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**Teachers attitudes towards teaching English
language in Algerian primary schools**

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Fulfillment of the Requirements for the Degree of Master in
Language and Culture**

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Dedication

This work is dedicated to:

Our master and creator, "Allah," who gave us the grace to

ponder

and create wonderful things.

Those who love us without any conditions, our wonderful parents

who never cease to give in Infinite number of various ways Our

lovely siblings and brothers

Our partners, who guide us in all hope, support and love through

the most difficult situations like stars in darkest nights.

Bourdoucen bouthaina

Dedication

This dissertation is lovingly dedicated to my mother for her support, encouragement, and consistent love has sustained me throughout my life.

To my father, without him I would not be who I am. I am so glad that you are my DAD.

May Allah bless them and forever.

To my intimate friends for who I am blessed to have in my life:

Ibtissem hadia

To my sisters: Loubna nahla ibtissem mayar kenza majda

To my dear brothers :Amine messoud aziz haythem taki rabah nacer

To my binomial".Bouthaina

To all my best friends who make my life bright for their endless hours of fun, their love, support and devotion.

My nephews and nieces who taught me that happiness is being an auntie. (Manisse Mazigh Massilia Hanine Jed Mouaiz Doujana)

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Abstract

Teaching and learning English have undoubtedly become a widespread educational practice all over the world. The aim of the study is to explore teacher's attitudes towards teaching the English language in the primary schools. Also, the purpose is to investigate teachers point of view about teaching English in the Algerian primary schools. After analysing the data qualitatively, the main findings clearly show that the majority of teachers positively welcomed the inclusion of English as a school subject in primary education rather than delaying it until the middle school. However, a minority of participants demonstrated a negative attitude expressing their preference to teach both French and English to learners in primary schools.

During the last decade, new efforts have aimed at improving foreign language education in our country. English as a foreign language has also witnessed a great interest. Indeed, teaching EFL requires urgent initiatives because of the evolution of the world scientifically and economically. Thus, this change implies to question again the educational system concerning the second foreign language in Algeria: English. Furthermore, children today are entering a new era of science and technology, as English is acknowledged to be the language of science, it might help them be sally involved. Indeed, the teaching of English as a foreign language is now necessary in primary schools. The implementation of English has brought along the need to establish clear objectives that are different to the ones traditionally assigned to intermediate or secondary schools. Teaching and learning English has undoubtedly become a widespread educational practice all over the world. The aim of the study is to explore teachers attitudes towards teaching the English language in the primary schools. Also, the purpose is to investigate teachers point of view about teaching English in

the Algerian primary schools. After analyzing the data qualitatively, the main findings clearly show that the majority of teachers positively welcomed the inclusion of English as a school subject in primary education rather than delaying it until the middle school. However, a minority of participants demonstrated a negative attitude expressing their preference to teach both French and English to learners in primary schools.

List of Abbreviations

EFLEnglish as a Foreign Language

EYL.....English for Young Learners

TEFL.....Teaching English as a Foreign Language

L1First Language

LA.....Language Acquisition

LL.....Language Learning

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General Introduction

General Introduction

Introduction

Our primary form of contact is language. It's the mechanism by which we exchange our feelings and thoughts with others. Around the world, there are hundreds of languages, in addition to a huge number of local dialects which are spoken and understood by their people in various countries. Some languages are spoken by millions, others by just a few thousand people. Many countries across the globe have more than one language and Algeria is not an exception. It is a meeting place for different languages, de facto. This is due to its history, which is characterized by frequent invasions by various individuals and, thus, distinct linguistic groups. As well as its sociolinguistic profile which influenced its sociocultural structure.

In fact, Algeria is a diglossic culture and there are a variety of languages in the multilingual speech community; the three main languages are Arabic, Tamazight, and French, but English has now started playing an important role in our lives as a massive means of communication that would change the world around us . Algeria is concerned English as a foreign language taught at the level of middle and secondary schools . It is also a subject of instruction in different fields at the university and it is taught in military, economic and cultural institutions However, English remains a language of limited use compared to French . Algerian attention is focused on the development and the reform of the educational system, especially, primary stage since we consider it as an opportunity for the child to obtain formal education attended by specialists in their educational art. In addition to being a national and fundamental right for every citizen, it is also known as a compulsory and free stage for all children in many countries, and before that, it is one of the first human rights, so our thinking focused on the need to introduce the English language into Algeria's primary educational system and we only need to examine the shift from French to English curriculum.

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1. Statement Of The Problem

Nowadays, new efforts are demanding that English should be taught as the first foreign language in Algeria, starting from the primary school cycle rather than French because English is a lingua franca, a language which is used all over the world. Also, it is considered as the language of science, economy, communication and research. Therefore, this change urges to rethink about the educational system concerning the second foreign language in Algeria. since the primary educational stage based on the efforts of teachers, so we should know their position towards introducing English language in Algerian primary schools.

2. Aims of the study

The main objectives of this study are:

- To look for teachers' attitudes towards introducing English language in elementary grades
- To attempt to scrutinize the motivations and reasons guiding their attitudes.

3. Research Questions

This present study aimed at investigating the following questions: why is French being taught so far in the Algerian primary schools but not English?, and what are teachers attitudes towards teaching English as the first foreign language in the Algerian elementary grades?

4. Hypotheses

- Teachers will be pleased to introduce English language in Algerian primary schools

5. Background Of The Study

Johnston (2009) described The widespread introduction of languages in primary schools as the world's biggest policy development in education, with English being the language most commonly introduced. It is often assumed that it is better to begin learning

General Introduction

languages early (Noonan, 2003). According to Parades (2004), there are many advantages of an early start: initially, young learners acquire languages with greater ease, especially the sound system, and develop implicit competence since they can rely on natural acquisition processes.

In many countries, English is an obligatory subject within the first primary grades (Nikola 2009). During a recent survey of EYL teachers from 55 countries round the world, Shin and Crandall (2011) found that quite 50 percent of those countries introduced compulsory English courses by third grade. Even in countries where families may choose the foreign language for their children to review, English is “overwhelmingly the first choice” (Gorton & Burns, 2011, p. 5).

Apple and Musket (1987) note that the fact of languages are not only objective, socially neutral instruments for conveying meaning, but are linked up with the identities of social or ethnic groups it has consequences for the social evaluation, and the attitudes towards languages. In this context Faso (1984) observe that attitudes are to be found simply in the responses people make to social situations. Moreover, he comments that this viewpoint makes research easier to undertake, since it requires no self-reports or indirect inferences.

6. Research Methodology and Design

6.1. Research Method

Qualitative Research is collecting, analyzing, and interpreting data by observing what people do and say. Qualitative research refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things. Qualitative research is subjective and uses very different methods of collecting information, including individual, in depth interviews and focus groups. In this study we choose qualitative research because is good for examining attitudes and Allows for complexity and depth of issues.

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6.2. Sample Population

In science, the terms "population" it is a group of individuals people, objects, or things from which samples are taken for measurement, For instance, a community of teachers, students, etc. In this study the original population represents teachers of six primary schools of kenchela cities .

6.3. Data Gathering Tool

In order to analysis our hypothesis and gain the general information required from our investigation, and to fit the objectives we used one main tool interviews.

Proposed interviews with 18 teachers work in different schools in kenchela cities (Tazougart, Kais, Oulad Rechach) to describe their attitudes towards introducing English language in Algerian primary schools and know the reasons that justifying their position.

Chapter I:
The Effectiveness Of Early
EFL Learning

Introduction

The aim of this chapter is to shed the light on the position of English as a foreign language in Algeria. The first part deals with an overview about the status of English in Algeria. The second part is devoted to the learning process it covers with comparison between language acquisition and language learning, besides that it indicates the reasons for learning the English language. Finally, the last part deals with language attitude towards English language.

Section One: The Sociolinguistic Situation In Algeria

More than one language is common in most countries in the world. Not an exception is Algeria. In fact, it is a meeting place for different languages. This is because its history is marked by numerous invasions by various people and therefore by various linguistic groups. The socio-cultural structure and its sociolinguistic profile have been influenced. This truth is that Algeria is a sociolinguistic research laboratory. Algeria actually contains a number of languages. Bilingualism and diglossic have for a long span of time characterized the Algerian sociolinguistic landscape. The geographical location of Algeria at the crossroads of Africa, Europe and the Arab world has for centuries exposed Algeria to an array of cultural and linguistic influences, which, for the most part, have had a considerable bearing on the current linguistic reality of Algerians. Three languages, in varying degrees of importance, occupy the linguistic scene: Arabic (in its standard and dialectal form), French and Berber.

2. The Arabic Language

Arabic is the dominant language in Algeria. It is identified in two forms: classical/standard Arabic (also called modern standard Arabic) and Colloquial or Dialectal Arabic.

2.1. Modern Standard Arabic

Standard Arabic (hereafter MSA) is the national and official language of Algeria as it is determined by the constitution of the country. MSA is actually no more than a modern form of Classical Arabic (henceforth CA) or the so-called Quranic Arabic. This makes it enjoy a prestigious position among the Arabic-speaking World. In fact, «Arabic is seen as a God-given language unique in beauty and majesty, the best equipped and the most eloquent of all languages for expressing thought and emotions» (Chejne, 1965, p.449). Within the same line, (Fleish ,1964, p.3) points out that «Classical Arabic has the prestige, an immense prestige

which is multiplied by two because it is twofold: the prestige of great language of culture [...] and that of a language of religion». The differences between CA and MSA are relatively small, and the main differences appear at the levels of stylistics and vocabulary (Djennane, 2016).

