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**The Newly Formed Attitudes About The Inclusion Of English In Primary
Schools Between Acceptance And Refusal**

*A Dissertation Submitted to the Department of English as a Partial Fulfilment of the
Requirements for the Degree of Master in Linguistics*

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work .*

Dedication

In the name of allah, most merciful, most compassionate

With all my love, I dedicate this work to:

*The light of my eyes, my dear mother and father for their encouragement, help and support
throughout every step of the way.*

To my dear brothers and sisters

To all whom I know.

Abstract:

Inclusion of English in Algerian primary schools has sparked a range of attitudes, oscillating between acceptance and refusal. Proponents of its introduction highlight the potential benefits of early English language exposure, viewing it as a gateway to global communication and economic opportunities. They believe that equipping young learners with English proficiency will enhance their future prospects in a progressively interconnected world. On the other hand, opponents argue that prioritizing English may endanger the preservation of Algerian culture and the native languages of the country. They express concerns that the dominance of English could marginalize local languages and compromise the cultural identity of Algerian youth. This dichotomy of views presents a challenging task for policymakers to strike a balance between embracing the advantages of English education and safeguarding the nation's linguistic and cultural heritage.

تلخيص:

إشراك اللغة الإنجليزية في المدارس الابتدائية الجزائرية أثار مجموعة من المواقف المتأرجحة بين قبول ورفض. يبرز المؤيدون لإدخالها الفوائد المحتملة لتعريض الأطفال للغة الإنجليزية في سن مبكرة، حيث يرونها بوابة للتواصل العالمي وفرص اقتصادية. يعتقدون أن تزويد المتعلمين الصغار بإلمام باللغة الإنجليزية سيعزز آفاقهم المستقبلية في عالم مترابط تدريجياً. من ناحية أخرى، يجادل المعارضون بأن الأولوية المعطاة للغة الإنجليزية قد تعرض حفظ الثقافة الجزائرية واللغات الأصلية للبلد للخطر. يعبرون عن قلقهم إزاء أن يؤدي سيطرة الإنجليزية إلى هامشية اللغات المحلية وإضرار هوية الشباب الجزائري. تعرض هذه الثنائية من الآراء مهمة تحدية لصناع القرار للتوازن بين استقبال مزايا التعليم باللغة الإنجليزية وحماية التراث اللغوي والثقافي للأمة.

Résumé:

L'introduction de l'anglais dans les écoles primaires algériennes a suscité toute une gamme d'attitudes oscillant entre l'acceptation et le refus. Les partisans de cette mesure mettent en avant les avantages potentiels de l'exposition précoce à la langue anglaise, la considérant comme une porte d'accès à la communication mondiale et aux opportunités économiques. Ils pensent que doter les jeunes apprenants de compétences en anglais améliorera leurs perspectives futures dans un monde de plus en plus interconnecté. En revanche, les opposants soutiennent que la priorisation de l'anglais pourrait mettre en danger la préservation de la culture algérienne et des langues autochtones du pays. Ils expriment des inquiétudes concernant la domination de l'anglais qui pourrait marginaliser les langues locales et compromettre l'identité culturelle des jeunes Algériens. Cette dichotomie de points de vue présente une tâche difficile pour les décideurs politiques afin de trouver un équilibre entre les avantages de l'éducation en anglais et la préservation du patrimoine linguistique et culturel de la nation.

LIST OF TABLES

Table 01: parents' gender.....	24
Table.02.Parents' age	25
Table 03 : Parents' educational level.....	26
Table.04.The language preferred by parents.....	27
Table.05. English the most important language nowadays	28
Table.06. Statistics about the impact of decision on society	30
Table.07. Great power and the influence of English language	31
Table.08. Children adapting new language	32
Table.0 9. Level education impact on children.....	33
Table.10.Role of the family in studying a new language at an early age	35
Table.12.Teachers' gender	38
Table.13.Teacher'age	39
Table.14.Teachers' qualification	39
Table.15. English curriculum.....	41
Table .16English decision.....	42
Table.17. children's and their experience with new language	43
Table.18.Teachers's difficulties faced	44
Table.19.Teachers' opinion on teaching English at an early age.....	45
Table.20.Teachers' attitudes the impact of socio political and economic on the inclusion of English language	46
Table.21.Teachers' reflection about English profile in Algeria.....	47
Table.22. English and French effect on children pressure.....	48

LIST OF FIGURES

Chart 01: Parents 'gender	24
Chart 02: Parents 'age	25
Chart 03: Parents 'educational level	26
Chart 04: The language preferred by parents	27
Chart 05: English the most important language nowadays	28
Chart 06: statistics about the impact of decision on society	30
Chart 07: great power and the influence of English language	31
Chart 08: children adapting new language	32
Chart 09: level education impact on children	34
Chart 10: Role of the family in studying a new language at an early	35
Chart 11: Teachers' gender	38
Chart 12: Teachers 'gender	39
Chart 13: Teacher 'age.....	39
Chart 14: Teachers' qualification.....	39
Chart 15: English curriculum	41
Chart 16: English decision	42
Chart 17: children's and their experience with new language	43
Chart 18: Teachers' difficulties faced.....	44
Chart 19: Teachers' teachers' opinion on teaching English at an early age	45
Chart 20: .Teachers' attitudes the impact of socio political and economic on the inclusion of English language	46
Chart 21: Teachers' reflection about English profile in Algeria.....	47
Chart 22: English and French effect on children pressure	48

Table of contents

Acknowledgments

Dedication

Abstract

List of table

List of figures

Table of contents

List of Acronyms

List of appendices

General introduction..... 2

Chapter one

overview of the related literature

Introduction..... 8

I.1. Modern standard Arabic:..... 8

I. 2.Language acquisition and language learning: 9

I.2.1.Language Acquisition : 9

I.2.2 Language Learning: 10

I.2.3.Relationship between Acquisition and Learning: 10

I.3.Benefits of learning English at an early age – why should children start learning English early? 10

I.3.1.Psychological Perspective: 11

I.3.2.Physiological Perspective:..... 11

I.4. What are the advantages of learning English at an early age? 12

I.5.The importance of learning English at an early age:	13
I.6.The future role of English in Algeria:.....	15
I.7.Importance of English language teaching:.....	15
I.8.The positive effect of English on child’s cognitive abilities:	17
I.9.Possible challenges in teaching English in primary school:	18
I.10.Conclusion:	19

Chapter Two

data analysis and findings’ discussion

Introduction:.....	22
II.1. PARENTS questionnaire:	23
II.1.1. Sample population:	23
II.1.2. parents profile:.....	23
II. 2.Parents questionnaire description :.....	23
II.2.1.Section one: personnel information.....	23
II.2.2.Section two: Parent’s impression on the newly attitudes about the inclusion of English in the primary schools between acceptance and refusal.	23
II.3.Analyses of the results :	24
II.3.1Section one: : Informants 'personal	24
II.3.1.1.Information Question one :gender.....	24
II.3.2Section two: parents’ attitudes about the new decision of the inclusion English in the primary schools between acceptance and refusal	26
II.3.3.Questionnaire' Results Discussion(Q.R.D) :.....	36
II.4.Teachers’ questionnaire:	37

II.4.1 Sample population	37
II.4.2. Teachers' profile:.....	37
II.4.3. Teachers' Questionnaire Description :	37
II.5 Analysing of the results:	37
II.6. Questionnaire Results' Discussion (Q.R.D) :	49
II.7. Recommendations on the newly formed attitude of the inclusion of English in Algerian primary schools :	49
II.8. The Limitation of the Study:	50
II.9. Conclusion:.....	50
General Conclusion.....	52
References.....	55
Appendices.....	61

List of Acronyms :

AA: Algerian Arabic

ALE: advantages of learning English

AW: Arabic world

EA: early age

EL: English language

ELT: English language teaching

IEL: inclusion of English language

LA: language acquisition

LA: literary Arabic

MSA: modern standard Arabic

OL: official language

SC: specific communities

General Introduction

General Introduction

Algeria is moving further away from its francophone history by introducing instruction in English in primary schools. The country is trying to improve tertiary learning and academic and professional opportunities

Although Arabic and Tamazight are the official national languages of Algeria, and most Algerians speak one of several dialects of vernacular Arabic, it is one of the largest Francophone countries in the world in terms of speakers.

Despite this the country has done its best to distance itself from its colonisers both culturally and linguistically. Indigenous Arabic and Islamic cultural values have long been promoted as a replacement for French culture and used as the primary language of instruction in primary and secondary schools.

The country is taking the overhaul even further with Algerian President Abdelmadjid Tebboune announcing on state-run television that English will be taught in primary schools from later this year.

“French is a spoil of war, but English is an international language,” he said.

According to *BBC*, the leader was responding to growing demands from academics and undergraduates.

Global cohesion and technological advancement have necessitated teaching and learning English. It helps learners access the vast academic, scientific, medical, and technological knowledge conveyed and published in the language. It also gives learners global accreditation and more opportunities to expand their research and find work in different sectors i.e., medical, industrial, and technical, regardless of location.

Then in 2019, the Algerian Higher Education Minister Tayeb Bouzid announced, “The French language does not get us anywhere” and ordered the country’s universities and higher education institutes to use English rather than French.

These sudden changes have caused an inability for a portion of tertiary level learners to properly engage with course material and instruction due to inexperience in the chosen languages.

Therefore, the inclusion of English as a subject in the curriculum of Algerian primary schools has generated diverse attitudes among educational stakeholders. While some perceive it as a beneficial addition that promotes global communication and enhances educational opportunities, others resist its inclusion due to concerns about preserving the Arabic language

General Introduction

and maintaining cultural identity. Understanding these attitudes and the factors that shape them is essential for policymakers and educators to navigate the complexities of implementing English language instruction in Algerian primary schools

Problem statement:

The inclusion of English as a subject in Algerian primary schools has become a topic of significant debate and contention. This problem statement aims to address the challenges and prospects associated with introducing English as a mandatory subject at the primary level of education in Algeria.

Algeria is a multilingual country with Arabic as the official language. However, due to globalization, international trade, and the increasing importance of English as a lingua franca, there has been a growing demand for English language proficiency in various sectors. As a result, there is a strong argument for including English as a part of the curriculum at an early stage, such as primary school

Research questions:

R.Q1

*what factors contribute to the resistance or refusal of including English in the primary school curriculum in Algeria?

R.Q2

*how do teachers and parents perceive the benefits and challenges of teaching English at the primary level?

Hypotheses and expected results:

R.H1.

Preservation of Arabic and national identity

Decolonization and historical context

R.H2.

Teacher Competency, Class Size

Economic Advantages, cultural information

Significance of the study:

The study on the inclusion of English in Algerian primary schools between acceptance and refusal carries significant importance for several reasons:

1. **Educational Policy:** Algeria has a diverse linguistic landscape, with Arabic being the official language. The inclusion of English as a foreign language in primary schools reflects a potential shift in the country's educational policy. Understanding the acceptance or refusal of this change is crucial for policymakers to make informed decisions about language instruction and curriculum development.
2. **Globalization and Communication:** English is widely recognized as the global lingua franca, and proficiency in English can facilitate international communication, trade, and cultural exchange. Analysing the acceptance or refusal of including English in primary schools can shed light on how Algerians perceive the role of English in an increasingly interconnected world.
3. **Socioeconomic Factors:** English language skills are often associated with enhanced job prospects and economic opportunities, especially in sectors like tourism, international business, and technology. Investigating the acceptance or refusal of teaching English at the primary level can help gauge how Algerian society views the potential socioeconomic benefits of English proficiency and whether it aligns with their aspirations.
4. **Cultural Identity:** Language is intricately linked to culture and identity. Algerian society has a rich linguistic heritage, with Arabic and various indigenous languages playing significant roles. Analysing the acceptance or refusal of English in primary schools can provide insights into how Algerians perceive the potential impact on their cultural identity and the importance they assign to preserving their linguistic heritage.
5. **Pedagogical Approach:** The inclusion of English in primary schools requires the development of appropriate teaching methodologies and resources. Understanding the acceptance or refusal of English language instruction can inform educators about the challenges, concerns, and preferences of teachers, parents, and students. This knowledge can guide the implementation of effective pedagogical approaches and ensure that language learning aligns with the needs and expectations of the Algerian context.

General Introduction

Overall, studying the acceptance and refusal of English inclusion in Algerian primary schools allows for a comprehensive understanding of the linguistic, cultural, educational, and socioeconomic factors at play. This knowledge can guide policymakers, educators, and stakeholders in making informed decisions about language policies, curriculum development, and pedagogical practices.

