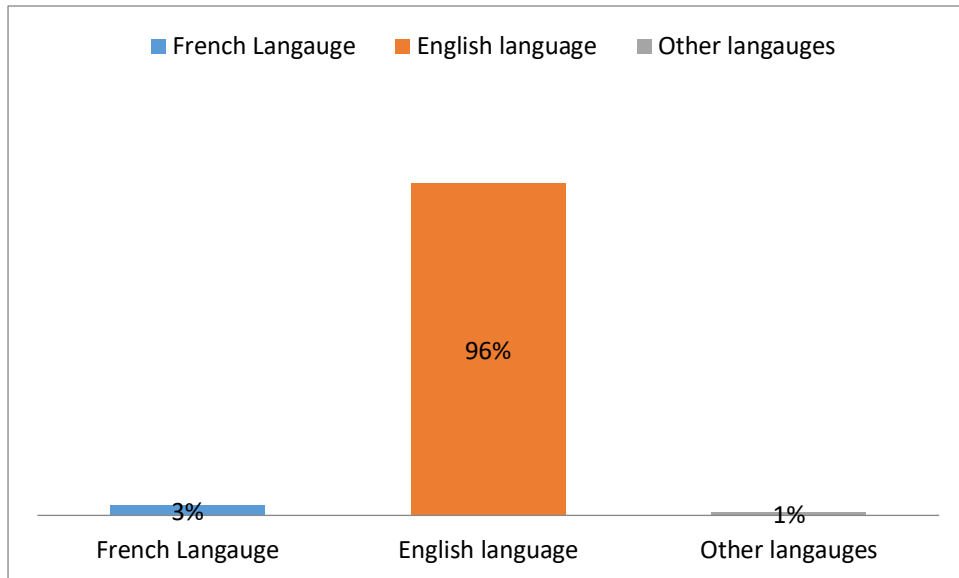
Diagram 02: **The Most Wide spoken language in the World.**

As indicates above, from the answers of the respondents 96% of them chose the English language, while 3% who chose the French language and only 1% of them chose other languages.

This question where Algerian People where asked about the exactly use of English language
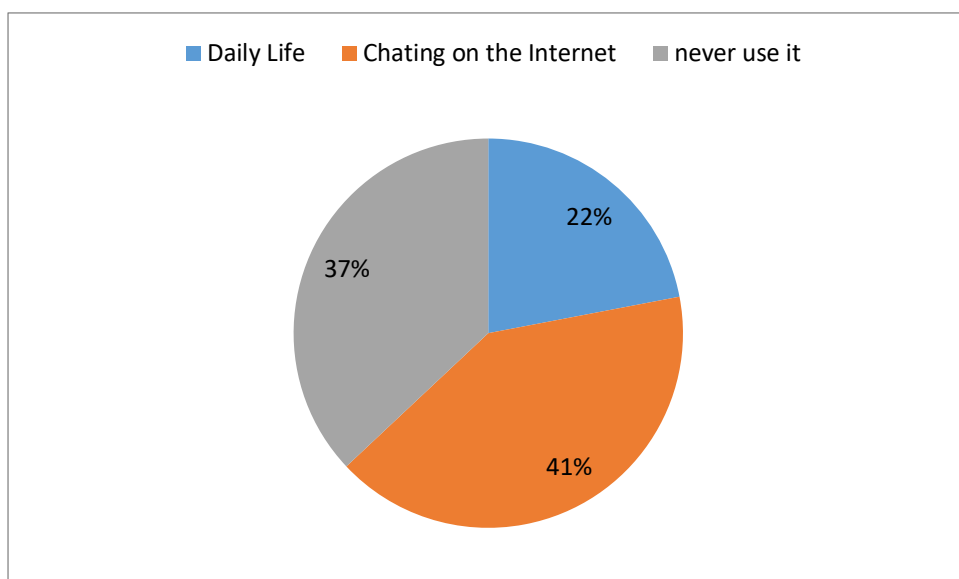
Their answers were as the following:

Diagram 03: The Use of English Language.

The diagram above shows that 41% of Algerian people use the English language in chatting online and 37% stated that they "Never use it», while 22% of them use it in their "daily life".

Question 4: Do you prefer English language on French language?

In the following question we will know whether Algerian people prefer the English language on the French language especially that is unknown that the Algerian society speaks French very well. They answer by "Yes" or "No".
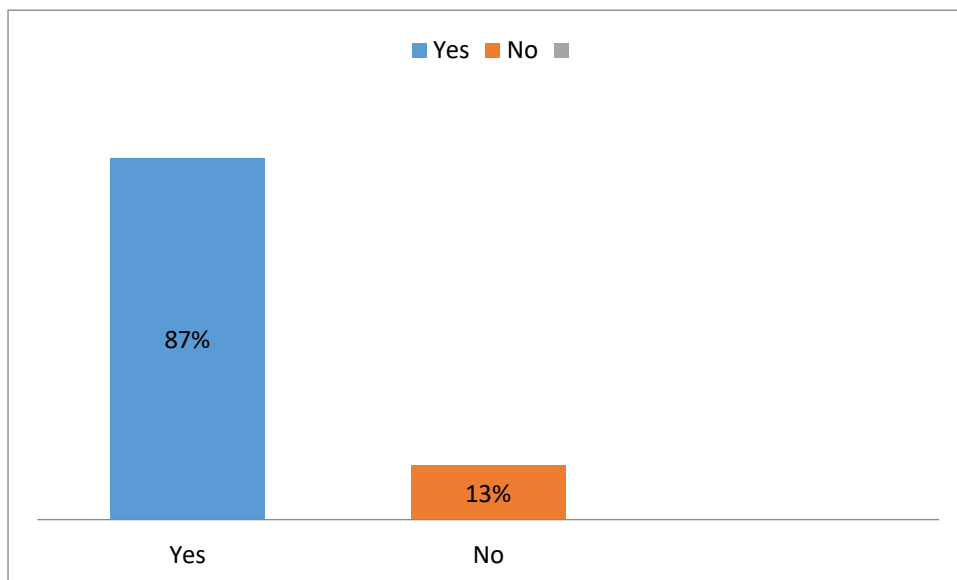
Diagram 04: The Favorite language for Algerian People.