2.2. Vernacular Arabic

Every Arab country is characterized by a dialect or dialects used for daily informal communication. Algerian Arabic (AA), known as 'Derdja', is the mother tongue of the majority of Algerians. AA displays significant regional variation and the differences among the mutually intelligible regional dialects increases the further we move from one area. Thus, we recognize a person speaking a certain variety as belonging to a certain region. AA has a much-simplified vowel system, and it is full of linguistic borrowings, especially from Tamazight, Turkish and French.

3. The French Language

French is used practically everywhere in Algeria, in the street, administration, mass media, and education and even in the political and some official gatherings. According to the history of Algeria, France colonized.

Algeria in 1830, it was not simply economic exploitation of political rule it looks for, but an inclusive annexation that aimed at erasing its culture for one hundred thirty two years. In this respect, (Bencherfa, 1987 ,p.123) reports that by examining closely the different types of speech such as: the political speech, the conversations on official or scientific subjects, the plays, personal letters from one person to another, courses given in university at the college or at school and finally the conversation within family, we notice in the majority of cases the alternation of passages in Algerian Arabic passages in Modern Standard. Arabic and in French In 1930, the number of Algerians attended French elementary schools In 1930, rising

to 302000 In 1954. A few Algerians comprised teachers, doctors, dentists, chemists, engineers and barristers. There was a small number of people. The Algerian education advanced. So, because the colonial people say that the faculty may constitute a social necessity and a mechanism to support it and flourish, they shifted from the total denial to assert their educational rights. With this in mind, Colonna (1994) says that the advantage that they can have from schooling for their social inscription, in the colonial order, access to the public function, to liberal professions and to economic jobs. They did their best to teach and absorb the French language and culture to children at the primary school, at a crucial age, when developing their personality. 2013 survey shows that Algeria is the second largest Francophone country in the world regarding speakers. («La Francophonie en chiffres», 2013). Abou Djarra Sultani once said about the participation of Algeria in the Conference of the Francophonie In 2002: "...we are a francophone country, even if the constitution says that Arabic is the official language, that doesn't prevent 70 percent of Algerians from knowing French..., Algeria is the second Francophone country after France itself!" (Djouadi, 2017) France colonized Algeria In 1830, it was not only economic exploitation or political domination, but a cultural elimination and a war on the Algerian national identity. The French controlled education, government, business, and most intellectual life for more than one century. The colonial system imposed a program of acculturation which made French the dominant language, overthrowing local languages Arabic and Berber. The French attempts to control the natives was more visible in the field of education. The denial to the Algerian of his cultural identity through controlling language, educational programs and methods of instruction indeed revealed the colonialist policy in its most destructive aspect. Jules Ferry justified this by France's civilizing mission. He said in a parliamentary debate on March 30 th, 1885: "It is the humanitarian and civilizing question..."

The superior races have a right 21 concerning the inferior races...They have the duty to civilize the inferior races. (Maamri, 2009) The Permanent Committee on Geographical Names for British Official Use (PCGN) states that: "In reality, French is the lingua franca of Algeria". In spite of its widespread use of French, Algeria has not joined the "Organisation Internationale de la Francophonie", an international organization of French-speaking countries. The current president attended the 1999 and 2004 Francophone Summits (Benrebah, 2004) However, the status of French as the primary foreign language was under threat by the 1990's, when it was in competition not only with Arabic and the policy of Arabization but also with English as the language of access to science, technology, and international communication. Reforms of the educational system have made French the first foreign language to be taught as a compulsory subject from the second year in primary school. Moreover, French gained its status again with the late 1990's as Bouteflika became president. (Aitsiselmi, 2006).

4. The Tamazight Language

The Tamazight language has been recognized as a Hamito-Semitic language. Berber language additionally called Tamazight is the native language of the minority of the population. Among the Berber speakers there is the Kabyle, the Chaoui, the Mzab, Twaregue (Saadane & Habach, 2015). In addition to these diverse Berber spoken dialects, there are numerous regional dialects including Chenoua or chenwiya which link to the varieties of the Kabyle. Moreover, there are also other Berber dialects exist in Algeria including Tarifit, and Taznatit. Benali (2007) points out that "yet, Berber as it is nowadays does not constitute a single unified language; rather it is a group of varieties which are different from each other mainly at the phonological and lexical levels while the grammatical structure remains the same in all the varieties" (p. 44). In 1990, Tamazight was integrated in the education system. It is taught now in several schools.

The Algerian historian Mubarak El Milli said in his book *The History of Algeria: Pre and Post Modernism*:

“... the Berber language was basic at first, then it developed with time. It was affected by the surrounding sophisticated languages such as the Phoenician. The Berber language then created literature and art, and was used also in scientific writings before and after Islam...”.

5. The English Language As A Global Language

English is one among the foremost used languages in the world. Recent estimates suggest that around 375 million people speak English as a primary language and about 375 million speak it as a second language. The largest number of English speakers is in the United States. In addition, businesses have adopted English as the official language, where the total estimated 40 million Internet users and 80 percent use English as their medium of communication. The status of English in the world has changed drastically increased in the last half-century or so, as innovations in communication technologies, especially the rise of the internet and improvements in transportation have raise the international travels and cultural exchange. Not only do more people in more countries speak English than ever before, but even language the language plays substantial role in ever more cultural contexts across the world, such as trade, sports, academics technologies and science (Rubdy & Saraceni, 2006).It has been labeled as “global language” (Graddol, 2006, p.58), an “international language” (Rubdy & Saraceni, 2006,p. 8) and can be seen as the current most prevalent lingua franca in the world .Today an estimated 1.5 billion human beings speak to catch other in English, whether as a native, second or a foreign language. Anthony (2002) English has truly become a global language. English also composes the majority of the world's books, academies papers, newspapers, and magazines. Never before in human history has one language been spoken (let alone semispoken) so widely and by so many Fishman (1998) English is the most widely

spoken language in the world, according to research. It is the leading language when counted as the first, second, third, or fourth language, despite being the third language with the most native speakers (Melitz, 2016). For the most speakers, it is easier for those who speak the language to communicate with those who speak it in other parts of the world. Khokhlova, (2015) claims that over 1.5 billion people in the world can comprehensively communicate in English. The English speakers make up to twenty percent of the global population.

5.1. The Status Of English Language In Algeria

French supremacy has been reduced for the purposes of internationalization and due to the pressing need to employ English as a communication tool in many disciplines and, in particular, in the Algerian educational system. The Algerian government therefore considered English to be a main subject rather than French in the late 1980s. In this sense, Mami (2013) thought: The differences in French use began to evaporate from the second foreign language of English. Starting from 1993 a new process has been Appeared to promote the foreign languages teaching at an early age by giving the opportunity to primary school pupils to choose between French and English as a compulsory foreign language. Oddly enough, The program was experienced only in some primary schools and this basic suggestion was not really put into practice and the experience was failed to a certain extent, then stopped because The majority of parents preferred French to English. By the mid 2000, Algerian educational system has undergone to a number of reforms and has adopted a series of changes to develop the structure of the educational system and its outcomes. With the advance of Information and Communication Technologies in this globalized age, the introduction of English into schools became more necessary than ever.

Section Two : Language Acquisition VS Language Learning

Language Learning is set apart as an additional conscious and clearly sequenced guiding the principle of “accumulating knowledge of linguistic features such as vocabulary, sentence structure and grammar, typically in an institutional setting” (Yule, 1985, p.163). Language learning is the result of direct instruction in the rules, structures, or lexis of the language. It is often an intentional process, either formal learning situation or a self-study program.

Candlin and Mercer (2001) agree that the former knowledge of how lingo exerts in social context and the skin tones of the L1 will conclusively be transported culturing other languages.

According to Maslo (2007) Language acquisition is based on the neuro-psychological processes. Language acquisition and learning are opposed and is a unconscious process similar to that by which children acquire their first language (Kramina, 2000, p.27). Whereas, language learning is a conscious process, it is the product of either formal learning situation or a self-study program (Kramina, 2000, p.27). Consequently, language learning is an essential part of the unity of all language (Robbins, 2007, p.49). Indeed, A leaner should make hard and systematic exertion to master a language unlike language acquisition which he gets hold off shorn of any systematic or even conscious involvement. Dissimilar to language acquisition in language learning grammar and syntax is presumed copious worth. It is all about the rules of how language functions in a context. LA is natural interface with a lingua franca while LL is footed nonconformist approach of artificial sequence of learning. Language acquisition enthralled on oral while language learning is on written dynamic.

1. The Advantages Of Early Language Learning

The advantages of early language learning are:

- Greater world view
- Creative development of children through critical thinking and creative growth
- Acquired pronunciation at native- level
- have better and better reading skills (www.helendoron.com)
- Better memory and more flexibility
- Cultural awareness building and maintaining
- Provide children with study and job opportunities
- Development of decision-making skills for youngsters
- The opportunity to develop children's ability to think critically
- Providing a better and more advanced reading skills.
- Acquiring native-level pronunciation.
- Developing the children's decision making skills.
- Developing children creatively by the critical thinking and the creative development .
- Building children's confidence and their desire for new discoveries.
- Better Memory and more Flexible and Creative Thinking.
- Gives children opportunities for studies and careers (Saddhono, 2012, p.179)
- A better grasp of others first language including a richer vocabulary
- Building and keeping cultural awareness and Developing their cultural connections.

2. Reasons For Teaching English In The Early Primary Grades

Although there are different attitudes about the best period to begin English language instruction, the fact is that in most countries, children are learning English at younger and younger ages due to many reasons:

Utterance: it has been proved that young learners have better opportunities of having a good accent when they learn new language. Meanwhile, old learners may face difficulties in picking up the accent of the native speakers. Entertainment: it is obvious that all children enjoy learning through songs, games, images, and videos. It can be a really motivating way to learn a language with correct and fun way . Eliminate anxiety of mistakes: children feel more comfortable when they perform in front of the class without being shy of making mistakes, they will give things a try without necessarily worrying if it is correct or not.