Research methodology and tools:

The research will employ the quantitative data will be analysing questionnaire as a statistical techniques such as descriptive analysis and inferential statistics to determine the prevalence and significance of different attitudes among the parents and teachers

Research aims:

This research aims to investigate and analyse the newly formed attitudes of parents and teachers towards the inclusion of English in Algerian primary schools, with a specific focus on acceptance and refusal, by investigating the reasons behind these attitudes, the study seeks to provide a comprehensive understanding of the factors influencing stakeholders' perceptions of English language instruction.

Chapter One

Overview About The Related Literature

INTRODUCTION :

Algeria is a diverse country with multiple languages spoken among its population. The official language of Algeria is Modern Standard Arabic, which is used in government, education, and the media. However, Arabic in Algeria is influenced by the country's history and regional dialects, resulting in a distinct Algerian Arabic dialect known as Darja.

I.1. Modern standard Arabic:

In addition to Arabic, there are several other languages spoken in Algeria, including:

1. **Tamazight (Berber):** Tamazight is a collective term for the Berber languages spoken by the indigenous Berber population of Algeria. It has multiple dialects, such as Kabyle, Chaoui, Mozabite, and Tuareg. Tamazight received recognition as a national language in the Algerian constitution in 2016. It is taught in some schools and used in certain media outlets.
2. **French:** French has a significant presence in Algeria due to the country's colonial history under French rule. Although it is not an official language, French is widely used in business, education, government, and the media. Many Algerians are bilingual in Arabic and French, and it serves as an important lingua franca among different linguistic communities.
3. **English:** English has been gaining popularity in Algeria, particularly among the younger generation. It is taught as a foreign language in schools and universities, and there is a growing interest in learning English for business, tourism, and international communication purposes.

These three languages—Arabic, Tamazight, and French—are the most prominent languages spoken in Algeria. Other minority languages, such as Spanish and Italian, have historical ties to specific communities but are less commonly spoken today.

Modern Standard Arabic (MSA), also known as Literary Arabic, is the standardized form of the Arabic language used in media, literature, formal education, and official communications across the Arab world. In Algeria, MSA holds significant importance as the official language of the country. However, it is important to note that Algerian Arabic, a dialect known as "Darja," is the primary spoken language among the Algerian population.

The Algerian education system extensively emphasizes the teaching and learning of Modern Standard Arabic. MSA is taught in schools from the early stages of education,

starting from primary school and continuing throughout secondary and higher education. It is the language of instruction in subjects such as Arabic language and literature, Islamic studies, social sciences, and humanities.

The Algerian media, including newspapers, radio, and television, predominantly use Modern Standard Arabic for news reporting, formal discussions, and official announcements. MSA is also used in government institutions, legal proceedings, and official documentation.

Furthermore, MSA is employed in literary works by Algerian authors, poets, and intellectuals. Algerian literature in Modern Standard Arabic explores various themes, including social issues, cultural identity, history, and politics. Prominent Algerian writers like Kateb Yacine, Rachid Boudjedra, and Assia Djebar have made significant contributions to Arabic literature in Algeria.

While MSA is widely used in formal settings and in writing, Algerian Arabic (Darja) remains the primary spoken language among Algerians in their daily lives, including informal conversations, social interactions, and local media.

It is important to understand that the usage of MSA and Algerian Arabic may vary depending on the context and the level of formality. In more casual or intimate settings, Algerian Arabic is often used, while MSA is employed in formal or official environments.

I. 2. Language acquisition and language learning:

Language acquisition refers to the natural process by which humans acquire their first language(s) during early childhood, typically without formal instruction. It is a subconscious, intuitive process that occurs through exposure to and interaction with a language community. On the other hand, language learning refers to the conscious and deliberate effort to acquire a new language, often through structured instruction and study.

I.2.1. Language Acquisition :

- Children acquire their first language(s) through exposure to linguistic input from their environment, such as interactions with parents, caregivers, and other speakers in their community. Pinker, S. (1994).
- Noam Chomsky's theory of Universal Grammar suggests that humans are born with innate language acquisition mechanisms that enable them to acquire language effortlessly. Chomsky, N. (1959).

- A prominent theory in language acquisition is the behaviourist theory proposed by B.F. Skinner, which emphasizes the role of environmental stimuli and reinforcement in language development.

I.2.2 Language Learning:

- Language learning involves conscious effort, explicit instruction, and practice to acquire a new language, often as a second or foreign language.
- Formal language learning can take place in classrooms, language courses, online platforms, or through self-study using language learning resources. Larsen-Freeman, D., & Anderson, M. (2013)
- Different language learning approaches exist, such as the communicative approach, audio-lingual method, and immersion programs, each with its own principles and techniques. Ellis, R. (2008).

I.2.3. Relationship between Acquisition and Learning:

- Language acquisition and learning are not mutually exclusive; they often complement each other.
- In second language acquisition, learners may initially acquire language naturally through exposure (similar to first language acquisition) and then supplement it with explicit learning to refine their language skills. Krashen, S. (1982).
- Learning can support acquisition by providing learners with formal instruction, vocabulary and grammar explanations, practice exercises, and opportunities for error correction. Long, M. H. (1997).

I.3. Benefits of learning English at an early age – why should children start learning English early?

Starting to learn English at the age of 8 or even 6-7 is highly advantageous! Bilingual children benefit from intellectual and cognitive development that centers on two languages right from birth. Introducing multiple languages during early childhood proves extremely beneficial for young minds.

Typically, by the age of 4, children have developed good proficiency in their native language while their brains actively develop and remain receptive to new experiences. Children are naturally curious about everything and have a remarkable ability to absorb new

information. They are eager to explore various activities, whether it's dancing, music, sports, chess, or any other interest, with no limitations. Including English or another foreign language in this list of activities can be highly beneficial. There are both psychological and physiological factors that facilitate productive second language learning.

I.3.1. Psychological Perspective:

- There is a heightened desire for socialization, as children actively seek new friendships.
- Psychological barriers are minimal during this stage, as children become more sociable and talkative.
- There is an increased interest in learning, as children discover numerous fascinating things around them, leading them to push boundaries to satisfy their growing curiosity.
- Children begin to understand the importance of playing by the rules, as they recognize that all games have their own set of regulations to ensure continued participation.

I.3.2. Physiological Perspective:

- Children have a clear understanding of their mother tongue's language system, reducing the likelihood of language mixing.
- Due to the flexibility of their speech organs, children can mimic their teacher and achieve correct pronunciation.
- Children can leverage their prior experience of learning their mother tongue when acquiring a new language, making it easier for them to remember phrases and other language components with regular practice.
- Cognitive processes such as imagination, attention, guessing, and memory are actively developing, allowing children to memorize substantial amounts of information when provided with suitable learning conditions.

Considering these factors, learning a new language at an early age can be advantageous. By organizing lessons effectively, one can expect positive outcomes such as proficiency in speaking, expanding vocabulary, and adapting to a multilingual society.

I.4. What are the advantages of learning English at an early age?

Commencing the learning of a foreign language prior to formal schooling provides young children with several benefits. Firstly, they are not burdened by language or psychological barriers, eliminating the need for extra effort or special conditions to encourage their communication. Without the fear of making mistakes, they can freely express themselves in a non-evaluative environment, fostering better communication skills as they focus on conveying their thoughts rather than on correctness.

Moreover, early language acquisition has a positive impact on children's cognitive development. Learning a language at a young age promotes abstract thinking, memory retention, and imagination. These skills contribute to their overall learning capabilities and create a solid foundation for future intellectual growth.

When it comes to learning English specifically, there are numerous advantages for children who start at a young age:

1. **Accelerated English learning:** Young children have a remarkable ability to absorb and retain information effortlessly. Their brains are wired to assimilate new knowledge, and their thought processes are less abstract, making it easier for them to grasp the intricacies of the English language.
2. **Improved learning abilities:** Starting English learning early reduces the pressure and stress associated with learning a new language. Children can engage in activities that strengthen their learning capacity and memory, thereby enhancing their cognitive abilities. Developing a higher level of consciousness at an early stage facilitates faster learning as they grow older.
3. **Expanded vocabulary:** Early exposure to English expands children's vocabulary, allowing them to acquire new concepts and build upon their knowledge. Developing speaking, pronunciation, and writing skills from an early age is crucial for this vocabulary expansion.
4. **Academic success:** Proficiency in English equips children with effective communication skills, which positively impacts their academic performance. Early English learning empowers them to excel in academic tests and succeed in their studies.

5. Future opportunities: English is a universal language widely used in various industries and cultures. By learning English at a young age, children gain a valuable skill that opens doors to global opportunities, enabling them to explore the world, connect with diverse cultures, and broaden their horizons.

By starting the journey of learning a foreign language early in life, children gain a multitude of benefits that extend far beyond language acquisition, fostering their overall cognitive development and preparing them for a successful future.

Enhanced Academic Progress: Learning English at a young age facilitates academic advancement, assisting children in comprehending complex concepts with greater ease.

Increased Self-Confidence: Engaging in English learning from an early stage fosters a child's self-assurance and self-esteem. This newfound confidence encourages them to ask questions, overcome their fear of speaking and writing in English, and actively participate in language-related activities.

Improved Verbal Fluency: Regular practice of speaking and listening to English, starting at a young age, improves verbal fluency and enables children to communicate more effectively in their daily lives.

Stimulated Brain Activity: Early English learning actively stimulates and maintains brain activity, leading to improved memory, enhanced creativity, and heightened cognitive abilities. As children learn new words and grammar rules, they engage their brains and memory, strengthening their overall mental capacity.

Cultivated Curiosity and Motivation: Proficiency in English opens doors to a vast world of information both online and offline, igniting children's curiosity and motivation for exploration. They can spend hours delving into new topics, expanding their horizons and nurturing their inquisitiveness.

I.5.The importance of learning English at an early age:

Creating the ideal learning environment is crucial for success, especially when teaching English to pre-schoolers. The process resembles teaching them their native language, as children naturally absorb language from their surroundings and daily interactions. Repetition plays a vital role in helping them understand language in various situations, and phrases used by parents are easily memorized due to the power of repetition.

Therefore, when teaching English to young children, it is important to establish a natural language-learning environment by considering the following aspects:

1. **Immersion in an English-speaking environment:** Early English learning involves speaking exclusively in English with the children. While it may seem challenging for the kids initially, gradually transitioning to English is not the most effective approach. It is easier for a child's brain to adapt when the teacher consistently uses English as the primary language. This creates a sense of familiarity, allowing their brain to quickly grasp and learn the language. Conversely, it is more difficult for children to break the habit of using their mother tongue during lessons if it is allowed.
2. **Contextuality:** Creating contextual situations is key to facilitating language learning. Engaging children in everyday scenarios through play helps provide the necessary context for language acquisition. Games are particularly effective for this age group, as they serve as a natural and comprehensible activity that pre-schoolers have mastered. Games and gamified learning can be used to introduce new vocabulary and grammar, as well as reinforce and activate speech. Switching between different types of games, such as board games, role-playing games, and active games, helps maintain children's attention and engagement.
3. **Repetition:** Repetition is crucial for reinforcing language learning. By repeatedly engaging children in various language activities and games, the information becomes more ingrained in their memory. Visual aids play a significant role in enhancing retention. Using toys, colourful pictures, everyday items, gestures, and body language helps stimulate children's visual and emotional memory, enabling them to create a comprehensive mental picture of the language they are learning.

Incorporating elements of creativity into lessons is also important. Pre-schoolers enjoy modelling, drawing, and crafting, and their creative skills are highly developed at this age. Leveraging arts and crafts as a primary method of learning, along with providing comments in English, fulfils the three essential conditions for effective learning: immersion, contextuality, and repetition .

For parents who wish to teach their children at home, they can utilize the aforementioned guidance to structure their lessons accordingly.

I.6.The future role of English in Algeria :

English has been gaining importance in Algeria over the years, primarily due to globalization, technological advancements, and the increasing internationalization of higher education. Here are some key points to consider regarding the future role of English in Algeria:

1. **Education:** English is being introduced at an early stage in Algerian schools as a mandatory foreign language. This emphasis on English instruction is expected to continue, as proficiency in English is seen as essential for global communication, higher education opportunities abroad, and participation in the global job market.
2. **Higher Education:** Many Algerian universities have incorporated English as a medium of instruction for certain fields of study, particularly in scientific and technical disciplines. This trend is likely to continue, as it enhances students' access to international academic resources and research collaboration.
3. **Economic Factors:** Algeria's growing economic ties with English-speaking countries and multinational corporations necessitate a workforce proficient in English. English proficiency is an asset for professionals seeking job opportunities in international companies, trade, tourism, and other sectors.
4. **Internet and Media:** The internet and digital media have contributed to the increased exposure of Algerians to English-language content. This exposure further emphasizes the importance of English as a means of accessing global information, entertainment, and online platforms.
5. **Cultural Exchange:** English is also playing a role in promoting cultural exchange, as Algerians engage with English-speaking countries through tourism, sports, music, movies, and literature. This cultural exposure is likely to foster a continued interest in learning English.