According to the results from diagram 4, the majority of Algerian people 87% prefer to learn English language instead of the French language, while the minorities of them 13% do not prefer the English language.

Question 5: In your opinion, do you think that it should include English language?

This question was asked about Algerian's people opinion considering including the English language primary school.
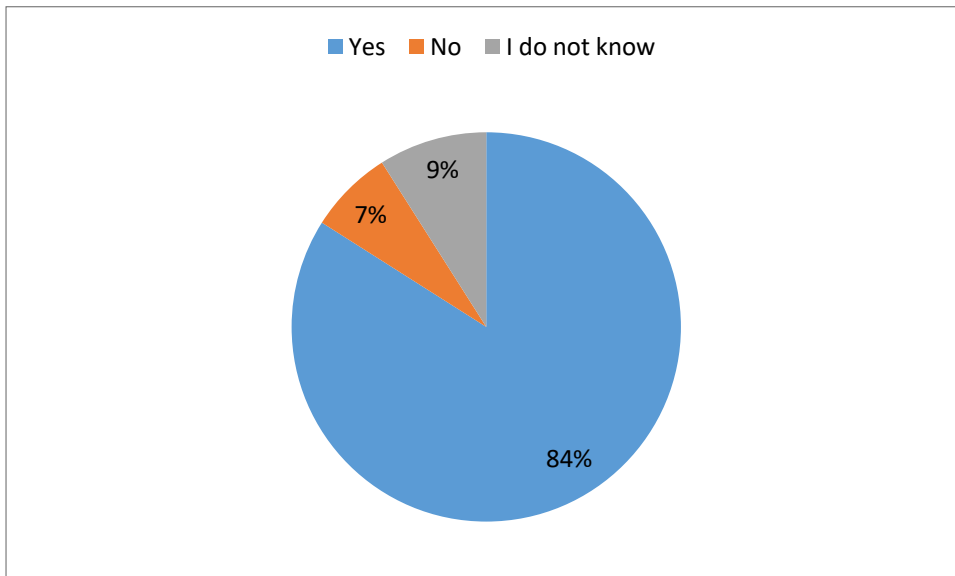
Diagram 05: The Introduction of English Language in Primary School.

The above diagram shows that 84% of Algerian people answers by "Yes ", while 7%of them who by "No", and only 9%, who said "I do not know ".

Question 06: what is the reason behind the given answer interest the French language rather the English language?

Then Algerian people were asked about the reason behind the given interest to the French language rather than English language. Their answers as following:
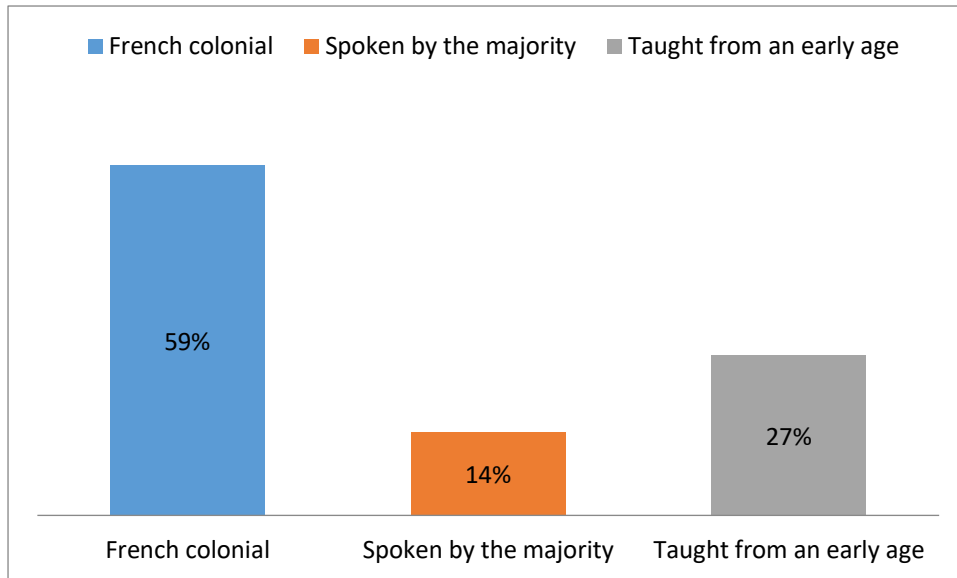
Diagram 06: The Reasons behind the Given Interest to French Language rather English Language.

The sixth diagram, reveals that 59%of Algerian people said "the French colonial" and 27%, who said "teaching at early age. 14% of them said "spoken by the majority".

Question 07: Do you think that teaching English Language will give Algerian people more opportunities in the future?

