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***Questioning Teachers On The Linguistic Overloadness
Of The English Language Weighing On Primary
School Learners.***

*A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirements of Master's Degree in Linguistics.*

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Dedication

As I reach to the end of this journey, my heart swells with profound emotions that words can scarcely capture. It is with immense gratitude and unyielding love that I dedicate this dissertation to you all.

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Dedication

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Abstract

This research presents an investigation into the linguistics overloadness of the English language and its potential impact on primary school learners. English has complex vocabulary, grammar, and pronunciation rules that present great challenges to young learners who are in the early stages of language acquisition. The research aimed to examine teachers' perspectives on the topic, focusing on their observations, experiences and perceptions of English language overload and its impact on primary school students. The study employed with using mixed methods qualitative and quantitative approach and collected data from a diverse sample of primary school teachers and parents using surveys and interview. The study investigated various factors that contribute to English overload, including a large vocabulary, complex grammatical structures and irregular speech. Teacher's opinions on how these linguistic complexities affect students' reading, writing, speaking, and listening skills were reviewed.

The findings of this study aim to shed light on how teachers perceive the challenges primary school students face in dealing with English language overload. The findings will be used in educational practice by suggesting possible strategies to mitigate the negative impact of language overload on students. By better understanding teachers' perspectives, educational policy makers, curriculum designers, and language teachers can make informed decisions to support students' language development and improve their overall learning experience.

Key words: Educational Practices, English Language, Language Acquisition, Linguistic Overloadness, Primary School Learners, Teacher's Perspectives.

List of Abbreviations and Acronyms

TEFL: Teaching English as a Foreign Language.

EFL: English as Foreign Language.

ESP: English for Specific Purposes.

EGP: English for General Purposes.

LSP: Learning Support Programs.

EAP: English for Academic Purposes.

EOP: Educational Opportunity Program.

BGP: Border Getaway Protocol.

CLI: Communicative Language Teaching.

CBLT: Task-Based Learning and Teaching.

FL: Foreign Language.

ELT: English Language Teaching.

LP: Language Policy.

USA: United State of America.

UK: United Kingdom.

DZ: Algerian.

Hirak: Protests.

List of Tables

<i>Table 01: Arabization Policy</i>	31
<i>Table02: Recent reforms of the program</i>	52
<i>Table03: Obejctives of teaching english in primary school</i>	52
<i>Table04: Integraion of language skills</i>	52
<i>Table 05: Teacher's sex</i>	58
<i>Table 06: Teacher's age</i>	59
<i>Table 07: Teacher's degree</i>	59
<i>Table 08: The most languages used in Algeria</i>	60
<i>Table 09: Teacher's rate about learning english at an early age</i>	60
<i>Table 10: Intergrating english language in the curriculum of primary school</i>	61
<i>Table 11: Parent's rate for helping their children</i>	61
<i>Table 12: Techniques adopted by teachers in learning English</i>	62
<i>Table 13: Teachers opinion about update english as first language in algeria</i>	63
<i>Table 14: Teacher's rate about the status of english</i>	63
<i>Table 15: Parent's rate on the size of the program</i>	63
<i>Table 16: Rate of the difficult skills to acquire</i>	64
<i>Table 17: Effective tools in learning English</i>	64
<i>Table18: Teacher's rate concering learning English</i>	65
<i>Table 19: Teacher's rate about pupils motvation.</i>	65
<i>Table 20: Teacher's rate on how english will effect in pupils.</i>	66
<i>Table 21: Parents rate capacity in helping their children in learning English</i>	66
<i>Table 22: Parents sex</i>	67
<i>Table 23: Rate of the defficulties that face pupils</i>	68
<i>Table 24: Rate parent's techniques in helping pupils in learning english</i>	69
<i>Table 25: Parent's opinion on the curriculum in primary school</i>	69
<i>Table 26: Parent's rate in implemanting english language</i>	70
<i>Table 27: Parent's rate about choosing private and public schools</i>	71

Table 28: Parent's rate on the size of the program.....72

List of Figures

<i>Figuer 01: The cycle to improve learning</i>	21
<i>Figuer 02: Phases of teaching</i>	26
<i>Figuer 03: A restaurant in Tiaret</i>	46
<i>Figuer 04: A gym in Tissemsilt</i>	47
<i>Figuer 05: Example of Algerian English speaking groups</i>	47
<i>Figuer 06: A girl in Hirak in Algiers 2019</i>	49
<i>Figuer 07: Protesters in the Hirak 2019</i>	49
<i>Figuer 08: Flag of Algeria</i>	51
<i>Figuer 09: Flag of Tunisia</i>	51
<i>Figuer10 : Cultural diversity</i>	53
<i>Figuer 11 : Maqam el chaih</i>	53
<i>Figuer12: Standarized Curriculum and Methods</i>	53
<i>Figuer 13: Teachers gender</i>	58
<i>Figuer14: Teachers age</i>	59
<i>Figuer15: The most language sused in Algeria</i>	60
<i>Figuer16: Teacher's rate about learning english at an early age</i>	61
<i>Figuer17: Techniques adopted by teachers in learning English.</i>	63
<i>Figuer18: Teacher's rate about the status of english</i>	63
<i>Figuer19: Effective tools in learning English</i>	64
<i>Figuer 20: Teacher's rate concering learning English</i>	65
<i>Figuer21: Teacher's rate about pupils motvation.</i>	65
<i>Figuer22: Teacher's rate on how english will effect in pupils</i>	68
<i>Figuer23: Rate parent's techniques in helping pupils in learning english</i>	69
<i>Figuer 24: Parent's opinion on the curriculum in primary school.</i>	69
<i>Figuer 25: Parent's rate in implemanting english language</i>	70
<i>Figuer: 26 Parent's rate about choosing private and public schools</i>	71

Table of Contents

Acknowledgement.....	II
Dedication.....	III
Abstract.....	IV
List of Abbreviations and Acronyms.....	V
List of Tables	VI
List of Figures	VII
Table of contents.....	IX
General Introduction	XII

Chapter One: The Introduction Of the English Language In Algeria

Introduction.....	16
I.1.The English Language	16
I.1.1.The Importance of the English Language.....	17
I.1.2.Motivation to Learn English in Algeria.....	19
I.2.What is learning?	19
I.2.1. The Stages of Learning	20
I.2.2. The Five-step Cycle to Improve Learning	21
I.3.What is Teaching ?	22
I.3.1Techniques of Teaching	23
I.3.2. The Three Basic Steps of Teaching	23
I.3.2.1. Preparation:.....	23
I.3.2.2-. Delivery:.....	24
I.3.2.3. Evaluation:.....	24
I.3.3. Phases of Teaching	24
I.3.1. Pre-active Stage	25
I.3.2. Interactive Stage	25
I.3.3. Post-Active Stage.....	25
I.4.What is ESP and EGP?.....	26
I.4.1. ESP Meaning and EGP Meaning.....	26
I.4.1.1Esp Meaning	26
I.4.1.2.EGP Meaning.....	26
I.4.2. Similarities and Differences of ESP and EGP.....	26
I.4.3. Comparative roles of an ESP and EGP teacher	27
I.5.Implementing The English Language in Primary Schools	27
I.5.1. Algerian Educational Reform.....	27
I.5.2. Arabization in Algeria	28
I.5.2.1. Implementation of Arabization Policy	29
I.6. Benefits and Challenges of Teaching English in Primary Schools.	29
I.6.1. Benefits of Teaching English in Primary Schools	30
I.6.2. Challenges in Teaching English in Primary Schools.....	30

Conclusion 31

Chapter Two: The Educational System in Algeria Vs In Tunisia

Introduction..... 34

II.1.The Sociolinguistic Profile of Tunisia 34

 II.1.1.Historical Perspective 34

 II.1.2. Political perspectives 35

 II.1.3.Educational perspectives 36

II.2.Languages in the Educational System of Tunisia 37

 II.2.1. The different Languages Used in education..... 37

 II.2.2. TEFL in Tunisian Education 37

II.3.The Sociolinguistic Profile of Algeria 38

 II.3.1.A Brief History of Languages in Algeria 39

 II.3.2.The Policy of Teaching English in Algeria 40

 II.3.2.1. The lack of audiovisual materials, books, journals, and magazines 40

 II.3.2.2. The aim of teaching English in Algeria 41

II.4.The Status of English in Algeria 41

 II.4.1. English as a Global Language 41

 II.4.2. Educational System 42

 II.4.3 Social Life 42

 II.4.4. Political Prespective 44

II.5.Teaching English at primary schools 46

II.6.The Difference between The Algerian and The Tunisian Educational System. 46

 II.6.1.Comparison Between the Curriculum in Algeria and Tunisia. 46

 II.6.1.1. Learning Different Laaguages..... 47

 II.6.1.2. Recent Reforms of the Program 47

 II.6.1. Objectives of Teaching and Learning English in primary *school*..... 48

 II.6.1. Integration of Language Skills 48

 II.6.1.2. Incorporation of Cultural Components 48

Conclusion 49

Chapter Three: Research Methodology and Data Analysis

Introduction..... 51

Section One: Methodology 51

 III.1.Research Method: 51

 III.2.The Participants: 51

 III.3.Data Instruments: 51

 III.3.1. Teachers Questionnaire:..... 51

 III.3.1.1 Description of the Questionnaire: 51

 III.3.2. Parents Quastionnaire: 52

III.3.2.1. Description of the Questionnaire.	52
III.4.The interview:	52
III.4.1.Description of the interview:.....	52
III.5.Reliability and Validity:.....	53
III.6.Limitations of the Study:	53
Section Two: Data Analysis and Results	Error! Bookmark not defined.
III.1.The Data Analysis of the Teachers Questionnaire:.....	54
III.1.1Teachers Part:.....	54
III.1.2.Pupils competence:	60
III.2.3.Discussion of The Results:.....	63
III.3.The Data Analysis of the Parent’s Questionnaire.	64
III.3.1. Discussion of the Results.	69
III.4. Analysis of the interview	Error! Bookmark not defined.
III.4.1Discussion of the Results:.....	Error! Bookmark not defined.
III.5. Recommendations	70
III.5.1.Teacher Training and Support:	70
III.5.2.Potential Solutions:	70
Conclusion	71
General conclusion.....	72
References.....	73
Appendices.....	77
Appendix 01: Teacher’s Questionnaire.....	78
Appendix 02 : Parent’s Questionnaire.	80
الملخص	81
Resumé.....	82
Summary	83

General Introduction

Teaching English as a foreign language has long been a difficult task, but it has lately gained traction in Algeria. The transition to studying English as a second language has transformed its status from being a foreign language to becoming a second language necessity as a result of recent political and societal developments. In contrast to the primary level. The meaning of this gap Design courses for young students. The importance of this study is in trying to do to enable young learners to become proficient in the target language, especially The demand for English in current economic growth, where English is a key concept, science Advances in technology driven more by the target language and culture Communicate more effectively in unfamiliar environments.

This research complements the existing English language courses in Algeria. Aim to further develop Early Language Education (Primary) programs for Young Learners at This Stage of Life According to the critical period theory, it is considered to be a very suitable age for language acquisition. Therefore, this syllabus aims to provide an initiative for the implementation of English language Primary Second Language.

Problem statement:

Mastering a second language is very important. However, the primary school curriculum is already overwhelmed and this may affect student performance. Due to the difficult background in Algerian society over the years, English is considered a difficult language compared to French from a student's point of view. A better understanding of overload in second language acquisition is needed and a structured approach to identifying difficulties in this research is needed to ensure better planning of work.

The aim of the study:

The main purpose of this study was to highlight the difficulties learners face and the overemphasis on second language acquisition in primary school. Furthermore, it aims to suggest methods and approaches to facilitate the English language learning process. Therefore, this study can encourage policymakers to take a bottom-up approach to language planning and hopefully consider reintroducing English as a first foreign language taught in primary schools in response to the growing needs of the population in this regard.

Research Question:

English as a second language is taught in primary levels to meet the expanding population's demands in this area. The current study attempts to answer the following research questions:

- 1-What is the position of English in the Algerian educational system?
- 2- is it true that the curriculum of the the English language is overweighing for primary school learners?

Hypotheses:

Two hypotheses will direct the design and interpretation of the practical part of this dissertation:

Hypothesis one:

we hypothesize that the status of the English in Algeria had some difficulties and obstacles over the years.

Hypothesis two:

We hypothesize that the curriculum of the English language is overwhelming for primary school learners

Methodology:

To collect data, two questionnaires were conducted. First, Questionnaire for teachers of primary school. And the second questionnaire is for the parents of the third year pupils, at Primary schools of Tissemsilt and Tiaret. In the first questionnaire, the male and female teachers were asked the techniques and methods used in teaching, the reaction of students on the application of the English language in elementary schools, and if students are motivated enough to study English at a young age. In the second questionnaire, parent were asked their thoughts on the choice to incorporate English in primary school.

The structure of the dissertation:

The study is divided into two major sections in terms of organisation. The first section has two chapters that deal with the study's theoretical basis. One practical chapter is included in the second section. The first chapter analyses the state of English in Algeria; this section addresses the necessity of teaching English at a young age, as well as the future function of this language in Algeria and the obstacles that instructors encounter when teaching English.

The second chapter is separated into two major sections. The first section discusses Tunisia's historical and sociolinguistic character. The second section is concerned with the background history of the sociolinguistic profile in Algeria, It's designed to talk about English in Algeria and shed light on the curriculum of primary school on both countries.

The third chapter which is practical. It's divided into two sections, the first section is devoted to detail the research setting, the participants, and the design of the experiment. The second section is dedicated to present, analyse, and the results obtained from the two questionnaires and the interview.

***Chapter One:
An Overview of the English Language in Algeria.***

Introduction

According to the crucial period hypothesis developed by Lenneberg in 1967, a kid learns or acquires language from birth until adolescence, a period in which his linguistic, cognitive, and social faculties are mature enough. Furthermore, Natural acquisition of (a first or a second) language from mere exposure occurs during a critical period that begins at the age of two years and ends in puberty.

Learning a second language achieves its peak at a young age. To determine "how a kid may learn the language in the most effective and fastest method," the idea of early language instruction was developed. Primary schools are where young learners are taught. English is taught to pupils studying it as a second language as EGP rather than ESP. As a result, the conditions and needs may differ. The initial stage of ESP is to assess the pupils' wants, but in EGP, young kids are unable to voice their desires.. The circumstances and requirements may therefore vary.

The first stage in ESP is to determine the needs of the students, however in EGP, where young students are unable to express their demands. The current rise of teaching English as a foreign language has its own consequences on the elderly ,as a result of recent political and social events. Previously, English was taught in middle and high schools, and more recently, in elementary schools. This theoretical chapter examines the process of acquiring English in primary school. First, it defines the field of teaching english and describes the term learning by taking into consideration different methods and techniques of teaching.

I.1.The English Language

English is an Old Germanic language with many influences from other languages such as French, Latin, and Old Norse. It belongs to the Indo-European language family. It is the official language of the UK, Ireland, the US, New Zealand, Canada, and Australia.. In addition to being used and spoken by over a billion people worldwide.

Leo van Lier, Citation 1995, *Introducing Language Awareness* Penguin Books, London. .

"Language is as important to human beings as water is to fish. Yet, it often seems that we go through life as unaware of language as we suppose the average fish is of the water it swims in... Language awareness can be defined as an understanding of the human faculty of language and its role in thinking, learning and social life. It includes awareness of power and control through language, and the intricate relationships between language and culture ".

Eve Clark is a British linguist. She works at Stanford University. Due to globalization, many people are trying to learn second and third languages. But to learn new languages, one must know how we acquire our first language and how children adapt to the language. She stated that children learn language by stammering and with time, they become proficient and successful. Her theories regarding the second language will help people in learning the second language more effectively.

Languages are taught for "communication purposes" but –paradoxically- when it comes to the learners' evaluation, only the linguistic aspects are taken into account. This serious educational problem drives the researcher to ask the question of how can EFL teachers assess their learners' communicative competence with the implementation of new approaches that foster their communication skills? So, why is this research relevant? The answer to this question is that most of the teachers' implemented strategies are monomodal and are one side-oriented and addresses only one learning preference. All this seems unfair to the learners who expected the test to be alternative and multimodal. So the researcher felt it was necessary to get out of the usual (handouts, role plays, drilling, etc.) and apply a new approach in line with the needs of learners and their lacks.

These days, people have little opportunity to choose whether to globalize or not to globalize. The situation is out of hand due to the fast expansion of this newly emerged and profoundly impacted

phenomenon that has negative and positive effects on every aspect of life. Being able to derive the maximum advantage of this phenomenon is the mission of society and stakeholders nowadays.

There is little question that globalisation has had a significant impact on education in general, and English language education in particular. The researcher analyses the influence of globalisation on the English language throughout this part. Furthermore, we depict the critical function of the English language in the globalisation period, and we investigate the impact of this phenomena on teaching and learning in general, as well as the impact of globalisation on the assessment process.

I.1.1.The Importance of the English Language

English is now known as the primary worldwide language of technology, education, aviation, international business, and diplomacy. Today, it has overtaken English as 20-The world's most frequently spoken language. Everyone involved with English as a Foreign Language...use for messaging across the Revue des Sciences Humaines juin 2016 35 globes. English should be Among all languages spoken today, English should be regarded a world language. It is the second most widely spoken language in the world after Mandarin. In addition, it is a frequent method of communication among people from many nationalities (Verghese, C.P. 1989: 1). As a result, it is recognized as the special language for international communication in the twenty-first century.

Nowadays, the majority of individuals who speak English are not native speakers and were not born in a country where the language is spoken. English is not only getting more popular, but it is also becoming more popular in people's hearts and minds. As previously said, more individuals speak English as a second or foreign language every year as the language's prominence as an international language grows. Today's English is the result of many centuries of evolution. According to Baugh and Cable (1978: 1), the Renaissance, the rise of England as a maritime power, the establishment of the British Empire, the development of commerce and industry, the advancement of science, and the growth of literature have all contributed to today's world. Each person helped shape the English language in their own distinct manner. In essence, the English people's political, social, and cultural history is mirrored throughout the evolution of the English language.

Therefore, it is now possible to establish multinational organizations and plan events on a worldwide scale thanks to the development of modern mass communication and international trade. International conferences, scholarly journals, the World Bank, the European Union, and other organizations all have many official languages. Practical considerations almost invariably require that English be both one of the official languages and the language that is spoken most frequently.

24-English, the world's third most frequently spoken language, is spoken and taught in over 118 countries and is widely used as a commercial or diplomatic language worldwide. Science, aviation, communication, media, and the internet are all examples. Understanding the importance of English, whether for professional or personal reasons, can assist you in achieving your goals. Here are some reasons why you should keep learning and practising your English.

1. English as a Language of International Communication:

Despite not being the most frequently spoken language in the world, English is the official language of 53 nations and the first language of around 400 million people globally. Not only that, but it is also the world's most extensively spoken second language. According to the British Council, roughly two billion people worldwide were studying English in 2020.

As a result, if you meet someone from another country, you will almost certainly be able to communicate in English. It opens the door to the rest of the world and allows you to communicate with people from all over the world.

2. English gives access to more entertainment and more access to the Internet:

English allows for more access to entertainment and the Internet: English is today used to write and produce many films, television programmes, books, and musical compositions. You will no longer need to rely on translations and subtitles if you understand English. You may also improve your English hearing and reading skills by using this content. English is presently the most often used language on the internet. Every day, an estimated 565 million people use the internet, and around 52% of the world's most popular websites are hosted in China. As a result, learning this language grants access to more than half of the internet's content, which would otherwise be unavailable. If you understand English, whether for fun or for work, you will be able to exchange information with more people online and use a wider range of materials.

3. English makes it easier to travel:

English facilitates travel: As previously said, learning English makes it much simpler to go anywhere because it is spoken as a first language in 53 nations and as a second language in over 118 countries. Indeed, even in nations where the local language uses a different alphabet, airport announcements, railway timetables, emergency alerts, and street signs are usually available in English. It goes without saying that if you travel to a place where you do not speak the language, you will almost certainly come across someone who understands at least some English.

4. English can make you 'smarter':

English can provide you with materials! Learning a foreign language helps people enhance their cognitive and analytical abilities. Learning a new language may be challenging and needs a lot of mental effort. According to a 2012 Swiss study, learning a new language changes brain architecture, impacting the areas of the brain responsible for memory, conscious cognition, and creativity. Long-term bilingualism can maintain the brain robust and healthy into old age, while also improving focus and memory. Individually, it enhances personality and increases self-esteem.

An increasing number of people are devoting time to learning English as a second language these days. Many countries include English in their school curricula, and children are learning English at an earlier and earlier age. Whether you're looking for a new job or planning a trip around the world, learning English can help you advance both personally and professionally. You can compete in the global job market, advance your career, and begin to meet people from all over the world.

It's easy to see how important English is around the world. Many international businesses hold meetings in English, universities teach courses in English, and tourists and travelers all over the world use English as a common language

But how did English become so important? It all goes back to the British Empire, which once covered 25% of the earth's surface. During colonial times, British rulers frequently forced people in those countries to speak English rather than their native language. Although the origins of English as

a global language are complicated, the language has had a significant impact on media, trade, and business.

I.1.2.Motivation to Learn English in Algeria

The vast majority of teachers recognize that students arrive in class at differing levels of readiness to learn. This readiness is called by researchers "Motivation". Harmer (2001: 68) defines motivation as "some kind of internal drive that encourages somebody to pursue a course of action." If we perceive a goal and that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal". Bernaus (1987: 45) states that "teachers, who want to be successful in teaching, should have this definition in mind when planning lessons to encourage themselves and their pupils." On his turn, Gardner (1985), as cited in Berns (2010: 164) defines motivation as the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language.