I.7.Importance of English language teaching:

English language teaching plays a crucial role in Algeria for several reasons. Here are some key points highlighting the importance of English language teaching in Algeria;

1. **Global Communication:** English is widely recognized as the global language of communication in various domains such as business, academia, technology, and international relations. Teaching English in Algeria equips individuals with the

necessary language skills to communicate effectively on a global scale (Savin-Baden, 2018).

2. **Economic Opportunities:** Proficiency in English enhances employability and opens up numerous economic opportunities. In Algeria, where the economy is increasingly connected to the global market, English language skills are in high demand, particularly in sectors such as tourism, hospitality, and international trade (Abdelkader, 2016).
3. **Higher Education and Research:** English is the primary language of instruction and communication in many universities and academic institutions worldwide. Algerian students who aspire to pursue higher education abroad or participate in international research collaborations benefit greatly from English language proficiency (Azzouz, 2017).
4. **Access to Information and Resources:** English is the predominant language used in the production and dissemination of knowledge, including scientific research, academic journals, and digital resources. Proficiency in English enables Algerian students and professionals to access a wider range of information and stay updated with the latest developments in their respective fields (Chenaoui, 2018).
5. **Cultural Exchange and Diplomacy:** English language proficiency facilitates cultural exchange, promotes understanding between nations, and strengthens diplomatic ties. It enables Algerians to engage in dialogue with people from different backgrounds, fostering intercultural competence and global citizenship (Lamara, 2019).
6. **Tourism and Hospitality:** English proficiency is crucial in the tourism and hospitality industry, as it allows Algerians to communicate effectively with tourists and provide quality services. With Algeria's rich cultural heritage and natural beauty, English language skills enhance the country's ability to attract and accommodate international visitors.

Overall, English language teaching in Algeria is vital for personal, professional, educational, and cultural growth. It equips Algerians with the necessary skills to thrive in a globalized world, enabling them to actively participate in various spheres of life and contribute to their nation's development .

I.8. The positive effect of English on child's cognitive abilities:

English, as a widely spoken language, has been found to have several positive effects on a child's cognitive abilities. Here are some key ways in which learning English can benefit a child's cognitive development

- **Enhanced Linguistic Skills:** Learning English involves acquiring new vocabulary, grammar rules, and sentence structures. Research has shown that bilingual children, including those learning English as a second language, tend to have better linguistic abilities, such as improved vocabulary, reading comprehension, and problem-solving skills compared to monolingual children. Bialystok, E., & Barac, R. (2012).
- **Cognitive Flexibility:** Learning a second language like English requires mental flexibility and the ability to switch between different linguistic systems. Studies have suggested that bilingualism, including English proficiency, can enhance cognitive flexibility and adaptability, leading to better problem-solving skills and creativity in children. Bialystok, E. (2017).
- **Improved Executive Functioning:** Executive functions refer to a set of cognitive processes that enable individuals to plan, focus attention, exhibit self-control, and make decisions. Bilingual children, including those learning English, have been found to demonstrate enhanced executive functions, such as improved attention control, cognitive inhibition, and working memory. These skills play a crucial role in academic achievement and overall cognitive development. Barac, R., & Bialystok, E. (2012).
- **Cultural Understanding and Perspective Taking:** Learning English exposes children to different cultures, perspectives, and ways of thinking. This linguistic and cultural diversity can promote empathy, understanding, and tolerance among children, enhancing their social and cognitive development. By engaging with English literature, media, and multicultural contexts, children can develop a broader worldview and critical thinking skills. Cummins, J. (2017).

It's important to note that while research supports the positive effects of English on cognitive abilities, the specific outcomes may vary depending on various factors, such as the child's age, proficiency level, exposure to the language, and individual differences .

I.9.Possible challenges in teaching English in primary school:

Teaching English in Algerian primary schools can present several challenges. These challenges are influenced by various factors, including the linguistic context, educational system, and cultural aspects. Here are some possible challenges faced by English teachers in Algerian primary schools.

*Limited exposure to the English language: English is not widely spoken or used in everyday life in Algeria, which can result in limited exposure to the language for both students and teachers. This lack of exposure can make it challenging for students to develop their English language skills effectively. Mohamed, N. (2019).

* Inadequate resources and materials: Access to quality English language resources, such as textbooks, supplementary materials, and audio-visual aids, can be limited in Algerian primary schools. The lack of appropriate resources can hinder effective teaching and learning experiences .Djebli, L. (2015).

* Limited English proficiency of teachers: English teachers in Algerian primary schools may face challenges related to their own English language proficiency. Insufficient training and proficiency levels among teachers can impact the quality of instruction and the ability to create an immersive English language environment in the classroom. Belkhir, F., & Fadel, S. (2018).

* Large class sizes: Algerian primary schools often have large class sizes, which can make it difficult for teachers to provide individualized attention to students. This situation can hinder interactive language practice and personalized feedback, impacting students' language development .Soufi, S., & Tadjer, N. (2019).

* Traditional teaching methods: Traditional teaching methods, which focus on rote memorization and grammar drills, are still prevalent in Algerian primary schools. These methods may not effectively engage students and develop their communicative language skills. There is a need for a shift towards more communicative and student-centered approaches. Hamdi, R. (2020).

*Assessment practices: Assessment practices in Algerian primary schools often emphasize written exams, which may not adequately evaluate students' overall language proficiency. The limited focus on speaking and listening skills in assessments can undermine the development of students' communicative abilities. Hedibel, M. (2021)

These challenges highlight the need for targeted professional development for teachers, the provision of suitable resources, and the implementation of modern teaching approaches that promote student engagement and active language use in the classroom.

I.10.Conclusion:

The inclusion of English in Algerian primary schools has sparked a range of attitudes and opinions among various stakeholders. While it is difficult to provide a definitive conclusion due to the dynamic nature of public opinion, the following observations can be made about the newly formed attitudes:

First of all, **Positive Outlook:** Many Algerians view the inclusion of English in primary schools as a positive step towards global integration and increased opportunities. English is widely regarded as the international language of business, science, and technology, and learning it at a young age can benefit students in their future careers. Supporters believe that early exposure to English can open doors to higher education, employment prospects, and participation in the global economy. In fact, **Concerns about Neglecting Arabic and French:** Some individuals express concerns that the inclusion of English might come at the expense of Algerian Arabic (Darja) and French, which are currently the primary languages of instruction. Critics argue that a disproportionate focus on English could undermine the cultural and linguistic heritage of Algeria and lead to a decline in proficiency in these languages. They advocate for a balanced curriculum that values the preservation and promotion of the national languages alongside English. **Capacity and Quality of Instruction:** Another aspect of the debate centre's around the capacity and quality of English language instruction in primary schools. Skeptics worry that the education system may not be adequately equipped to deliver effective English language teaching due to factors such as limited resources, teacher training, and infrastructure. Concerns also arise regarding the qualifications and proficiency of teachers, as well as the availability of appropriate teaching materials and resources. **otherwise, Socioeconomic Disparities:** The inclusion of English in primary schools has raised concerns about socioeconomic disparities. Some argue that students from privileged backgrounds may have better access to English language learning opportunities outside of school, such as private tutoring or international travel. This may create an uneven playing field, where students from less privileged backgrounds are at a disadvantage, further exacerbating existing inequalities.

In addition, Long-Term Benefits and Challenges: Proponents of English language instruction believe that the long-term benefits outweigh the initial challenges. They argue that mastering English can provide students with a competitive edge in a globalized world, enhance communication skills, and facilitate international collaboration. However, critics stress the need for a comprehensive and well-thought-out implementation plan that addresses the aforementioned concerns and ensures that the inclusion of English does not lead to the marginalization of other languages.

To sum up, the attitudes surrounding the inclusion of English in Algerian primary schools are multifaceted and diverse. While some view it as a positive development with potential benefits, others express concerns about its impact on local languages, the quality of instruction, and socioeconomic disparities. The successful integration of English into the curriculum will require careful planning, sufficient resources, teacher training, and a balanced approach that values the preservation of Algerian Arabic and French alongside English language acquisition.

Chapter Two

Data analysis and findings' discussion

INTRODUCTION:

This chapter describes data collection investigations and results ,the first part describes the details of the methods used in the study, then the second half is the announcement of the survey results, Presented primarily in the form of graphs, statistics and numbers, the latter paves the way for more detailed information in addition Discussion and interpretation of the following sections related to the answer ask research questions and test the validity of postulated hypotheses the survey method is a questionnaire, a group of 84 people a parent and her group of 20 teachers were randomly selected to answer the questions. A questionnaire critical to achieving the expected goals of the study .

II.1. Parents questionnaire:**II.1.1. Sample population:**

Since Arabic is the primary language of Algeria, an online form in Arabic has been created to make it simple for parents to convey their views and feelings. This study's sample was chosen at random. Before deciding on the sort of respondents to use, we conducted a brief search of the web resources that Tiaritian parents frequently use. They are frequently interested in news and information connected to their children's education and frequently follow these sources. The parents' questionnaire sample population includes 84 individuals in order to get sufficient data for the study.

II.1.2. Parents profile:

There are 84 participants in the target population. Only 31 of them are men, compared to 53 women. They are between the ages of 26 and 40. The bulk of participants are secondary school graduates in terms of education.

II. 2. Parents questionnaire description :**II.2.1. Section one: personnel information**

Three question items are included, and they are used to determine the participants' age, gender, and educational level.

II.2.2. Section two: Parent's impression on the newly attitudes about the inclusion of English in the primary schools between acceptance and refusal.

The last and most important section Since then, 13 questions have been included, different question type is used (03) Three questions are closed questions (Q 4, Q 5 and Q6).

The purpose is to learn the opinions and attitudes of parents towards the introduction and education of English in elementary schools. The remaining two questions are open questions (Q 7 and Q 10). They offer parents the opportunity to express ideas for the introduction of English in primary schools in Algeria. In addition, this section also includes three question elements (yes/no questions) that examine parents' willingness to support the introduction of English at the primary level.

II.3. Analyses of the results :

The questionnaire results are as follows :

II.3.1 Section one: : Informants 'personal

II.3.1.1. Information Question one :gender

The results show that the majority of respondents 53 are equal (63.09%) women and only 31 of them were male and that percentage was equal (36.90%). It revealed that mothers are more interested in teaching English than fathers do .

Table:01 parents' gender

Informants' answers	Number of parents	Percentage
Male	31	36.90%
Female	53	63.09%

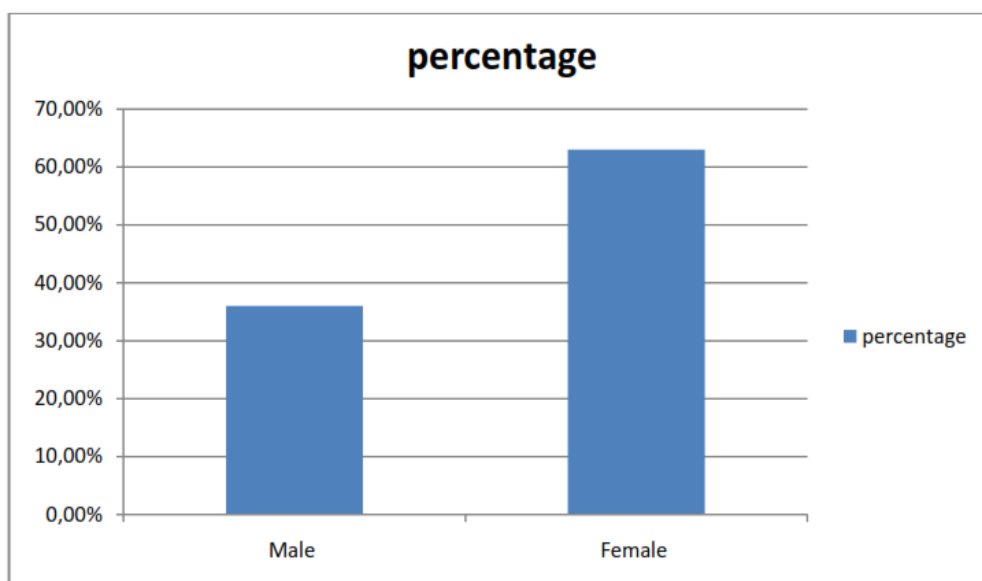


Chart 01: parents' gender

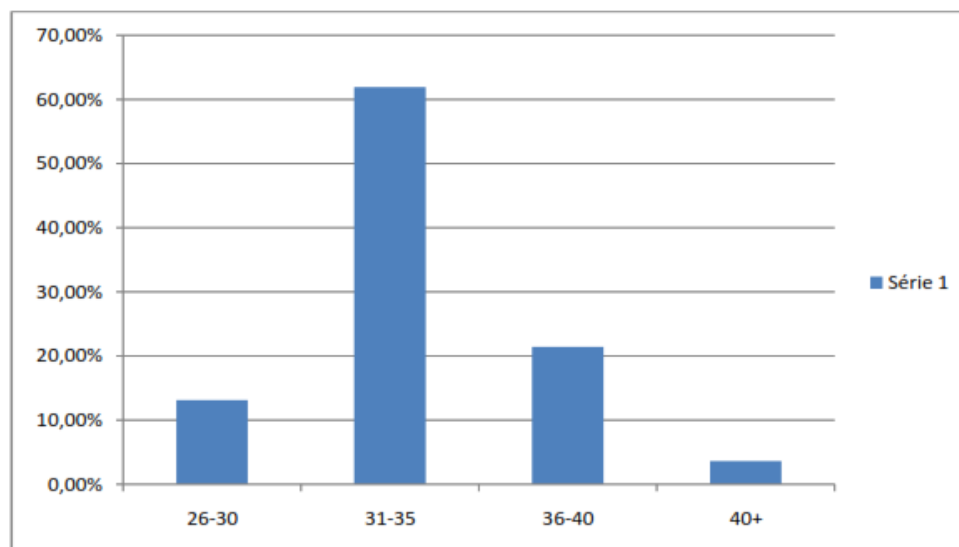
Question 02: Age

Findings in the following table and figure indicate that 52 of the informants 'ages vary from 31 to 35 which equal (61.90%). This means that the large number of respondents .