We were asked them if they agree that teaching the English language will give more opportunities to the Algerian people in future or not.
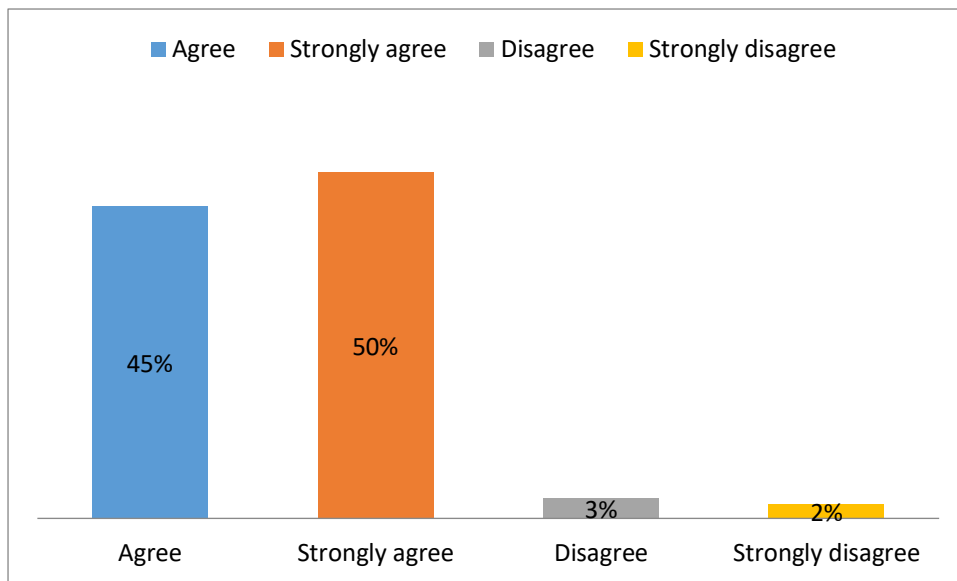
Diagram 07: Teaching English language in Algerian.

Looking at the diagram above, it shows that 50% of Algerian people strongly agree that teaching English language will give more opportunities in the future, and 45% agree, while 3% disagree. , while only 2% strongly disagree.

Question 08: teaching English language is:

We have asked the Algerian people about teaching English language in Algeria, or in another words how they see it. Their answers are:

■ Very important   ■ Useful but not neccesary
■ Useless and should be removed ■

13%

87%
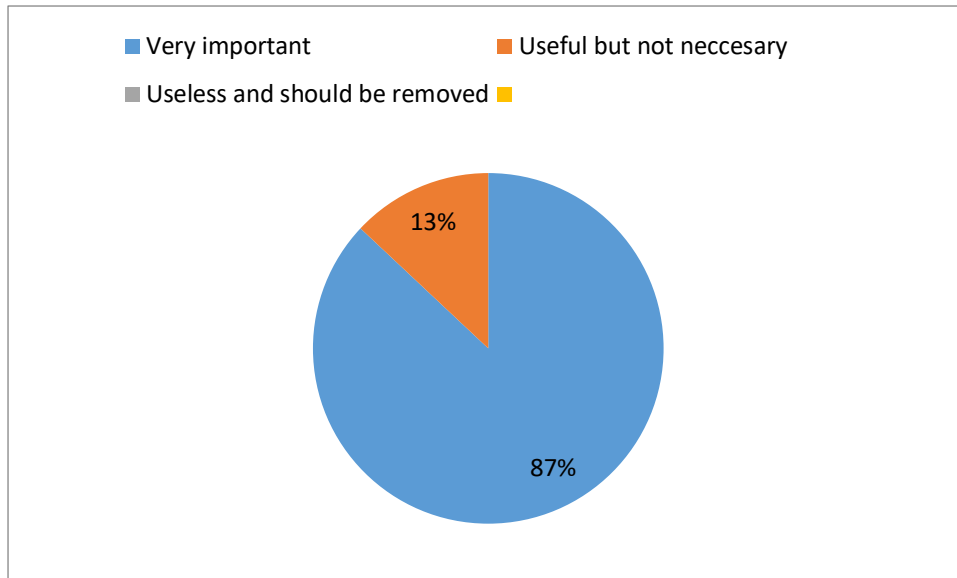
Diagram 08: English language Teaching.

The results from diagram 8 shows that 87% of Algerian people see teaching English language "very important and 13%of them see it "useful but not important. While 0%, which means no body see it as «unless and should be removed".

Question 09: do you think that children are able to understand the English language at early age?

We asked them if children are capable of understanding the English language in very early age or not.
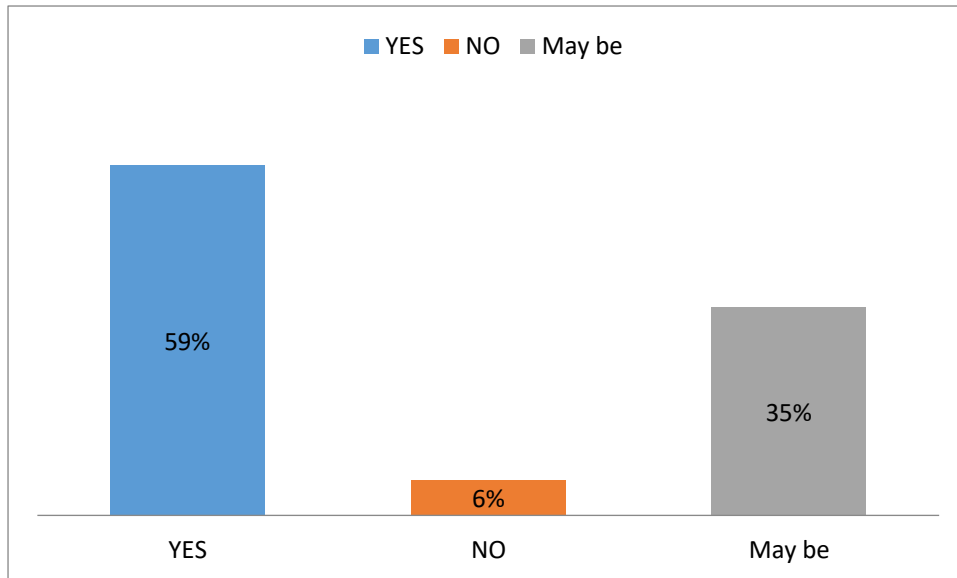
Diagram 09: **Children's Ability of Learning English Language.**

Diagram above shows that whether children are capable to understand the English language or not. Most of them 59% said "Yes", while 35% of respondents answered by "Maybe" and only 6%, who said "No" for this question.