Experienced teachers can identify those skilled students who have a strong incentive and determination to learn whatever it takes from the first session. Teachers benefit greatly from intrinsically motivated students. By the same token, some other students with potential for learning a foreign language may expect to be extrinsically motivated by their teachers' charisma. Overall, there are two types of students: those who come into the classroom with an intrinsic motivation to learn and those who rely on the teachers to trigger their extrinsic motivation. It goes without saying that variety is one of the most important factors in keeping learners motivated and interested. However, there are numerous things that the teacher or textbook author can do to add variety not only to the learning process but also to the students' interest in English. Nothing is more tedious for students than doing the same activities every day, as all teachers are aware.

I.2.What is learning?

The term "learning" can have a variety of meanings depending on the context, but it is the core business of educational institutions and thus deserves some in-depth investigation. Those beginning a career as educators or those already in charge of learning and teaching in any educational setting would be wise to pool their own learning about learning in order to ensure that the art and science of their craft are current and serve the interests of their students.

As the preceding section demonstrated, defining the term "learning" is not an easy task. Is learning the result of some kind of effort, a process, or both? How do we know if we've learned something? Is it possible to learn something without even realizing it? Does all learning have to be set in a context of performance or assessment? . These are the central questions concerning the learning process r, as well as a long history of research and debate. One of the reasons that learning is often difficult to define or narrowly understood can be found in many people's schooling experiences. After all, in Western countries, the vast majority of people have attended school and have a well-established and linked to teaching view of learning. Indeed, most people probably think of schools when they hear the word "learning," but this is problematic for a number of reasons.

First, as stated in the preceding section, not all learning takes place in schools. Most children arrive at their first day of formal education with a wealth of knowledge. With a diverse set of skills and characteristics acquired long before entering a classroom. Some argue that most learning takes place at home, at work, or outside, and that schools are only one domain in which learning can take place (Ackoff & Greenberg, 2008).

Second, most Western schools, including those in Australia, Canada, the United Kingdom, and the United States, have relied on a factory-line model of production (Ackoff & Greenberg, 2008; Darling-Hammond, 2006; Robinson, 2011). Students were typically viewed as empty vessels in this model, and a teacher's role was to gradually fill up students' minds with the information required for

a successful future and productive citizenship (Nagel, 2013a). Today, this type of education has its own set of difficulties and issues, not the least of which is that it was designed during the industrial era and is still the standard approach for many educational institutions trying to engage students who are arguably unlike any other generation of students.

Finally, at a time when information is growing exponentially and students have access to a seemingly infinite array of information sources, our understanding of learning has shifted. Not long ago, schools were the primary source of information and knowledge for students. Today's youth have 24/7 access to information in the palm of their hands, reinforcing the earlier point: not all learning takes place in schools. For the reason that learning is not limited to schools, it is critical that we examine learning through various lenses in order to gain a better understanding of broad concepts of learning. This is accomplished in the following sections by examining how learning has been approached in educational contexts, as well as contemporary understandings of learning.

I.2.1. The Stages of Learning

The idea is that learners are unaware of how little or how much they know. They proceed through the four (or five) stages listed below, depending on how much they know about a given topic or skill. Finally, the learner will be able to use the knowledge or skill without having to think about it. It is critical to keep these stages in mind when developing eLearning because different learners will be at different stages.

II.1.1. Unconscious Incompetence:

In this stage, the learner lacks a skill or knowledge set. They see no reason to learn it because they do not believe it is necessary. You're not aware of what you're not aware of. For example, as a small child, you may not recognize the value of riding a bike. As an educator, you must collaborate with the marketing department to determine how to best market learning opportunities to those at this stage. They may or may not recognize the value of your education at this time, but the goal is to demonstrate that there are benefits. If you introduce prospective students to your services, they may realize that they can gain value from those skill and knowledge sets and progress to stage two, conscious incompetence.

II.1.2. Conscious Incompetence:

The learner is aware of the skill that they lack and understands that there is a deficit by the second stage. Ignorance isn't bliss anymore. This is ideally who should enroll in the majority of your online courses. The learner wants to learn at this stage because they are aware of their lack of knowledge, which makes them uncomfortable. Selling courses to this demographic should be the most straightforward.

II.1.3. Conscious Competence:

When a learner has acquired a skill but has not yet mastered it to the point where it comes naturally, he or she enters the conscious competence stage. Consider that you have learned how to ride a bike, but you still need to go through the steps when getting on the bike, or you require training wheels. This is when the learner usually requires testing, instructors, or other tools to guide them through the process, or even talking themselves through it. At this point, the learner is using your online courses to become fluent in the skills and an engaged learner who wants to progress to the fourth stage. Consider this learner to be a student preparing for a test. They believe they are prepared, but they still rely on flash cards at times.

II.1.4. Unconscious Competence:

You've heard the expression, "It's like riding a bike." You never forget how." The fourth stage of learning is when you know something so well that you don't even realize you're doing it. The skill is so deeply embedded that the learner does not even need to think about it. When you mix unconscious competence learners with unconscious incompetence learners, problems can arise because neither can articulate the skill.

II.1.5. The Fifth stage:

According to some theorists, there is a fifth stage as well — "conscious competence of unconscious competence." The learner is able to relate to learners in stages 1-4 sufficiently to teach them at this stage. A learner in stage five is at a point where they can reflect on how they achieved their level of mastery. This means they can empathize with students at different stages. Your super volunteers or SMEs are the most likely "fifth stagers" in your organization. They can help new members by mentoring them or providing guidance.

Knowledge is power, understanding the stages of learning can assist you in becoming a more effective educator. Learning is what makes the world go round, so make sure to assist your members in reaching their full potential by making them aware of their level of competence. Did you just go from unconscious to conscious incompetence after reading this? Please share your thoughts in the comments section.

I.2.2. The Five-step Cycle to Improve Learning

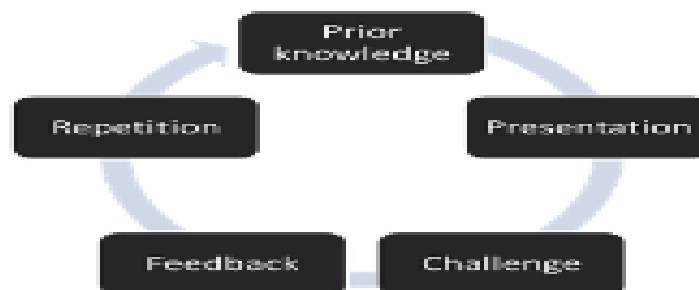


Figure 01: The cycle to improve learning.

Step 1: Prior Knowledge:

id40_Step 1: previous understanding: Prior Knowledge refers to the student's understanding previous to the commencement of the topic. The learner will only grasp what you are saying if they can relate it to something they already know, based on their understanding of how the brain generates memories. As a result, checking your pupils' existing knowledge is a vital first step in ensuring that your words are not misunderstood.

Step 2: Presenting new material:

This step offers approaches and key aspects to think about while introducing new information to your pupils. Here are a few examples:

- 1-Be aware of the Working Memory Limit in order to prevent overloading your students with too much new knowledge at once.
- 2- Using prior knowledge to help pupils make connections that result in long-term memories.
- 3- Making use of additional parts of your kids' brains by using a multi-sensory approach to learning.
- 4- Using an Advance Organiser to assist your pupils in seeing the big picture of your topic while you teach the details.
- 5-Helping children understand abstract topics by connecting them to tangible examples

Step 3: Challenge

Set a challenge for yourself. These are the duties that will most likely, your students will learn new content more effectively.

1. To determine the task, utilize Modelling and Worked Examples to show what an excellent response or product would look like.

2. You can construct activities that aren't only words by generating Graphical and other Non-linguistic tasks.
3. You can use Metacognition to help your students improve their planning, monitoring, and evaluation skills.
4. Cooperative or collaborative strategies increase thinking when students work well in groups.
5. Thinking assignments such as problem solving and hypothesis testing can assist your student's knowledge and consolidate surface thinking.

Step 4: Feedback

Feedback These are strategies for showing the pupil how to improve. It is vital that they apply the input rather than merely receive it! There is no 'correct' or 'wrong' way to deliver (or receive) feedback. It could be conveyed orally or in writing. Students receive feedback by marking their own work (or the work of another student).

Step 5: Repetition

These are techniques that assist pupils to create long-term memories by revisiting fresh material over time. According to research from both the classroom and neuroscience, spaced repetitions are crucial for developing long-term memories. This suggests that the Learning Cycle is more significant than individual teaching techniques. The learning cycle of the brain.

- Learning cycle from the brain's perspective

From the perspective of the brain, the Learning Cycle looks like this:

1. Prior Knowledge: Ensure that there is something to connect to.
2. Presentation: Begin the pathway.
3. Difficult Task: Activate the Pathway
4. Improvement Feedback: Confirm that you are on the correct path.
5. Spaced Repetition: Make long-term connections b0y reusing the pathway over time. (routledge/A five-step cycle to improve learning in your classroom.

I.3. What is Teaching ?

Teaching is the process of paying attention to people's needs, experiences, and feelings and then taking action to help them learn certain topics and move beyond the norm. Questioning, listening, sharing information, elaborating on a phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities (such as taking notes, having discussions, assimilation, and practice on assignments) are common forms of interventions.

Teaching is intimate contact between a more mature personality and a less mature one which designed to further the education of the latter". Morrison (1934), Dewey (1934) expressed this concept of teaching by an equation. "Teaching is learning as selling is to buying".

In the words of John Brubacher (1939), "Teaching is arrangement and manipulation of a situation in which there are gaps or obstructions which an individual will seek to overcome and from which he will learn in the course of doing so". B.O. Smith defined teaching as "Teaching is a system of actions intended to induce learning".

According to Gage (1963), "Teaching is a form interpersonal influence aimed at changing the behaviour potential another person". Smith expanded on the definition of teaching in 1963. Teaching is a set of actions involving an agent, an end goal, and a situation that includes two sets of factors: those over which the agent has no control (class size, pupil characteristics, physical facilities, etc.) and those over which he can modify (such as teaching techniques and strategies).

Teaching is a scientific process with three major components: content, communication, and feedback. The teaching strategy has a positive impact on student learning. It is always possible to modify, improve, and develop. The new teaching-learning activities, and thus flexibility is built into the system; and "appropriate teaching environments can establish the learner's terminal behavior in terms of learning structures."

When one person passes on knowledge or skills to another, the action is commonly referred to as teaching. Imparting can mean sharing experiences or communicating information, as in a lecture. Teaching is regarded as both an art and a science. As an art form, it emphasizes the teacher's imaginative and artistic abilities in creating a worthwhile situation in the classroom for students to learn. As a science, it sheds light on the logical, mechanical, or procedural steps that must be taken to achieve effective goal achievement. Different educationalists have different perspectives on the concept of teaching.

I.3.1 Techniques of Teaching

Teaching a second language in primary school can be challenging. Yet, you may add excitement and interest to the process for both the teacher and the student by utilizing straightforward tactics.

1- Start with the fundamentals, it's crucial to begin with the fundamentals when teaching a second language. This entails presenting fundamental grammatical and vocabulary ideas. After they have a solid foundation, your students can move on to more challenging ideas.

2- Employ a range of instructional techniques: It's crucial to employ a range of techniques while instructing someone in a second language. This entails engaging in games, music, and other practical exercises. You will maintain your pupils' interest in learning and engagement by utilizing a number of techniques.

3- Funnel it out: A second language should be enjoyable to learn! Use humor and creativity liberally when instructing. Your kids will appreciate the process and desire to learn more as a result of this.

4- Do not rush: A second language requires time to learn. Make sure to practice a lot with your students and be gentle with them. Your students can successfully learn the second language if they put the necessary time and effort into it.

5- Passion and motivation; Even outside of the class, students need to be as interested as possible in order to learn a language efficiently. By giving your pupils projects that need interaction with real people, you may equip them to practice outside of their textbook homework.

According to Nabila Boukri, curriculum and textbook writer, inspector of English and teacher trainer in Algeria " As far as the English teaching-learning methods are concerned, we as teachers of EFL have shifted from a paradigm of accumulation and transmission of linguistic knowledge and ideas to a paradigm of interaction and integration, all within a social constructivist view of learning. In fact, focusing on the learner will enable them to be actively engaged in deeper cognition, acquisition of knowledge and development of a number of competencies

I.3.2. The Three Basic Steps of Teaching

I.3.2.1. Preparation:

Preparation includes activities such as determining learning outcomes (objectives), researching the topic, lesson planning, and selecting delivery methodologies. Each of these is critical to effective teaching and must be given adequate thought and preparation to ensure we are presenting the best lesson and most useful to our students. Learning outcomes are what we expect students to demonstrate as a result of our instruction. Although we as teachers may have personal reasons for teaching the topic, the learning outcomes for our lessons must always be written from the learner's perspective as to what they will gain and demonstrate.

A learning outcome should include three components, which should be communicated either implicitly or explicitly: the condition, behavior, and standard. Conditions are the elements that learners possess (either physically or intellectually) that allow them to behave in a specific manner. The observable outcomes of teaching, whether as knowledge, behavior, or attitude, are referred to as behavior. The standard is the level of performance against which we judge whether or not students have succeeded. In some cases, a condition and standard are implied, but the desired behavior must be stated explicitly.

After determining the learning outcomes, the next step is to conduct research on the subject. The topic is researched in response to the desired learning outcomes. This includes deciding on the main points of the lesson and gathering materials to support those points. Normally, one does not collect a large amount of information and then develop learning outcomes to match the information. However, sometimes as we research a subject, the idea for a class emerges. Make a note of any ideas that are unrelated to the learning outcomes and save them for future lessons. The research will also shed light on the need to change or modify instruction. There are two factors that must be considered when selecting relevant material. First, the material must be relevant to the learning outcomes and useful. Its usefulness implies that it will assist both the teacher and the student in achieving the desired learning outcomes. We frequently discover interesting information, but it may not directly support the learning outcomes. This type of information is not inherently wrong, but it should be used with caution so that it does not prevent proving sufficient information directly related to the learning outcomes.

After developing learning outcomes and gathering adequate support materials, we move on to developing lesson plans. A lesson plan is a learning plan. Lesson plans can take many different forms, depending on the teacher's experience and the methodology used to present the material. A lesson plan also serves as a guide for the teacher to follow, as well as aids in overall lesson organization and timing. It is a good idea to physically write out the information in a lesson plan so that we can later re-teach the lesson using our notes and information from the previous class

I.3.2.2-. Delivery:

There are three types of delivery methods for teaching: presentation strategies, action strategies, and inter-action strategies. None of these methods is inherently superior to the others; rather, they are chosen based on a variety of factors such as learning outcomes, learning environment, teacher experience, and learner maturity and readiness. Using a variety of delivery methods as appropriate increases the likelihood that learners will be successful in meeting the objectives.

Teaching is most commonly associated with presentation strategies. Formal and informal lectures are two examples. These are typically used in larger settings, such as an auditorium or large classroom, when a large amount of information must be presented in a short period of time, or when learners require basic information. One-way or limited two-way communication is commonly used in this method. The teacher bears a great deal of responsibility for communicating content. Learners are largely passive participants in the learning process.

I.3.2.3. Evaluation:

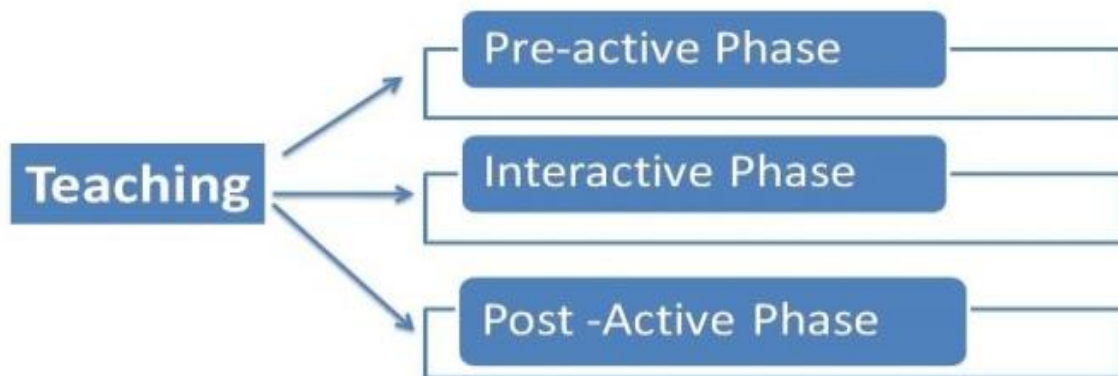
Evaluation is frequently overlooked, especially in Bible class programs. The process of determining whether or not students have achieved the lesson's learning outcomes is known as evaluation. When we think of evaluation, we usually think of determining pass or fail on some kind of written test. Evaluations can be formal, such as written or performance evaluations, or informal, such as overhead questions and observation.

There are numerous reasons for evaluating, but evaluation, in whatever form it takes, must always serve the purpose of determining whether or not learners have met the class's learning outcomes. One reason for evaluation is to improve our teaching. Many would argue that this is the most important reason for evaluating.

This reason is intended to validate what we have taught. To validate means that it achieves the desired goal, as stated in the learning outcomes. Another reason for evaluation, particularly in adult learners, is to provide learners with confidence that they understand the material or have acquired the desired skills. This also results in positive reinforcement and an incentive to learn more. It provides a sense of one's worth or merit by meeting with success.

I.3.3. Phases of Teaching

Teaching Phases: Teaching is a difficult task. This task necessitates systematic planning. Teaching is to be viewed in terms of various steps, and the various steps that comprise the process are referred to as the phases of teaching. The teaching process also can be explained as under: -



Figuer 02: Phases of Teaching

I.3.1. Pre-active Stage

It is the stage of teaching planning that a teacher goes through before entering the classroom to teach students. A teacher must complete numerous tasks prior to beginning classroom instruction. Preparing lesson plans, arranging furniture and equipment in the classroom, manning papers, studying test reports, reading sections of a textbook, and thinking about the unusual behavior of a specific student are all examples of these tasks. These activities are critical to the teacher's performance during the regular teaching session.

Pre-active behavior is deliberate in some ways. At this point, the teacher speculates on the possible outcomes of his actions. The teacher's behavior is at least analyzable as he decides which textbooks to use, how to group the children for reading, and whether to notify students' parents of poor performance.

I.3.2. Interactive Stage

This is real classroom instruction. At this point, the teacher employs a variety of strategies to achieve the predetermined goals. In an interactive setting, the teacher's behavior is more or less spontaneous. According to research, things happen quickly during a teaching session. For example, an elementary teacher may shift his focus 1,000 times per day. In the midst of all this activity, the teacher often has little time to think.

Many teachers try to spend time alone with individual students, but the teacher-student dialogue is usually public rather than private. When a teacher is alone with a student, he is not confronted with the problem of control and management, which frequently consumes a large portion of his energies in a group setting. Individual sessions provide a greater sense of physical and psychological intimacy between the teacher and the student than group sessions. Keeping students engaged may entail explanation, demonstration, definition, and other logical operations that have come to be thought of as the heart of teaching.

I.3.3. Post-Active Stage

The post-active stage of evaluation provides necessary feedback to the teacher and students in order to achieve desired improvements in their performance. It has something to do with both teaching and learning. The teacher assesses how well the students understood the material presented to them. It is, in fact, an evaluation of the interactive process. It allows the teacher to teach more effectively in the future. It also helps students learn more effectively. It allows the teacher to choose whether to proceed with the new material or re-teach what has already been taught.

I.4. What is ESP and EGP?

I.4.1. ESP Meaning and EGP Meaning

I.4.1.1. Esp Meaning

English for Specific Purposes (ESP) is a language method aimed at providing learners with clearly defined goals with the language aspects required to perform as professionals. "For those who are at all familiar with the approach to English language teaching known as English for specific purposes," explains Diane Belcher, the descriptors likely to spring to mind probably include such terms as needs-based, pragmatic, efficient, cost-effective, and functional: a view of ESP encapsulated by Hutchinson and Waters (1987) in the statement, 'Tell me what you need English for and I will tell you the English that you need' (p. 8)" (134).

I.4.1.2. EGP Meaning

English for General Purposes (EGP) refers to the use of English in everyday situations Focusing on the skills and language needed for common communication tasks. This can include include aspects such as speaking, listening; reading, and writing in various contexts, such as social interactions, work, or academic settings. EGP courses or materials are designed to provide learners with the necessary language skills and proficiency to function effectively in a wide range of everyday situations

I.4.2. Similarities and Differences of ESP and EGP

ESP can be considered as a special and distinct edition of EGP that incorporates practical linguistic skills to prepare students for successful performance of professional tasks (Potocar, 2002). However, EGP provides basic English language knowledge and skills at a school level where students' occupational/professional and higher educational orientations are not clearly defined. The primary goal of introducing ESP in various non-native / international settings is to provide learners with the English language skills they need to face practical situation communication challenges in their future careers. According to Holme (1996, cited in Potocar, 2002), ESP should assist students in acquiring the necessary language skills to apply their knowledge by combining work-related skills with personality development and socio-cultural knowledge.

The difference between ESP and EGP, according to Widdowson (1983 cited in Ajideh, 2009), is in how we define and implement the learning purpose. While ESP is goal-oriented learning in which the specification of objective corresponds to the aim - the training operation - which deals with the development of restricted competence, EGP is aim-oriented in which the specification of objective does not correspond to the aim - an educational operation - which deals with the development of general capacity (ibid). While the primary role of an ESP teacher is to design a syllabus based on realistic goals and to evaluate students' performance through the evaluation of relevant language skills, the EGP teacher does not necessarily set the program's goals and objectives. As a result, an ESP teacher is essentially involved in a 'training operation,' providing learners with a 'restricted competence' to cope with defined tasks, whereas an EGP teacher is essentially involved in a 'educational operation,' providing learners with a general capacity 'to cope with undefined eventualities in the future' (ibid, p.163).

Given the unique nature of ESP courses, a teacher must adopt a different role and teaching strategy in order to transfer knowledge to his students. First and foremost, he or she must identify the needs of the learners, which will ultimately determine the method, material, and level of language teaching (Robinson, 1991).

Awareness of the need distinguishes ESP from general English' (Hutchinson and Waters, 1987, p.53). As a result, an ESP practitioner is almost a General English teacher unless he understands and focuses on his/her students' special needs (Robinson, 1991). However, specific linguistic knowledge and skills are likely to be relevant and useful to more than one subject or profession (Holme, 1996).