Are young, 11 of respondents 'ages range from 26 to 30 and which represents (13,09%).18 of participants were under the category aged between 36-40 estimated by (21.42%) ,Only three of them are aged above 40 that equal (03.57%).

Table2: parents' Age

Informant's answer	Number of parent	Percentage
26-30	11	13.09%
31-35	52	61.90%
36-40	18	21.42%
40+	03	03.57%

**Chart 02 : parents' Age****Question 03: Parents' educational level**

From the statistics presented in the tables and figures, the parent's qualification can be divided into four levels. The majority of them 50 estimated by (59.52%) have high school level. Meanwhile, 10 people have intermediate education (11.90%) and 24 people (28.57%) have university degrees. However, none of the respondents had primary school

education. The above results indicate that parents' educational level has a significant influence on their positive attitude towards the inclusion of English in primary schools in Alger

Table 03 : Parents' educational level

Informants' answer	Number of parents	percentage
Primary	00	00%
Middle	10	11.90%
Secondary	50	59.52%
University	24	28.57%

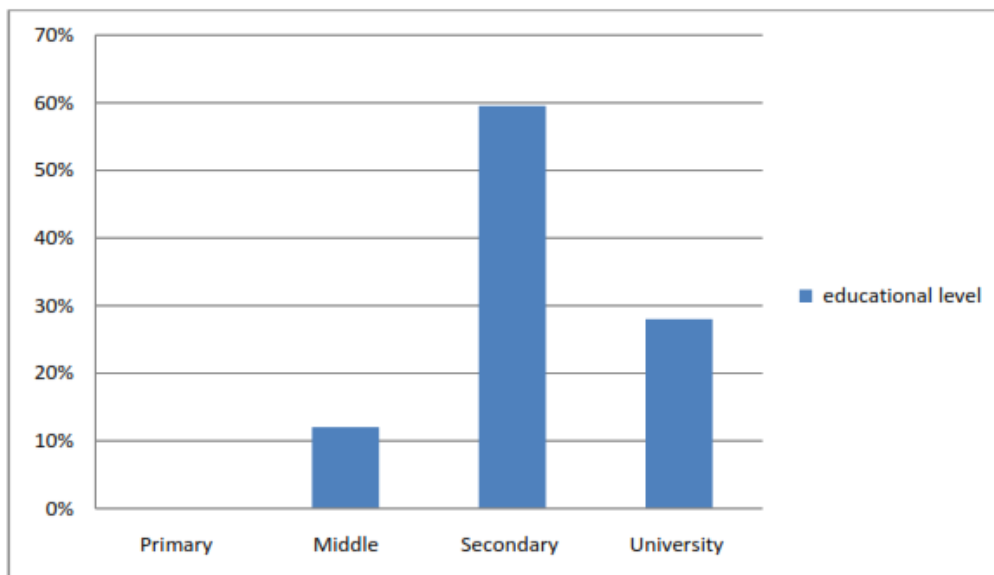


Chart 03: Parents' educational level.

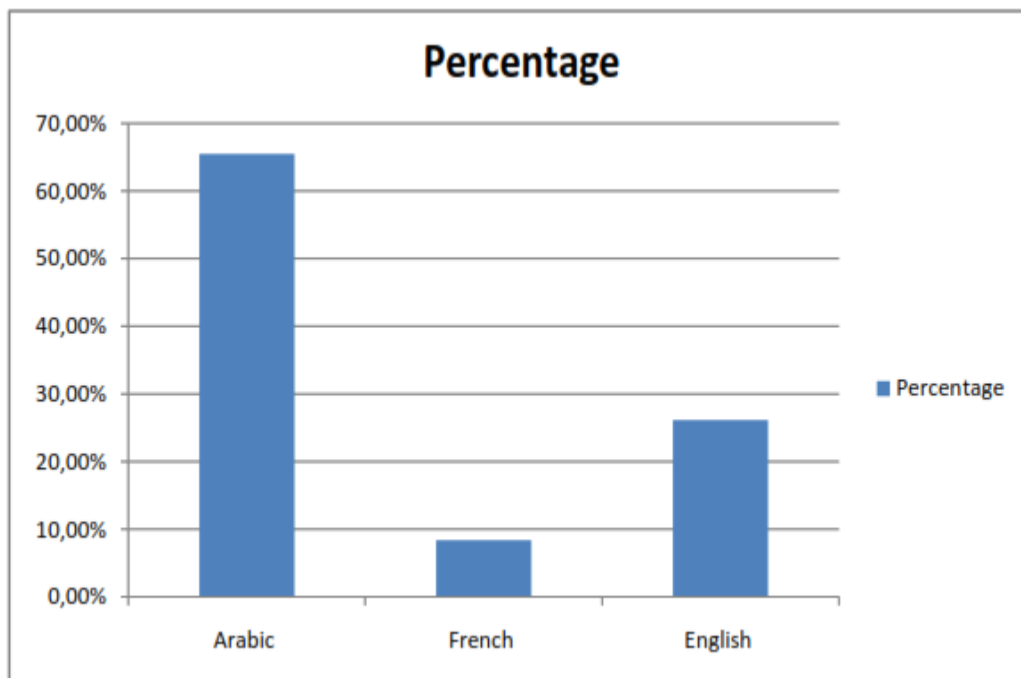
II.3.2. Section two: Parents' attitudes about the new decision of the inclusion English in the primary schools between acceptance and refusal .

Question 04: what would you prefer among these languages?

In this question, the findings suggest that the majority of parents, '55', which represents a percentage of (65.47%), choose Arabic , While French is chosen by 7 of the projected (08.33%) respondents. Another preferred language, according to 22 participants, is English (26.10%).

Table 04: language preferred by parents

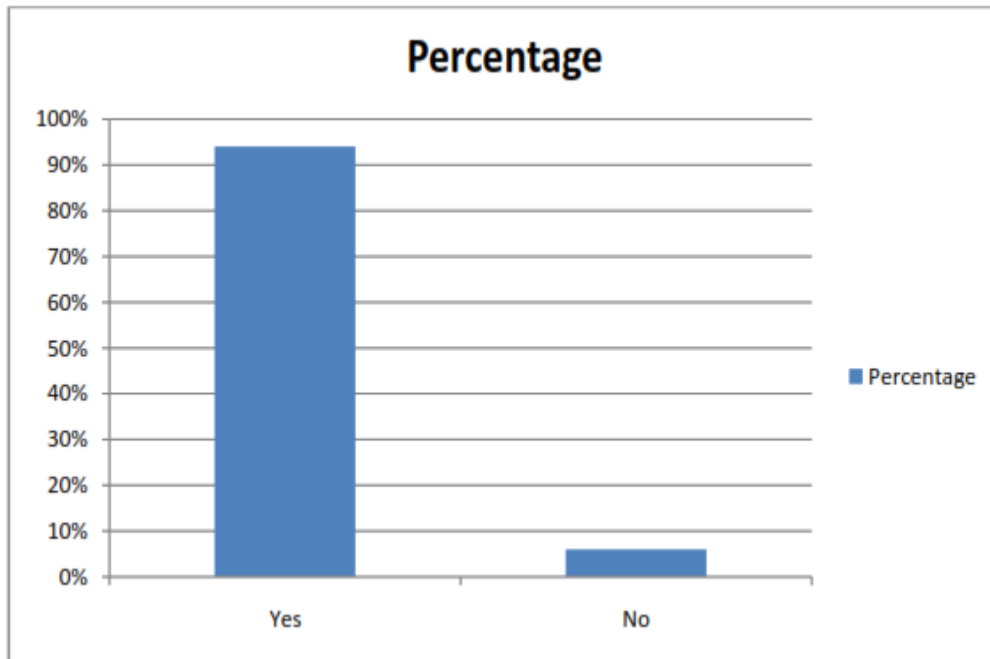
Informants answer	Number of parents	Percentage
Arabic	55	65.47%
French	7	8.33%
English	22	26.10%

**Chart 04: language preferred by parents .****Question 05: Is English more important than other languages?**

Respondents were asked whether English is more essential than other languages in this issue. The majority of parents responded '79' with a yes, indicating that they believe English languages are critical in today's world.

Table 05 : English the most important language nowadays.

Informants' answers	Number of parent	Percentage
Yes	79	94%
No	5	5.95%

**Chart 05: Scores illustrating the agreement on English language .**

Some quotations from participants advocating the value of English language then other languages are included below.

Participant One :

Because it's the language of the world and informatics.

لأنها لغة العالم والمعلوماتية

Participant two:

To keep pace with evolution, we have to use a language the world uses in every way.

. لمواكبة التطور ، علينا استخدام لغة يستخدمها العالم بكل الطرق

Participant three:

English is the most widely used language in the world and in the developed countries and we are forced to choose it.

اللغة الإنجليزية هي اللغة الأكثر استخداما في العالم وفي الدول المتقدمة ونحن مضطرون لاختيارها

Participant four:

We're not only forced to choose English as important among the world's languages, but because it's science and technology.

نحن لسنا مجبرين فقط على اختيار اللغة الإنجليزية باعتبارها مهمة بين لغات العالم ، ولكن لأنها علوم وتكنولوجيا

Participant five:

That's because it's the standard language for continents that allows us to communicate when we travel.

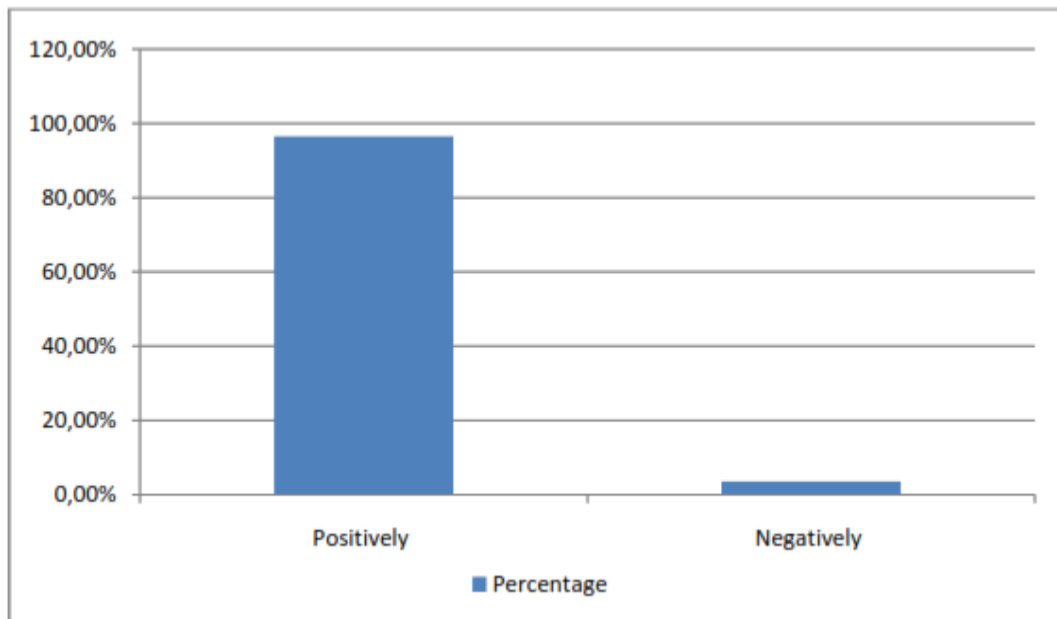
هكذا لأنها اللغة القياسية للقارات التي تسمح لنا بالتواصل عندما نسافر

Question 06 : how does society affect this decision ?