Then we have asked them to justify their answers if it is "Yes". We have chosen the important and what they have agreed on it, which are the followings statements:

❖ Children at an early age are able to focus and pay attention to the language.
❖ Because English language has easier vocabulary and can be learned quickly, even more than French language.
❖ Children at an early age are just like white page that you can write on it whatever you want. This why if children start learn English language at an early age this will learn easier and faster.
❖ Children will be able to absorb the English language and keep it at their minds more than Adult.

Question10: how do you think which way you think it should be use in teaching English language in primary schools.?

People were asked about the appropriate way for teaching English language, wither by:

* Grammatical rules.

*Vocabulary memorization

*Both of them

Their answers are presented in the following diagram:
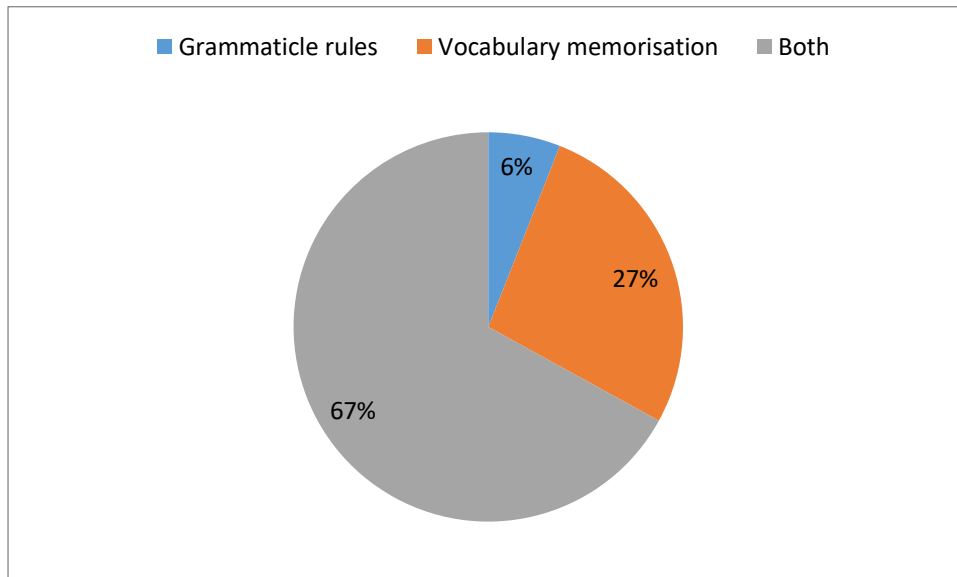
Diagram 10: the appropriate way of teaching English language in primary school.

The Algerian people responses indicate that 6% have chosen grammatical rules , than 27% have chosen vocabulary memorization, while majority of them 67% have chosen both of them.

Question 11: How do you see the level of English language in Algeria?

This question was asked to find out the level of English language in Algeria.
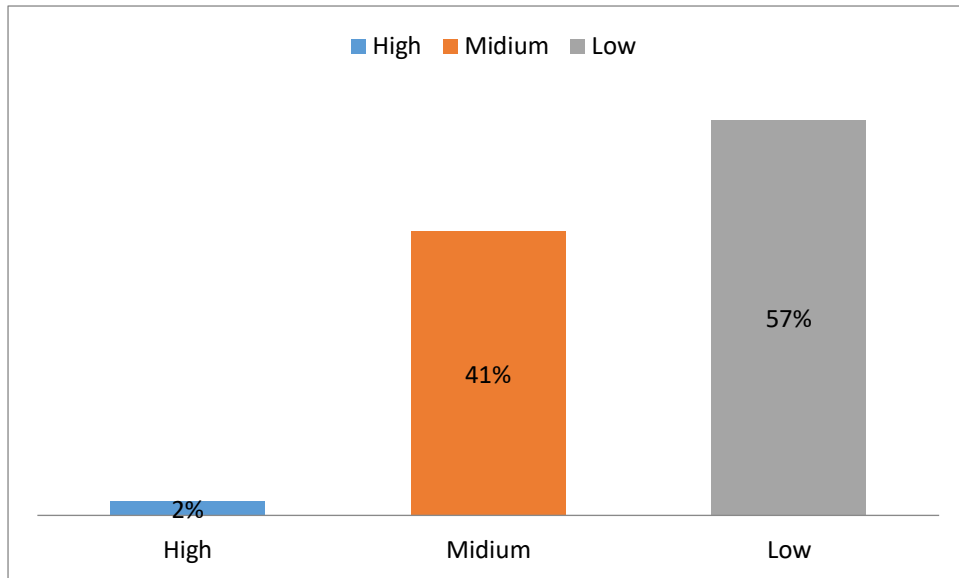
Diagram11: The Level of English language in Algeria.

From the outcomes of this diagram, we remark that the majority of Algerian people 57% find the level of English in Algeria Low, and 41%Medium. While2% find it High.

Question 12: Does teaching English language at primary school faces challenges?