For instance, abilities needed for communicative competence in various occupations may be similar (Potocar, 2002).

I.4.3. Comparative roles of an ESP and EGP teacher

It is difficult to determine a teacher's role in a general or specific context because it is not static. It is constantly changing due to differences in syllabi, courses, and teaching contexts (Jordan, 1997). This fact helps us understand the various roles of EGP and ESP teachers. If an ESP and an EGP teacher are not the same, the question is what distinguishes them. While referring to ESP and EGP, Hutchinson and Waters (1987) answer this question very briefly, stating that there is no theoretical distinction; however, there are many differences in practice. Because there are so many different ESP courses and contexts, 'there is no single, ideal role description' (Robinson, 1991, p.79) for an ESP teacher. Dudley-Evans and St. John (1998), on the other hand, have identified specific roles of an ESP practitioner as a teacher, course designer and material provider, collaborator, researcher, and evaluator. Because of these distinctions, an ESP practitioner differs from a general English teacher. Flexibility is thought to be an ESP teacher's secret to success. It is, in fact, a personal quality that transforms an EGP teacher into an ESP practitioner and enables him/her to successfully instruct various groups of students, even on short notice (Robinson, 1991, p.80).

In some ESP contexts, such as English for Academic Purposes (EAP), English for Occupational Purposes (EOP), and Business English, the teacher takes on the role of a mentor, offering students one-on-one advice. This type of individualized attention has been shown to help students improve their communication skills and linguistic accuracy (Dudley-Evans & St. John, 1998, p.14). A teacher is usually the source of content knowledge in an EGP context. He asserts his authority in class and rarely acts as a mentor or consultant to his students.

I.5.Implementing The English Language in Primary Schools

President Tebboune requested in July that English instruction become part of the elementary curriculum beginning with the next school year in September 2022/2023. The president's speech did not go unnoticed. Just a few hours later, National Education Minister Abdelhakim Belabed declared that the President's decision will be implemented at the start of the school year in September. Have no new instructors been hired? We will track them down! Is there no textbook? We'll make one! Immediately, the chiefs of each wilaya's educational directorate published calls for competent candidates. Appointing English instructors at 20,000 elementary schools would be a monumental effort, especially since these posts are not even budgeted. The rush was on: 60,000 applications were received in a matter of days. However, only 5,000 applications were hired in the end. With little or no classroom experience, these new instructors were given a crash course for a few weeks before the school opened in September.

On September 21, 2022, Algerian children returned to their third year of primary school and found a startling alteration in the curriculum. In addition to learning French at the age of 7 or 8 in their school curriculum, students will also begin learning English as a second foreign language. "French is a spoil of war... while English is the language of research and science, and it needs to be taught and prioritised," President Tebboune stated at a press conference on July 30. Teaching English at primary schools requires a carefully studied educational programme to suit the age of pupils. The process also requires resources to cover the cost of hiring specialised teachers." Faouaz Mazkour Media officer at Algeria's National Council of Secondary Schools.

I.5.1. Algerian Educational Reform.

Algeria has had various educational reforms throughout its history that have had an impact on both the ministry of higher education and the ministry of education. Reforms were implemented for political, social, and educational objectives. After 1962, the process of "Arabization," which replaced the colonial use of French with the use of Arabic in government, education, and official correspondence, was the first step toward decolonization (Benrabah, 1999). Primary and middle schools were combined as part of fundamental educational reform, and Arabic was adopted as the principal language of instruction for all courses other than foreign languages (Rezig, 2011). English was introduced at the age of 13, which, in Steinberg's opinion (1993, p. 209),

According to Steinberg (1993, p. 209), Oyama (1976), Tahta et al. (1981), and Scovel (1988), 13 is a late age to generate excellent foreign language learners, while students can still learn some language features like grammar and vocabulary (As cited in Rezig, 2011). The initial step in implementing English in primary schools in Algeria was taken by Mr. Ali Ben Mohamed, the previous minister of education and a proponent of the arabization policies. He adopted English as a replacement for French (Benrabah, 2003). The new reform was implemented in several Algerian regions where programs were developed, teachers were educated, and textbooks were published (Ali ben Mohamed). There was disagreement over how the show should have ended, Rezig. is too late for students to become fluent in foreign languages, but they can master some language skills, like vocabulary and syntax (As cited in Rezig, 2011).

As a proponent of the arabization reforms and the former minister of education, Mr. Ali Ben Mohamed, English instruction in primary schools in Algeria was first introduced. As a replacement for French, he used English (Benrabah, 2003). In several Algerian provinces, the new reform was implemented, and textbooks, programs, and teacher training were all done there (Ali ben Mohamed). Rezig (2011) claimed that parents in most locations opted for French over English as their child's language of instruction, whereas Mr. Ali Ben Mohamed claimed that parents in most regions chose English as their child's language of instruction. Mr. Ali Ben Mohamed, however, asserted that the initiative was canceled due to political reasons (Al Jazeera Arabic, 2015).

According to Benrabah (2002) including English in the Algerian educational system through the reforms was to eliminate the existing of the French tide in Algerian schools. As a support of the arabisation and the ending of the existence of the French language in Algeria forced by the elite francophone, the choice between English and French was in fact a gradual termination of the French language in Algerian schools. In an interview with Al Jazeera channel, Mr. Ali Ben Mohamed stated that projects were fought due to political reasons and that language in Algeria is tightly bond politics and historical reasons (Al Jazeera Arabic, 2015).

I.5.2. Arabization in Algeria

As a response, the Algerian government reviewed the policy, making French the first compulsory foreign language beginning in grade two and hiring 1500 new French instructors (Benrabah, 2007). In 1969, the General Inspectorate of English was established as the initial step in promoting English. (Mize, 1978). The ministry of education announced at the time that there was a scarcity of English instructors, so it brought in some teachers from other countries and initiated an activity to swiftly recruit and train Algerian teachers. Since 1980, Algeria's economic markets have grown to include several western nations, especially the United Kingdom and the United States, who have invested in Algeria's oil and gas industries, necessitating the need for integration this language intensively has grown. As a result, various reforms were put in place, such as extending teachers' training and teaching periods. Furthermore, more English departments had been created at universities by that time. A new reform was enacted in 1993 to improve foreign language education at an early age, enabling fourth graders in primary school to select between French and English as a required foreign language. At the time, The government intended to promote English at the time because of its standing as an international language that allows you to participate fully in the world community, and it required to be taught as early as fourth grade. Contrary to the government's goal, most parents picked French

over English, stating that French is widely spoken in Algeria and that their children would struggle to acquire a language that has not been given its due. Algeria has made a number of modifications since then in order to incorporate new functions that English may play in this complicated linguistic context. French is currently being reinstated as the first foreign language taught in the third year of elementary school, and English has been transferred from elementary to first year of middle school. English as a foreign language instruction.

Teaching English as a foreign language entails more than just teaching students how to speak English; it also entails guiding them through its culture, values, and ways of life from a linguistic standpoint. By accepting cultural differences, EFL teachers can provide a consistent source. EFL teachers are expected to have an open mind, which leads to a high IS level, allowing their students to engage in a multicultural context. According to Atay et al. (Citation2009, p. 124), "the intercultural dimension in foreign language teaching has become one of the most special concerns for teachers and researchers in the field." because it may result in the establishment of communication with people from different cultures (Baker, Citation2012; Halualani, Citation2010; Trytten et al. Citation2012; Young & Schartner, Citation2014). Certainly, the significance of IS is found in the ability to bring discrimination and performance of relevant cultural differences, as well as the practice of intercultural communicative competence (Hammer et al. Citation2003).

I.5.2.1. Implementation of Arabization Policy

Table 1 : Arabization Policy.

The Goal	Timeline	The Result
The objective of the policy was to promote the Arabic language and culture and to replace French as the dominant language in all spheres of life.	1.1962: Algeria gains independence from French colonial rule. 2.1963: Arabization policy announced by President Ahmed Ben Bella, with a focus on education. 3.1971: Law implemented Requiring official documents to be written in Arabic. 4.1980s: Arabization expanded to the workplace and other areas of public life.	The policy had a significant impact on Algerian society, promoting Arabic language and culture while pushing French to the margins of everyday life. It Remains a topic of debate and reflection.

I.6. Benefits and Challenges of Teaching English in Primary Schools.

The English language has become a global language of communication, and proficiency in it can provide a wealth of opportunities for individuals, countries, and the world. Teaching English in primary schools in Algeria can help to unlock a brighter future for the young generation.

Teaching English in primary schools implies working with students aged 6 to 12. Because they are still young, they will arrive at the class with varying levels of English knowledge. They may speak

excellent English, while the others may not. This condition affects students' motivation to learn English. Some think English is simple and enjoyable, while others think it is difficult and time-consuming. Furthermore, students who are very interested in English should be assisted in experiencing an appropriate English lesson, whereas students who are not interested in learning English should be motivated and supported more by demonstrating that English is exciting and fun. As a result, if schools have appropriate facilities, such as English books, media, and qualified teachers, they can facilitate learning

I.6.1. Benefits of Teaching English in Primary Schools

Algerian society has benefited from the approach, which promotes Arabic language and culture while pushing French to the outskirts of daily life. It is still a source of discussion and thought the English language has evolved into a worldwide language of communication, and mastery of it may open up a world of opportunity for people, countries, and the whole globe. Teaching English in primary schools in Algeria can assist young people have a better future. Working with pupils ages 6 to 12 is what it means to teach English in primary schools.

In terms of awareness, discovered that teaching English in primary schools can make students more aware of their first language. It's strange how, for example, Indonesian students have good English but not enough Indonesian. As a result, in order to learn English, Indonesian students must first master the fundamentals of communication, which is the Indonesian language. This means that the role of the Indonesian language is critical before students begin learning English as a foreign language. However, teaching English in primary schools provides students with the opportunity to develop greater global awareness and intercultural competencies. It means that by learning English, students will have more opportunities to understand that there are many countries with different cultures. It instills in the students a positive attitude to be more considerate and tolerant. It is also believed that English, as an international language, can be an effective means of understanding other cultures and communicating with people from other countries. Teaching English in primary schools also helps students improve their pronunciation and fluency. It is because students in primary schools have more time to learn foreign language instruction. Better fluency will be achieved if they have a lot of practice pronouncing words in English.

Another advantage is improving confidence. One of the most important factors in motivating students to learn is their own self-esteem. When they struggle to understand the lesson, it can undermine their self-esteem. Learning English at a young age is expected to be one of the efforts to boost their self-esteem. They will be more confident in following the lesson if they have sufficient knowledge of English, for example, by answering the teacher's questions. Furthermore, children learn better because learning at their age is more natural, exciting, and enjoyable, relevant, social, belongs to the child, multisensory, active and experiential, memorable, and so on. They will achieve high levels of language knowledge if all of these ideal conditions are met.

Several advantages of teaching English in primary schools have been discovered as a result of these findings. These findings indicate that it is better for children to understand that there are many languages used as a means of communication in the world, and which ones are classified as first, second, and foreign languages. They will be more aware of their first language and a foreign language they are learning if they know which ones belong to the first, second, and foreign languages. They will also feel more comfortable speaking English. It is because they have better pronunciation and fluency than others who are unsure of their English abilities.

I.6.2. Challenges in Teaching English in Primary Schools

Teaching English in primary schools is difficult because teaching children differs from teaching adults. It also has numerous challenges. Internal and external factors are causing problems. The internal factor refers to pedagogy, motivation, and identity. Textbooks, learning resources, teacher's English proficiency, and class size are all examples of external factors. These difficulties are addressed further below.

The first internal factor challenge is pedagogy competence, which deals with the proper use of teaching strategies. There are several new learning strategies in language teaching and learning, such as Communicative Language Teaching (CLT), Task-Based Learning and Teaching (CBLT), and others. However, for a variety of reasons, teachers may find it difficult to implement those strategies. For example, it may be ineffective when teaching large groups of students with limited resources. As a result, Teachers must work harder to effectively implement those learning strategies. In terms of motivation, it is difficult to motivate children to learn the language because they have different motivations. Some of them may struggle to understand English, while others may not. Furthermore, student's progress is not frequently assessed. It causes some confusion because the assessment is required to determine how well the students understand the lesson.

As a result, if their progress is not regularly assessed, those with low English proficiency levels are disinterested in learning and even lack motivation. It is actually worse because if they are not motivated to learn English, it will be difficult for the teacher to explain the materials and involve them in activities. On the other hand, parental support is also important for students. Students will be unmotivated to learn English if their parents do not support them.

Another issue is that of identity. It is difficult to teach English to young learners who have global perspectives while also keeping them grounded in their national identity. National identity is defined as "a condition in which a large number of people share the same identification with national symbols - have internalized the symbols of the nation". It believes that each country has its own unique national identity; they are distinct from one another. It means that students are proud of their country because they understand Indonesian and local languages. It is, however, difficult to make students proud of their national identity while they are learning English. For example, they are more interested in foreign culture than in their own. As a result, instead of writing the history of things in Indonesia, students sometimes write the history of the Eiffel Tower.

The second obstacle is one of the external factors, textbooks. The books are not available in several counties [8]. It creates another issue; textbooks play an important role in assisting students in acquiring English knowledge. In Indonesia, the government has decided to use textbooks, but this does not preclude the use of other materials that can assist the teacher in teaching the lesson.

However, the materials in the selected textbooks found in the school were frequently poorly organized and illustrated. It is also known that the availability of appropriate materials can help teachers prepare activities for use in teaching-learning activities. In this regard, the content or lesson from textbooks or other learning sources must be adapted based on the students' needs and skills, and is simply designed so that both teachers and students can easily follow the path.

Conclusion

Language Learning Opportunities: Various language institutes, both private and public, offer English language courses and certification programs across Algeria. Additionally, online platforms and language learning apps provide accessible resources for individuals interested in improving their English skills. While English continues to grow in significance, it is important to note that the proficiency levels may vary among Algerians, with urban areas and younger generations generally exhibiting higher levels of English proficiency compared to rural areas and older generations

In this paper, we highlighted the techniques and methods used by teachers in learning English, and the challenges faced by teachers since it's the first year of teaching English in primary school.

Algeria's linguistic landscape differs significantly from that of other countries because the multilingual country is motivated by political, historical, and social factors rather than economic ones. English is only used for academic purposes in Algeria, whereas French has a larger influence despite

its global ranking. Learners in primary school should view learning as an enjoyable, interactive, and safe process rather than a formal, rigorous, and serious one. Young learners should learn better in an engaging environment where learning is no longer regarded as a dull or obligatory process.

Due to the economic demands of foreign investment and the new diplomatic relationships that lie ahead, as well as the social demands of people who regard French as an ancient heritage that must be replaced by a global language, English is required in Algeria. The implementation of the English Language in the curriculum of Primary schools was a great step to be open to the world more and it can only exist if a project is carefully designed to produce young proficient language learners.

In conclusion, English has become increasingly important in Algeria, serving as a gateway to global communication, education, employment, and cultural exchange. Its status as a foreign language continues to expand, with efforts to enhance English language education and proficiency across the country.

***Chapter Two:
The Educational System in Algeria Vs Tunisia***

Introduction

According to Rixon (1992), Shaaban (2001), and Savignon (2002), "the last two decades have witnessed a marked increase in the teaching of English at the primary level in many countries" (Shaaban 2001, p.16). The promotion of English in Tunisia was an important aspect of the country's language policy and planning in order to obtain greater access to research, technology, and worldwide trade. The rivalry between English and French as foreign languages in Tunisian educational programs and institutions dates back decades. However, because language planning in Tunisia is primarily funded by external sources, France was able to keep the issue under control until a few years ago, when the rivalry between English and French stretched from secondary schools and universities to primary schools. Basic school in Tunisia is divided into the 6 years of primary school and the three years of college.

Grade 1 to 6: Primary school

Grade 7 to 9: College

Since 1997, English has been taught at the 9th grade of basic school and in 2000, English was introduced in the 3 years of college education: the 7th, 8th and 9th grades. Due to the fact that the English experience at college seemed to provide positive results, the government decided to take a step further and make English a third language in the sixth grade of elementary school, alongside Arabic and French. Despite the fact that the pilot work began in the Basic School.

In year of 2006-2007, has English been become a compulsory subject in the sixth grade of elementary school, the goal of this case study is to investigate how English was integrated in the sixth grade of elementary school in Tunisia. Three teachers who taught English in Tunisian elementary schools were the principal participants in this study. This study intends to provide some evidence of the success and/or failure of this implementation, as well as investigate the elements that led to it, by investigating the way English has been implemented.

The differences between English spoken in Algeria and Tunisia will be covered in this chapter. Along with discussing their forms and approaches and how they affect the status of languages and language acquisition, the chapter also discusses the status of English in both nations. It also gives a clear picture of how language policies affect how widely used English is globally.

II.1.The Sociolinguistic Profile of Tunisia

II.1.1.Historical Perspective

In Tunisia's history, bilingualism began at an amazingly young age. The Romans and the Lybic alphabet recognised the earliest language spoken by Tunisians as Berber (barbarous). With the introduction of the Phoenician culture and the foundation of the Carthaginian Empire (814 - 146 BCE), the Punic language was adopted. With Roman control (146 BC - 349 CE), this was the beginning of social bilingualism, Libyc-Punic, which developed into Libyc-Latin. Punic had existed for about six centuries before Latin became the official language. In the meanwhile, the Vandals ruled for over a century. The Byzantine Empire (533-647 CE) brought Roman civilization back to life. Until the spread of Islam in North Africa brought Arabic, the Greek language was dominant. Traces of the Greek language can still be seen in Tunisian. It took 50 years for Arabic to flourish and become the main language in Tunisia after it was introduced in 647. It finally became Tunisia's official language in the 11th century, because to its literary richness and regional dialects.

Between 1050 and 1052, as Berber, the indigenous language, began to lose social significance, Arabic-Berber bilingualism arose, eventually becoming spoken by less than 5% of Tunisians, particularly in the south. Daoud (2001), Baccouche (1998), and Battenburg (1999) are three authors. For a long time, Arabic was not the only language spoken; other languages spoken by subsequent conquerors and Tunisian neighbours grew to prominence. To begin with, the Spanish language had a great influence in Tunisia as a result of the departure of Arab-Berber Moors when Spain reclaimed its land from them

during the 11th and 14th centuries. Spanish words can still be found in the names of families, places, and things, especially around the coast. Spanish terms can still be preserved in the names of families, places, and items, particularly along the shore. By the end of the 14th century, and after a long rivalry between Christians (mostly Spanish) and Muslims (primarily Turk), the Turks had taken control of Tunisia for about five centuries. This civilization also left significant traces in Tunisian language and culture. Italian and French participated in a language competition in Tunisia in the twentieth century. At the time, the Italian and French populations in Tunisia numbered more than 150,000 people. According to Daoud (2001, p.6), "Italian is particularly evident now in the lexicon of the following sectors: industry and crafts, building, agriculture, marine activity, and the arts."

He also mentions that, in addition to Italian, there was a lot of interaction between Arabic and Maltese while trading, which aided the development of Lingua Franca, a pidgin with a French matrix and embedded Spanish, Moorish, Italian, Corsican, Maltese, Berber, Arabic, and Turkish idioms. Lingua Franca "was widely spoken by merchants and seamen, in particular, and occasionally served as the written code of legal documents (e.g. Commercial contracts) as well as the language of diplomacy," according to Bannour (2000) (Daoud, 2001, p.6).

When the French protectorate authority began in 1881, French became the official language for administration and public education. By the time Tunisia gained independence in 1956, French was widely used in official and educational systems. According to Daoud, "it is currently difficult for academics and journalists to clearly distinguish its status as a second or foreign language" (Daoud, 2001, p.8). With globalization and the advent of science and technology, the linguistic situation has become increasingly complex. It is enriched by numerous foreign languages, primarily English.

II.1.2. Political perspectives

Tunisia has been independent for more than five decades; nonetheless, just three governments have ruled the country so far, with no fundamental reforms or movement toward other ideas.

After Tunisia became independent in 1956, the first Constitutional Council designated Arabic as the official language and French as a second language. His policy was to improve both languages. This The Education Reform Act of 1958 marked the beginning of education reform. create ten Annual strategic objectives:

1. Integration of different school systems (Kutab, French, bilingual). schools) into a multilingual system administered and administered by the Ministry of Education.
2. Create a new school organization system, including six-year primary schools and seven-year schools School secondary education and three to five year university courses.
3. Course localization Reinstatement Arabic as the main language of education. . Education at all levels is provided free of charge. . Increase enrollment in all regions, especially women and rural areas

As noted in (Daoud, 2001), President Ben Ali's 1990 policy speech focused on The following elements:

1. Improve functional literacy in Arabic ,
2. Improving fundamental language skills, mostly in French and English.
3. Encouraging computer literacy.
4. Increasing learning autonomy.

Today, during the transition period, President Marzouki's political speech contained the following LP proposals:

1. Improving Arabic translation
2. Promoting Arabic book digitization
3. Encouragement of the use of Arabic in science
4. Prohibition of the single-foreign-language system, which makes the Maghreb Francophone and the Mashreq Anglophone.
5. Teaching several foreign languages to various student groups

Furthermore, Ennahda urged that Arabic, particularly SA, be promoted. Ennahda, often known as the Renaissance Party, Moderate Islamic parties. Tunisia's interim government allowed the group to do so Formed on March 1, 2011 after the collapse of Ben Ali's government After the Tunisian Revolution of 2011. It has since grown to become Tunisia's largest and the best organized political party, far surpassing its more secular rivals. October 24 In 2011, Tunisia held elections for a Constituent Assembly, the first since the Tunisian Revolution The party won 38 percent of the vote and 89 of the 217 seats in parliament, significantly more than any other party opposite. However, Ennahda's pledge to promote SA has raised some concerns, including when Let's say French isn't as important in Tunisia as it used to be. However, Hssine Jaziri, Member of the Politburo of the Ennahna Party, Member of the Politburo of the Ennahna Party, Tunisia has denied this commitment, citing "Tunisia has historical relations with France". We should keep going and make progress at every level. "We should assess recent French-Tunisian ties generation. He also believes that "further opening to other countries is not a threat, but a threat." "On the contrary, it enriches our relationship with France." He even said that it raised French awareness Tunisia was critical, adding that "French is part of life for some Tunisians." (especially those with dual citizenship) so important to all Tunisians. "It's always been like this is still a second language in Tunisia" (Tunisia Alive, 2010). Recently, the Ministry of Education Expressed intention to raise the level of education in Tunisia, as published in Tunisia alive.