Adaptable: children are very adaptable because of their porous minds; they do this in an unconscious state of mind.

Being bilingual makes children smarter: growing up in a society where languages and cultures are interrelated helps them to accept the fact that bilingualism and multilingualism are normal in our world.

Children become proficient at switching between different ‘systems’ of thought. 14
Children become clever and get higher test scores

3. Children's Cognitive Mental Development “Piaget's theory”

Language learning leads to the development of fundamental processes of thinking. This can largely be explained through Piaget's work (1956) which deals with cognition in children. According to Piaget (1956), the child is born with an innate curiosity to interact with and understand his or her world. Thus, it is through interaction with the other that the child constructs his or her development. On the other hand, Vygotsky believed that “At a certain point language transforms the way in which children think, learn and understand”. (Brumfit & al 1991, p.3) Indeed, interpretations of brain development research have led to the belief that the young brain will be predisposed to acquiring languages as mentioned above, and further studies on the relationship between learning a second or a foreign language early and

cognitive ability concluded that fundamental skills are enhanced by the foreign language. In this respect, Curtain stated: “Foreign language appears to enhance cognitive development and basic skill performance in children”. (Curtain, 1994, p.2) “Foreign language study necessitates the acquisition of new learning strategies because it is foreign; basic to preparation for a changing world is the development of abilities to meet new challenges”. (Fuchsen, 1989, p.6) The idea that exposure to what is new to the child, and therefore foreign can lead to cognitive change. This was the principle for Piaget to establish the different stages within the development of the child. Indeed, Piaget believed that the cognitive development occurs when the child encounters a new idea or experience that does not fit in his or her field of understanding. The cognitive conflict enhances a new thinking. Thus, foreign language learning can enhance the cognitive and psychological development in young children because of the conflict that such learning presents. In addition, learning a foreign language can also show positive effects on memory and listening skills. While the ability to communicate in a different language is developed.

4. The Origins Of The Belief That Younger Is Better In Acquiring New Language

The belief behind the inclusion of English language in primary schools is that teaching foreign languages early to young children, could enable them to make substantial progress in learning languages. Early studies of foreign language learning state that there was a “critical period” in which children could acquire languages more easily. In this sense, (Lenneberg, 1967) says that some adolescents or adults who start to learn second language would fail to achieve language fluency, while children who learned the second language at their early age will master it perfectly like native speakers .In 1967 Lenneberg found that bilingual language acquisition can only happen during the critical period (age two to puberty). In this period of growth, full native competence is possible when acquiring a language, this competence ends before the age of puberty. This means that after puberty the language is not learned through

the neural systems specialized for language learning, but through the mechanisms prepared for general learning.

Therefore, children from immigrant families eventually speak the language of their new community with native-like fluency, but it does not happen to their parents.

At this sense, the older the person gets, the more difficulties will face in learning new languages , especially the grammatical rules. Also, It would be impossible to master a language like the native ones.

Moreover, it is obvious that children have an innate ability to acquire any language , an ability that fade away by adulthood. As a result, if children start to learn a foreign language at middle or secondary school, they will have to start from grammar, sentence structure, vocabularies, and also they have to translate sentences in order to get the meaning. while if they start in early age, they can do that naturally because children's minds are known for being «like a sponge» which absorbs everything brain is elastic and able to learn and retain plenty of information that someone in their early 20's would face , so there are no downsides for introducing a second language with young learners, and the earlier is the better .

5. Primary Schools Environment

Children spend most of their school years in an elementary school class 6-year-old compared to intermediate school 4-year-old or secondary school 3-year-old. They feel more in a secure and familiar environment with the other children whom they know well. This can provide them with greater confidence to participate in the foreign language learning in front of their classmates. In fact, elementary school is viewed by children as their second shelter. It is there where they start the process of learning of all subjects; they spend the whole day with the same people which can develop the ease of learning the foreign language. Nevertheless, EFL in our country is first introduced in the first year of intermediate school; the setting is

new for the older pupil as well as the classmates and the language. starting from the elementary setting would increase the number of years in which the foreign language can be learned at school.

When schools in the second language, students in the 8-12-year-old range. May be the most advantaged learners of school skills in the second language. (www.cal.org/resources.html) Indeed, older learners have less time to make up years of academic instruction. Learners may take much more years to achieve English proficiency, bearing in mind that the language is learned only in academic settings. That is, the student practices what he learns only inside the classroom; this if he actually participates. If young children acquire first language and learn to speak over a number of years, how can the number of years devoted to a foreign language be too limited? In a survey of a commission in Education (1987), it was stated that achieving proficiency in a language takes from four to six years and suggested that foreign language learning should start in the elementary school (Curtain & Pesola 1988, p.3). Thus, language learning requires more time and consequently more years to gain proficiency.

6. The Value Of Adopting English In Primary Schools

Every country of the world has taken English as part of their system of education since English becomes the lingua franca of the world. As Jenkins (2009) has proven, many countries start elementary school and pupils at younger and younger ages learn the language.

Studies indicate that the first few years of the elementary education level have great advantages over adults or adolescents to start their first or second language education, while adults who have begun to learn English in middle school through textbooks may probably be difficult to get tons from grammar schools.

In that sense, Singleton (1989) claimed that in naturalistic scenarios the only interpretation of the evidence that does not seem to be inconsistent data. Although these types usually offer some initial benefit compared to the former, exposure to a second language usually exceeds exposure starting in adulthood in infancy. In addition, teaching English in primary schools can make the learners more aware of their mother tongue, because the cultural awareness let them curious to learn more and more, especially differences in attitudes and values. It also gives insight into the history and culture of societies where the language is used, and this can broaden the child's view of the world and open their eyes for further studies. English Language is a device, which people use to communicate with each other across the world. They, included the old, the adult, the adolescence, and the children, have conversation in the market, office, hospital, department store, even in school. And regarding this point English language is important to be learned as soon as possible at early ages. Many studies emphasize the Supporting position of teaching of English language in primary schools Instead of French ,as EFL has become relevant worldwide .Algeria also fighting as colonized country for the elimination and replacement of the dominant French language .currently, it is more important to have a clear understanding of English at an early age ,as the child can easily and successfully attain his/her primary education at early age . In addition to developing the child basic skills of thinking and enlarging his view, foreign language learning can enhance a lifelong ability to communicate with more people. Other benefits can be derived from the Carly learning including later language performance as well as school achievement. Many research reports and studies have provided information on the benefits of early foreign language learning and the language achievement, as well as the correlation between the amount of time devoted to the language study and the language proficiency that students attain. "When language learning begins earlier, it can go on longer and provide more practice and experience, leading ultimately to greater fluency and effectiveness". (Curtain and

Pesola, 1988, p.3) Along the same lines, Ellis suggested that young learner has the benefits of many years of schooling in which he can explore this new language; he pointed out: “The number of years' exposure contributes greatly to the overall communicative fluency on the learners”. (Ellis quoted in Nunan, 1999) Thus, it is acknowledged that it takes a long time to gain proficiency in a language, particularly when it is learned in a school setting. Therefore, the earlier students start, the higher IS the level they are likely to achieve. Besides reaching higher levels of language proficiency, according to Marcos (1998) other benefits may include improved overall school performance and superior problem-solving skills. In fact, other research has shown that early exposure to a second language increases divergent thinking strategies, helping not only in language –related tasks, but also in areas such Maths. Children learning foreign language early can have different ways to look at a problem and that there is more than one solution. (www.torsair.com). Along the same lines, Rafferty demonstrated in his research (in USA) that third, fourth and fifth graders studying a foreign language showed significantly higher scores on the 1985 Basic Skills Language Art Test when compared to a similar group of non participants. In addition, by the fifth grade the math scores of language students were also higher than those of non language.

Section Three: Language Attitude**1. Language Attitudes**

Language attitude analysis is dealt with in terms of value judgements or people's reactions towards mother tongues and educational media taught in institutions (schools and university). In order words, favorable and/or unfavorable opinions on languages are analyzed.

1.1. The Notion Of Attitude

According to Oxford English dictionary, attitude is defined as a “way of thinking or behaving” (1993,p.65).

The word attitude derives from the Latin root “aptus”, meaning suited or fit. As far as the sociolinguistic sphere is concerned, (N. Dittmar, 1976, p.181) defines language attitudes as follows: “Language attitudes ask questions on the assessment and evaluation of speakers of linguistic varieties”.

Language attitudes can be considered as long term phenomena that pertain to social psychology. This raises an issue of how linguistic varieties are evaluated. (Fasold, 1984, p.158) explains the evaluation of a language variety as follows:

The evaluation of a variety is the fruit of experiences, products of a whole series of historical, social, economic, political and cultural implications that continuously interact with one another, turning the objective into subjective.

Social psychologists are interested in observing language study, not only as objective socially neutral instruments for conveying meaning, but as varieties linked up with the identities of social or ethnic groups that have consequences for the social evaluation of, and the attitudes towards languages.

2. Attitudes Toward The English Language

Some students have negative attitudes toward their learning or toward English language. We all know that English language has become the international language. It is widely adopted for communication worldwide, as it became a tool of communication between native and non-native speakers. Many learners use English in order to be in contact with its culture and its people. The attitude of learning may be positive, the reason for that is historical, cultural and also economic ones which have effect on the learners. It may also be also negative; for example some students hate English and even the one who teach it. Thus, this kind of learners starts to show their bad behavior (Kachru, 1981). Success in learning foreign languages, particularly English, is related to the attitudes of community toward the speakers of that language. It is for these reasons that the social psychology of language had been developed into an important discipline in its own right. The field of language includes social relation between members of society.