This question was raised to see of Teaching English language faces challenges or not. The respondent's answers are presented in the diagram below:
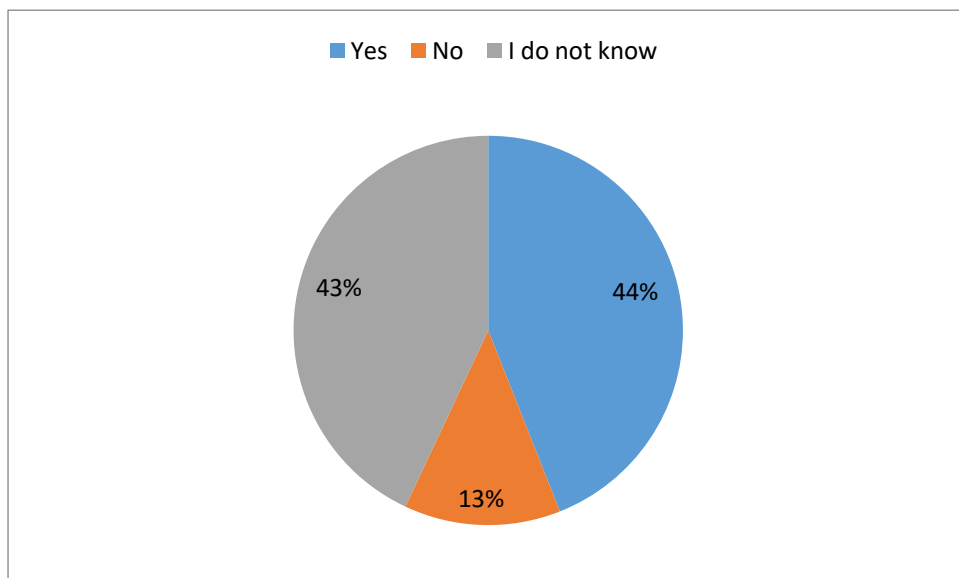
Diagram12: The Challenges of Teaching English language.

According to the diagram 12 above 43 %Responded by I do not know, and 44% responded by Yes, only 13% of them responded by "No".

Then, we asked them to justify their answers if it is "Yes "and it is listed below:

1: Because children Are not used to hear it around.

2: It is difficult for children to absorb it quickly.

3: It is difficult for children to get care about it for the first time or even understand.

Question 13: what are the reasons behind being teaching the English language a necessary?

When asking about the reasons behind being the English language teaching necessary today. The Algerian's people answers were in form of open-ended and it was as follows:

1: The most wide spoken and used language in the world

2: It became the most important way to communicate with different people from different countries.

3: It is universal and international language.

4: Used all around the world.

5: There is a chance to be taught in primary schools and this will make it a part from the Algerian society.

Question 14: As a parent what do prefer to teach you child as a foreign language?

Through this question, we wanted to know what language parents prefer to teach to their children as a foreign language. And their answers are summarized in the following diagram:
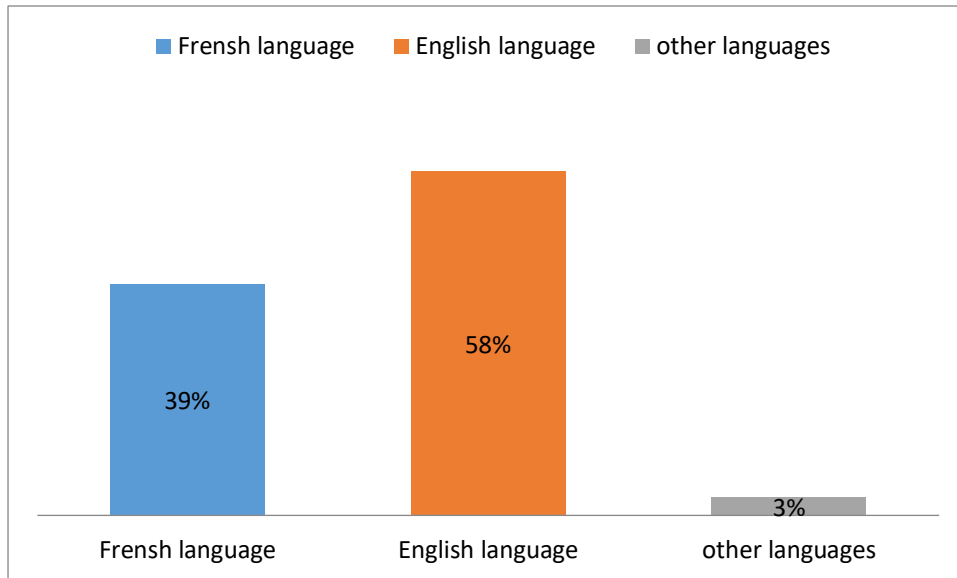
Diagram14: A parent's favorite language.

The above diagram shows that most of parents 58% prefer to teach English language to their children as a foreign language, and 39% prefer French language. Whereas only 3% who prefer different language.

Question 15: Do you agree on replacing French language by English language?