II.1.3.Educational perspectives

In Tunisia, both society and the government place a high value on education. According to the most recent figures, adult literacy is around 67% (seventy-nine% for males and 55% for women), with primary school enrollment of six to fifteen year-olds exceeding 95% (9th Development Plan, NPD, 1997-2001). Basic education for children aged 6 to 16 is now required in several parts of the country.since 1991. In 2001, education accounted for 19.9% of the national budget in Tunisia. Literacy was 66% in 2005, and 27% of persons have access to higher education. Furthermore,Tunisia was ranked 17th in the world in the category of "quality of the [higher] educational system" and 21st in the category of "quality of primary education" in The World Economic Forum's (The Global Competitiveness Report, 2008-9) report. Today, 99% of school-age children attend school, demonstrating that the country has long since met the United Nations Educational, Cultural, and Scientific Organization's (UNESCO) 2015 target. The learning journey begins with pre-school education for children aged 3 to 6 years old; it is optional and is given in kindergartens at varying costs depending on the region and available resources. Basic education, on the other hand, is mandatory and free for children aged six to sixteen, and is separated into two cycles. The first stage is available in primary schools for six years, while the second stage is available in colleges for three years. This course is validated by a certificate of basic education graduation, allowing graduates to continue their studies in secondary school. The latter is also free and is taught in high schools for four years; the International Baccalaureate diploma recognizes as a precondition for access to higher education by the International Baccalaureate diploma. Tunisia has a number of universities and research institutes. Tunisia has a large number of institutions and institutes spread around the country; higher education is also free, with loans and scholarships available. To round out the image of the educational system, consider the private school system, which has evolved in both form and substance over the last few decades. Private schools used to provide opportunities for pupils who had failed in public school, had been dismissed, or did not want to retake a grade. However, there is a new system of private schools, such as Lycée Massignon and the American International School, that offer to implement methods and programs similar to those employed in France or the United States. Originally, these schools were created to educate the children of expatriates., but they now draw an increasing number of students.

According to Wikipedia, Tunisians currently make up 60% of the student body. They are primarily from Tunisia's upper class and are drawn to the multicultural courses and the opportunity to further

their education abroad. These schools use a variety of curriculum and provide instruction in a variety of languages. Furthermore, private schooling is becoming more widespread at the tertiary level. Because state colleges have less flexible admission standards, many students have found their preferred option in private universities, which are becoming a successful business in Tunisia.

II.2.Languages in the Educational System of Tunisia

II.2.1. The different Languages Used in education

The various educational languages MSA is the first language (L1) in Tunisia, and it is taught as a topic in the Tunisian educational system. It is used as the medium of instruction in basic education from grades 1 to 6, and preparatory education from grades 7 to 9. The basic school system, which lasts nine years, incorporates both levels. French is introduced as a FL in the third year of primary school and then becomes a second language (L2) used as a medium of teaching for sciences, technology, and business themes in secondary and higher education. English has gone through a number of stages.

For the first 30 years, it was taught as a FL in the first grade of secondary school. Depending on specialties and faculties, English is then continued in higher education institutions as an English for Special Purposes (ESP) or English for Academic Purposes (EAP) course (Daoud, 1991; Payne, 1983; Hemissi, 1985; Kennedy, 1985). In addition, other foreign languages, such as Spanish, German, and Italian, are introduced near the end of the secondary level. Students can study a third FL for two years prior to university, which opens up more opportunities in further education.

II.2.2. TEFL in Tunisian Education

TEFL has undergone various changes in order to raise the status of the English language in Tunisia. According to Judd (1992), rising demand for English in various sectors in Tunisia in recent years has resulted in significant improvements in social language planning as well as language-in-education policy and planning. This investigation will look into whether these breakthroughs in TEFL have resulted in advancements or have simply scratched the surface of the issue. English is now a required subject for all students, and it is taught at several levels in schools, as follows: 2 hours per week in primary school for students in grade 6, 3 hours per week in preparatory school for students in grades 7, 8, and 9, and 3 hours per week in secondary school for students in years 7–9. schools for pupils who have obtained the highest national test results. Preparatory and secondary students have two hours in class and one hour in the lab, if one is available.

The government formally launched a new project named the Pioneer Secondary School in 1980, with the purpose of establishing English as a medium of instruction. well qualified graduates to continue their English studies. Teachers were hired and given specialized training, and new materials were developed. It was a competitive system with good outcomes for many years. The project was quickly abandoned due to financial issues in 1988. Without financial assistance, the Tunisian government, for example, could not afford to send all students to the United Kingdom or the United States. As a result, French was kept as the language of instruction. According to Salhi (1984), the Pioneer English School experiment was an important case study of ELT and LP in Tunisia. In 1993, new locally produced textbook series were created to implement the communicative method. However, this transformation lacked a good strategic framework to help instructors, according to Daoud (1996).

In February of 2009, The Ministry of Education and the British Council have signed an agreement to further strengthen the English language reform effort aimed at producing a new generation of school leavers who are fluent in English, Arabic, and French. The English push is part of a larger policy by this former French colony to change its education system and address a growing problem

of youth unemployment by improving vocational training and developing a workforce that will attract investment from Europe and work in rich Gulf countries (the Guardian, Friday, February 6, 2009).

II.3. The Sociolinguistic Profile of Algeria

Algeria, like many other multilingual countries across the world, has a challenging language situation. The prevalence of multiple languages, which causes certain sociolinguistic challenges, indicates the historical colonial past, the population's multifaceted social and linguistic make-up, and the willingness to meet worldwide language needs. To begin with, Algeria has a long history of invasions and crossroads of civilizations, which has resulted in linguistic diversity. Berbers, also known as Numidians and Imazighen, were the first residents. According to Benrabah (1999), the Imazighen had lengthy interaction with the Phoenician conquerors and traders who landed in North Africa. This interaction gave rise to the Libyco-Berber language, which Tifinagh used to create alphabets for contemporary Touareg. Furthermore, Benrabah stated that the Roman conquest of North Africa compelled the bulk of Berbers to study Latin, which already included Libyco-Berber.

The spread of Islam by Arabs around the seventh century had a significant impact on the expansion of Classical Arabic. According to Benrabah (1999), mosques and missionaries converted many Berbers to Islam, and as a result, they learned Classical Arabic. Benrabah went on to say that because it was the language of the Koran, this language obtained godlike significance. As a result, the majority of Berbers who converted to Islam became Arabic speakers, and the new faith provided the Arabic language with the opportunity to spread widely in other aspects of life.

From the fifteenth century to 1830, most of the natives of Algeria spoke Algerian Arabic and/or Berber. The Algerian Arabic or "Derja" emerged as the first language of the Arabic-speaking population. It was a different language in comparison with the Middle East Arabic language because of the influence of the indigenous Berber varieties spread in this period, Benrabah (1999) explained. Moreover, the settlements that took place in that era (the Portuguese, Spaniards, Turks... etc) gave rise to some foreign languages such as: Ottoman, Turkish, Spanish, Judeo-Arabic, and Italian (Benrabah, 2007).

Between 1830 and 1962, the French landed in Algeria and gradually and solely built their educational system, with the goal of eradicating. The Arabic-speaking population's first language emerged. Because of the influence of local Berber variations spread during this period, it was a separate language than the Middle East Arabic language, according to Benrabah (1999). Furthermore, the colonies that occurred throughout that time period (the Portuguese, Spaniards, Turks, etc.) gave rise to certain foreign languages, including Ottoman, Turkish, Spanish, Judeo-Arabic, and Italian (Benrabah, 2007). Since then, French has been infiltrating its culture into indigenous society, whereas Arabic traditional schools have vanished since the bulk of these institutions have been converted into French schools. Algerian families saw this conduct as blatant oppression of their faith and identity, and as a result, they forbade their children from attending colonial schools. The latter were not generous in providing such an opportunity for Algerian children to attend school; thus, the vast majority of students were European, with Algerians constituting a small percentage and being the children of the bourgeoisie or those who had some tendencies and loyalty to the colonial authorities. Throughout this historical period, French was the official language of colonial Algeria, Standard Arabic was deemed a foreign language in 1938 (Benrabah, 2007), and illiteracy reached 90% following independence in 1962. Following independence, Algerian Arabic, Berber, and French were the languages of daily use, with Classical Arabic being used exclusively in a few Medersas, which were Coranic institutions such as Mosques, Zaouia, and Katatib where learners taught Koran and literacy skills.

The new Algerian leaders desired a comprehensive abolition of the colonial rulers' system, particularly the enormous influence of French in linguistic and cultural matters. The Algerian government implemented a linguistic imperialism campaign that intended to promote Algerian

linguistic-nationalism through an Arabization policy. The policy's concept was to re-establish Algeria's Arab Islamic heritage (Mize, 1978). According to Majumdar and Saad (2005, p. 138), President Houari Boumediene stated in his address, "without recovering that essential and important element which is the national language, our efforts would be futile, our personality incomplete, and our entity a body without soul."

There were just a few professional teachers to teach Classical Arabic in 1962, and there were only seven hours of teaching per week (Benrabah, 2007). According to Benrabah, there were 3.452 Arabophone teachers and 16.456 Francophone teachers in the elementary grades in 1963. The major Arabization programme began in 1965, with a steady process of Arabization with certain professors recruited from other Arab countries, including Iraq, Egypt, and Syria. In 1977, there were 19.769 Francophone teachers, whereas there were 47.096 Arabophone teachers (Benrabah, 2007). The French language was recognised as a foreign language in 1976 and is taught beginning in the fourth year of elementary school, whereas classical Arabic is the country's sole official language (Mostari, 2004).

The goal of this programme was to stop the growth of the French language, but it acted as a danger to the Berbers, who began to assert fiercely. Following that, the Algerian government began conversations with Berber leaders about incorporating Tamazight into schools. Up until 2003, the government permitted this language to be taught in schools as a national language, and then in 2016 as an official language alongside Classical Arabic.

II.3.1.A Brief History of Languages in Algeria

Algeria is well-known for its historical wealth, cultural variety, and multilingualism. The many historical eras, from the early times to the present, result in the creation of a history for language development and the construction of the country's sociolinguistic condition.

The Berbers, or Imazighen as they were known, were the original inhabitants of North Africa's northern coast (Ibnkhaldun, 2003) (as mentioned in Benrabah, 2005). In truth, the Berbers were not successful rulers of their area, allowing for a number of conquests in the region. The Phoenicians invaded about 860 BC and stayed for eight centuries, settling mostly in Carthage. They were conversing in Punic (Benrabah, 2005). This time was characterised by bilingualism, since both Berber, the indigenous people's language, and Punic, the Phoenician language, were spoken (Basset, 1921; Ageron, 1993; Camps, 1987; Elimam, 2000; Jaidi, 2004) (as quoted in Benrabah, 2005). The Roman Empire governed Algeria for six centuries during the second phase, beginning in the second century BCE. Several communities existed throughout this invasion; in addition to Italians, Mediterranean and other immigrants resided in Algeria, which contributed to the country's dominance of three languages: Latin, Berber, and Punic (Benabou, 1975).

Then came the Vandal and Byzantine invasions, which were virtually non-existent. The Arabs defeated the Byzantine conquest in 647-648 CE in order to promote Islam (Ageron, 1993; Julian, 1994) (as stated in Benrabah, 2005). Arabic became recognised and learned by the indigenous Algerians as a result of listening to Muslim missionaries and reading the Koran. In addition to the indisputable influence performed by the Arabic immigrant tribes Beni Hillel in the sparing of Arabic to this level (Ibnkhaldun as stated in Djabri, 1981). Another significant historical period begins in 1529, when Algeria was ruled by the Ottoman Empire, which ruled the territory for three centuries. The Turks separated Algeria into so many tribes to make it easier to rule, which makes the region's sociolinguistic profile as rich and varied as the ethnic groupings and languages; around 15 languages were utilised (Benrabah, 2005).

The French invaded Algeria for the last time 132 years ago. It had a significant impact on Algerian society as part of its "civilising mission." They attempted to erase Algerian identity and culture and replace it with their culture, beginning with language. They displaced native languages, primarily Berber and Arabic, with French (Maamri, 2009). Their influence is still visible in Algerian speech, and some French expressions are still used today, such as *kuzina* for cuisine, *srtfica* for certificate,

pulis for police, and many other words borrowed from French and still used. English was originally introduced into the Algerian educational system in 1993, as an alternative alongside French in elementary schools, implying that parents may choose whether their children studied French or English as a foreign language

II.3.2. The Policy of Teaching English in Algeria

Arabization in Algeria was widely acknowledged to have failed for a variety of reasons. As a result, the Algerian government reassessed the policy and made French the first required foreign language beginning in grade two, as well as recruiting 1500 new French instructors (Benrabah, 2007). The first move taken to promote English was the establishment of a General Inspectorate of English in 1969 (Mize, 1978). At the time, the ministry of education announced that there was a shortage of English instructors, which is why the ministry brought in some teachers from other countries and launched an activity to quickly recruit and train Algerian teachers.

Since 1980, Algeria has expanded its economic markets to include several western nations, primarily the United Kingdom and the United States, who have invested in Algeria's oil and gas sectors; hence, the necessity to integrate this language aggressively has grown. As a result, various reforms were implemented, including the lengthening of teachers' training and teaching periods. Furthermore, at that time, more English departments at universities had been established. In 1993, a new reform to improve foreign language education was implemented at an early age, allowing fourth graders in primary school to select between French and English as a required foreign language.

At the time, the government tried to promote English, recognising that it is an international community, and thus it required to be taught as early as fourth grade international language that allowed full membership in the international society. However, contrary to the government's intention, most parents chose French over English, stating that French is widely spoken in Algeria and that their children may struggle to acquire a language that has not been given the credit it deserves. Algeria has since launched a series of measures in order to establish new functions that English may play in this complicated linguistic context. Currently, French has been restored as the first foreign language taught in the third year of primary school, while English has been moved from primary school to the first year of middle school.

II.3.2.1. The lack of audiovisual materials, books, journals, and magazines

The instructors who raised this issue believe that the English language would never achieve the required status because language laboratories are insufficiently available. They also stated that, despite the advancement of technology, pupils continue to practise English with outdated resources, whether at the university, secondary, or middle schools. Books, periodicals, magazines, and other publications are limited, but resources written in French are abundant. Other barriers to the development of English in Algeria are economic considerations. (7.38%) of instructors were aware that upgrading a foreign language necessitates a significant cash expenditure. Institutions, language centres, departments, and labs, for example, must be built on a vast scale and outfitted with the appropriate supplies.

However, given the current petroleum crisis, Algeria will not provide a significant budget for foreign language needs, at least for the time being. Because the focus is always given to the scientific and technological areas, there will be limiting financial restrictions for foreign language reforms. One instructor believes that if policymakers adopt a hasty linguistic change without considering some economic aspects, the situation would deteriorate. For example, replacing French teachers with English instructors in elementary school requires hiring some and firing others; The situation would deteriorate. For example, replacing French teachers with English teachers in primary school necessitates hiring some and terminating others; this fact may irritate French teachers. Furthermore,

(4.54%) of respondents stated that numerous sociocultural concerns are limiting the promotion of English in Algeria. All of them refer to the idea that, as previously stated, excluding French as the first foreign language in Algeria may not please some Francophones who may begin to experience linguistic ignorance from society; that is, replacing one language with another may give rise to hostile sentiments among French and English speakers within the country. When one considers that any language decision must be acceptable to the many components of the country, this is a reasonable concept.

Actually, this is a sensible thought when one considers that any linguistic decision must be acceptable to the many components of the country in order to sustain and increase the sense of belonging together. Another barrier mentioned by four teachers is the unfavourable attitude of certain people towards foreign languages in general. Some people equate foreign languages with historical events and cultural differences, arguing that they are enemy languages that can harm students' faith, native language, identity, and way of thinking. Certainly, being aware of the negative cultural aspects that a foreign language can bring is a requirement for planning and learning it; however, this mentality is not always supported by strong evidence because learning English does not imply adopting western cultures and values; rather, it can be beneficial as a means of conveying Islamic values and cultures to non-Muslims

II.3.2.2. The aim of teaching English in Algeria

According to the Algerian Government 'directives' and official texts (June 1999), the syllabuses of the English language aim at providing the Algerian learners with the language necessary to communicate efficiently in a normal social and /or working situation both in speaking and in writing. At the same time, they aim at enhancing those who go on further studies to use the foreign language as a means to widen their knowledge for academic purposes in their field of study, (degree in English language, translation, or journalism) and those who join the job market to exploit, through reading, by themselves documents, leaflets, notices related to their occupations.

The unfortunate reality, however, can be seen in the following statement: 'Reading is neglected to a great extent in opposition to the aforementioned directives.' One wonders: How can we make our students self-sufficient in exploring and exploiting materials that are linked to their field of study without giving much importance to reading? And of course, when taking into consideration the amount of language communicated will certainly require the necessary amount of time which is not in accordance with the optimistic objectives set by the authorities.

II.4. The Status of English in Algeria

II.4.1. English as a Global Language

In light of the fact that almost all politicians throughout the world speak English, it is one of the obvious claims you hear. English signage may be found at hotels, restaurants, streets, and other locations wherever you go. One expected result of a language becoming a global language is that it will no longer belong to anybody and instead will belong to everyone who has learnt it. (Crystal, 2003).

An international language must be adopted by other nations for it to be considered a global language. Even though there are few or no native speakers in their communities, it must be given a particular place. There are primarily two methods to attain this rank. First and foremost, by making that language official and using it as a means of communication in governmental, legal, media, and educational settings. It is frequently referred to both a mother tongue and a second language since it may displace others, as it did in Rwanda in 1996 when English displaced French. (Halsema,2014). Second, despite the language's lack of formal recognition, it may be given precedence because both children and adults probably use it in schools. English is currently taught as a foreign language in more than 100 nations, including China, Russia, Germany, Spain, Egypt, and Brazil. (Crystal 2003).

Latin became a world language because of the Roman Empire, proving that a language's speakers are not what make it universal. This was a result of the Romans' strength rather than their sheer number. The relationship between language dominance and economic, technological, and cultural power is evident in the history of the English language, which was chosen as a foreign tongue for a variety of reasons, such as historical custom, political or commercial considerations, or a desire for cultural or technological contact. More than 1.5 billion people use English as a first language worldwide due to growing interest in it for various reasons. (Crystal, 2003).

II.4.2. Educational System

English is classified as a second foreign language in Algeria after French, which is the first foreign language, and Classical Arabic and Berber, which are considered national languages (Benrabah, 2005). At the beginning of the first year of middle school, it is introduced. For all streams, it lasts seven years, with four years spent in middle school and three years in high school. Since the state's 2003 introduction of educational reform, it has adopted this stance. (Benrabah, 2005). In Algeria, English was mostly used for educational purposes, however in certain Kabyle areas, informal Arabic and Berber dialects are also used in everyday life contacts.

II.4.3 Social Life

Nowadays, there are more possibilities than ever to hear the English language, or at least more words, than there formerly were. For instance, Tiaret and Tissemsilt eateries have names like Broaster Chicken Restaurant, Nine One One Food, and many more. Additionally, hotels like Mellass's Hotel in Tissemsilt, Also A gym written in English etc.



Figure 03: A Restuarant in Tiaret called Broaster Chicken, Printed from instagram



Figure 04: A gym in Tissemsilt called MyGym , Printed from instagram

Thanks to social media platforms like Facebook, Instagram, YouTube, and many more, Algerians especially young people — now have the chance to express their ideas and convey the linguistic and sociolinguistic sophistication seen in films. English has become a symbol of modernization and prestige in Algeria.

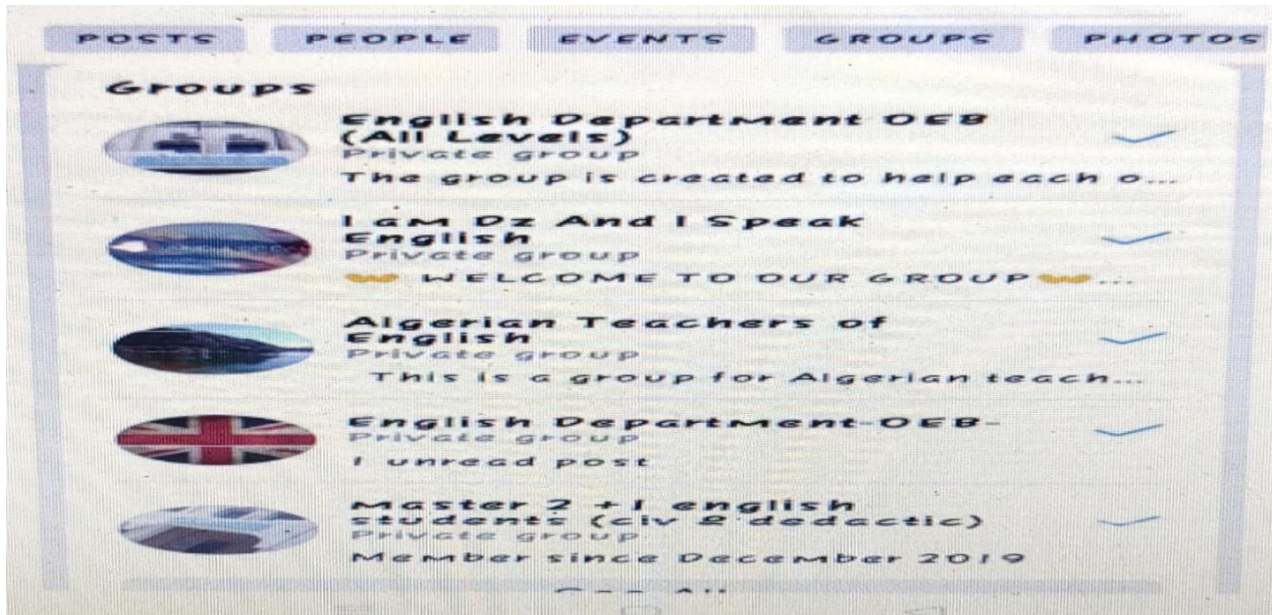


Figure 05: Example of Algerian English Speaking Groups , printed From google image

Additionally, there are a tonne of Facebook groups with members that are interested in studying, teaching, and cultural aspects of English, such as i am DZ (Algerian) and i speak English. Scholarships to study in the UK or the USA is one of the topics covered by members of this group; for example, all the things that can help you acquire a scholarship, such as the papers required, the deadlines, the universities, etc. They also exchange personal experiences, tales, and suggestions. This is a result of the significant role that English plays in a variety of spheres of life, including technology, sociology, the economics, and education, among others.