In this question the respondents have been asked how society reflect on the newly decision of including English in the elementary level all parent answered 81 by positively however 3 parents answered by negatively.

Table 06: Statistics about the impact of decision on society.

Informants 'answer	Number of parents	Percentage
Positively	81	96.42%
Negatively	03	3.57%

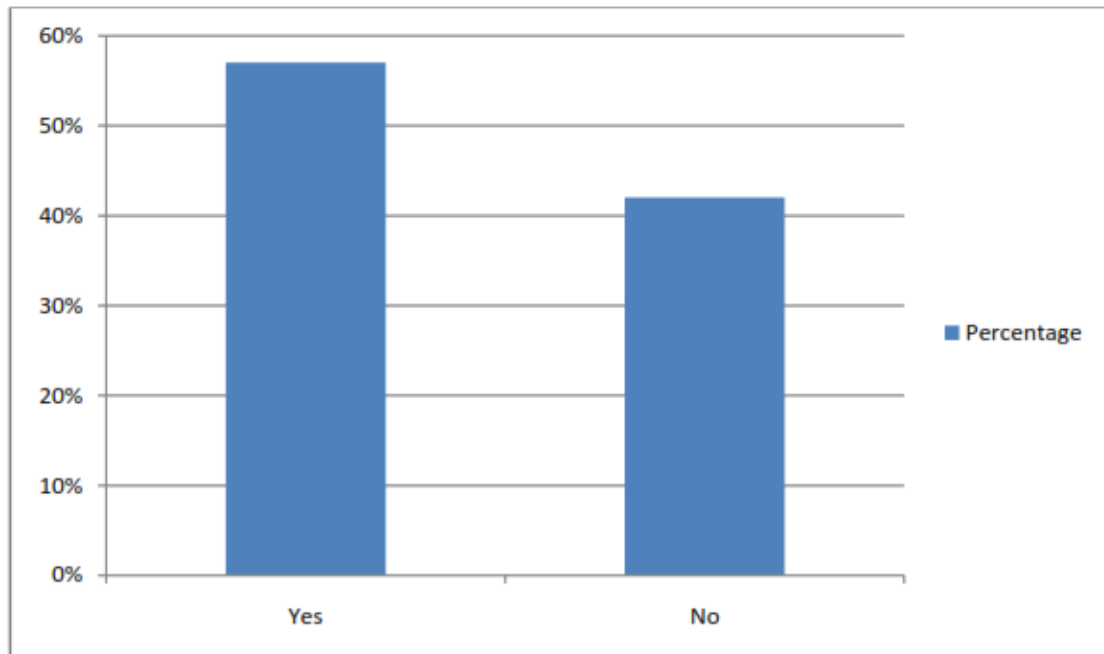
**Chart 06: The impact of decision on society.**

Question 07: Did the great powers influence the inclusion of the English language in thirdworld countries?

In this question the respondents have been asked whether the great powers influence the inclusion of the English language in third world countries large number responded by yes (48)which represents a percentage of (57,14%), however (36) parent answered by No which represents a percentage of (42,85%).

Table 07: Great power and the influence of English language.

Respondents' answer	Number of parents	Percentage
Yes	48	57,14%
No	36	42,85%

**Chart 07 : Great power and influence of English language .**

Question 08: .What is your opinion about the decision to include English at the elementary stage?

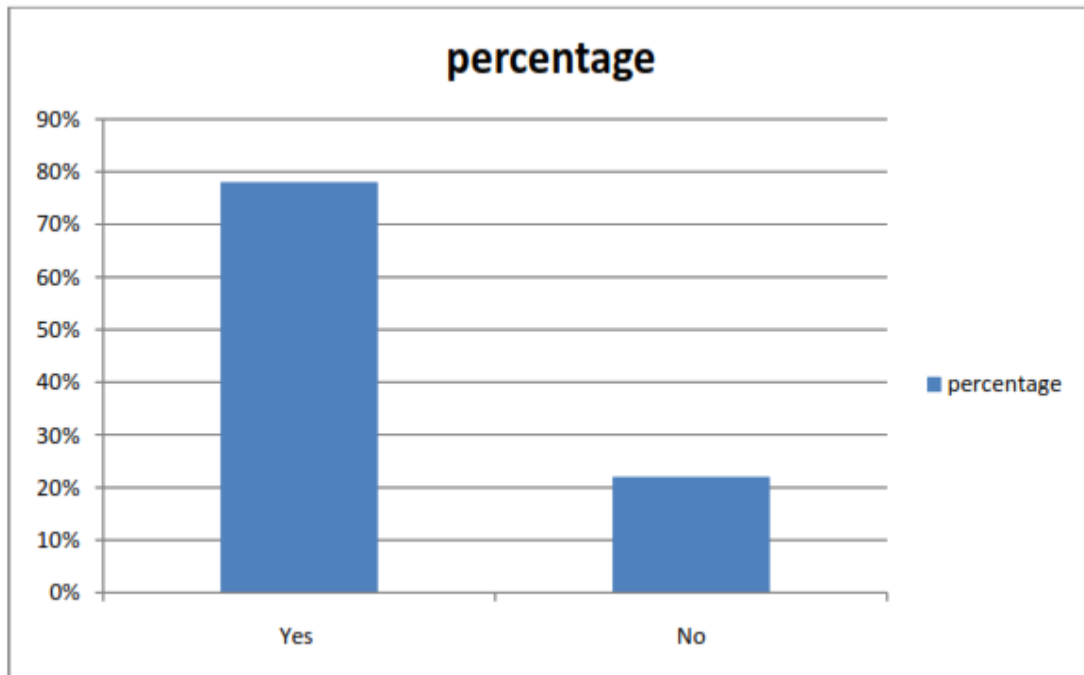
In this question, the results obtained show that the largest number of parents '81' which represents percentage of (96,42%)that agreed with the decision of including English in the elementary stag highlight the importance of English language nowadays.

Question 09: Do you anticipate your child adapting to a new language?

parents were asked if their children adapt with learning new language (English) 66 respondents answered by yes which represents a percentage of (78,57%) and 19 respondents answered by No which represents (22,61%) percent ,four parent were neutral(without answer).

Table 08:children adapting new language .

Respondents' answer	Number of parents	Percentage
Yes	66	78,57%
No	19	22,61%

**Chart 08: Children adapting new language.**

Question 10: .what role do parent play in supporting their children's English language development in elementary school?

Through this question, we tried to figure out role do parent play in supporting their children's English language development in elementary school there were different answers The following statements are some of participants .

Participant 01:

By giving our children the courage, confident and support .

من خلال منح أطفالنا الشجاعة والثقة والدعم

Participant 02:

Trying to give them more homework in order to enhance their skills

محاولة منحهم المزيد من الواجبات المنزلية من أجل تعزيز مهاراتهم

Participant 03:

Trying to speak English language in our daily life

نحاول التحدث باللغة الإنجليزية في حياتنا اليومية

Participant 04:

Helping them doing assignments memorizing the vocabulary

نحاول التحدث باللغة الإنجليزية في حياتنا اليومية

Participant 05:

By giving them rewards and gift

من خلال منحهم المكافآت والهدايا

Participant 06:

Being strict with them and giving them privet classes .

التشدد معهم وإعطائهم دروساً خاصة

Question 11: Are children affected by parents' level of education ?

This question we asked 84 corispondant if the parents' level of education affect on their children 45 answered by yes which represent percentage of(53,57%) however 15 answeredby No that represent a percentage of (17,85%)and 24 answered by maybe which gives a percentage of (28,57%).

Table 10: level education impact on children

Respondents answer	Number of parents	Percentage
Yes	45	53,57%
No	15	17,85%
Maybe	24	28,57%

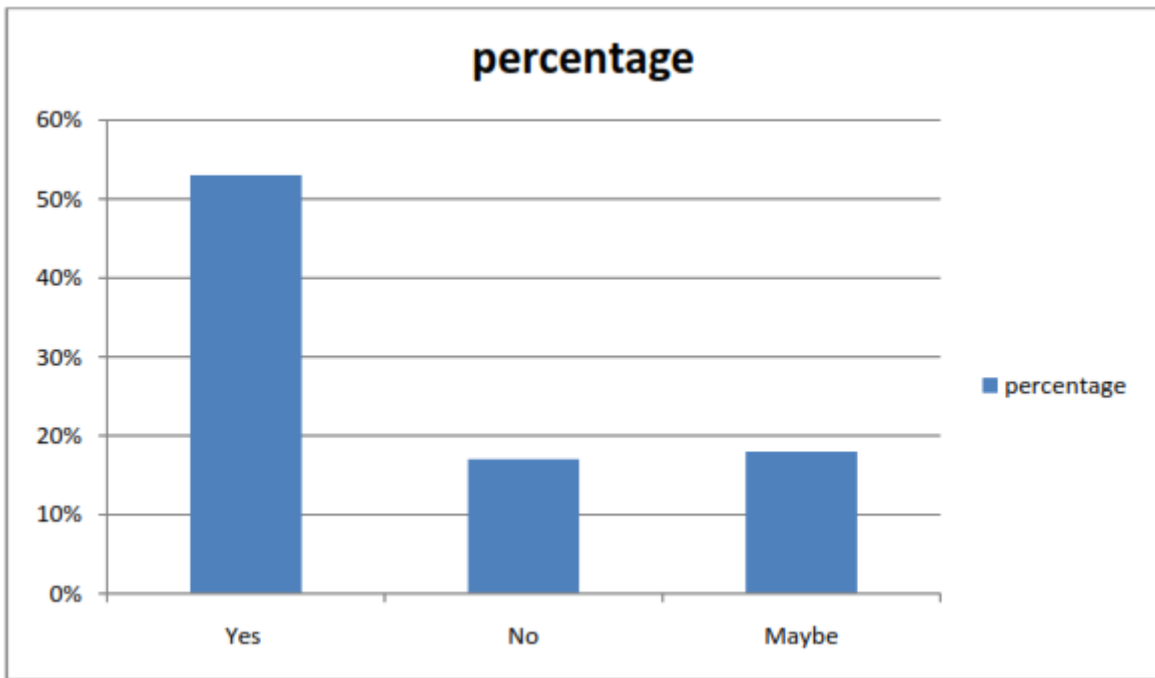


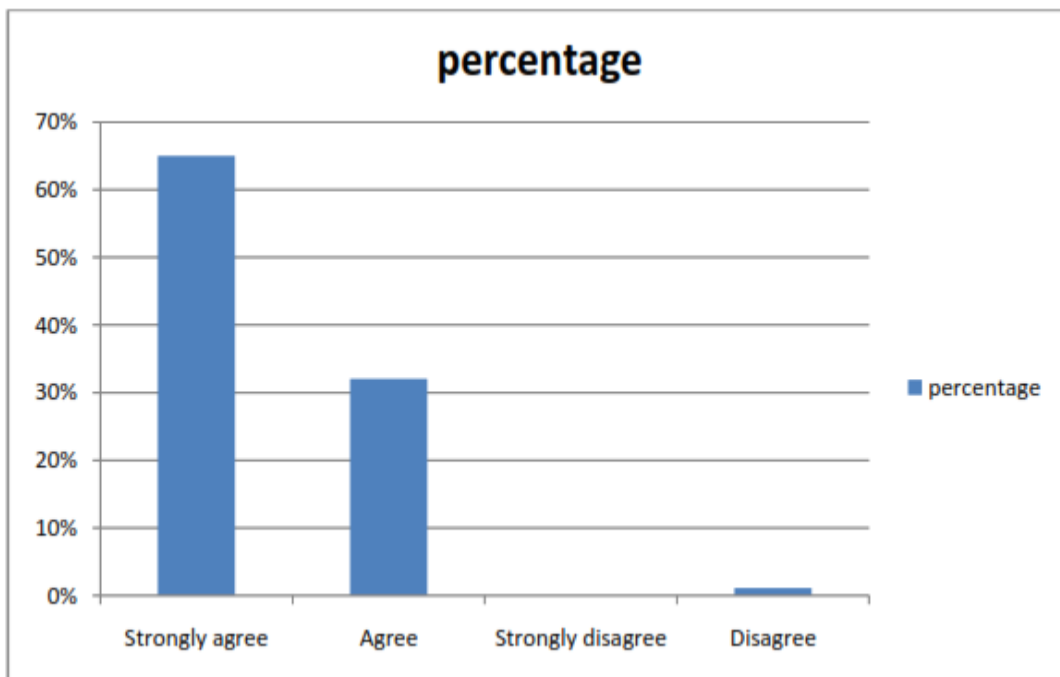
Chart 10: level education impact on children.