Conclusion

This chapter was an attempt to put the lights on the main attention that maintains the effects of an early start for learning and teaching English at elementary school. The first part of this work attempted also to describe the situation in Algeria towards the status of French and English in Algeria historically, socially and even linguistically. Furthermore, to explain the position that English holds in our society and its significance for the people in different areas as well as the reasons why learning early foreign language is desirable for children to develop positive strategies that can be used to enhance language development as a lifelong process.

To sum up, in Algeria EFL is taught at middle school .yet, regarding to the advantages of introducing English to primary school children reveals the rationale behind teaching the foreign language at the elementary level.

Chapter II
Research Methodology And
Data Discussion

Introduction

While the previous chapter has presented literature review of the research. The present chapter deals with the research methodology carried in the collection of data including the methods and approaches that have been selected to conduct this study. For this research necessity one tool is employed in order to collect data which is interview. The purpose is to investigate teachers views about the implementation of teaching English as the first foreign language in the Algerian primary grades.

Teachers Interview

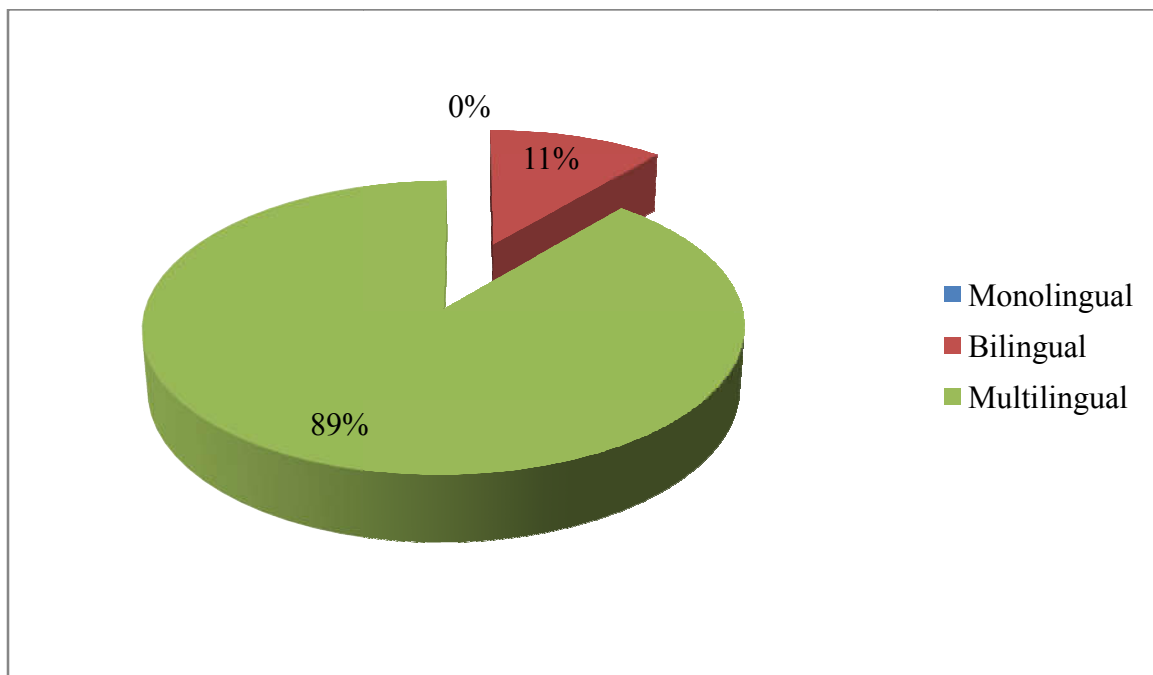
Q1: Why most of countries are interested in teaching English language nowadays?

Most of the participants answered that English is considered to be an essential language in all around the world, most of countries interested in teaching English because it is a global language among the speakers of hundreds of different languages in higher education, travel and tourism sector, mass entertainment, international telecommunications, and scientific publications as well as publishing newspapers and other books. Besides, business, trade and commerce have become international and large corporations have established themselves all over the world in almost every country.

Q2 :Do you consider Algeria as monolingual. Bilingual. Or multilingual country?

Table A1: Teachers point of view about the position of English in Algeria

Choices	Respondent	Percentage (%)
Monolingual	0	00 %
Bilingual	2	11 %
Multilingual	16	89 %

Figure A1: Teachers point of view about the position of English in Algeria

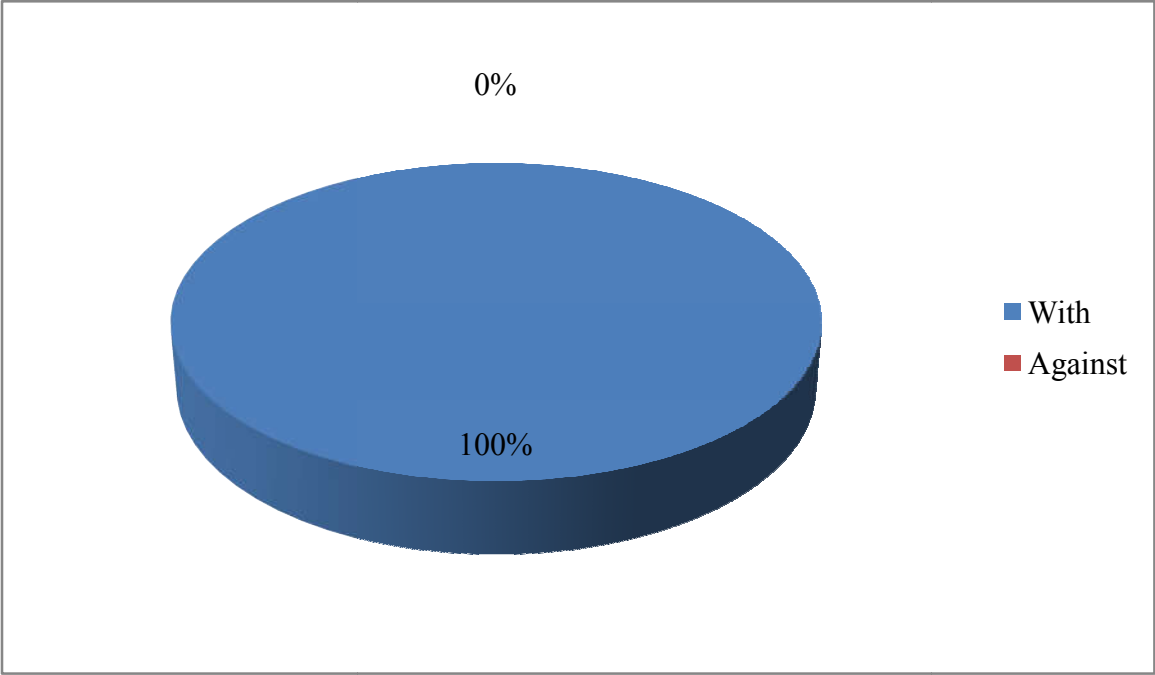
This question was to test the informants' knowledge about the languages used in Algeria and linguistic pluralism. In this regard, most of the informants 89 percent declared that Algeria is a multilingual country, while 11 percent agree that it is a bilingual state. The first informants claimed that Algerians have knowledge in different languages; mainly, Standard Arabic, French, Tamazight and English. In contrast, other respondents argued that they have a good linguistic background in both French and Arabic and not in English. Consequently, Algeria is classed in the list of bilingual countries.

Q3 : In your opinion, is Algeria among countries that encourage teaching English language ?

Table A2: The frequency of encouraging teaching English in Algeria

Choices	Respondent	Percentage (%)
With	18	100 %
Against	00	00 %

Figure A2: The frequency of encouraging teaching English in Algeria



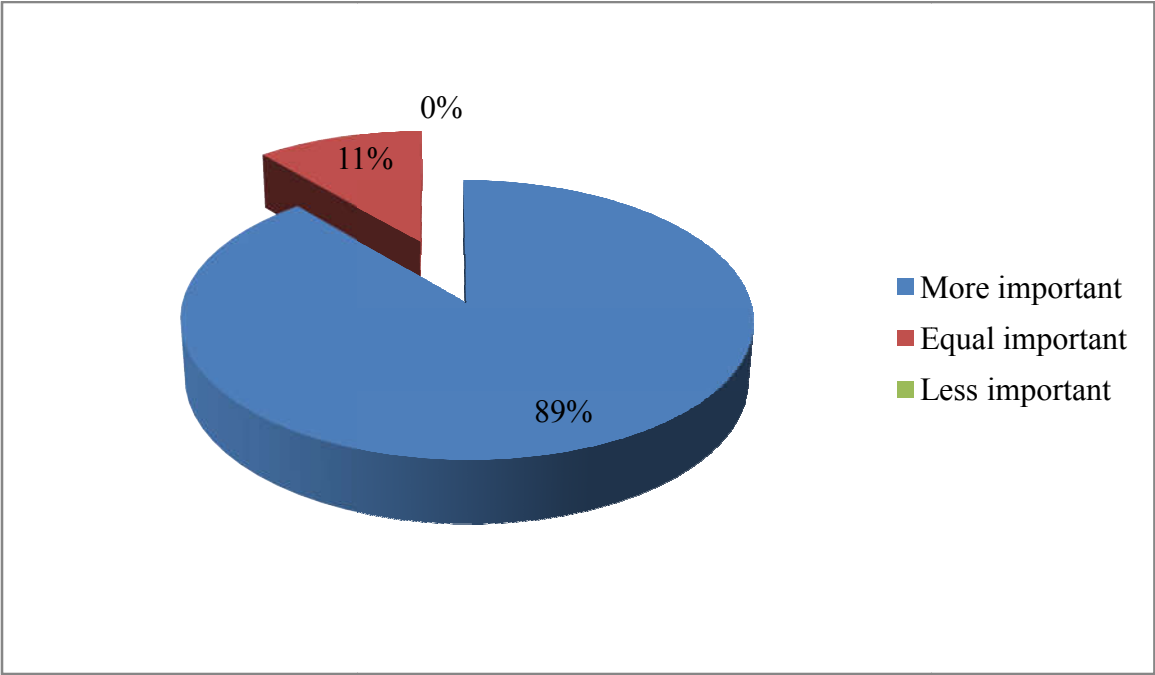
All participants considered Algeria to be one of the countries that encourage teaching English, especially in the recent period.