II.4.4. Political Prespective

In Algeria, English is a contentious issue that is heavily influenced by political perspective. The role of English in the Hirak 2019 movement has been both praised and criticized. « The use of English in Algeria is not just a linguistic issue, it is a political one. »

The post-colonial legacy in Algeria means that many people view the use of French or English as perpetuating neocolonialism. However, others argue that using English is necessary to connect with the rest of the world and improve Algeria's economic prospects. The choice to use English or not becomes a political decision with far-reaching consequence. Using English in Hirak has helped raise international awareness of the movement and its goals. English-speaking media outlets have covered the movement, bringing it to a wider audience and increasing international support for its cause.

II.4.4.1. Context and Justification for Using English

"The use of another language does not imply the neglect of my native language, but the knowledge of another language opens up numerous doors and opportunities." - Fethi, Hirak Activist

The use of English in Algeria can be justified as a means of promoting education and global communication. In a globalized world, knowing English can open up new opportunities for individuals and the country as a whole. However, the context in which English is used is critical. Using English to the exclusion of other languages can be seen as erasing Algerian culture and identity.



Figuer 06: A Girl in Hirak in Algiers 2019, printed From google image

Some Algerians see using English in Hirak as a means of fighting against Francophone hegemony and connecting with more people around the world. They argue that it is a necessary step towards global recognition and progress. Also, Using English in Hirak promotes inclusivity by allowing people who do not speak Arabic or French to participate in the movement. It helps to break down linguistic barriers and bring diverse communities together.

The political perspective on using English in Algeria is diverse and complex. Some people see it as a way to modernize Algeria and promote it on the world stage, while others view it as a betrayal of Algerian identity and culture. Political parties and individuals are split on the issue, with differing viewpoints depending on their ideology and goals.



Figuer 07: Protesters in The Hirak 2019 ,from google image
Note: printed from google image

II.5. Teaching English at primary schools

Teaching English in elementary schools is unusual because it works with children who have distinct qualities such as egocentrism, imagination, self-centeredness, learning by doing, easily getting bored, and enthusiasm to learn new things (kahyati& Madya, 2019). A supportive atmosphere and a skilled instructor who understands how to cope with the various features and learning profiles of his pupils are required for efficient and successful language acquisition. In addition to knowing how to use these characteristics and energy in learning, providing them with activities such as singing, playing games, and telling stories will help them learn the target language quickly because children are known to be very active during the day (kahyati and Madya, 2019).

Several studies have been undertaken on the topic of teaching English in elementary schools, including Singleton (2003), Moon (2005), and Read (2003) (as referenced in kahyati and Madya, 2019). Researchers discovered both benefits and challenges in the subject; however, they all agreed that teaching English in primary schools has more benefits than challenges, such as making students aware of their first language; for example, Indonesian students have good English but their Indonesian language is inadequate. Indonesians should have a solid foundation of communication in their own language before learning English (Moon, 2005). It also provides youngsters with additional opportunity to study various cultures and to be accepting of individuals from other civilizations.

Because of the world's economic and scientific progress, teaching English to young learners in Algeria has piqued the interest of parents, teachers, and stakeholders. As a result, Algerian youngsters need to be involved in the developed world, and studying English is the only way for them to do so (Benosmane, 2006). Today, English has entered the Algerian social sphere, and its worth is expanding by the day (see section one1.1.4.2). It has become one of the essential work criteria at foreign enterprises in Hassi Messaoud and at the US Embassy in Algiers.

II.6. The Difference between The Algerian and The Tunisian Educational System.

II.6.1. Comparison Between the Curriculum in Algeria and Tunisia.

Algeria and Tunisia are two countries that have implemented educational changes in order to meet the demands of globalization and universality. The reform has been expanded to all levels and sectors of education, from primary school to university. Because English is now the primary means of communication throughout the world, and because it provides people with access to a variety of conceptual, scientific, and cultural fields, the teaching and learning of English as a foreign language in both countries has undergone significant changes and progress. The reform is believed to be the outcome of the failure to meet the goals stated. This is reflected in the fact that programs and textbooks did not provide sufficient materials or satisfactory results. Algerian educational reform attempts to provide new opportunities for the country to deal with the new requirements coming from Algeria's political, economic, and social transformations. The country is currently implementing a qualitative overhaul of its educational system, focusing on demands such as citizenship and employability.

Algerian reform aims first to provide materials and instructional requirements that are most adapted to the needs of eight million schoolchildren (about 25% of the population). The educational reform also attempts to expose students to science, technology, diverse cultures, and foreign languages like as English. Furthermore, it aims to strengthen the characteristics that define the learners' national identity from the perspective of modernity and development. It also helps to improve the quality of university education, technical and vocational training, and the design and publication of school publications, as well as the implementation of new information technologies in the classroom. The

Algerian Ministry of Education hopes to help learners become observant and aware of how other people live by improving the teaching and learning processes of the English language. Learners have previously learnt English for four years when they enter secondary school, and by the end of this level, they have completed seven years of English.

Tunisia's reform has a number of objectives as well. Tunisia most likely has the same educational goals as Algeria and many other countries. The Tunisian ministry of education seeks to produce citizens capable of coping with the modern world and its conditions by changing English language syllabuses and textbooks. Tunisia began English study in 1996/1997 from the second year of middle school rather than the first year of secondary school since English leads to modernity and fosters contact between all peoples of the world. Thus, students entering secondary school have already had two years of English instruction, and by the end of the year, they will have had five years of instruction. Finally, Tunisian students get six years of education.

II.6.1.1. Learning Different Languages

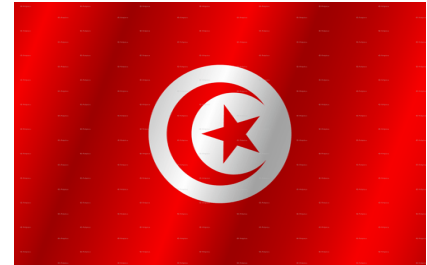


Figuer 08 : A Flag

Note : printed from google image

Algeria

Students in Algeria primary schools learn Arabic in addition to French as a foreign Language. Tamazight (Berber) and English Language may be taught in some areas, Depending on the school location.



Figuer 09 : A Flag

Tunisia

Students in Tunisia primary school learn Arabic and French as well as English or German as a foreign language.

II.6.1.2. Recent Reforms of the Program

Table 02: Recent reforms of the program.

Algeria	Tunisia
The government has stated that it intends to make some curriculum reforms such as including Tamazight, but, for the most part, no significant changes have been made to the program to date for its primary education.	The education system in Tunisia has been under reform to address issues such as overcrowded classrooms, a lack of student motivation plus enhancing creative thinking. The updated program aimed to shift the focus from memorization to critical thinking to better align with the demands of today's job market through practical education.

II.6.1. Objectives of Teaching and Learning English in primary school

Table 03: Objectives of teaching english in primary school

Language Acquisition	Career Growth
Introduce students to English language skills to enhance their global communication abilities.	Facilitate educational and career opportunities by offering students a way to communicate with the world.

English is an international language that plays a key role in global communication and business. Proficiency in English opens up opportunities for better education and career prospects for students in Algeria and Tunisia

II.6.1. Integration of Language Skills

Table 04: Integration of language skills.

Reading	Writing	Listening
Exposing students to written English material to enhance their comprehension.	Teaching students to express their ideas and thoughts in written English form.	Providing students with opportunities to listen and understand different English accents.

II.6.1.2. Incorporation of Cultural Components



Figuer 10:

Note:from google image
Cultural diversity

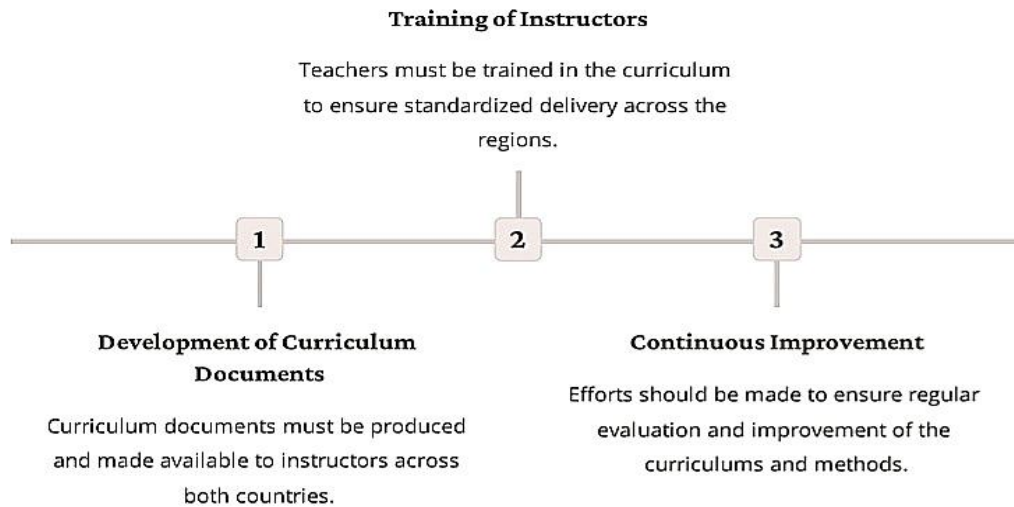
Integrating cultural components such as Festivals and traditions into the English Curriculum can increase student interest and motivation.



Figuer 11 :

Local Monuments

Exploring English through local monuments and landmarks helps students connect their language learning to their cultural identity.

Figuer 12: Standardized Curriculums and Methods

This type of objective provides solutions for the teacher to adopt in order to assist and encourage students to learn and reinforce what they have already learned. The table shows the Standardized Curriculums and Methods that needs to be approached and here are some objectives stated as follows:

- Reinforce the learners' prior educational cycles' thinking and working methods.
- Encourage thinking at each learning level.
- Teach learners how to use various sorts of documents to prepare them for university or any other milieu.

Conclusion

This Chapter has provided a sociolinguistic profile of English in Algeria and Tunisia. The research findings include identifying English-speaking sectors of the Algerian population and discussing their features and English proficiency. Furthermore, the historical context as well as the modern functional applications of English in Algeria, including the extent to which English full fills interpersonal, creative, and instrumental roles.

Both countries have cultural aspects that influence the educational program. Algeria follows Islamic values that are related to shaping the student's personality, thinking, and ethics through schooling, whereas Tunisia's history of colonization and socialization of secularization shifted the value system of the education system towards imbibing moral values and promoting languages.

Finally, the profile is meant to describe the objectives of teaching English in primary school. In terms of teaching, this chapter explains how English is used in primary school in Algeria and Tunisia, also to highlight the differences in both countries. Also shed light on the nature of English's spread in Algeria's multilingual society and Tunisia's Socity.

Chapter Three:
Research Methodology and Data Analysis

Introduction

This chapter elaborates the practical part of this thesis. It is divided into two parts; the first part explains in detail the research methodology used to do this work. It provides examples of research methods and tools. It also includes detailed information about the study's target group, reliability, validity, and limitations. The second part discusses and analyzes the data obtained using the tools used. Finally, some suggestions are put forward. The second part discusses and analyzes the data obtained using the tools used. Finally, some recommendation are put forward.

Section One: Methodology

This section provides a description of the research methodology, population and data collection tools, as well as the limitations we had while conducting this study.

III.1. Research Method:

This piece of research is concerned with questioning teachers on the overloadness of the English language weighing on primary school learners. Therefore, the data collection process will be based on a descriptive approach as this is required for this topic. Additionally, a research methodology was adopted to meet the needs of this study. Moreover, mixed methods research implies the use of both quantitative research (numerical data), and the qualitative research (non-numerical data).

III.2. The Participants:

The study involved 28 Parents whose children were learning English in primary school and 18 Teachers who taught their children in different schools. These schools are located in different parts of Tissemsilt and Tiaret. This population was not selected randomly as we only wanted to target parents with children under the age of eleven (primary school students).

III.3. Data Instruments:

As stated earlier, two distinct instruments were used for the process of collecting data, namely, the questionnaire that is based on quantitative data, and the interview which is considered as a qualitative method.

III.3.1. Teachers Questionnaire:

20 questionnaires have been distributed to Teachers living in Tissemsilt and tiaret. 17 copies (85%) have been handed back. It is worthy to mention that the respondents were asked to answer the questionnaires using English language.

III.3.1.1 Description of the Questionnaire:

The Teacher's questionnaire is composed of 21 questions that are divided into two major sections. In the first section, entitled "General Information", the respondents are required to answer three questions through selecting the appropriate answer. This set of questions seeks to identify the teachers' gender, age, and level of education. The second section is under the title "English Language Competence". In this section, Teachers are asked to choose 'yes' or 'no' answers, or tick the appropriate box (closed questions), and make statements whenever necessary (open-ended questions). Moreover, they are asked to add a comment or a suggestion in the few questions (open question).

This section is concerned with gathering data about the pupils' competence in English (Q7, Q8, Q10, Q11, Q12, Q13) in order to check whether they are interested in learning English in primary

school. In addition to these questions (Q1, Q2, Q3, Q4, Q6, Q9, Q12, Q16, Q17, Q18, Q19, Q20) were set to find out the point of view of teachers to teach English in primary school.

Questions 4 and 5 seek to identify the languages spoken in Algerian primary schools and what languages are used by teachers. Besides, question 19 in this question they were asked whether they think that English should be updated as a first foreign language. Also, Question 6 and question 13 dealt with teaching English at an early age.

It is worthy to mention that the teachers were asked to answer the questions using their English language.

III.3.2. Parents Questionnaire:

Parents in Tissemsilt and Tiaret have been given 40 questionnaires. 32 copies (or 80%) have been handed back. It is worthy to mention that the respondents were asked to answer the questionnaires using Arabic language.

III.3.2.1. Description of the Questionnaire.

The Teacher's questionnaire is composed of 8 questions. The respondents are required to answer one question through selecting the appropriate answer. This question seeks to identify parents' gender. Parents are asked to choose 'yes' or 'no' answer. And make statements whenever necessary (open-ended questions). Moreover, they are asked to add a comment or a suggestion in the few questions (open question).

This section is concerned with gathering data about the pupil's competence in English (Question 1) in order to check whether they are interested in learning English in primary school. In addition to these questions (Q4) were set to find out the point of view of parents to learn English in primary school and improve his language. Question 5 and 8 seek to know the parent's point of view regarding the curriculum and does it effect negatively on pupil's capacity of learning English.

Question 2 and 3 show the pupils' reaction towards learning English as a new language in primary schools. In this question 6 and 7 they were asked whether they approve of the ministry's decision in implementing the English language in primary schools.

III.4. The interview:

An interview seems to be another important means to collect adequate data from individuals through conversation. However, one of the respondents did not want to be recorded so he sent us the responses via mail. All the questions were responded to by the interviewees.

III.4.1. Description of the interview:

A structured interview was designed with three principals of primary schools in Tissemsilt and Tiaret. The interview combines six open questions that were planned earlier. The questions seek to find out when did they study English, did they choose to study it and why? They also aim to find out the participants' views about studying English as a second foreign language, and its effects on their acquisition and on the French language. Moreover, they were asked if they think that English will replace French as the first foreign language.

III.5. Reliability and Validity:

The administration of the investigation tools demonstrated a satisfactory reliability with the objective participants due to various factors. First, the questionnaire was answered in a way that was not distracting. Since all teachers and parents were given time and space to answer the questions in their houses Secondly, the respondents involved did not show any misunderstandings towards the questions given. Finally, the informants were reminded of the importance of giving honest and accurate answers.

III.6. Limitations of the Study:

- Teachers whom refused to answer the questionnaire.
- Lack of books and documents in the library.
- Lack of sources in the net.

Section Two: Data Analysis and Results

III.1. Analysis of the interview

Question one: When did you study English for the first time?

Respondant 1: In primary school.

Respondant2: I started learning English in the fourth year of my primary school.

Respondant 3: It was in 2004, in primary school.

The three respondents studied English for the first time in primary school, when the Algerian government introduced it as a first foreign language along with the French language during the 1990s and early 2000s.

Question Two: Was your choice of studying English in primary school imposed / optional?

Respondant 1: It was Imposed.

Respondant 2: Optional.

Respondant 3: It was optional.

Two of the respondents said that the choice to study English as their first foreign language was optional, while one of them said that it was imposed on him.

Question Three: If imposed, by whom? If optional, why did you choose to study it?

Respondent 1: It was imposed by my parents.

Respondent 2: I was young to make a decision myself. In fact, it was my mother's choice. She predicted that French would lose ground eventually, so she told me when I asked her about it.

Respondent 3: I heard from my parents and relatives that English is growing to be world language and mastering it will open new possibilities for me in the future.

As can be seen from the responses above, one respondent stated that the choice was imposed on him by his parents. On the other hand, the other two preferred English and they were encouraged by their parents who believed that English is gaining more ground in Algeria.

Question Four: What do you think about the experience of learning English in the primary phase?

Respondent 1: In fact, it was a good experience because of the way my teacher was teaching. For example, using songs to enrich our vocabulary.

Respondent 2: It was very successful in primary school because we had a great teacher. However, there was no political will to carry on with the project because Francophile government officials did

their best to sabotage the project for reasons I cannot enumerate 89 Teaching English to Primary School Children here.

Respondent 3: It was fruitful rewarding. All the respondents share the same positive attitudes towards this experience. They agreed that it was very helpful and beneficial for them.

Question Five: Did it cause you any problems with the learning and the use of French in the environment?

Respondent 1: Yes, because in middle school they mixed us with those who chose French in primary school.

Respondent 2: Not at all.

Respondent 3: Yes, it did. I always suffered from interference of English in learning French.

According to the above answers, only one respondent did not have any problem with learning French. Meanwhile, the other respondents stated that they encountered difficulties with learning it because of the interference of the English language (respondent 2). Respondent 1; on the other hand, argued that he was mixed with students who studied it in primary schools as their first foreign language and did not have the opportunity to learn French from the basics.

Question Six: Did proficiency in English help you in learning French?

Respondent 1: Yes, somehow.

Respondent 2: It certainly did. After all, English and French share a lot of features.

Respondent 3: No, it did not. I had to make extra efforts to learn French and to be able to understand it since it is my second foreign language in a country that speaks French more than Arabic in certain situations like a discussion with a doctor.

Two respondents agreed that learning English helped them in learning French. This may be due to the fact that there is proximity between the two languages since they share some similarities especially vocabulary. However, the third respondent said that he had to work hard in order to learn it.

III.4.1 Discussion of the Results:

From the interview results it can be concluded that the subjects were taught in English Demonstrate a positive attitude towards the entire experience of the primary school. They also agree that it should be taught as a first foreign language and believes it's very beneficial, especially at a young age. The results also showed that a parent Participate in participant selection to demonstrate awareness to parents importance of English.