In this question, Algerian people were asked if they agree to replace the French language by the English language or not. Their answers are summarized in the following diagram:
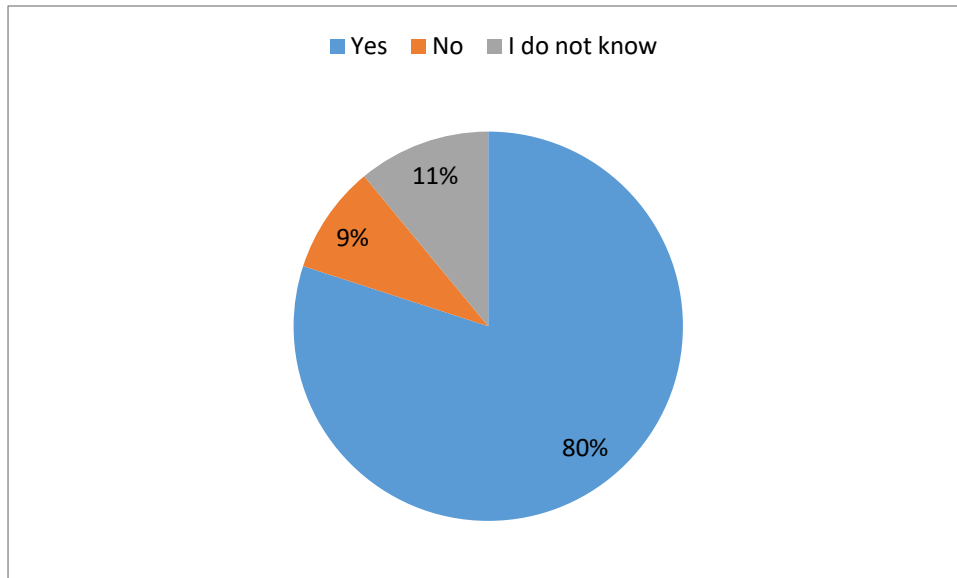
Diagram15: **Algerian People's Attitudes towards Replacing French language by English Language.**

As a result, around 80% of them say "Yes" for this question, while 09% stated "No", and only 11% of them said "I do not know".

Question 16: As a parent how can you help your child to learn English language?

The question number 16 was open ended question in which people were asked to express their opinions as a one of the parent and how they can help their children to learn the English language. They answers were as following:

1: Through private lessons.

2: Let him watch online lessons.

3: Make him watch education channels for children.

4: Through games that help educating children.

5: By giving him a gift for every progress.

6: Make him listen to English children songs.

Question 17: In which year should English language be taught in primary school?

We have developed three options; the reason behind them is to choose the right year for teaching children in Primary school the English language. The following diagram represents respondents

Answers.
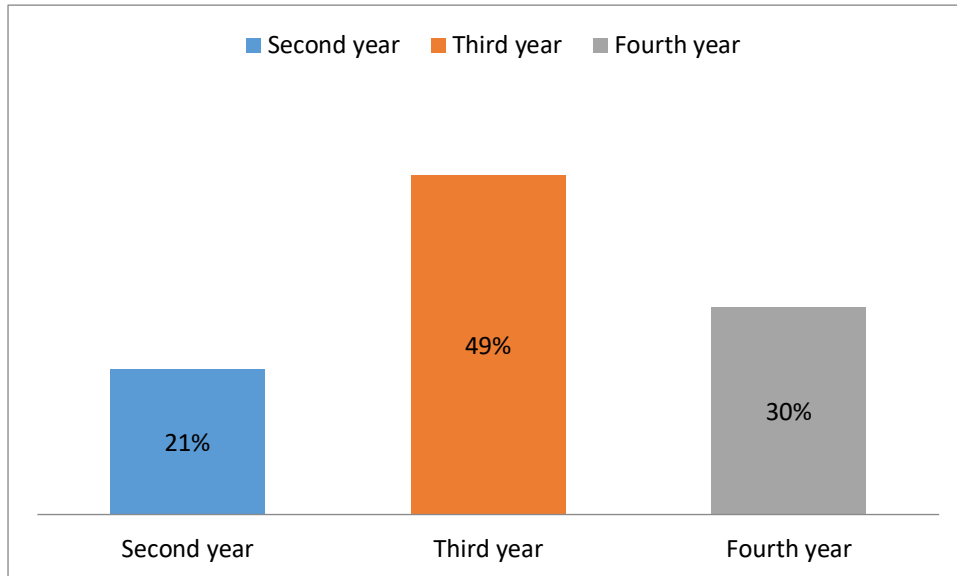
Diagram17: The Appropriate Year for Teaching English in Primary School.

The diagram above shows that the majority of Algerian people 49% chose Third year and 30% chose Fourth year, whereas21% chose Second year.

Question 18: Do you agree for giving you child Private lessons or not?

In the final question people were asked whether they agree for giving their children private lessons or not. The respondent's answers are represented in the diagram below:
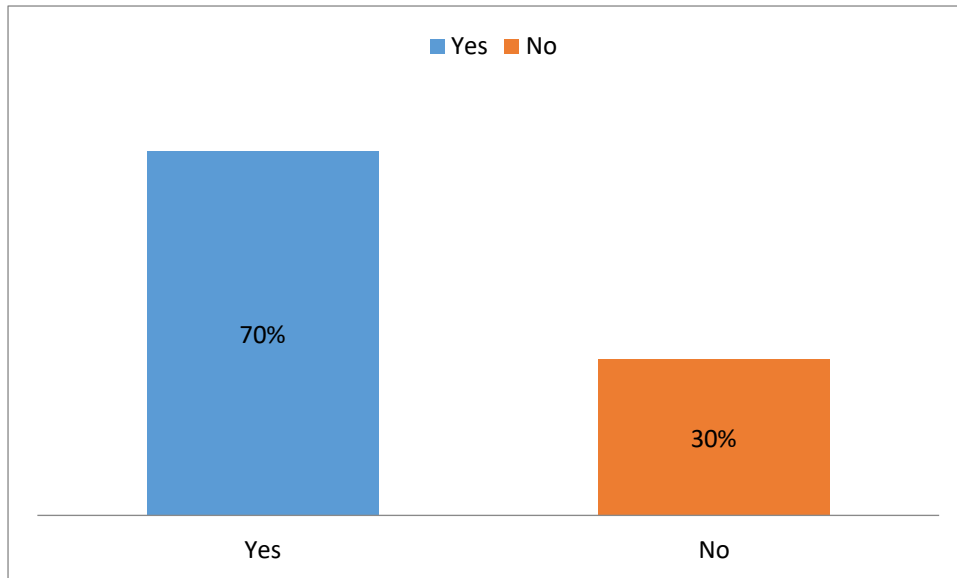
Diagram18: Algerian's People Attitude towards Private lessons.