Q4 : Do you think that teaching English is more important. Equal important. Less important than French?

Table A3: Teachers point of view about the importance of English language

Choices	Respondent	Percentage (%)
More important	16	89 %
Equal important	02	11 %
Less important	00	00 %

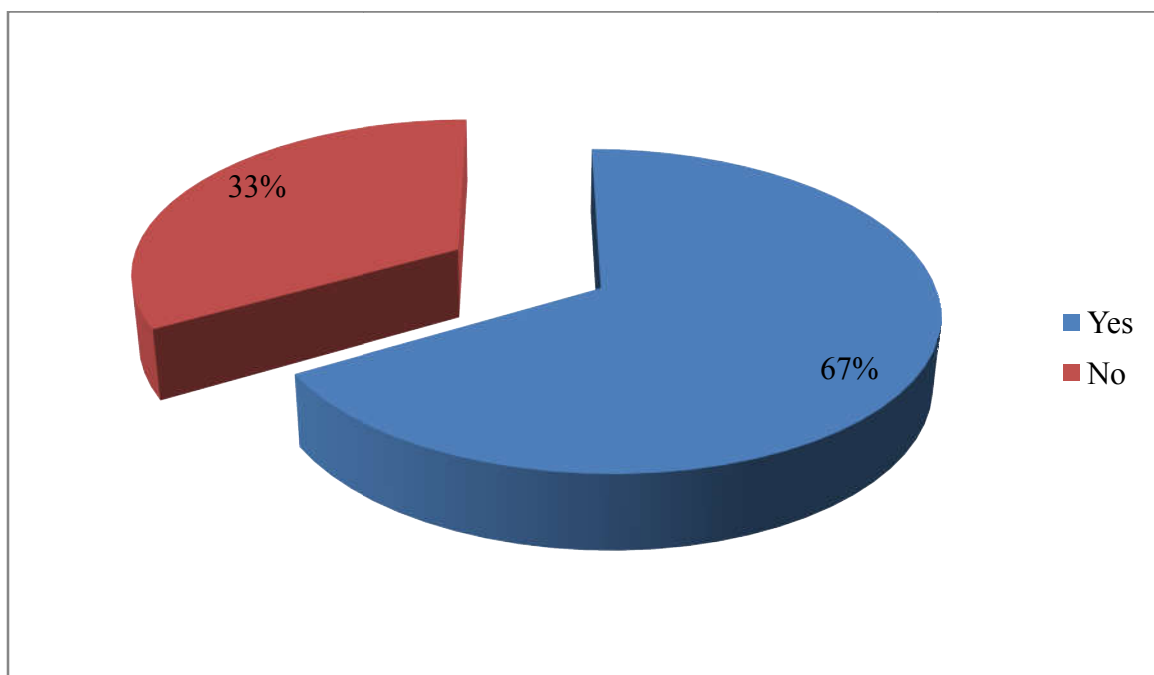
Figure A3: Teachers point of view about the importance of English language



Most of the teachers 89 percent answered that the English language is more important than French. The English language is a global language, and mastering it opens up many opportunities and career fields for the person. While the minority 11 percent believes that the English language and the French language are equally important.

Q5: Do you think that French should be replaced by English ?**Table A4:** The agreement of replacing French by English

Choices	Respondent	Percentage (%)
Yes	12	67 %
No	6	33 %

Figure A4: The agreement of replacing French by English

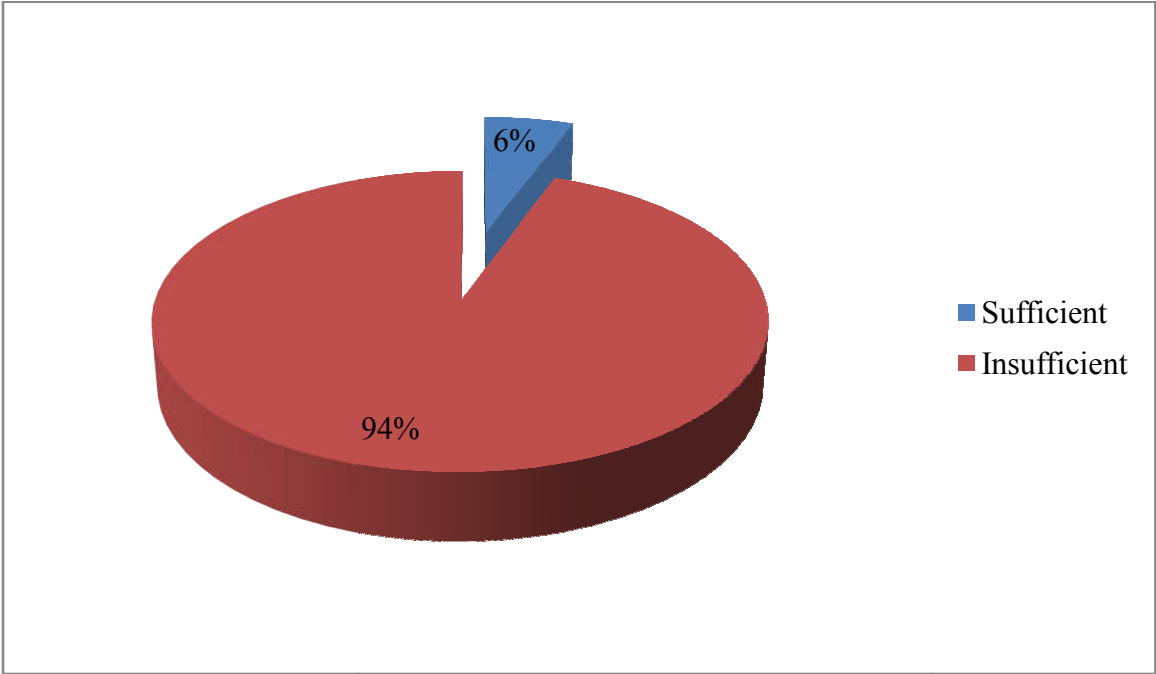
The majority of teachers 67 percent praised the need to develop the English language in Algeria and the necessity of replacing the French language with English, as they consider French not a global language and dealing with it is limited to the level of certain countries only. However, the minority of them 33 percent consider English and French to be of equal importance and encourage to learn both equally.

Q 6 :Do you think that teaching English from first year of middle school is sufficient?

Table A5: Sufficiency of teaching English in middle school

Choices	Respondent	Percentage (%)
Sufficient	1	06 %
Insufficient	17	94 %

Figure A5: Sufficiency of teaching English in middle school



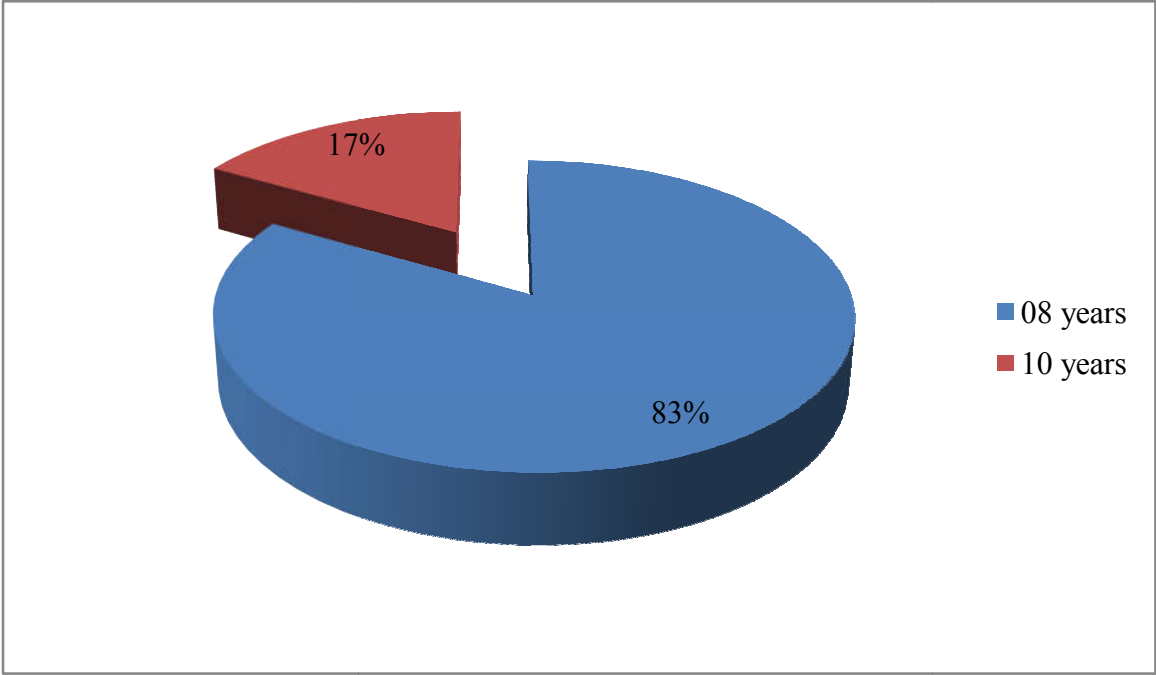
Most of the teachers 88 percent believe that teaching English from the middle stage is not sufficient because the learner from this stage acquires just the linguistic basics and grammatical rules without focusing on higher knowledge of the language and full mastery of it. However, the others 12 percent believe that learning English language from the first years of middle stage is sufficient, as the learner acquires what he needs from the basics of the language, and that this amount is sufficient as it is a foreign language and not his mother tongue.