Question 12-statement: family support affect how to learn a new language at an early age. The table and figure show that the majority of respondents which equals (65, 47%) of the

Participants strongly agreed with the statement moreover the equal of 27 parents agreed with the statement equivalence of (32, 14%) however just one participant answered by disagree percentage of (1, 10%) and no answers are mentioned for strongly disagree, one of them give no answer.

Table 11: Role of the family in studying a new language at an early age

Respondents' answers	Number of parents	Percentage
Strongly agree	55	65,47%
Agree	27	32,14%
Strongly disagree	00	00%
Disagree	01	1.10%

**Chart 11: Role of the family in studying a new language at an early age.**

Question 13: If you would to contribute anything or make any remarks about how English is being taught in the primary stage, feel free to do

Participant 01:

I love English, and I'm happy to have it in grade one.

أحب اللغة الإنجليزية ، ويسعدني أن أحصل عليها في الصف الأول

Participant 02:

I hope the state will continue with this decision.

أمل أن تستمر الدولة في هذا القرار

Participant 03:

Easy, lovely language in children, easy to understand.

لغة سهلة وجذابة عند الأطفال وسهلة الفهم

Participant 04:

Thanks for the questionnaire.

شكرا على الاستبيان

II.3.3.Questionnaire' Results Discussion(Q.R.D) :

The parents' goal was to examine their positions on a decision “English in Algerian primary schools”. The aim was also to enquire about the motives and reasons for their positions. In addition, factors related to the inclusion of English at the primary level by parents. In addition, the following paragraph provides a clear explanation of the results of the questionnaire in accordance with the objectives of the study.

Starting with the first section of the questionnaire, the collected data show that there is great relation between parents' educational level and their attitudes towards introducing English in primary schools such justification is that parents would be comfortable with foreign languages when they are educated.

The aforementioned findings showed that a sizable majority of Algerian parents have positive attitudes and support their children's early exposure to English as well as its promotion at the primary level. The findings also show that a variety of factors influence parents' favorable opinions. They contend that early exposure to a foreign language encourages a child's acceptance of various cultures and enhances cognitive development. Such attitudes are closely related to the international significance of the English language, which is utilized for both scientific study and cross-cultural communication. Their emphatic endorsement demonstrates that they are aware of the significance of English for their children's academic and professional careers.

They also stated the opinion that parental and teacher assistance is essential for the success of early foreign language acquisition. Additionally, they understood the value of parents' and teachers' contributions to the early acquisition of a foreign language. According to the results of the questionnaire, there has been a rise in awareness of the significance of

English in modern society and the idea that elementary education is the best time for English exposure and learning.

Another important item in the questionnaire is the investigation of the various factors affecting the inclusion of English in the Algerian primary education, in relation to this item it is noticed that the majority of respondents share the same point of view; which is how children adapt with new language. Another explanation by some parents is that it is not easy to include new language. In addition to this explanation some respondents justified the positive impact of the decision on society due to socio-political and economic conditions allow the achievement of this project.

Finally, it is evident that the overall results of this study support the study's hypotheses, which state that Algerian parents have positive attitudes toward learning English in primary education. In addition, the fact that the decision was successful in raising their awareness of the importance of the English language .

II.4. Teachers' questionnaire:

II.4.1. Sample population

One of the key elements in the research process is the choice and in relation to this study, we had to conduct research by distributing the questionnaire to the various primary schools and to a group of English-language teachers at the primary level, after handing the questionnaire over to schools to 20 teachers. The sample was randomly selected and based on the consideration that primary school teachers would assist in preparing the necessary data to serve the subject. Since it has an important role to play in selecting and determining: the success of the decision to include the foreign language in the primary stage between acceptance and refusal .

II.4.2. Teachers' profile:

The current questionnaire was distributed to 20 primary school teachers who were chosen at random. There are four males and sixteen girls among them. Aside from their ages, which range from 28 to 40, the bulk of them have a licensing degree.

II.4.3. Teachers' Questionnaire Description :

The teacher's questionnaire has 13 closed-ended, open-ended, and multiple-choice questions. Each questionnaire item is assigned a theoretical component in this study.

II.5 Analysing of the results:

The questionnaire results are as follow

Question 01: Gender

As seen in the chart and table, there is a modest equivalence between the gender variables, with 16 females having an estimated percentage (80%) and men having an estimated percentage (20%).

Table 11 : Teachers ' gender

Informants' answer	Number of teachers	Percentage
Male	04	20%
Female	16	80%

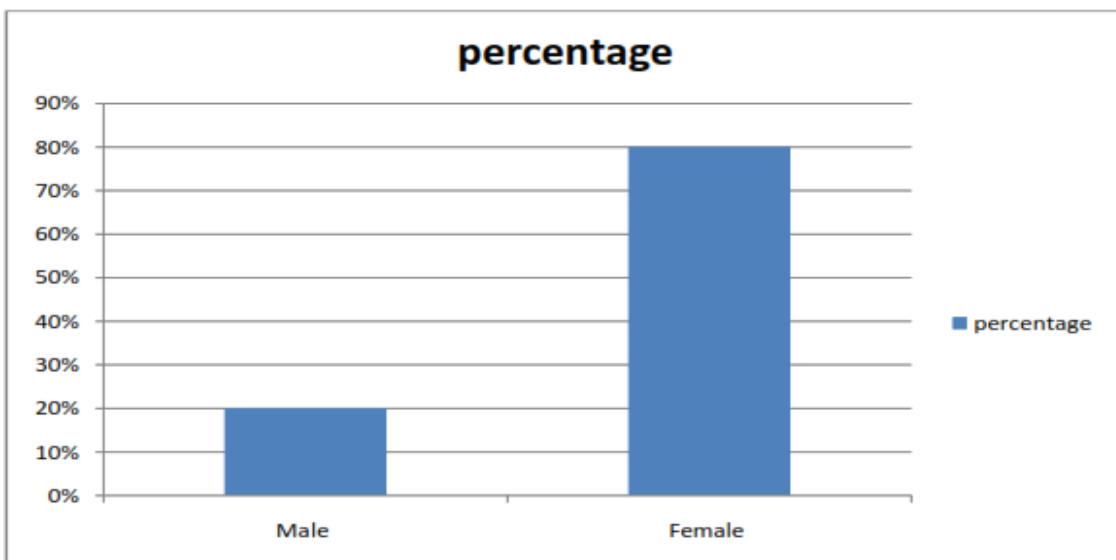


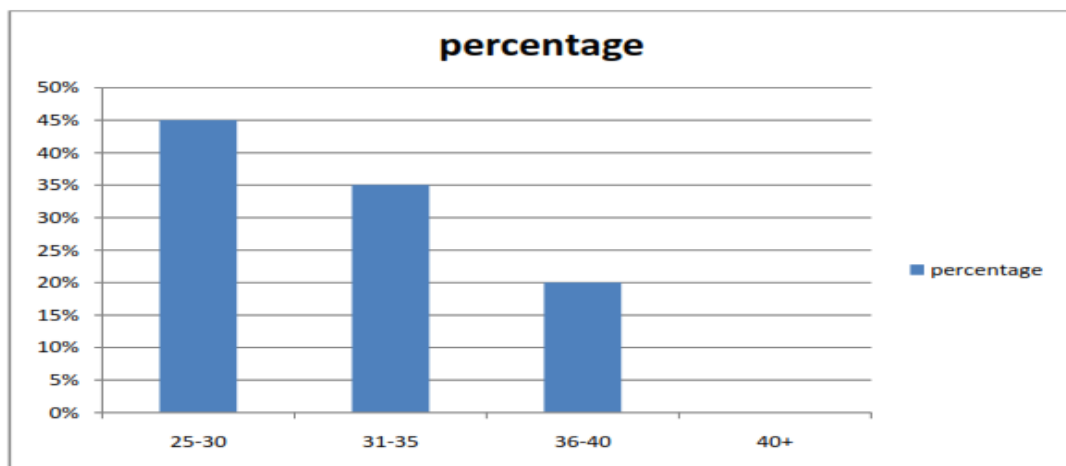
Chart :12 Teachers 'gender

Question 02: Age

As the statistics reveal, the majority of the participants' ages vary between 25 and 30, with a total percentage of (45%). It is also shown that the category of instructors whose ages range between 36 and 40 represents (20%), in addition to the age range of 31-35, which equals (35%). Indeed, the results above show that the younger generation is more engaged in teaching than the elder generation

Table :13. Teacher' age

Informants' answers	Number of teachers	Percentage
25-30	08	45%
31-35	07	35%
36-40	5	20%
40+	0	00%

**Chart: 13. Teacher' age****Question 03: Qualification**

According to the graph below, forty percent (40%) of instructors have licenses, and roughly fifty percent (50%) have master's degrees. However, just two teachers reported holding doctoral degrees, which equates to ten percent (10%).

Table 14 : Teachers' qualification

Informants answers	Number of teachers	Percentage
License (B.A)	08	40%
Magister (M.A)	10	50%
Doctorate (PHD)	02	10%

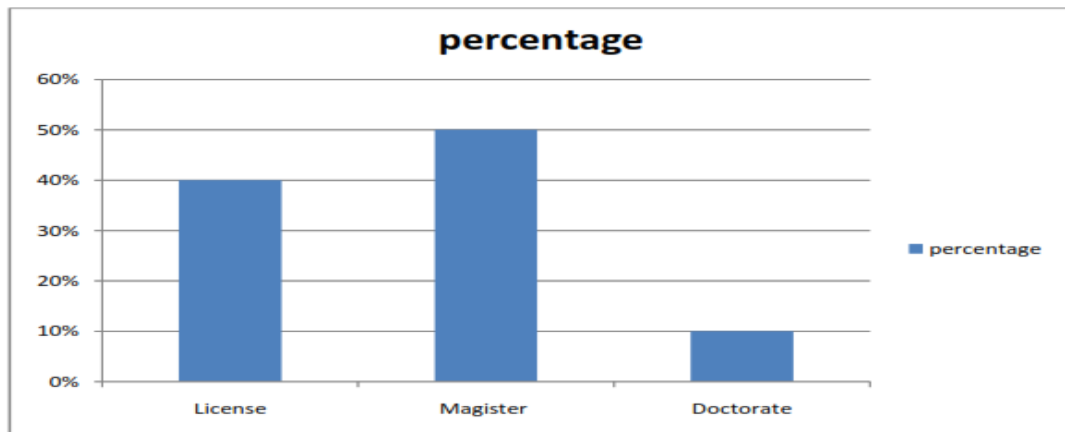


Chart 14. Teachers' qualification

Question 04: Why is the English language taught in the Algerian primary system, in your opinion?

Most of the participants mentioned the value of English as an international language and its strong presence in the commercial and technical markets in response to Question 4. One individual remained silent, though. The following statements are some of participants.

Participant 01:

If refers to the economic side and technology system

Participant 02:

Maybe it time to delete the French language

Participant 03:

English language considered as international language that why it included in the Algerian educational system.

Question 05: How has the decision of including English in the primary level changed the educational system?

In response to Question 05, most of those participants indicated the positive review on the decision of including English language in the primary schools and its positive impact on the educational system which considered that later as revolution.

Question 06: Do you think the English curriculum of primary schools is effective?

The following results show that 16 teacher which represent a percentage of (80%)

respond positively to the effectiveness of the English curriculum as opposed to the minority 04 which gives a percentage of (20%) Who think that The English curriculum is inefficient .

Table 15 : English Curriculum.

Informants' answers	Number of teachers	Percentage
Yes	16	80%
No	04	20%

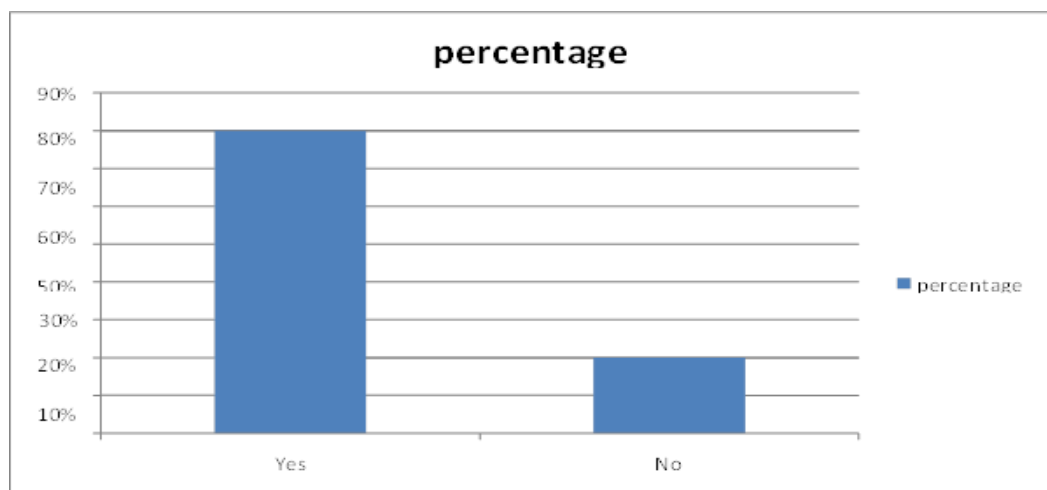


Chart 15 : English Curriculum.