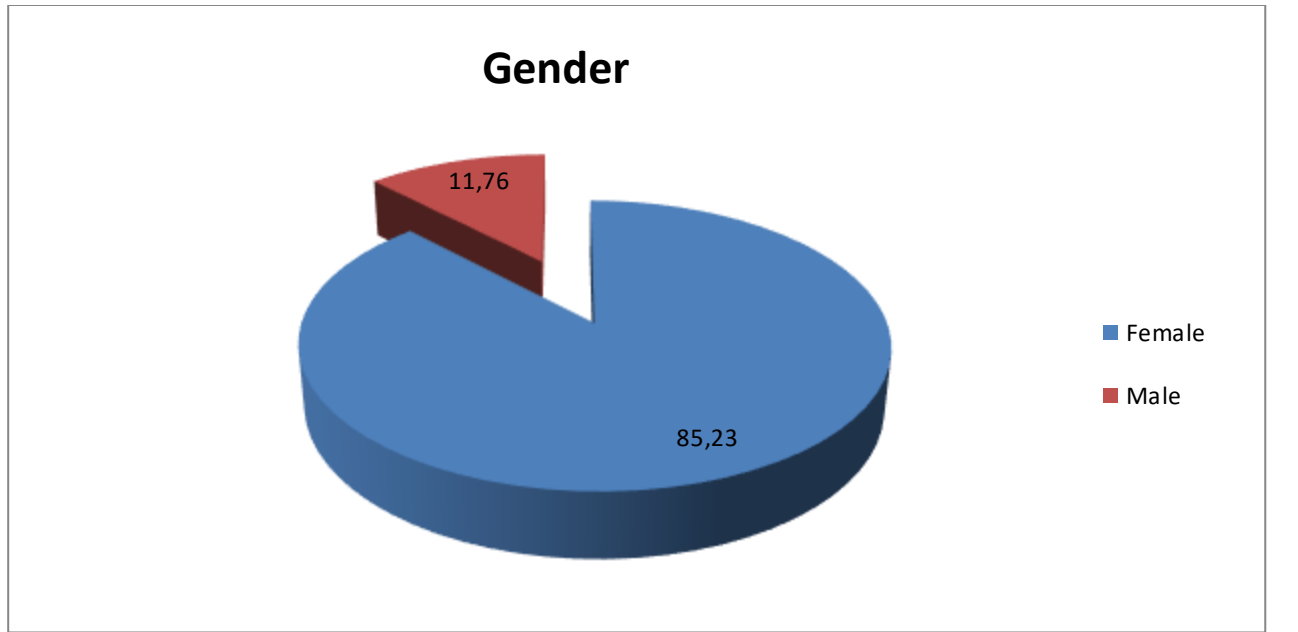
III.2. The Data Analysis of the Teachers Questionnaire:

III.2.1. Teachers Part:

Q1 : Gender

Table 05 : Teacher's gender

Gender	Number	Percentage
Female	15	88.23%
Male	2	11.76 %
Totale	17	100 %



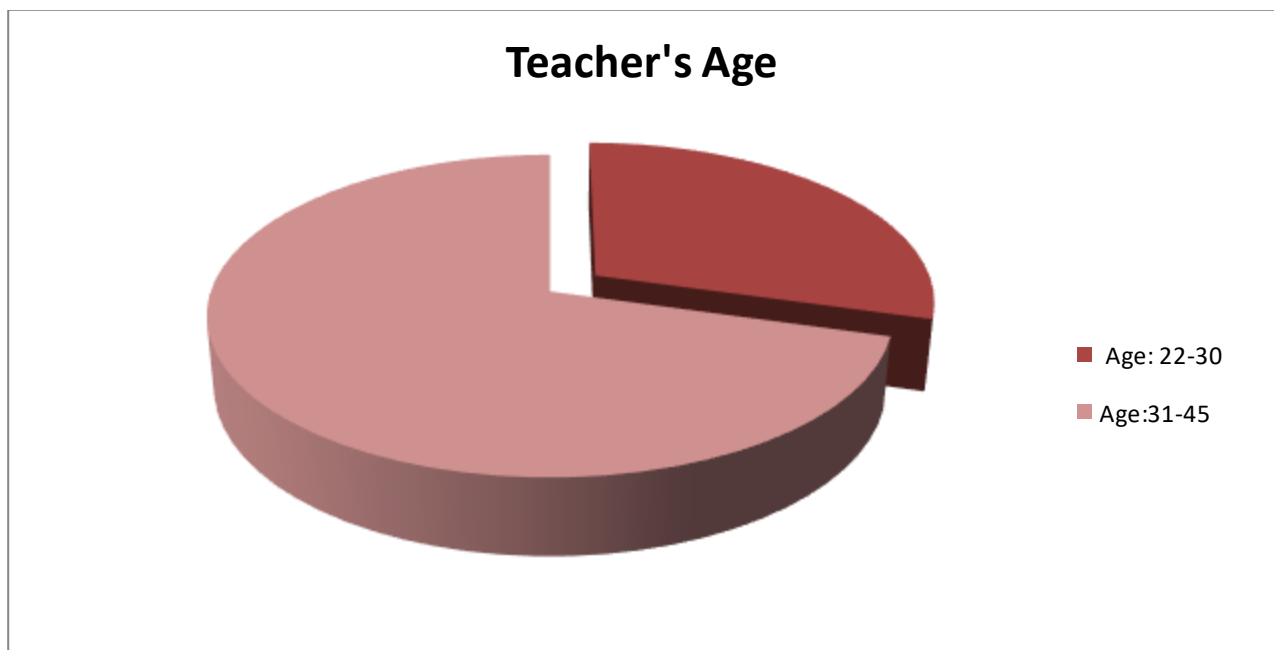
Figuer 13: Teacher's gender

Table number 05 shows that 88.23 % of the respondents are female teachers. These results reveal that female teachers are more employed than male teachers.

Q2 : Age

Table 06 : Teacher's age

Age	Number	Percentage
22-30	5	29.41%
31-45	12	70.58%
Total	17	100%



Figuer 14: Teacher's age

Table number 06 shows that 70.58 % of the respondents are over the age of 30. These results reveal that teachers over the age of 30 are more employed in primary schools.

Q3 : Degree

Table 07 : Teacher's degree

Degree	Number	Percentage
Licence	9	52.94%
Master	8	47.05%
Total	17	100%

Table number 07 shows that 52.94 % of the respondents have a Licence Degree. These results reveal that teachers with the licence degree are more than master's degree

Q5: What are the foreign languages most spoken in algerian schools?

Table 08: The most langues used in Algeria.

Categories	Numbers	Percentage
Arabic/English	4	23.52%
English/French	7	41.17%
Arabic/ French	2	11.76%
Spanish/German	4	23.52%
Total	17	99.97%

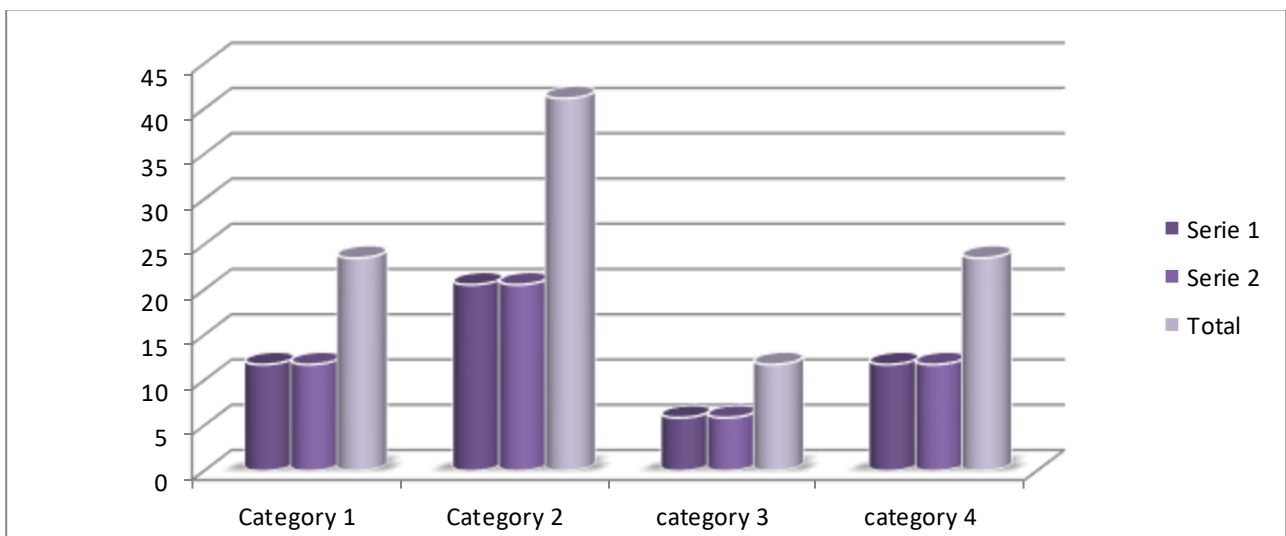
**Figure 15: The most languages used in Algeria.**

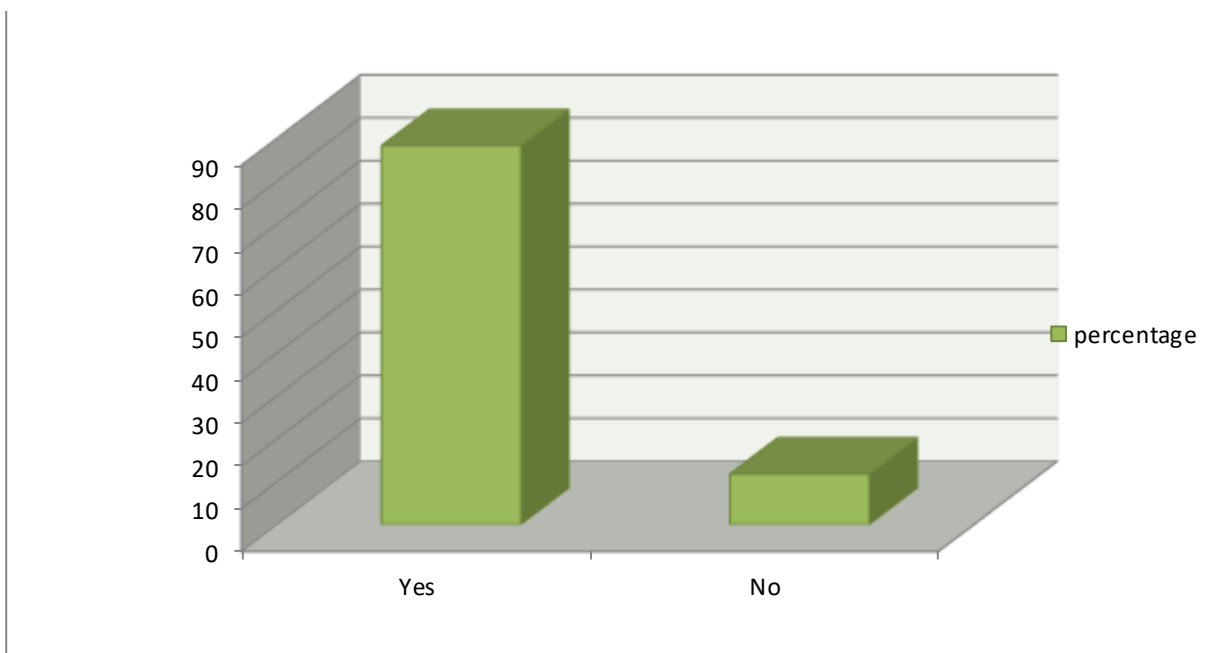
Table number 08 shows that 41.17 % of the respondents use English and French more than the other languages.

The most foreign languages spoken in Algeria choose English and French (7 out of 10) and 4 (out of 17) chose Arabic and French also 4 out of 17 chose Spanish and German. Only 2 out of 17 chose Arabic and French. These results may indicate that Arabic and English are the two languages most spoken in Algeria

Q6: As a teacher do you think that studying foreign languages should start at an early age, or is okay to start at a late age.

Table 09: Teacher's rate about learning english at an early age.

	Number	Percentage
Yes	15	88.23%
No	2	11.76%
Total	17	100%



Figuer 16: Teachers rate about learning english at an early age

Table number 09 shows that 88.23 % of the respondents agree with teaching their children a foreign language at an early age.

Q9: As a teacher do you think that intergrating English Language in the curriculum of primary school is a good idea?

Table 10: English Language in the curriculum of primary school.

	Number	Percentage
Yes	12	70.58%

No	5	29.41%
Total	17	100%

The result in table 10 shows that 70.58 of teachers agree with integrating english language in the curriculum.

Q14: Is it possible for parents to help their children in the learning process?

Table 11: Parents rate for helping their children.

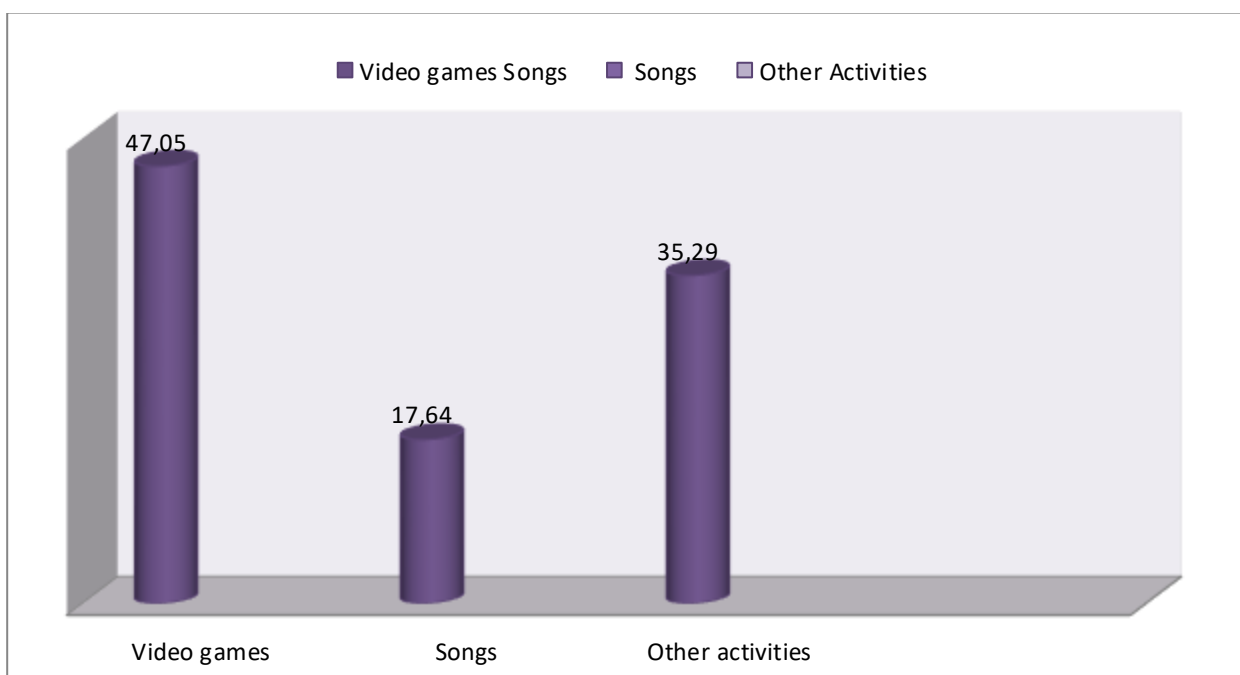
/	Number	Percentage
Yes	10	58.82 %
No	7	41.17%
Total	17	100%

The table shows that 58.82% of parents help their children in the learning process

Q15: What are the techniques that you adopt while teaching English?

Table 12: Techniques adopted by teacher in learning english.

/	Number	Percentage
Video games	8	47.05
Songs	3	17.64
Other Activities	6	35.29
Total	17	100



Figuer 17: Techniques adopted by teacher in learning english.

Figuer 17 reveal that most teachers use different techniques for teaching but the one common techniques are video games with a percentage of 47.05

Q19: As a teacher, do you suggest to update English as a first foreign language in our country?

Table 13: Teacher's opinion about updating english as first foreign laguage in algeria.

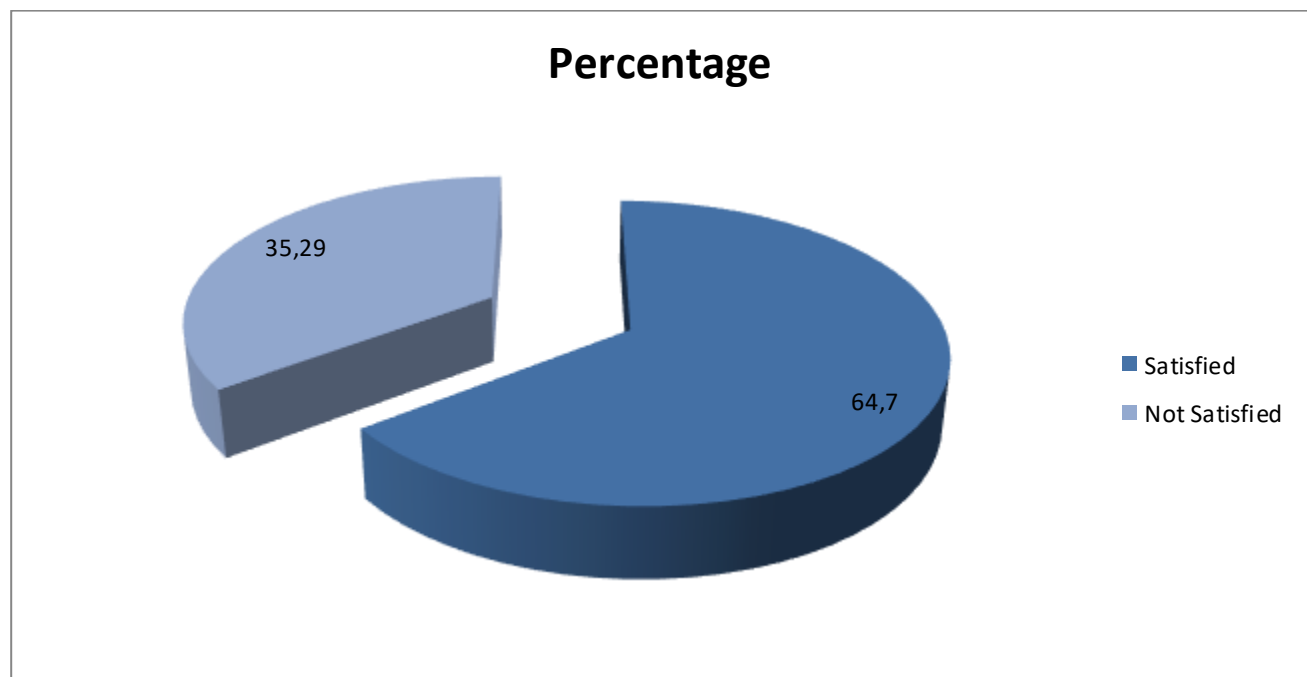
/	Number	Percentage
Yes	16	94.11 %
No	1	5.88 %
Total	17	100%

Question 19 shows that 94.11 of the respondents agree to update enlish as first foreign language.

Q21: Are you satisfied with the status of English in the educational system of Algeria?
Yes, or No

Table 14: Teacher's rate about the status of english.

	Number	Percentage
Satisfied	11	64.70%
Not Satisfied	6	35.29%
Total	17	100%



Figuer 18: Teacher's rate about the statusof english.

Question 21 shows that 64.70 of the respondatns are satisfied with english in the educational system of algeria.

Q22: How do you asses the level of pupils after the exam of the first semester?

Table 15: Rate of pupils assesment.

	Number	Percentage
Bad	1	5.88%
Average	4	23.52%
Exellent	12	70.58%
Total	17	100%

III.2.2.Pupils competence:

Q7: What are the most difficult skills to acquire?

Table 16: Difficult skills to acquire.

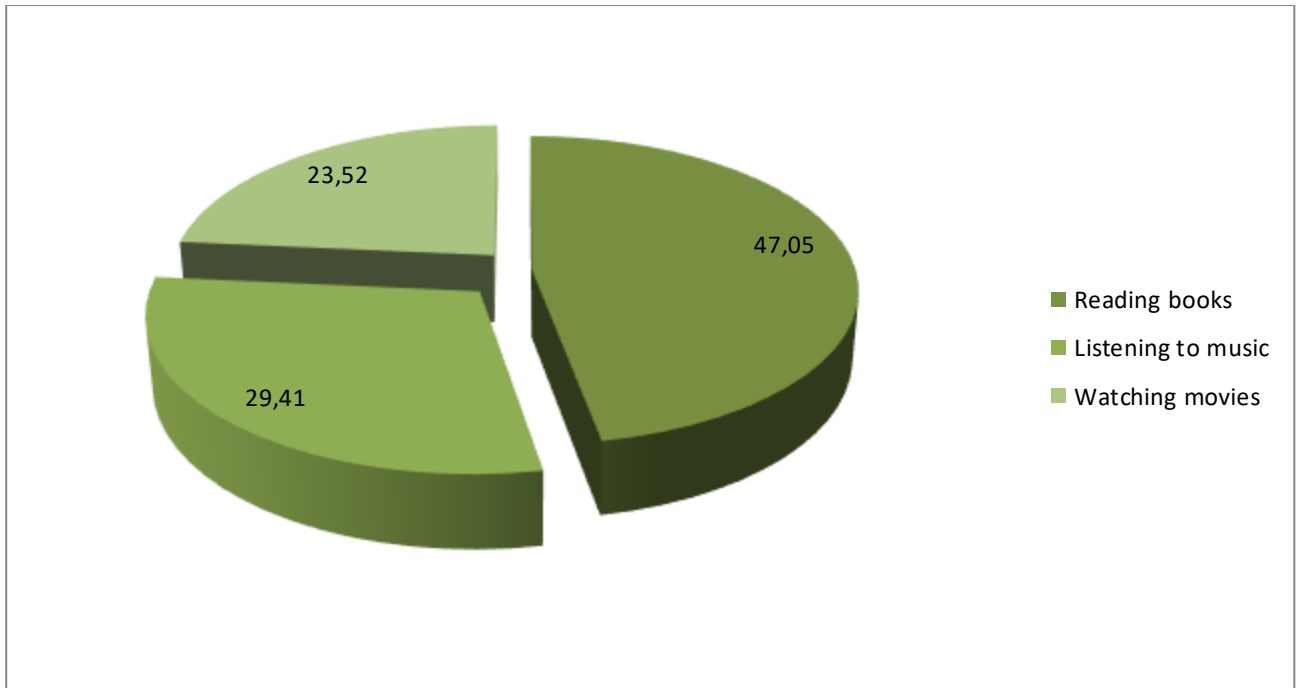
	Number	Percentage
Writing	9	52.94%
Reading	4	23.52%
Speaking	2	11.76%
Listening	2	11.76%
Total	17	100%

According to table 15 the most difficult skill to acquire is writing with a 52.94% percentage

Q8: According to you, what are the most effective tools to learn a foreign language?

Table 17: Effective tools in learning english.