Q7: Do you agree that young learners have a great interest to gain new foreign language?

Table A6: The desire of gaining new foreign language

Choices	Respondent	Percentage (%)
08 years	15	83 %
10 years	03	17 %

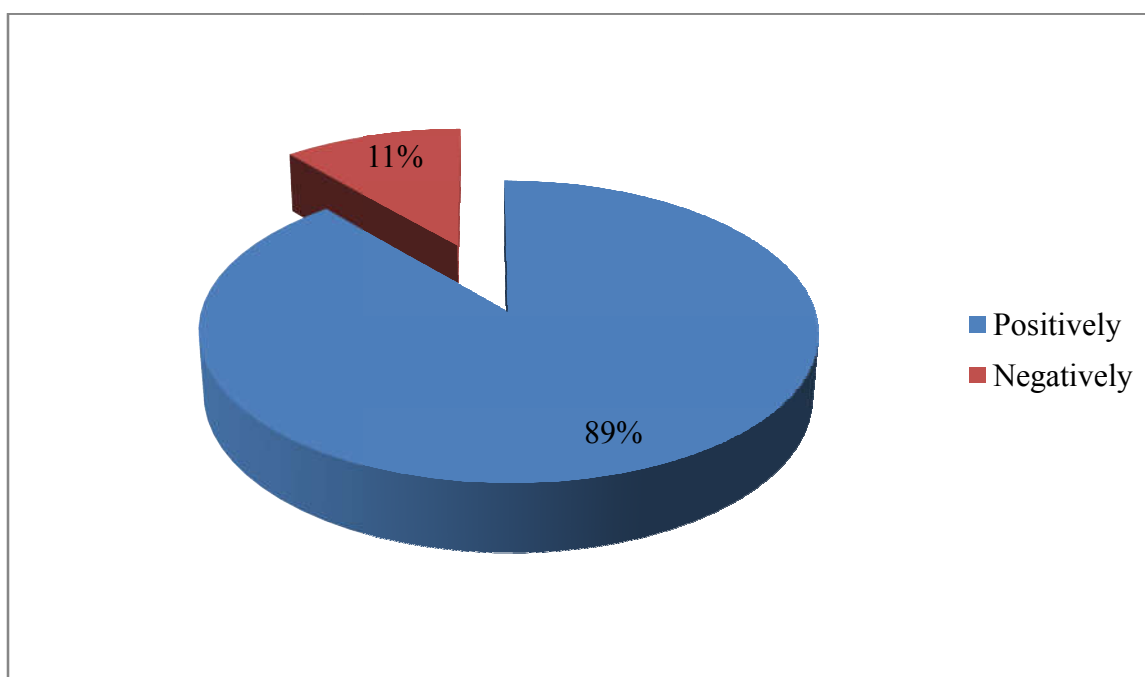
Figure A6: The desire of gaining new foreign language



Most of Teachers 83 percent agreed that pupils have a great interest in learning foreign languages. As soon as they learn new words from different languages or dialects, they tell their teachers and those around them about it. Some teachers 17 percent considered children like a sponge capable of absorbing various languages.

Q8 : What is the appropriate age to teach English ?**Table A7:** The appropriate age to learn English

Choices	Respondent	Percentage (%)
Positively	16	89 %
Negatively	02	11 %

Figure A7: The appropriate age to learn English

Teachers were asked about the best age to acquire a foreign language. The majority of teacher 89 percent viewed that the age is eight years is the most appropriate one to learn a foreign language arguing that at an early age, children are ready to learn systematically any content because they have a huge capacity to learn and memorize any words or languages, whereas 11 percent declared that the suitable age is eleven years old because the learners have acquired a certain mastery of their mother tongue (Arabic) and then, they can start learning English as a foreign language in middle schools other teachers stated that there is no certain

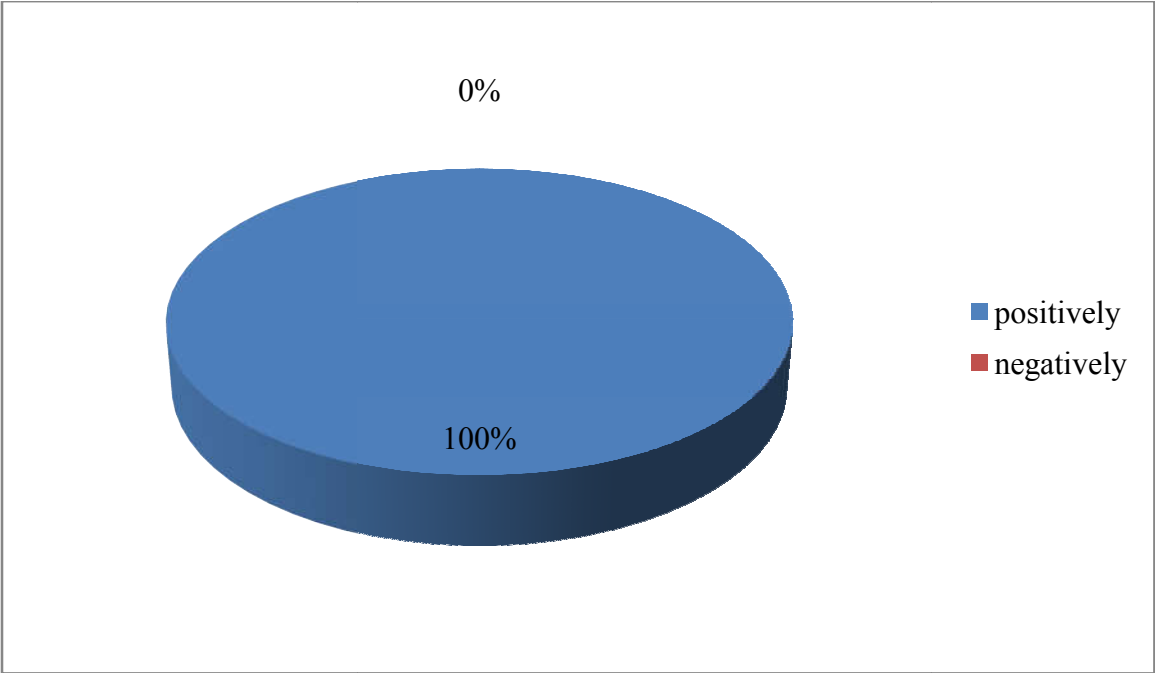
age to learn languages; saying that age is only a number that some persons limit themselves with. As long as you have the desire and eager to learn you will reach whatever you want.

Q 09: Do you think that learning English language at early age will affect the pupil positively or negatively ?

Table A8: The effectiveness of teaching English at early age to pupils

Choices	Respondent	Percentage (%)
Positively	18	100 %
Negatively	00	00 %

Figure A8: The effectiveness of teaching English at early age to pupils



From the results shown in pie chart below it is clear that all teachers 100 percent have answered positively, justifying their answer by saying that Teaching English to children creates fun, and positive learning environment can equip kids with a strong foundation for

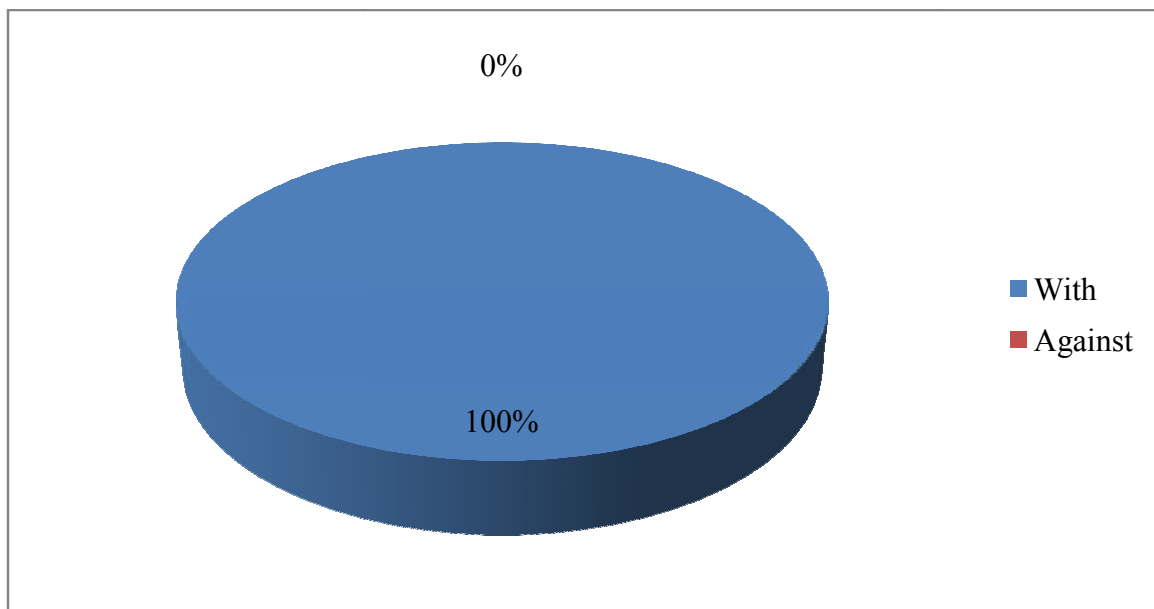
success in more advanced courses later in their academic careers, this means that it will have a great impact on young learners.