Question 07: Including English in primary stage is ?

In this question, the results obtained show that the largest number of teachers 19' which represents percentage of (95 %)that considered including English in the elementary stag assuccessful decision however 1 correspondent didn't give any response .

Table 16: English decision

Informants' answers	Number teachers	Percentage
Successful	19	95%
Unsuccessful	00	00%

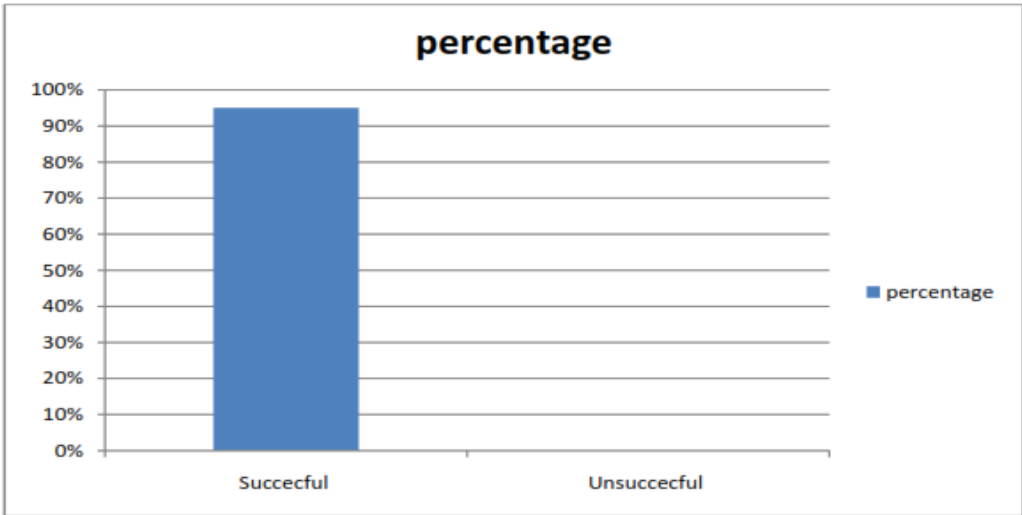


Chart 16: English decision .

Question 08: .Pupils adapted easily with learning new language?

The intention behind the above question is to know teachers perspectives concerning children adaption to knew language 13 teacher answered by yes which represent (65%) percentage. Yet, just 07 participants estimated by (35 %) answered negatively to the question.

Table17: Children's and their experience with new language

Informants answers	Number teachers	Percentage
Yes	13	65%
No	07	35%

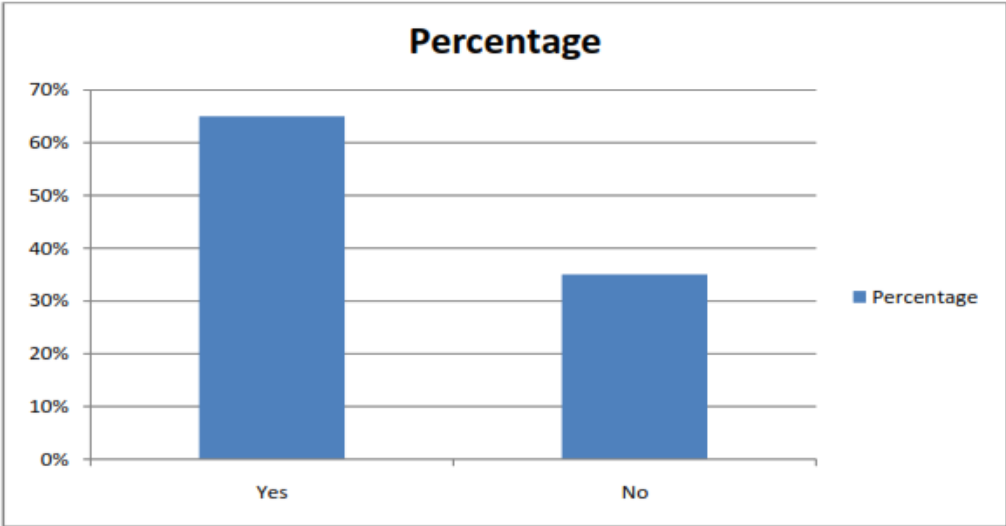


Chart 17: Children's and their experience with new language

Question 09: Did you faced difficulties with pupils?

This item of the questionnaire focuses on the difficulties that faced the teachers find out from the results that 11 teachers answered by Yes they faced difficulties, with a percentage of (55%) yet 9 teacher answered by No which percentage of (45%) .

Table 18: difficulties faced by teachers

Informants' answers	Numbers' teachers	Percentage
Yes	11	55%
No	09	45%

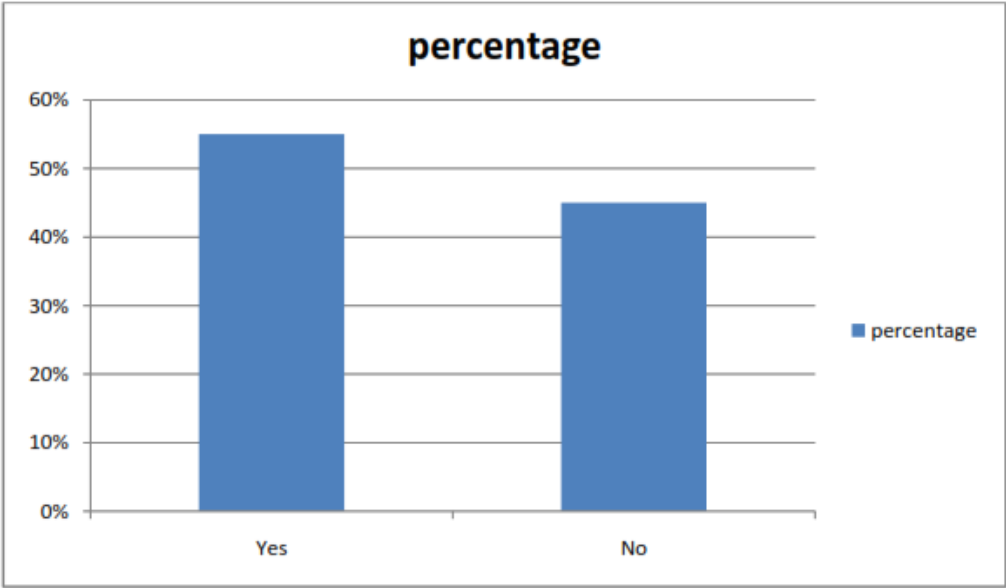


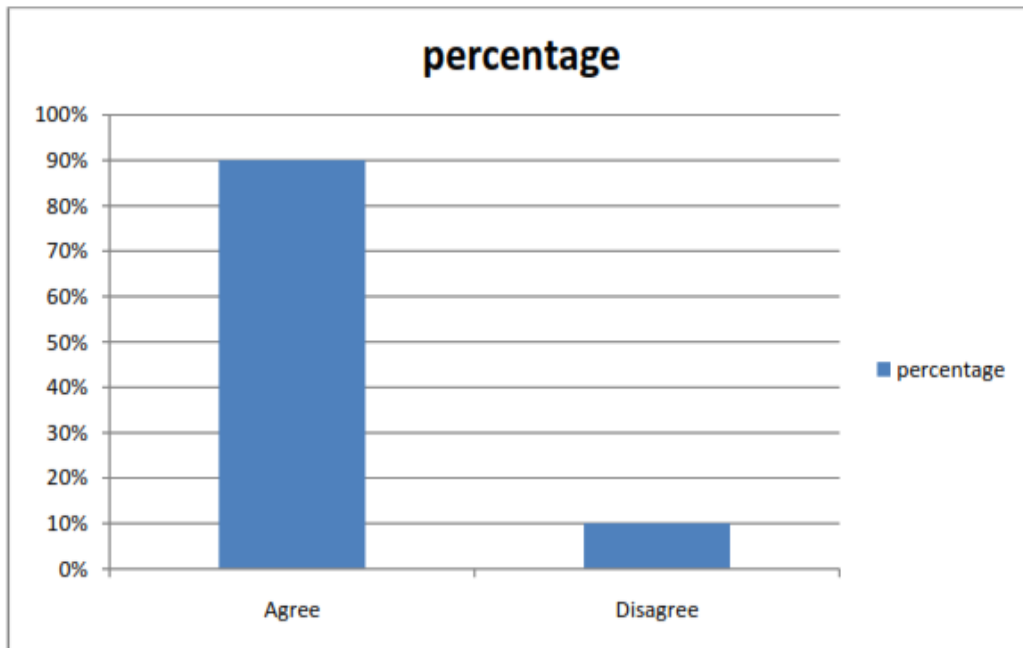
Chart 18: Difficulties faced by teachers

Question 10: How do you feel about studying English at an early age (8years and up)?

The pie chart demonstrates that 18 teachers and a percentage of respondents (90%) agree that children should learn English at a young age (08 years and up). While a minority (05%) voiced dissatisfaction with both statements. Finally, one responder remained silent.

Table 19: Teachers' opinion on teaching English at an early age.

Informants' answers	Number of teachers	Percentage
Agree	18	90%
Disagree	02	10%

**Chart 19: Teachers' opinion on teaching English at an early age.**

Question 11: Do you believe that the current socio political and economic climate permit the teaching of English in elementary schools?

The majority of respondents answered by Yes (85%) express their satisfaction with the current socio-political and economic conditions that are necessary to introduce English with the primary schools, according to the proponents of this claim. This question relates to the previous one by addressing the readability and existence of appropriate conditions of the decision to include English in primary education. 03 Others teachers, though, did not reply and were neutral.

Table 20: The impact of socio political and economic on the inclusion of English language

Informants' answers	Number of parents	Percentage
Yes	17	85%
No	00	00%
Neutral	03	15%

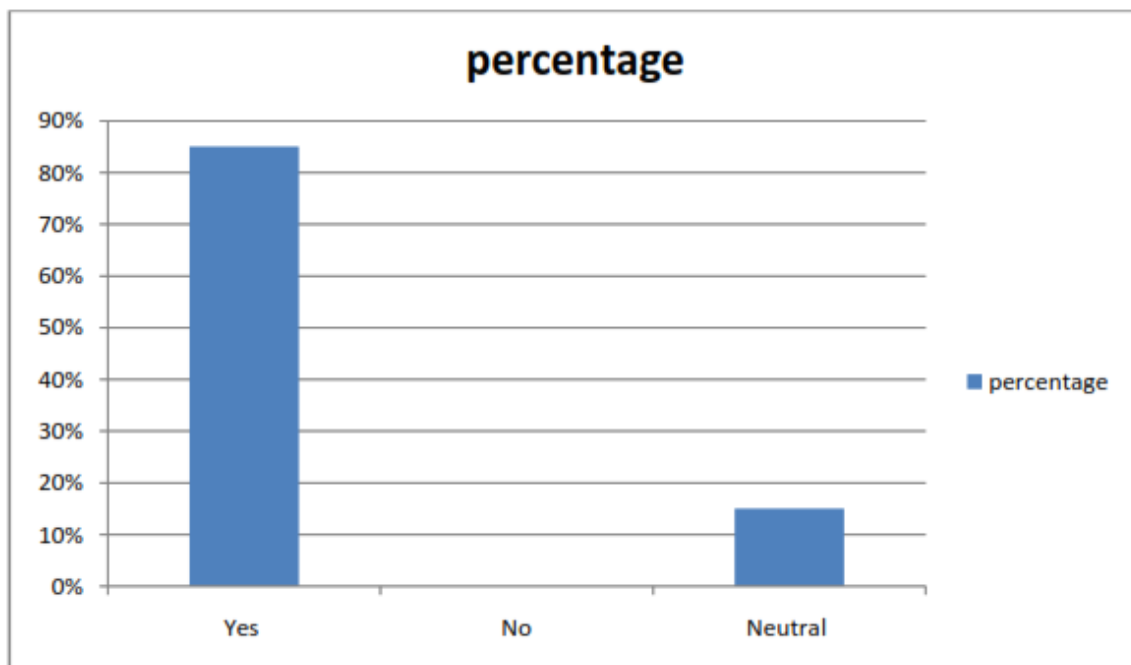
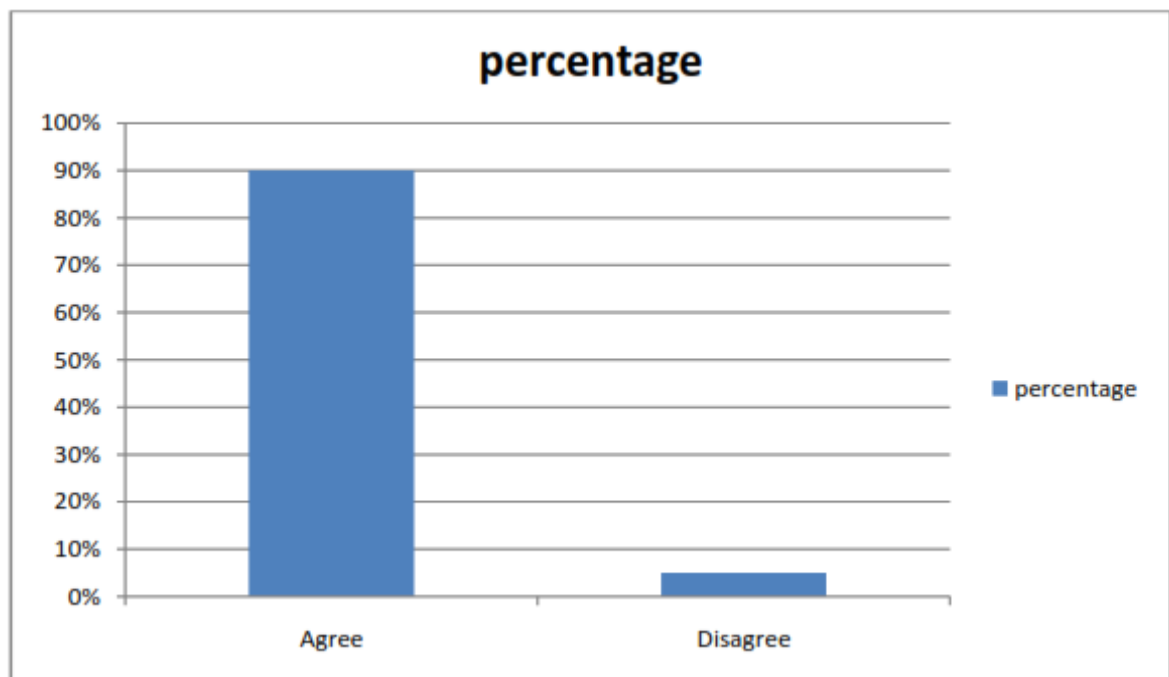