The above diagram shows that the majority of people 70% said yes for private lessons. While 30% of them said "No" For the private lessons.

Also we asked them to justify their "Yes" and we have chosen the most common answers and it is as follows:

1: because it helps children to master it.

2: it supports their English language development.

3: if they did not understand in the regular lessons. Private lessons will make up it.

4: to make sure that he will learn it well.

3.2 Results interpretation

The obtained results from the questionnaire of the Algerian people in this chapter indicate that Algerians accept the English language and do not mind teaching it to their children at primary schools. Also based on the collected data from this questionnaire, we found that:

✓ Confirm that Algerian people are aware of the Importance of English language and how it is important to be taught in the primary schools.

- ✓ Algerian people are more interested to the English language even more than the French language and this was choking especially that the Algerian society in which people speaks the French language.
- ✓ It is clear that they encourage their children to learn the English language.
- ✓ They agree if the language started to be taught in primary school children will be able to master it in that early age.
- ✓ They confirm that English language is international and universal Language and Algeria with Algerians should make this language part from their lives.
- ✓ They accept to give their children private lessons in order to support them learn this language.

Finally we can say that the perceptive of the Algerian people was very positive towards teaching English language in Primary school and they support this suggestion.

3.3 Conclusion

To conclude, this chapter provides clear answers to the questionnaire that was disturbed two 100 respondents. The results in this study shown through tables and diagrams as it have seen in this chapter. The findings reveal that English language is very important and it should be a part from the primary Schools in Algeria. Also, it confirmed that there are two hypotheses from general introduction are and they are as follows:

- Algerian people will show interest towards teaching English language in primary school
- Algerian people are aware of the benefits of teaching English language in Primary School.

Only one of them was wrong, which is:

- Algerian People will find it difficult to teach their children English language in early age.
- It was totally different because we noticed that Algerian people strongly agree on teaching English language in that very early age since they are in good age that helps them to understand and acquire this language better than the middle school. Also Algerian People do not mind private lessons that support their children and help them to develop and master the English language.

GENERAL CONCLUSION

General Conclusion

This dissertation has investigated the Algerian people Perception towards the introduction of English language in primary schools. It attempts to find out the Algerian people attitudes towards the suggestion of including the English language in primary school. It has also to explore whether Algerian people are aware of what the English language represents in the World, its importance and the need to teach it and make it a part from the Algerian society. This research, actually important in the sense, that is still new and just a suggestion no more. The findings confirm two of the hypothesis proposed in the general introduction that people will show interest towards teaching English language in primary school and people are aware of the benefits of teaching English language, whereas one of theme was disconfirm, which was that the majority of them will find difficult to their children to learn it an early age.

The investigation has focused whether the Algerian people are interested in making English language apart from the primary school and if they accept to teach it to their children at early age, also to identify attitudes of Algerian people towards the introduction of English language in primary school.

To answer these questions and confirm or disconfirm the Hypotheses, a mixed methods approach has been adopted. This research was a result of a combination between quantitative and qualitative methods in order to analyze and collect data. The results have been collected from one hundred Algerian people who answered the asked questions. This research work was divided into three chapters:

The first one a theoretical part that was an overview and identification of the elements related to our research work such as the sociolinguistics of Algeria, the educational system of Algeria, and all what we know about the English language and its diversity.

The second one was a description of the questionnaire that was disturbed to one hundred Algerian people

The third one was a practical and contained a sample of one hundred people, who were asked to answer some questions. The data collected was drawn in tables and diagrams as it is shown in above.

To conclude this research work, Algerian people perspective was positive, very encouraging and strongly support to the introduction of English language in the Algerian Primary Schools. They were aware to the importance and position of the English language

and how it is necessity to be part from the Algerian primary school and the Algerian society it's self.

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English version

Democratic and Popular Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Ibn Khaldoun-Tiaret

Department of English

Questionnaire

Dear respondents

This questionnaire serves as a data collection tool for our academic master research work entitled "investigation the Algerian People Perception towards Introducing of English in Primary school: the Rural Area of Tiaret Speech Community as a Case .the data you are supposed to provide is very important and will be treated with utmost confidentially . We are very grateful in advance for your contribution to our research .Please, tick the choice that you agree with most and provide full an answers where necessary .thank you for your collaboration.

Gender:

A-Female ☐   **b-Male** ☐

Age:

A-18/25 ☐   **b- 25 and more** ☐

Marital status:

A-single ☐   **b-Married** ☐

1/Do you like English language?

a- Yes ☐   **b- No** ☐

2/ what is the most widely spoken language in the world?

A-English ☐   b- French   c-Other languages

3/which language is useful now days?

A-Arabic ☐   b-French ☐   c-English ☐   d-other language ☐

4/In what do you use English language?

a-Daily life ☐   b- internet chat ☐   c-Never use it ☐

5/Do you prefer English language or French language?

   a- Yes ☐   b- No ☐

6/ In your opinion, do you think English language must be a part of the Algerian primary schools

A-yes ☐   b-No ☐   c-Maybe ☐

if yes , why

--.

7/What is the reason behind the given interest to French language rather than English language?

 French colonial ☐ b-spoken by most people ☐ c-language taught from early age ☐

8/ do you think teaching English in primary school will open more opportunities to the Algerian peoples in the future

Strongly agree ☐   b-Agree ☐   c-disagree ☐   d-Strongly ☐ disagree

 9/teaching English in Algeria is:

Essential ☐   b-useful but not essential ☐ unless and should be removed ☐

10/ Does children are capable to understand English at very early age?