Q10: Are you with or against introducing English language in Algerian primary schools?

Table A9: The teachers view points about introducing English language in Algerian primary schools

Choices	Respondent	Percentage (%)
With	18	100 %
Against	00	00 %

Figure A9: The teachers view points about introducing English language in Algerian primary schools



The results show, overwhelmingly, that 100 percent of teachers answered “Yes” which means that they prefer teaching English in primary schools.

Q11 : As a teacher what are the suggested methods that can help your pupils to acquire English language fluently ?

All the participants share in their answers one similar point that we should base on technology tools and internet because learners are always looking for faster and enjoying ways, they looking for learning tips and tricks, and try to include learning as a part of our daily routine.

Q12: If English introduced in primary schools what kind of difficulties you think that learners may encounter?

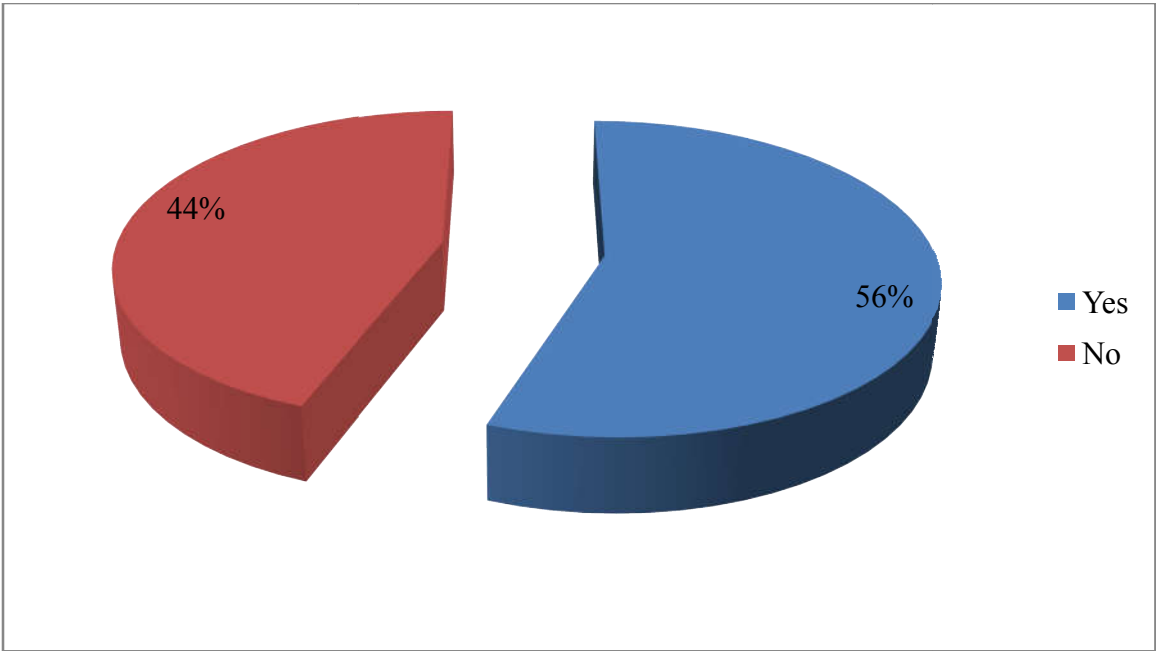
Teachers argued in one important point which is: students are not ready to start learning another foreign language simultaneously with French and so many other substances that the child's mind cannot absorb. In addition to the limited learning environments that all the Algerian schools still face due to the lack of materials (audio tools , tablets , smart phones...etc.).

Q13: Teaching English and French languages simultaneously in the primary stage would expose the pupil excessive intellectual pressure?

Table A10: Teachers attitudes toward teaching French and English together on pupils thinking

Choices	Respondent	Percentage (%)
Yes	10	56 %
No	8	44 %

Figure A10: Teachers attitudes toward teaching French and English together on pupils thinking



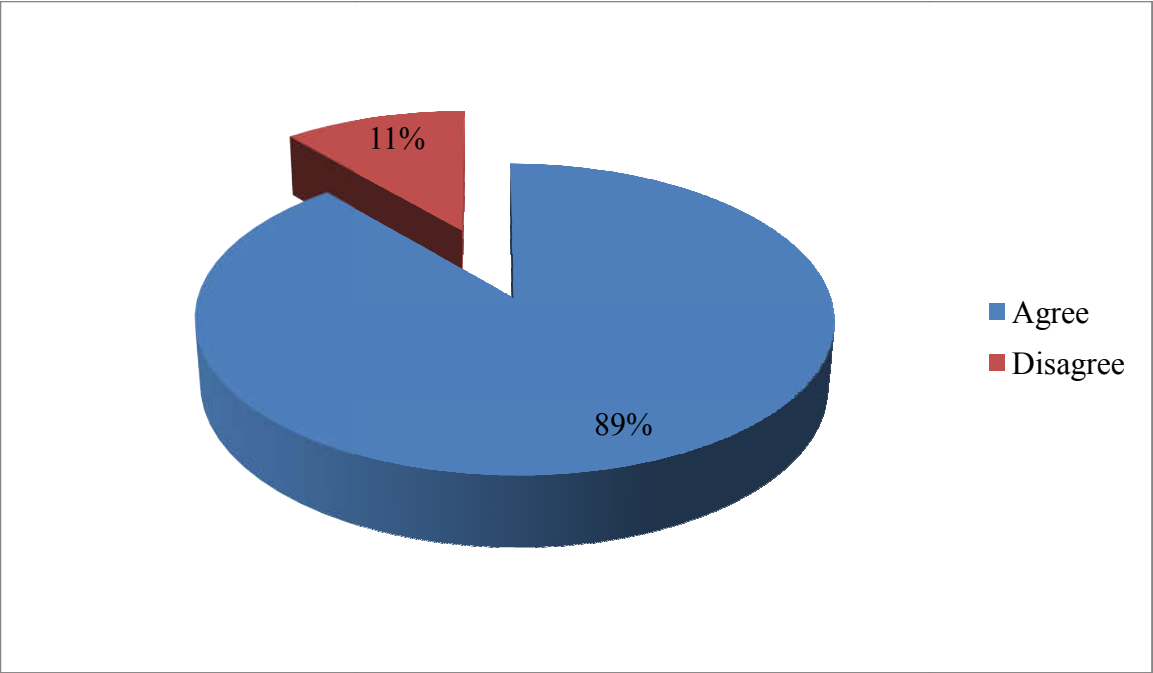
Some participants 56 percent expressed their optimism about teaching two foreign languages simultaneously. They considered it a positive point in the pupils educational life. While the minority 44 percent agree and stand negatively from teaching both languages. Justifying it would confuse the student due to the large number of study materials and the lack of use of advanced means at the level of Algerian schools.

Q14 . In your opinion a transition from French to English in primary stage would ameliorate the education in Algeria ?

Table A11: Teachers opinion about the transition from French to English in the primary school

Choices	Answers	Percentage (%)
Agree	16	89 %
Disagree	02	11 %

Figure A11: Teachers opinion about the transition from French to English in the primary school



Most of the sampling 89 percent accepted to consider the idea of the transition from French to English . while few of them 11 percent didn't agree that including English in primary schools can improve the current educational system. They said to ameliorate the education system in Algeria we need a lot of other changes not just the transition from French to English.

Interpretation Of Results

Based on the data obtained and processed from teachers' interviews, certain facts about the teacher's position in the primary grades were disclosed.

1. Almost all BA (License) teachers are originally green in the field one. (novice teachers).
2. The majority of teachers welcomed the idea that English should be implemented in Algerian primary schools, that such a premature start to English should be seen as productive and receptive. In recent years, this view has greatly increased.
3. Further, the move from French to English as a teaching medium is quite useful and profitable in the Algerian educational environment. This view is supported by a number of factors, ranging from the vast majority of nations and educational systems have this language highly valued, from the wealth of educational material and experience in English in the rest of the world compared with French, to rather easy and remarkably effective channels of communication in English. There are, however, little to know about the French to English transition
4. Implementing the language of English Instruction is a long-term process that will take years to complete. In this respect, this process must also be empowered politically and socially accepted.
5. In addition, kids who together learn both languages at a young age advance with kids who only have one language at their own pace. There is no scientific evidence that teaching English and French in the elementary stage could expose the kid to undue intellectual pressure, it is estimated that children who are two-language learners have greater language skills than children who only learn one language.

Recommendations For Future Research

With the perspectives expressed by teachers in this study, the results have strongly demonstrated that the delivery of English language training in Algeria may be improved. Some recommendations may be established from these findings:

1. The instructor is regarded as the principal role in EFL education, he is dubbed "the director of the orchestra," "the performer" and "the learner facilitator." He should therefore know how children grow so that he may teach them to promote their intellectual, social, and personal development.
2. The teacher should be aware that children learn differently before choosing the teaching techniques to be used, and that they should take care of their difficulties during languages so that they can meet their requirements.
3. The primary grades of children have considerable energy to play games and to practice physical activity. Kids are driven and never bored in this respect.
4. Thornton (2001) said that the English-language classroom includes games and fun because they motivate the children.
5. In the teaching of children, songs can be effective, they provide pupils with new language, grammar and speech practices.