Suggested answers	Number	Percentage
Reading books	8	47.05%
Listening to music	5	29.41%
Watching movies	4	23.52%
Total	17	100%



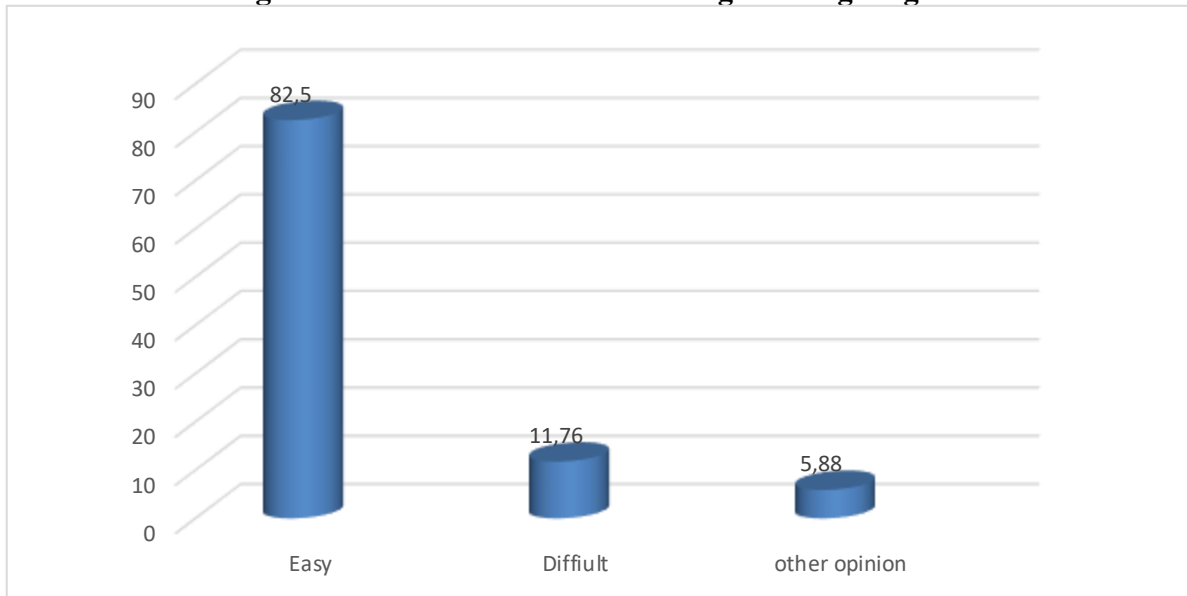
Figuer 19: Effective tools in learning English.

According to the repondents the most effective tool to learn the foreign langauge is through reading books with a percentage of 47.05 %

Q10: How do Algerian pupils find learning English?

Table 18: Teacher's rate concerning learning english.

	Number	Percentage
Easy	14	82.35%
Difficult	3	11.76%
Total	17	100 %

Figuer 20: Teacher's rate concerning learning English.

The diagram reveal that 82.35% of the respondatns find learning english to algerian pupils is easy.

Q11: Are pupils motivated enough to learn the English language?

Table 19: Teacher's rate about pupil's motivation

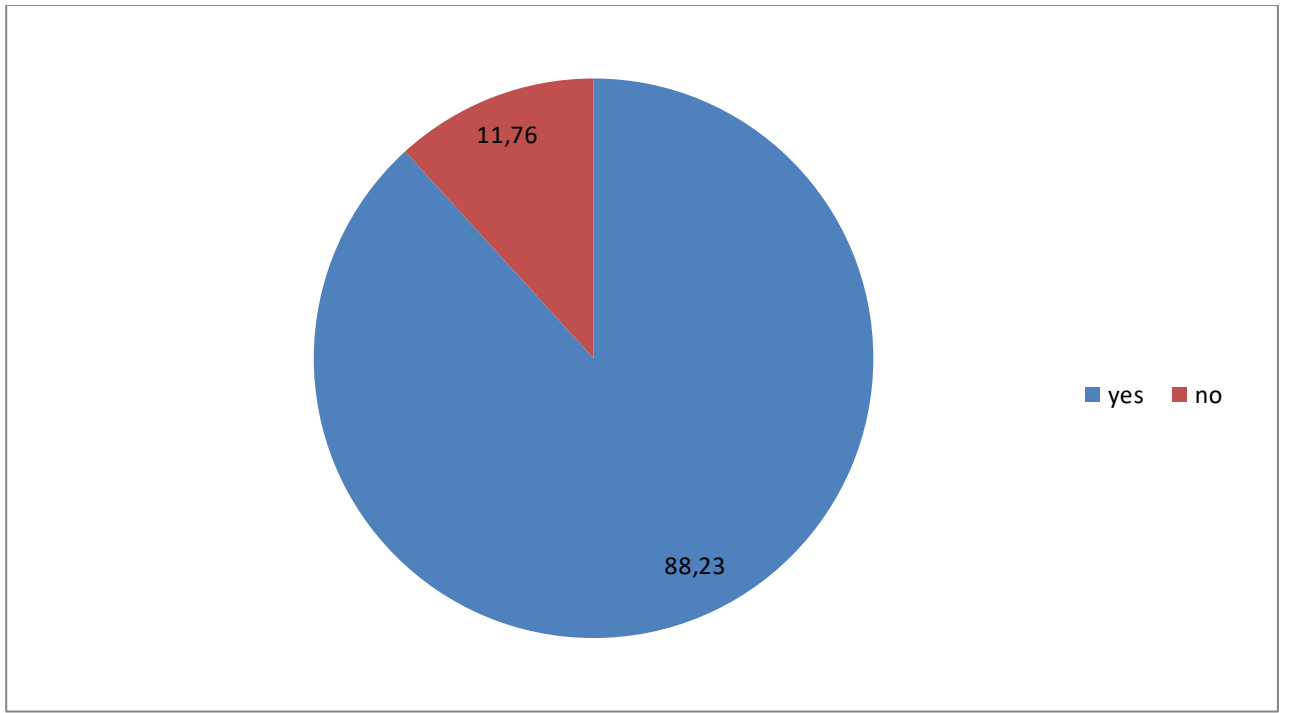
	Number	Percentage
Yes	15	88.23%
No	2	11.76%
Total	17	100%

The table 18 shows that the pupils are motivated enough to learn the english language with an 88.23% percent.

Q12: Do you think that learning English will affect pupil's way of thinking?

Table 20: Teacher's rate on how english will effect pupils.

	Number	Percentage
Yes	15	88.23%
No	2	11.76%
Total	17	100%



Figuer 21: Teacher's on how english will effect pupils.

Question 12 reveal that the english language affect on pupil's way of thinking.

Q14: Is it possible for parents to helps their children in the learning process?

Table 21: Parents rate on helping their children learning english.

	Number	Percentage
Yes	14	82.35%
No	3	17.64%
Total	17	100%

The table shows that 14 out of 17 parents can help their children in the learning process. only 3 out of 17 can not help their children.

III.2.3.Discussion of The Results:

Upon examining the results of the Teacher's survey, it is evident that a significant percentage of the respondents are female, accounting for 88.23% of the total population. Furthermore, the data in the accompanying table reveals that the majority of respondents holds a License degree. In terms of location, the largest number of respondents live in Tissemilt and Tiaret. Most of the participants confirmed that they possess good language skills in Arabic, English, and French. It is apparent that French is the initial foreign language instructed in Algeria, and it is commonly spoken by many individuals alongside Algerian Colloquial Arabic. Additionally, a significant amount of teachers indicate that they use both English and Arabic, a reflection of the bilingual character of the Algerian society. Thus, most teachers who are enthusiastic about teaching English to young children in primary school welcome the decision to implement English as a subject in the curriculum.

The data gathered from the respondents not only highlights that a majority of teachers, specifically 70.58%, endorse the integration of English language studies into the curriculum, but also sheds light on their preferred approach to language learning. The results indicate that the most efficacious tool for acquiring a foreign language, according to 47.05% of respondents, is through reading books. According to Table 18, it can be observed that students are highly motivated to learn the English language, with a percentage of 88.23%. This indicates that the new generation has a greater interest in learning English. Additionally, there is another point to consider. According to Question 12, it has been revealed that the English language has an impact on the cognitive processes of students. Additionally, the respondents have disclosed that 14 out of 17 parents are able to assist their children in the learning process, which suggests that they have received a good education.

To conclude, it can be said that there is a considerable and growing population of educators in Algeria who are enthusiastic about teaching English to children. The outcomes of this undertaking indicate that a substantial proportion of Algerian teachers are prepared to work towards this goal. The individuals have conveyed their contentment with the recent resolution. The factors described lead us to the conclusion that a teacher's involvement has a significant impact on a child's academic journey.

III.3.The Data Analysis of the Parent's Questionnaire.

Q1 : Parent's sex

-الجنس

Table 22 : Parent's sex

	Number	Percentage
Mother	17	53.12%
Father	12	37.50%
Both	3	9.37%
Total	32	100%

This table reveal that 53.12% of the respondents are mothers.

Q2- As a parent what was your child's reaction to learn english as a new language?

-كونك احد اولياء الامور للتلاميذ ماهي ردة فعل ابنك حول تعلمه اللغة الانجليزية كلغة جديدة بالنسبة له؟

Response:

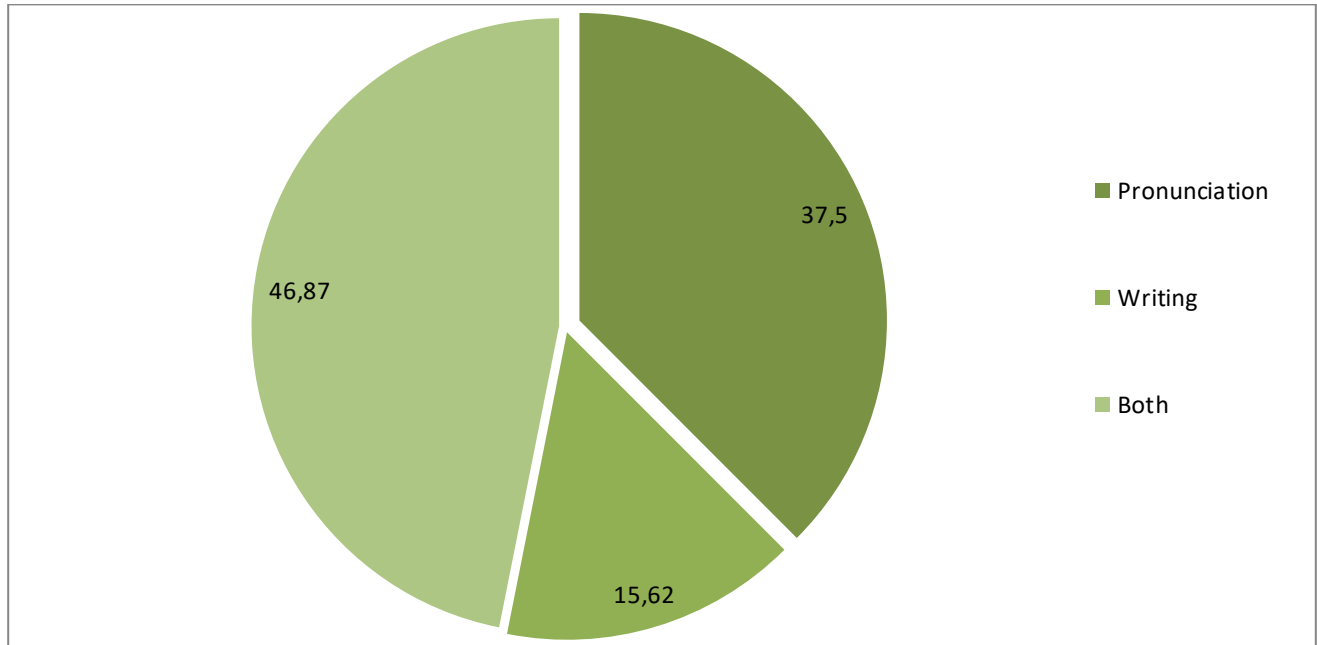
According to the respondents all their children were so excited to learn english.

Q3- What is the diffeculties that was faced by pupils in learning english language?

-ماهي الصعوبات التي تواجه التلميذ في تعلمه اللغة الانجليزية

Table 23: Rate of the difficulties that face pupils

	Number	Percentage
Prononcitaion	12	37.50%
Writing	5	15.62%
None	15	46.87%
Total	32	100%



Figuer 22: Rate of the difficulties that face pupils

Figuer 22 reveal that 46.87% of the pupils have a problem with pronunciation in learning english.

Q4- As a parent who is unversed in english language how do you help your child in learning and to improve his skills in english language?

- كالب بغير ملم باللغة الانجلىزىة كىف تساعد ابلك عل التعلّم و تحسبن مهاراته فى تعلم اللغة.

Table 24: Parnets rate on the techniques in helping their children learning english.

	Number	Percentage
Private classes	6	18.75%
Parents	6	18.75%
Internet	19	59.37%
Study abroad	1	3.12%
Total	32	100%

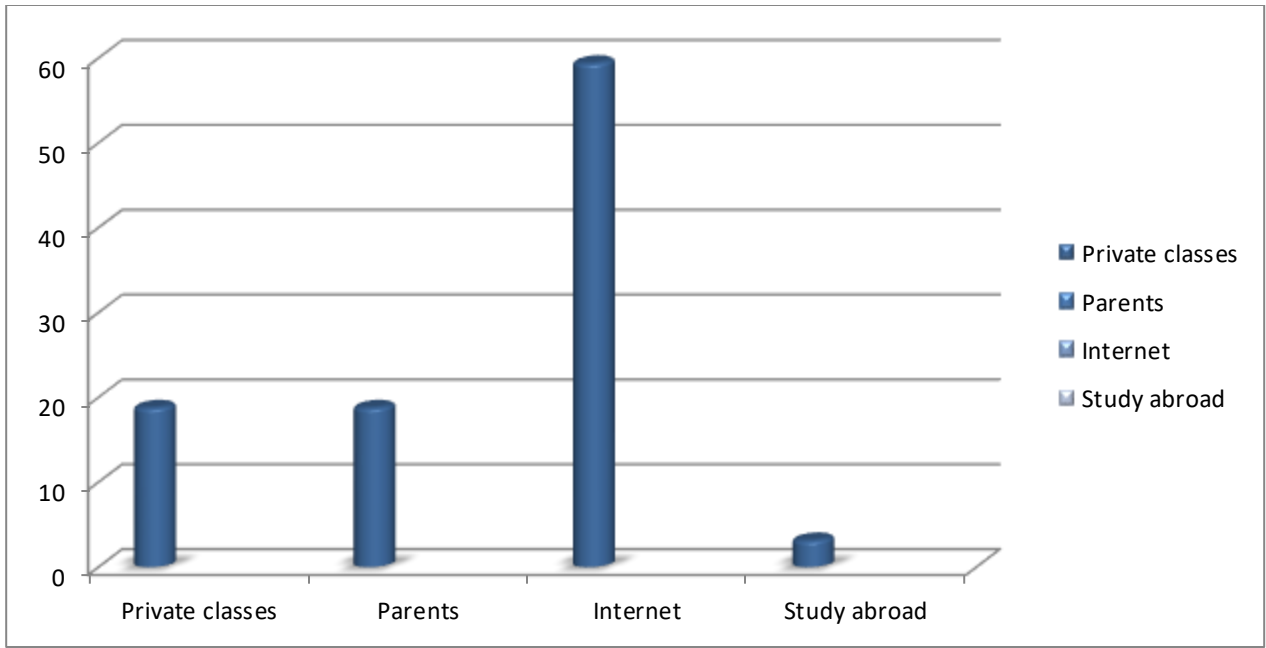


Figure 23: Parents rate on the techniques in helping their children learning English.

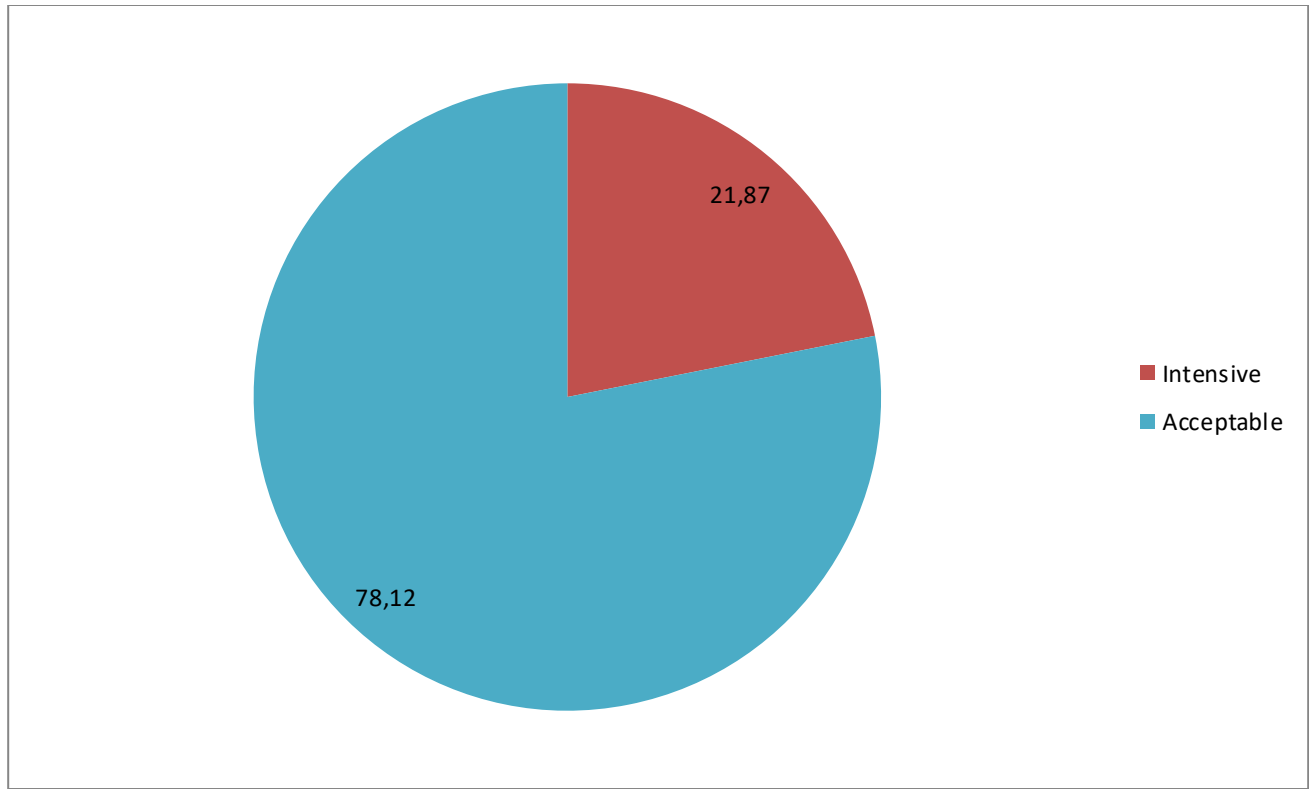
The majority of parents (19 out of 32) 59,37% helped their children learn English through the internet, only 6 out of 32 helped their children 18,75% and another 6 chose to take their children to private lessons. Instead, only one child is has studied English abroad.

Q5-What is your vision (opinion) about implementing in the curriculum of the primary school? (Acceptable - Intensive).

-ماهي نظرتك حول او رأيك الشخصي حول البرنامج المقرر في التعليم بعد الادمج (كثيف ; مقبول)

Table 25: Parent's opinion on the curriculum in primary school.

	Number	Percentage
Acceptable	25	78.12%
Intensive	7	21.87%
Total	32	100%



Figuer 24: Parent's opinion on the curriculum in primary school.

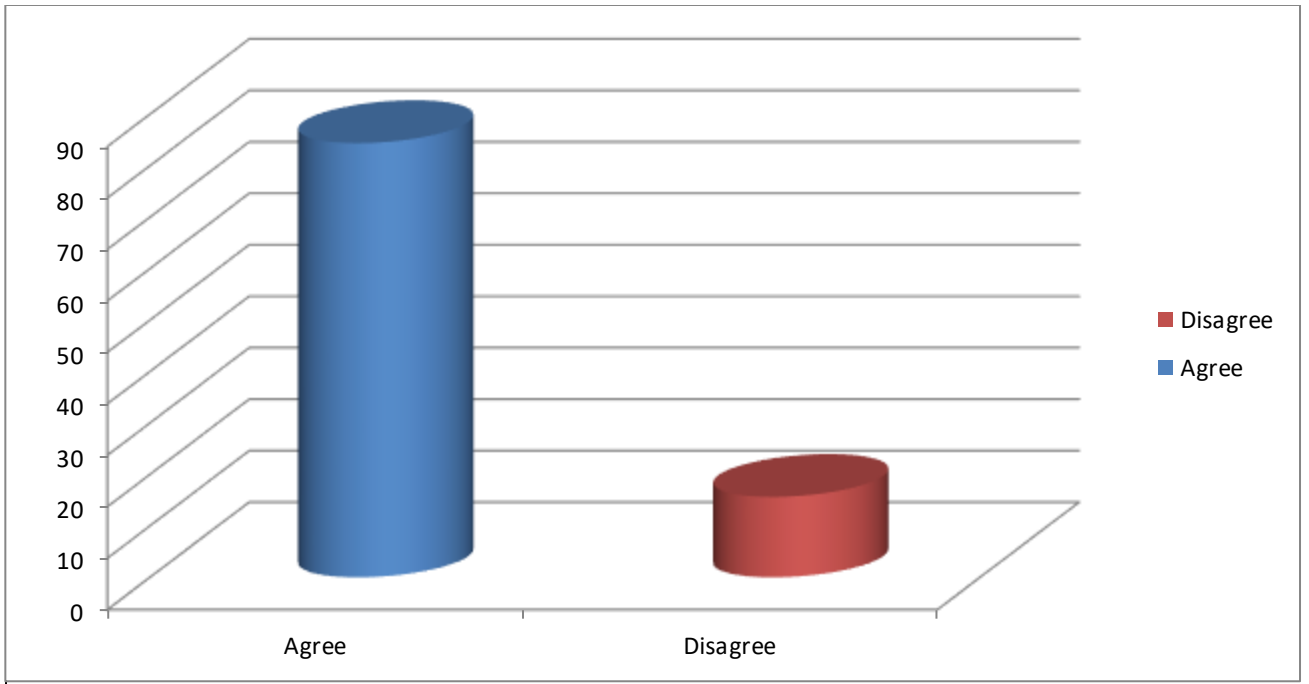
This table shows that 78.12% of parents think that the program of the english language is acceptable.

Q6-Do you agree with the dicision of the ministry of education in implimanting english language? (Yes/ no)

- هل توافق رأي وزارة التربية في عملية الاقتراع لادماج اللغة الانجليزية نعم او لا

Table 26: Parent's rate in implementig the english language.

	Number	Percentage
Agree	27	84.37%
Disagree	5	15.62%
Total	32	100%



Figuer 25 : Parent's rate in implementig the english language.