Chart 20: the impact of socio political and economic on the inclusion of English language. Question 12: The English's profile in Algeria is raise?

In response to Question 12, most of those respondents (18), which represent a percentage of 95%, indicated that English's profile today is on the rise in the educational system due to the importance of the English language and its significant presence In the economic and technological markets. where one person gave no answer.

Table 21: English profile in Algeria

Informants' answers	Number of teachers	Percentage
Agree	18	90%
Disagree	01	5%

**Chart 21: English profile in Algeria .**

Question 13: If you have the opportunity to choose one of this levels ,what would you choose?

This question is designed to measure teachers' attitudes towards their choices. 11 correspondents, which represent a percentage of (55%) of they prefer primary level, while six teachers, which represent a percentage of (30%), choose secondary level, while three (15%) others prefer middle level.

The following statements are some of teachers justifications :

Participant01:

Because I feel like a second mother to children, I like teaching in the primary grades.

Participant02:

I pick primary level for a variety of reasons, including the fact that it is seen as an easier level to teach and gives me the chance to exert control over kids.

Participant03:

Because they are mature and aware, I decided on the secondary level.

Question 14: Teaching English and French to a youngster in primary school would subject the child to undue academic pressure?

This item of the questionnaire questions the effect of exposing children to French and English on their mind, the great majority of the respondents expressed their disagreement on the statement with the estimated percentage of (45%) and about (10%) mentioned their strong disagreement. Indeed, about (20%) of the informants agree on the statement, whereas only (20%) of them Choose to be neutral.

Table 21: English and French affect on children pressure.

Informants' answers	Number of teachers	Percentage
Agree	04	20%
Strongly agree	01	05%
Disagree	09	45%
Strongly disagree	02	10%
Neutral	04	20%

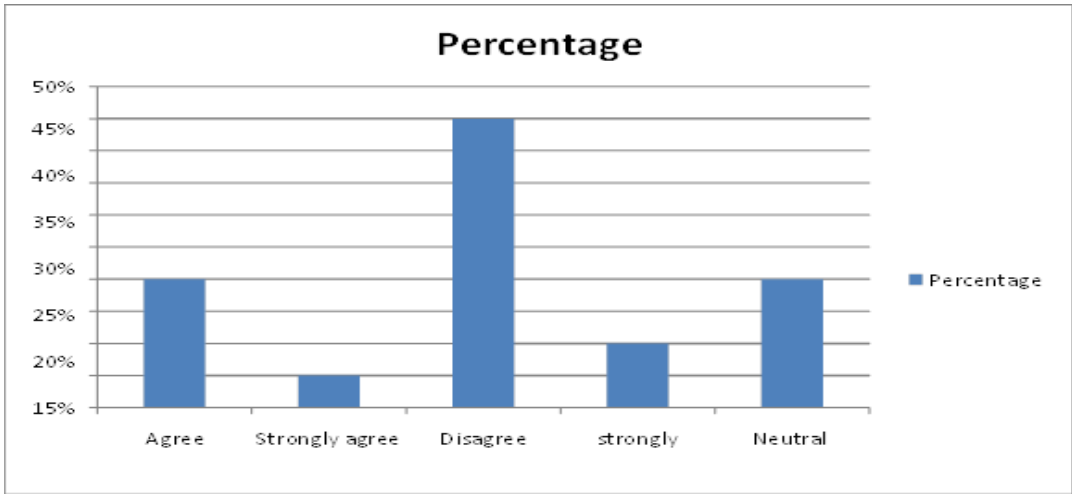


Chart 21: English and French effect on children pressure .

Question 15: Do you have any more thoughts about the recent decision to include English in elementary schools?

I also want to thank you for answering my query. Respondents stated their support for the exploration of this issue when asked to provide any comments concerning the current study.

II.6. Questionnaire Results' Discussion (Q.R.D) :

Foreign language acquisition has recently become a crucial ability that both kids and adults should develop as The primary thing that can be noticed is the equality of gender variables, which in fact have no significant effect on the study results but as in relation to the objectives of the present research, as there is a massive demand to include it in the primary education due to different reasons that this study shows from the obtained results. Due to its worldwide prominence and its significant presence in the domains of science and technology, the majority of respondents indicated their support for the recently decided inclusion of English in the Algerian primary.

Furthermore, the opinions of the respondents were followed by a strong agreement on early exposure to English, which may be explained by the well-known assertion that the sooner foreign language acquisition begins the better. That example, exposing youngsters to English would enable them to efficiently perform and increase their English ability.

Furthermore, the adaptability of youngsters with new languages demonstrates a favorable evaluation of the newly effective option.

Another significant finding of the questionnaire is concerned with the recent position of English in the Algerian system, specifically that of primary schools. When teachers were asked about the effectiveness of the English curriculum at primary school, the majority of them expressed their satisfaction towards the English program, citing the fact that the curriculum does conform to the Algerian context in addition to the capacities and teachers skills that encourage the children to easily adapt to a new language.

II.7. Conclusion:

This chapter is devoted to an examination of the findings from use the questionnaire as an investigation instrument to offer sufficient responses to research questions and to assess hypotheses' validity

It should be mentioned, as with the full analysis of the parents' and teachers' questionnaires Given the importance of English as a language of international

communication, the majority of informants agreed to a new decision on the inclusion of English in Algerian primary schools; this factor has had a strong impact on informers' attitudes, in which parents, on the one hand, support their children's learning of English and, on the other hand, encourage teachers to teach English at school.

General conclusion

General conclusion

Given its status as an international language, English is highly recognized around the world, which prepared the way for it to be included in the Algerian primary education system. The most significant aspect of the new school year is the implementation of realistic processes for the modernization of Algerian schools through the introduction of English as a fundamental subject in elementary education. Researchers and language planners have argued the relevance and necessity of revising present language planning, except that this choice is one of the new measures introduced this school year that has sparked attention and disagreement among supporters and opponents.

With regard to the previous statement, the present study has attempted to investigate the different factors behind the decision to include English in primary school. This is the season between supporters and opponents, and I also tried. In order to examine the different attitudes adopted by parents and teachers towards English and answer these questions, a questionnaire was submitted through primary institutions. The results of the statements revealed that most participants expressed their positive attitudes towards the inclusion of English at the primary level as a school, which demonstrated the success of the decision by a high percentage. In fact, these positions were guided by different motives, one of which was popular as well as economic and political, claiming that English was an international language and a language of development. Moreover, the results of the study indicate that political ideology has a strong influence on linguistic planning, specifically in English.

Recommendations on the newly formed attitude of the inclusion of English in Algerian primary schools :

One of the main observations in the Algerian educational system is that teachers lack the necessary training to provide an effective English learning experience for the learners, and as a result, it has some consideration of an impact on the motivation of learners. It is generally acknowledged that there is strong correlation between the processes of learning and teaching in which both processes can affect each other; either in a negative or positive way. One of the most important factors that impact the effectiveness of early foreign language acquisition is parental and teacher support. Children should be encouraged and made aware by their parents to learn English at home. The Algerian authorities should support the promotion of English. Indeed, government institutions play an important role in formulating plans for the continuous penetration of English at the primary level in all three years, the fourth, and the fifth. In addition, sufficient time and materials should be made available for teacher training programs. It is also noted that in Algeria, parents are

General conclusion

becoming more interested in teaching English to their children.

Limitation of the Study:

This study was limited to some limitations. The first limitation is related to the method of data collection in which the research work was conducted (b) the use of limited data tools such as the questionnaire, which is not sufficient to achieve the expected objectives of the study As for the second limitation, the decision to include the English language is considered a new decision in the educational system, and from it the difficulty of finding resources means that there is no existing literature on the research topic. As for the third restriction, it relates to the lack of teachers, as there is only one teacher in three primary schools, meaning that it is difficult to distribute the questionnaire. Nevertheless, these mentioned restrictions cannot, in any way, undermine the research work.

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Appendices

Appendices

Dear parents:

In order to qualify for the MA in English with a "Linguistic specialty". I'm honored to deliver this questionnaire in your hands. It contains a list of questions related to a study on the "newly formed attitudes about the inclusion of English in the primary schools between acceptance and Rejection. Since you represent the study sample, your opinions are crucial to achieving the goal of this research, which is to determine parents' perspectives on the use of English in primary schools.

Therefore, kindly read the questions and provide accurate responses. Put a cross (x) in the suitable box:

Section one: Personal Information

1. Gender :

Male female

2. Age :

26---30 31---35 36---40 +40

3. Educational level :

Primary Middle Secondary University

Section t :parent's attitudes about the new dicission of the inclusion English in the primary schools between acceptance and refusal .

1. What would you prefer among these languages?

Arabic French English

Appendices

2. Is English more important than other languages?

Yes

No

Justify your response:.....

3. How does society affect this decision?

Positively

Negatively

4. If we look at the changes that the world is experiencing, any language that it sees as important in our time .

5. What is your opinion about the decision to include English at the elementary stage ?

With

Against

6. Do you anticipate your child adapting to a new language?

Yes

No

7. What role do parents play in supporting their children's English language development in elementary school ?

.....

8. Are children affected by parents' level of education ?

Yes

No

Please justify your choice

.....

9. Family support affect how effective it is to learn a new language at an early age ?

Strongly agree

Agree

Strongly disagree

Disagree

10. If you would want to contribute anything or make any remarks about how English is being taught in the primary stage, feel free to do

.....

.....

Appendix 2:

Teachers' Questionnaire

Put (X) in the suitable box :

Personal information

1. Gender :

Male female

2. Age :

26---30 31---35 36---40 +40

3. Qualification:

License (B. A.) Magister (M.A.) Doctorate (PHD)

4. Why is the English language taught in the Algerian primary system ,in your opinion ?

.....

5. How has the decision of including English in the primary level changed the educational system ?

.....

6. Do you think the English curriculum of primary schools is effective ?

Yes No

7. Including English in primary stage is :

Successful unsuccessful

8. Pupils adapted easily with learning new language ?

Yes No

9. Did you faced difficulties with pupils ?

Yes No

10. How do you feel about studying English at an early age (8years and up)?

Agree Disagree

11. Do you believe that the current socio political and economic climate permit the teaching of English in elementary schools?

Yes No Neutral

Appendices

12. The English 's profil in Algeria is raise?

Agree disagree

13. If you have the opportunity to choose one of this levels ,what would you choose?

Primary medium secondary

Why? Justifiy your answer.....

.....

14. Teaching English and French to a youngster in primary school would subject the child to undue academic pressure.

Agree strongly agree disagree strongly

disagree

Neutral