General conclusion

General Conclusion

The purpose of learning English is to advance the science since the world is economically and scientifically intertwined. In fact an early start may help both the country and the child by enhancing the intellectual ability and mental flexibility of the youngster. That is why this effort supported the identification of the attitudes of teachers towards teaching EFL at early age with the aim of achieving success. This parallels a review of the causes of their behaviour. In this study there were two chapters: theoretical focus of this study was on teachers attitudes towards early EFL education. We also displayed Algeria's linguistic diversity. Thus, after speaking of primary environment in general, we talked about the status of English around the world and regarding Algeria, the advantages following and some motives for English instruction in early primary classes. Completed with Piaget's theory of the cognitive development of children and the origins of Young is better. The second chapter which is the practical part, we presented the analysis of teachers' interviews. From the obtained results, we conclude that the results exposed positive attitudes of teachers towards introducing English in the primary school. Those who expressed positive attitudes outnumbered those who revealed negative attitudes. As such, the hypothesis was confirmed. Participants responses showed that they are aware of the cultural, scientific, economic, political, academic, communication, and other values of English. There were some participants exposed clear preference to maintain both French and English at this level of education on the basis that it plays an important role in the Algerian speech community

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Annexes

Guide Interview

Dear teachers ;

You are kindly invited to answer some questions which investigate “ teaching English as the first foreign language in the Algerian primary schools” Your answers are very important for the contribution and the validity of this research .

1/ why most of countries are interested in teaching English language nowadays?

1/في الوقت الحاضر ، تهتم معظم الدول بتدريس اللغة الإنجليزية. لماذا ؟

2/Do you consider Algeria as monolingual. Bilingual. Or multilingual country?

2/هل تعتبر الجزائر لغة واحدة. ثنائي اللغة. أو بلد متعدد اللغات؟

3/In your opinion ,is Algeria among countries that encourage teaching English language ?

3/برأيك هل الجزائر من بين الدول التي تشجع تدريس اللغة الإنجليزية؟

4/Do you think that teaching English is more important. Equal important. Less important than French?

4/هل تعتقد أن اللغة الإنجليزية أهم. نفس القدر من الأهمية. أقل أهمية من الفرنسية؟

5/Do you think that French should be replaced by English ?

5/هل تعتقد أنه يجب استبدال الفرنسية بالانجليزية؟

6/Do you think that teaching English from first year of middle school is sufficient ?

6/هل تعتقد أن تدريس اللغة الإنجليزية من الصف الأول المتوسط كافي؟

7 /Do you agree that young learners have a great interest to gain new foreign language?

7/هل توافق على أن المتعلمين الصغار لديهم حماس كبير لاكتساب لغة أجنبية جديدة؟

8 /what is the appropriate age to teach English ?

8/ما هو السن المناسب لتعلم اللغة الانجليزية؟

9 /Do you think that learning English language at early age will affect the pupil positively or negatively ?

9/هل تعتقد أن تعلم اللغة الإنجليزية في سن مبكرة سيؤثر على الطفل سلباً أو إيجاباً؟

10/ Are you with or against introducing English language in Algerian primary schools?

10/ هل أنت مع أو ضد إدخال اللغة الإنجليزية في المدارس الابتدائية الجزائرية؟

11/ As a teacher what are the suggested methods that can help your pupils to acquire English language fluently ?

11/ كمدرس ما هي الأساليب المقترحة التي يمكن أن تساعد تلاميذك على اكتساب اللغة الإنجليزية بطلاقة؟

12/ If English introduced in primary schools what kind of difficulties that learners may encounter?

12/ إذا تم إدخال اللغة الإنجليزية في المدارس الابتدائية ما نوع الصعوبات التي قد يواجهها المتعلمون؟

13/ Teaching English and French languages simultaneously in the primary stage would expose the pupil excessive intellectual pressure?

13/ تدريس اللغتين الإنجليزية والفرنسية في آن واحد في المرحلة الابتدائية من شأنه أن يعرض الطفل لضغط فكري مفرط؟

14/ In your opinion a transition from French to English in primary stage would ameliorate the education in Algeria ?

14/ برأيك أن الانتقال من الفرنسية إلى الإنجليزية في المرحلة الابتدائية من شأنه أن يحسن التعليم في الجزائر؟

Résumé

L'enseignement et l'apprentissage de l'anglais sont sans aucun doute devenus une pratique éducative répandue dans le monde entier. L'objectif de l'étude est d'explorer les attitudes des enseignants envers l'enseignement de la langue anglaise dans les écoles primaires. Aussi, le but est d'enquêter sur le point de vue des enseignants sur l'enseignement de l'anglais dans les écoles primaires algériennes. Après analyse qualitative des données, les principaux résultats montrent clairement que la majorité des enseignants ont accueilli favorablement l'inclusion de l'anglais comme matière scolaire dans l'enseignement primaire plutôt que de la reporter jusqu'au collège. Cependant, une minorité de participants ont manifesté une attitude négative exprimant leur préférence à enseigner à la fois le français et l'anglais aux apprenants du primaire.

Au cours de la dernière décennie, de nouveaux efforts ont visé à améliorer l'enseignement des langues étrangères dans notre pays. L'anglais comme langue étrangère a également connu un grand intérêt. En effet, enseigner l'EFL nécessite des initiatives urgentes en raison de l'évolution du monde scientifiquement et économiquement. Ainsi, ce changement implique de remettre en cause le système éducatif concernant la deuxième langue étrangère en Algérie : l'anglais. De plus, les enfants d'aujourd'hui entrent dans une nouvelle ère de la science et de la technologie, car l'anglais est reconnu comme la langue de la science, cela pourrait les aider à s'impliquer. En effet, l'enseignement de l'anglais comme langue étrangère est désormais nécessaire dans les écoles primaires. L'implantation de l'anglais a entraîné la nécessité d'établir des objectifs clairs et différents de ceux traditionnellement assignés aux écoles intermédiaires ou secondaires. Enseigner et apprendre l'anglais est sans aucun doute devenu une pratique éducative répandue dans le monde entier. L'objectif de l'étude est d'explorer les attitudes des enseignants envers l'enseignement de la langue anglaise dans les écoles primaires. Aussi, le but est d'enquêter sur le point de vue des enseignants sur l'enseignement de l'anglais dans les écoles primaires algériennes. Après analyse qualitative des données, les principaux résultats montrent clairement que la majorité des enseignants ont accueilli positivement l'inclusion de l'anglais comme matière scolaire dans l'enseignement primaire plutôt que de la reporter jusqu'au collège. Cependant, une minorité de participants ont manifesté une attitude négative exprimant leur préférence à enseigner à la fois le français et l'anglais aux apprenants du primaire.

ملخص

أصبح تعليم وتعلم اللغة الإنجليزية بلا شك ممارسة تعليمية واسعة الانتشار في جميع أنحاء العالم. الهدف من الدراسة هو استكشاف مواقف المعلم تجاه تدريس اللغة الإنجليزية في المدارس الابتدائية. والغرض من ذلك هو تقصي وجهة نظر المعلمين حول تدريس اللغة الإنجليزية في المدارس الابتدائية الجزائرية. بعد تحليل البيانات نوعيًا ، تُظهر النتائج الرئيسية بوضوح أن غالبية المعلمين رحبوا بشكل إيجابي بإدراج اللغة الإنجليزية كمادة مدرسية في التعليم الابتدائي بدلاً من تأخيرها حتى المرحلة الإعدادية. ومع ذلك ، أظهرت أقلية من المشاركين موقفًا سلبيًا عبروا عن تفضيلهم لتعليم اللغتين الفرنسية والإنجليزية للمتعلمين في المدارس الابتدائية.

خلال العقد الماضي ، استهدفت جهود جديدة تحسين تعليم اللغات الأجنبية في بلدنا. كما شهدت اللغة الإنجليزية كلغة أجنبية اهتمامًا كبيرًا. في الواقع ، يتطلب تدريس اللغة الإنجليزية كلغة أجنبية مبادرات عاجلة بسبب تطور العالم علميًا واقتصاديًا. وبالتالي ، فإن هذا التغيير يعني التساؤل مرة أخرى عن النظام التعليمي فيما يتعلق باللغة الأجنبية الثانية في الجزائر: الإنجليزية. علاوة على ذلك ، يدخل الأطفال اليوم حقبة جديدة من العلوم والتكنولوجيا ، حيث يُعترف بأن اللغة الإنجليزية هي لغة العلم ، وقد يساعدهم ذلك على المشاركة. في الواقع ، أصبح تدريس اللغة الإنجليزية كلغة أجنبية ضروريًا الآن في المدارس الابتدائية. جلب تطبيق اللغة الإنجليزية الحاجة إلى وضع أهداف واضحة تختلف عن تلك المخصصة تقليديًا للمدارس المتوسطة أو الثانوية. أصبح تعليم وتعلم اللغة الإنجليزية بلا شك ممارسة تعليمية واسعة الانتشار في جميع أنحاء العالم. الهدف من الدراسة هو استكشاف مواقف المعلمين تجاه تدريس اللغة الإنجليزية في المدارس الابتدائية. والغرض من ذلك هو تقصي وجهة نظر المعلمين حول تدريس اللغة الإنجليزية في المدارس الابتدائية الجزائرية. بعد تحليل البيانات نوعيًا ، تُظهر النتائج الرئيسية بوضوح أن غالبية المعلمين رحبوا بشكل إيجابي بإدراج اللغة الإنجليزية كمادة مدرسية في التعليم الابتدائي بدلاً من تأخيرها حتى المرحلة الإعدادية. ومع ذلك ، أظهرت أقلية من المشاركين موقفًا سلبيًا عبروا عن تفضيلهم لتعليم اللغتين الفرنسية والإنجليزية للمتعلمين في المدارس الابتدائية.