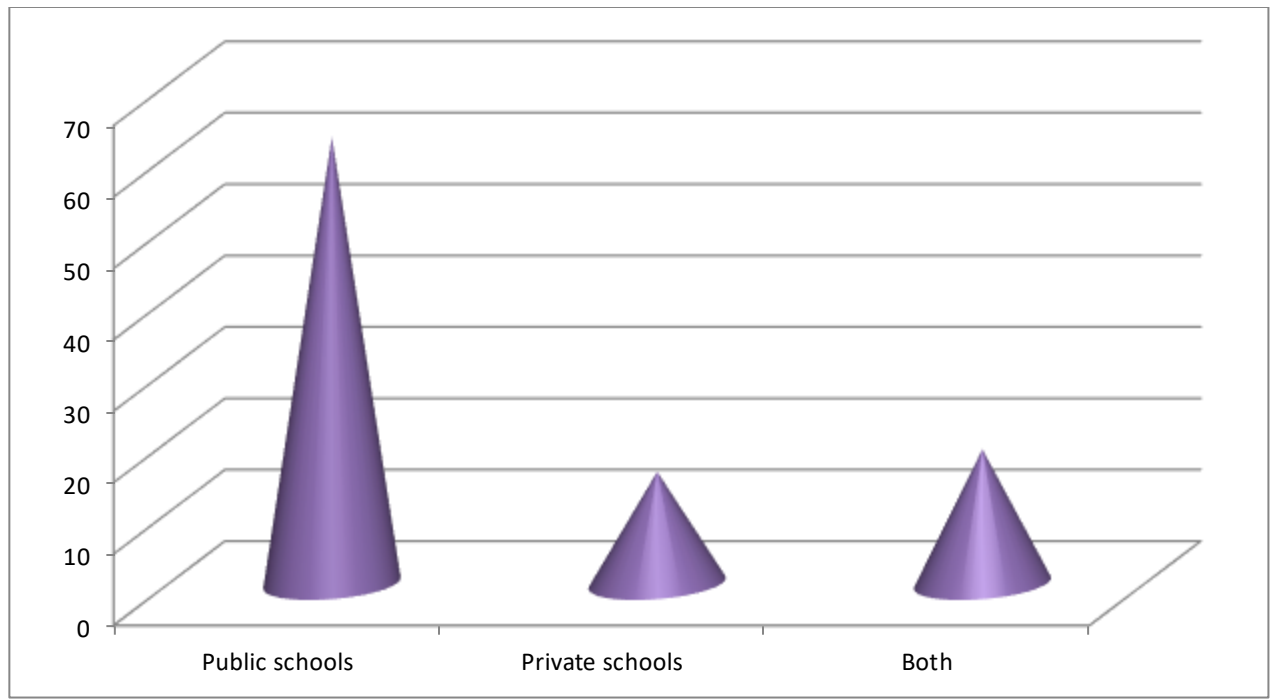
The diagram shows that 84.37% of the respondents agree on implementing the english language on primary schools.

Q7-Which method you prefer to teach your hild learning foreign languages in private or public schools?

-ماهي الطريقة التي تفضلها لتدريس ابنك للغات الاجنبية المدارس الحكومية او الخاصة

Table 27: Parent's rate on choosing private or publich schools.

	Number	Percentage
Public schools	21	62.50%
Private schools	5	15.62%
Both	6	18.75%
Total	32	100%



Figuer26: Parent's rate on choosing private or public schools.

The table number 26 shows that 62.50 %of the respondents choose public school. This results reveal that a small percent of the respondents chose private schools.

Q8-Does the size of the program have a negative impact on the pupil's ability to learn english?

هل حجم البرنامج الدراسي يرجع تأثيره بالسلب على قدرة التلميذ في تعلم اللغة الانجليزية ما رأيك حول هذا الامر؟

Table28: Parent's rate on the size of the program.

	Number	Percentage
Yes	03	9.37%
No	29	90.62%
Total	32	100%

Question 8 shows that 90.62% of the respondants deny that the size of the program have a negatice impact on pupil's ability.

III.4.1. Discussion of the Results.

Parents survey data show that most respondents agree with teaching English in primary schools, and most parents initially suggest to let their children learn English in the third grade and French in the fourth grade. Furthermore, case studies were carried out in Tissemsilt and Tiaret. It also shows that a substantial percentage of respondents have a positive mindset towards their kids learning foreign languages, proving that many of them are well educated and likely aware of the importance of foreign languages, especially English. From the data obtained, it is clear that not all Respondents

knew or spoke English. However, they realize its importance and crucial role in their child's future career.

In addition, the vast majority of respondents (84.37%) said that English is very good important to their children's academic and professional careers. they also said they wanted it They go on to study abroad. This is probably the main reason they encourage them to learn English from an early age as it is the global language, as a tool to communicate with the whole world. It is worth noticing here that although, many parents are willing to pay for their children's private school education and invest a lot of money for their children education.

A considerable number of the sample population (15.62%) claims that they prefer private schools over public schools. This is probably one of the factors that drove parents to teach their children in private schools because they believe that methods used there are more successful.

While analyzing the results, it is clear that almost all respondents reported that English is more important than French and should be taught at primary school level. And wants their children to start learning from an early age. it shows they are parents Realizing the dominance of English in every field, it is timely to learn the language The early years will be very beneficial to their children and will facilitate their learning basic stage. The results also show that the vast majority of parents think so French is inferior to English. it may be because the parents approve of it French is considered less important in the current era of globalization and does not provide language skills to their children and have the same opportunities as English in their kid's future careers.

In conclusion, it can be stated that there is a significant and increasing population of parents in Algeria. Parents who desire their children to learn English at a young age are willing to invest their money. By engaging in that action, it can be inferred from the results that a significant number of Algerian guardian's express dissatisfaction with the current state of affairs. Their preference is for their children to learn French as their primary foreign language, and they are determined to make it happen. Families are given the authority to make decisions and negotiate on behalf of their children's education. All of these factors ultimately bring us to the conclusion that parental involvement is critical in a child's academic journey. One can infer that there exists a significant gap between language policy and the requirements for foreign languages. Algeria is located in the North of Africa.

III.5. Recommendations

III.5.1. Teacher Training and Support:

1 Professional Development:

Workshops Periodic workshops and training sessions that focus on effective teaching methods and classroom management for English language teaching can help teachers acquire necessary skills and stay up to date with innovative teaching techniques.

2 Mentorship Programs:

Mentorship programs can provide a platform for novice teachers to be guided by senior or experienced teachers. These programs, with a focus on reflective practice and constructive feedback, can help novice teachers develop skills and confidence in teaching English.

III.5.2. Potential Solutions:

1-Adjusting the Curriculum to Ease Linguistic Overload:

The curriculum should be made flexible and contextual, taking into account the diverse language abilities of learners. The inclusion of a postassessment evaluation can identify the linguistic needs of learners to provide support where necessary.

2-Alternative Approaches to Teaching Language:

The use of immersive content, courseware, such as Duolingo, and other educational resources through additional practice either in class or on their owntime, would help learners learn outside of limited classroom methods. Additionally, a community-based approach could provide opportunities for learners to acquire English language skills within a sociolinguistic context

Professional Development for Teachers:

Professional development and mentorship programs to improve English language teaching skills for teachers should be supported and funded by the state or NGOs to help teachers in under-resourced or marginalized areas access the development and support they need.

Conclusion

As a conclusion of the study conducted, it seems that most parents in Tiaret and Tissemsilt, are aware of the importance of English and conscious of its crucial role for the future of their children. The findings of the questionnaire reveal that both Arabophone and Francophone parents are interested in teaching English to their primary school children. According to teachers 90% of the pupils didn't face any obstacles in learning English language. Moreover, the curriculum of the English language suits their level of their education. In addition, the Minister of Education Abdel Hakim Belabed, stated that the percentage of the pupils who obtained the average in the English language exceeded to 85%. The Minister of Education also explained in a symposium devoted to evaluating the second trial, that the results of the English Language are optimistic, calling for more perseverance and work to continue efforts". Ennahar Tv.

Language education is the foundation that allows all learners equal participation in society. Therefore, it is important to attend to language education programming, especially for learners in vulnerable or marginalized communities, such as those found in under-resourced areas in Algeria. Providing such programming goes beyond simple philanthropic aid—it is about providing learners with an equal opportunity to participate and progress within their society." - Anila Siraj, Education Specialist

The English language overload on primary school learners in Algeria is a complex issue that requires collective and collaborative efforts by all stakeholders in the educational sector. Providing adequate training and support for teachers, revamping curriculum, and the use of contextually relevant and engaging materials could help ease the burden on learners and ultimately support their academic success.

General conclusion

This piece of research demonstrated the preeminent position that English holds in the modern world and how its importance compelled many governments to establish their language policies and grant it the status of the first foreign language in many nations around the world. Additionally, it illustrated how language planning and policy activities affect language status and how learning a foreign language in many countries, including Algeria, is directly impacted. In order to contextualize the position of English in Algeria, the current study also shed light on the complicated linguistic situation and the main language policies in use there. It also highlighted the conflict between English and French, primarily focusing on the ideological rivalry between the elites of the Arabophone and Francophone communities.

While conducting this research, some difficulties were faced such as the lack of sources, and since it's the first year of implementing the English language in primary schools it was hard and difficult to gather information in a short time. Also some teachers refused to answer our questionnaire. Additionally, it examined the 1990s introduction of English as the first foreign language taught in primary schools. Data obtained from the questionnaire showed that parental interest in teaching English to primary school children was not related to their aversion to French or low language proficiency. In contrast, the results showed that both Arabic and French parents showed great interest in English as they considered it to be an ideal language for their children's future. The results obtained by the questioners largely confirmed the second hypothesis, namely that the first public teaching of English as a first foreign language in Algeria in the 1990s was successful, at least from the perspective of former students. Benefit from such training.

The results confirm that in primary education, people are more positive about learning English than French. All subjects support the reintroduction of teaching as a first foreign language in Algeria in primary schools. In addition, all subjects reported that learning English as a first foreign language was of great benefit to them. From the research it can be concluded that there are differences between Algerian and Political and foreign language needs. According to teachers 90% of the pupils didn't face any obstacles in learning English language. Moreover, the curriculum of the English language suits their level of their education and it is acceptable.

The results suggest the existence of a top-down approach Language planning of the country, as English is the main foreign language in the country Worldwide, French remains a second language in Algeria for historical, political and economic reasons. It may take a while to reassess the status of English in Algeria foreign language policy. Nonetheless, Algerian officials, educators and policy makers should consider the needs and aspirations of society and adopt a bottom-up approach to language planning that safeguards language rights and respects the aspirations of society Go deep into the masses, get rid of political and economic influence, and achieve more Linguistic balance within the Algerian language community.

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Participant Consent Form

Questioning Teachers on the Linguistic Overloadness of the English Language Weighing on
Primary School Learners

Consent to take part in research

I..... voluntarily agree to participate in this research study.

I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer

any question without any consequences of any kind.

I understand that I can withdraw permission to use data from my interview within two weeks after

the interview, in which case the material will be deleted.

I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.

I understand that participation involves...[outline briefly in simple terms what participation in your research will involve].

I understand that I will not benefit directly from participating in this research.

I agree to my interview being audio-recorded.

I understand that all information I provide for this study will be treated confidentially.

I understand that in any report on the results of this research my identity will remain anonymous.

This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.

I understand that disguised extracts from my interview may be quoted in...[list all forum in which

you plan to use the data from the interview: dissertation, conference presentation, published papers etc.].

I understand that if I inform the researcher that myself or someone else is at risk of harm they may have to report this to the relevant authorities - they will discuss this with me first but may be required to report with or without my permission.

I understand that signed consent forms and original audio recordings will be retained in [specify location, security arrangements and who has access to data] until [specific relevant period – for students this will be until the exam board confirms the results of their dissertation].

I understand that a transcript of my interview in which all identifying information has been removed will be retained for [specific relevant period – for students this will be two years from the date of the exam board].

I understand that under freedom of information legislation I am entitled to access the information I have provided at any time while it is in storage as specified above.

I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Names, degrees, affiliations and contact details of researchers (and academic supervisors when relevant).

Signature of research participant

Signature of participant Date

Signature of researcher

I believe the participant is giving informed consent to participate in this study

Signature of researcher Date

Appendices

Appendix 01: Teacher’s Questionnaire.

Dear Teachers

We are conducting a survey for a master dissertation on the overloadness of the English language weighing on priary school learners.

We would like to invite you to complete this questionnaire. Thank you for your help

1-What is your age?

22-30 31-45

2-What is your gender?

Male Female

3- Which Degree do you hold?

A-BA (Licence).

B-MA (Master/Magister).

C-PHD(Doctorate).

4- What are the Foreign languages most spoken in Algerian Schools?

.....
.....

5-What language /es do you like to use?

.....
.....

6- As a teacher do you think that studying frogein languages should

Start at an early age, or is it okay to start at a late age?

.....
.....

7- What are the most difficult skills to acquire?

-Writing -Reading -Speaking -Listening

8- According to you, what are the most effective tools to learn a Foreign language?

-Reading books.

-Listening to music.

-Watching movies or Tv shows

.....
.....

9- As a teacher do you think that integrating English Language in the curriculum of primary schools is a good idea?

.....
.....

10- How Do Algerian pupils find learning English?

- Easy

- Difficult-

.....

11- Are pupils motivated enough to learn the English language?

.....
.....

12- Do you think that learning English will affect pupils way of thinking?

.....
.....

13- What is most challenging about teaching English language to a 6-year-old pupil?

.....
.....

14- Is it possible for parents to help their children in the learning process?

Yes

No

15- What are the techniques that you adopt while teaching English?

.....
.....

16-How do you motivate your student?

.....
.....

17- In your opinion, are there any positive outcomes of learning a Foreign language at such age?

.....
.....

18- If you have to suggest something to be modified in the current Curriculum, what would it be?

.....
.....

19-As a teacher of English, do you suggest to update English as a First foreign language in our country?

.....
.....

20-According to you, what are the constraints of the promotion of English in Algeria?

.....
.....

21-Are you satisfied with the status of English in the educationa Policy of Algeria? Yes or No, Justify your answer.

.....
.....

Appendix 02 : Parent's Questionnaire.

استبيان حول تعليم اللغة الانجليزية في المرحلة الابتدائية

هذا الاستبيان جزء من بحث للحصول على شهادة الماستر في اللغة الانجليزية و بهدف هذا البحث الى دراسة الاءاء من ادماج اللغة الانجليزية في المدارس الابتدائية .رايك مهم لتحقيق هذا البحث.

-الاب - الام

-كونك احد اولياء الامور للتلاميذ ماهي ردة فعل ابنك حول تعلمه اللغة الانجليزية كلغة جديدة بالنسبة له؟

.....

.....

-ماهي الصعوبات التي تواجه التلميذ في تعلم اللغة الانجليزية؟

.....

.....

-كاب غيرلم اللغة الانجليزية كيف تساعده على حل التمارين و تحسين مهاراته في تعلم اللغة الانجليزية؟

.....

.....

(ماهي نظرتك حول او رأيك الشخصي حول البرنامج المقرر في التعليم بعد الادماج (كثيف ام مقبول-

.....

.....

هل توافق رأي وزارة التربية في عملية الاقتراع لادماج اللغة الانجليزية نعم او لا؟-

.....

.....

ماهي الطريقة التي تفضلها لتدريس ابنك للغات الاجنبية المدارس الحكومية او الخاصة؟-

.....

.....

هل حجم البرنامج الدراسي يرجع تأثيره بالسلب على قدرة التلميذ في تعلم اللغة الانجليزية ما رأيك حول-

هذا الامر؟

.....

.....

الملخص

تم استجواب المعلمين و الاولياء حول الحمل اللغوي الزائد للغة الانجليزية في المدارس الابتدائية الجزائرية. يدور هذا العدد حول التحديات التي تفرضها المفردات الواسعة والقواعد المعقدة للغة الانجليزية للمتعلمين الصغار في الجزائر يتم تدريس اللغة الانجليزية كلغة أجنبية في المدارس الابتدائية الجزائرية، وعادة ما يبدأ الطالب في تعلمها في سن مبكرة نسبيا.

يلعب المعلمون دورا حاسما في مواجهة هذه التحديات ومساعدة الطالب على التنقل في التعقيدات اللغوية للغة الانجليزية. يطلب منهم تقييم الحمل اللغوي الزائد الذي يواجهه طالبهم وإيجاد استراتيجيات فعالة للتخفيف منه. يتضمن ذلك التعرف على المجالات المحددة التي يكافح فيها الطالب أكثر من غيرهم ، مثل النطق أو القواعد أو اكتساب المفردات لمعالجة هذه القضايا ، قد يستخدم المعلمون منهجيات تدريس مختلفة ، مثل تقسيم المفاهيم المعقدة إلى مكونات أبسط ، وتوفير فرص ممارسة وافرة ، واستخدام موارد الوسائط المتعددة لتعزيز المشاركة والفهم. قد يركزون أيضا على دمج تعلم اللغة الإنجليزية في مواضيع مختلفة لتعزيز الفهم والتطبيق من المهم ملاحظة أن معالجة الحمل اللغوي الزائد للغة الإنجليزية في المدارس الابتدائية الجزائرية يمثل تحديا متعدد الأوجه يتطلب التعاون بين المعلمين ومصممي المناهج وصانعي السياسات. يمكن أن تساهم الجهود المبذولة لتبسيط المناهج الدراسية، وتوفير تدريب و موارد إضافية للمعلمين، وتعزيز برامج التبادل الثقافي في تجربة تعلم اللغة الإنجليزية أكثر فعالية للطالب الجزائريين

من خلال الاعتراف بالحمل اللغوي الزائد واتخاذ تدابير استباقية للتخفيف من تأثيره، يمكن للمعلمين وأصحاب المصلحة في التعليم في الجزائر المساعدة في تعزيز رحلة تعلم اللغة الانجليزية لطلاب المدارس الابتدائية، مما يجعلها تجربة أكثر سهولة وممتعة.

الكلمات المفتاحية : المنهاج الدراسي, اللغة الانجليزية, التلاميذ, المعلمين, المدارس الابتدائية.

Résumé

Dans les écoles primaires algériennes, les enseignants sont interrogés sur la surcharge linguistique de la langue anglaise. Ce numéro tourne autour des défis posés par le vocabulaire étendu et la grammaire complexe de l'anglais pour les jeunes apprenants en Algérie. L'anglais est enseigné comme langue étrangère dans les écoles primaires algériennes, et les élèves commencent généralement à l'apprendre à un âge relativement jeune.

Les enseignants jouent un rôle crucial pour relever ces défis et aider les élèves à naviguer dans les complexités linguistiques de l'anglais. On leur demande d'évaluer la surcharge linguistique à laquelle font face leurs élèves et de trouver des stratégies efficaces pour y remédier. Cela implique de reconnaître les domaines spécifiques où les élèves ont le plus de difficultés, tels que la prononciation, la grammaire ou l'acquisition du vocabulaire. Pour résoudre ces problèmes, les enseignants peuvent utiliser diverses méthodologies d'enseignement, telles que la décomposition de concepts complexes en composants plus simples, l'offre de nombreuses possibilités de pratique et l'utilisation de ressources multimédias pour améliorer l'engagement et la compréhension.

Ils peuvent également se concentrer sur l'intégration de l'apprentissage de l'anglais dans différentes matières pour renforcer la compréhension et l'application. De plus, les enseignants sont encouragés à créer un environnement d'apprentissage favorable et inclusif où les élèves se sentent à l'aise de poser des questions et de demander des éclaircissements. Cela aide à réduire l'anxiété liée à la surcharge linguistique et favorise une attitude positive envers l'apprentissage des langues.

Il est important de noter que la lutte contre la surcharge linguistique de l'anglais dans les écoles primaires algériennes est un défi multiforme qui nécessite une collaboration entre les éducateurs, les concepteurs de programmes et les décideurs. Les efforts visant à rationaliser le programme d'études, à fournir une formation et des ressources supplémentaires aux enseignants et à promouvoir des programmes d'échanges culturels peuvent contribuer à une expérience d'apprentissage de l'anglais plus efficace pour les étudiants algériens. En reconnaissant la surcharge linguistique et en prenant des mesures proactives pour atténuer son impact, les enseignants et les acteurs de l'éducation en Algérie peuvent contribuer à améliorer le parcours d'apprentissage de l'anglais pour les élèves du primaire, en le rendant plus accessible et agréable.

Mots clé : Les écoles primaires, Les enseignants, La langue anglaise, Le programme scolaire.

Summary

In Algerian primary schools, teachers are being questioned about the linguistic overload of the English language. This issue revolves around the challenges posed by the extensive vocabulary and complex grammar of English for young learners in Algeria. English is taught as a foreign language in Algerian primary schools, and students typically begin learning it at a relatively young age.

Teachers play a crucial role in addressing these challenges and helping students navigate the linguistic complexities of English. They are being asked to assess the linguistic overload faced by their students and find effective strategies to alleviate it. This involves recognizing the specific areas where students struggle the most, such as pronunciation, grammar, or vocabulary acquisition. To address these issues, teachers may employ various teaching methodologies, such as breaking down complex concepts into simpler components, providing ample practice opportunities, and utilizing multimedia resources to enhance engagement and understanding. They may also focus on integrating English language learning into different subjects to reinforce comprehension and application.

Additionally, teachers are encouraged to create a supportive and inclusive learning environment where students feel comfortable asking questions and seeking clarification. This helps reduce anxiety related to the linguistic overload and fosters a positive attitude towards language learning. It is important to note that addressing the linguistic overload of English .

Algerian primary schools are a multifaceted challenge that requires collaboration between educators, curriculum designers, and policy makers. Efforts to streamline the curriculum, provide additional training and resources for teachers, and promote cultural exchange programs can contribute to a more effective English language learning experience for Algerian students. By acknowledging the linguistic overload and taking proactive measures to mitigate its impact, teachers and education stakeholders in Algeria can help enhance the English language learning journey for primary school students, making it a more accessible and enjoyable experience.

Key words: The Curriculum, English language, Primary Schools, Teachers.