Yes ☐   No ☐   Maybe ☐

11/Teaching English in the Algerian primary school should be through

Grammatical rules ☐ Vocabulary memorization ☐

12/ How do you see the level of English language in Algeria?

High ☐ **low** ☐ **medium** ☐

13/ Does teaching English at primary school face challenges?

yes **no** **I do** ☐ **not know** ☐

14/ what are the reasons behind being teaching English necessary?

--.

--.

--.

--.

15/ as a Parents, what do prefer to teach your child as a foreign language?

French language ☐ **English language** ☐ **her languages** ☐

16/ Do you agree on replacing French language by English language?

yes ☐ **No** ☐ **o not know** ☐

16/As parents how can you help your child to learn English language?

---.

17/ in which year should English language to be taught in primary school?

Second year ☐ **third year** ☐ **forth year** ☐

18/ do you agree for giving your child private lessons?

Yes **No** ☐ ☐

If your answer is yes, why…………………………………………………………………

Thank you for the time you devoted to filling up this questionnaire

استبيان

أعزائي المجيبين

يعمل استبياننا هذا كأداة لجمع البيانات لبحثنا الأكاديمي بعنوان تصورات الشعب الجزائري حول إاللغة الانجليزية في المدارس الابتدائية –المنطقة الريفية لتيارت كحالة .

البيانات التي ستقدمها مهمة جدا لبحثنا الأكاديمي و سيتم التعامل معها بمنتهى السرية.

نحن ممتنون جدا لمشاركتك.رجاء اختر الجواب الذي غالبا تتفق معه غالبا و اجب عند الضرورة.شكرا لتعاونك.

*الجنس

أنثى ☐   ذكر ☐

السن

25/35 ☐   35/45 ☐   45 فما فوق ☐

*الوضعية الاجتماعية

أعزب ☐   متزوج ☐

1/ هل تحب اللغة الانجليزية

نعم ☐   لا ☐

2/ماهي اللغة الأكثر تداولا في العالم

اللغة الانجليزية ☐   اللغة الفرنسية ☐ لغات أخرى ☐

3/في ماذا تستخدم اللغة الانجليزية

في الحياة اليومية ☐   في الدردشة على الانترنت ☐ لاستخدمها أبدا ☐

4/هل تفضل اللغة الانجليزية على اللغة الفرنسية

نعم ☐   لا ☐

5/برأيك هل يجب إدراج اللغة الانجليزية في المرحلة الابتدائية

نعم ☐   لا ☐   لا اعلم ☐

6/ ماهو السبب وراء اهتمام الجزائر بالغة الفرنسية أكثر من اللغة الانجليزية

الاستعمار الفرنسي ☐   بتكلمها اغلب الناس ☐   تم تدريسها منذ الصغر ☐

7/هل تعتقد أن تدريس اللغة الانجليزية في المدرسة الابتدائية سيمنح الجزائريين الكثير من الفرص مستقبلا

نعم ☐   لا ☐

8/ تعليم اللغة الانجليزية في الجزائر

مهم جدا ☐   مفيد ولكن غير ضروري ☐   غير مفيد ويجب إزالتها ☐

9/ هل يستطيع الأطفال فهم اللغة الانجليزية في سن مبكرة

نعم ☐   لا ☐   ربما ☐

إذا كان نعم فلماذا

تعليم اللغة الانجليزية في المرحلة الابتدائية يجب أن يكون عبر

القواعد اللغوية ☐   حفظ المفردات ☐   كلاهما ☐

11/ هل تعليم اللغة الانجليزية يواجه تحديات

نعم ☐   لا ☐

إذا كان جوابك نعم اذكر بعض منها

12/ كيف ترى مستوى اللغة الانجليزية في الجزائر

عالي ☐   منخفض ☐   متوسط ☐

13/ماهو السبب وراء كون تعليم اللغة الانجليزية ضروري في يومنا هذا

14/برأيك ماذا يفضل الآباء تعليم أبنائهم كلغة أجنبية

اللغة الفرنسية ☐   اللغة الانجليزية ☐   لغات أخرى ☐

15/ هل تؤيد استبدال اللغة الفرنسية باللغة الانجليزية

نعم ☐   لا ☐

16/ كآباء كيف يمكنكم مساعدة أطفالكم لتعلم اللغة الانجليزية

.---

17/ فى أى سنة يجب تدريس اللغة الانجليزية

السنة الثانية ☐   السنة الثالثة ☐   السنة الرابعة ☐

18/ هل توافق على إعطاء ابنك دروس خصوصية فى اللغة الانجليزية

نعم ☐   لا ☐

إذا كانت إجابتك نعم

فلماذا...
...

شكرا على الوقت الذي خصصتموه لملا هذه الاستمارة

ملخص

تهدف هذه الورقة إلى التعرف على تصورات الشعب الجزائري تجاه ادراج اللغة الإنجليزية في المدارس الابتدائية. شارك في هذه الدراسة مجموع 100 شخص من الشعب الجزائري. الاداة التي استعملت في هذه الدراسة عبارة عن استبيان يجمع بين الأسلوبين الكمي والنوعي. تم توزيع هذا الاستبيان على مائة مشارك في ريف تيارت لمساعدة الباحثين على بناء نتائج دقيقة ونهائية. كذلك تأكيد أو عدم تأكيد فرضية هذه الدراسة. تظهر البيانات التي تم جمعها أن الشعب الجزائري لديه مواقف إيجابية تجاه تدريس اللغة الإنجليزية في المدارس الابتدائية وأنهم يدعمون تدريسها في المدارس الابتدائية.