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Department of English



***Towards the implementation of the English  
language in primary school.***

Primary Schools of Khenchela

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## **Dedication**

Praise Allah first, and thanks to my beloved parents second for their support, love, encouragement, and prayers; which gave me a great privilege and honour.

I want also to dedicate this humble work to:

My two brothers Abdeldjalil and Mohamed Nadhir.

My two sisters Maroua and Lyna.

I appreciate also unconditional support of all my friends and those who contributed to this thesis especially my friend Tarek.

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Dedication To all the decent people who work hard to achieve their goals; and honestly seek knowledge to graduate and take things seriously as virtuous attributes for theirs and others benefit.

A special dedication to my family especially my parents thanks are never enough for them the source of pure feelings and positive energy.

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Finally, we would like to apologize for any mistakes in this dissertation for we are not perfect but we work to be the best.

## Abstract

Due to the place that English language occupies in the world today, it has become necessary to include it in the education system of Algeria, hence this study focuses on the inclusion of the English language in primary education in terms of the theoretical ,the available pedagogical capabilities ,obstacles and challenges, whether they are historical, political or educational, in addition to the evaluation Steps and mechanisms including recommendations and practical suggestions for the success of the project drawn from the experiences of previous countries through the state's plan to implement this project, And based on the summarized approach by collecting data using each of a questionnaire directed at twenty-two Arabic language teachers in primary school, and another directed at twenty parents of pupils, as well as an interview with ten primary school principals from different departments of Khenchela state. On one hand the results have shown an overwhelming majority of inclinations to the English language and the application of the project, on the other hand the results have also shown a remarkable lack of material and pedagogical capabilities related to the total implementation of this project, which is expected to be generalized within the next three years at least.

Key terms: English language,Implementation, Primary school, Attitude, thechallenges, the potential,suggestions, theproject.

## ملخص

نظرا للمكانة التي تحتلها اللغة الانجليزية في العالم اليوم ، بات من الضروري إدراجها في نظام التعليم في الجزائر وهذه الدراسة تتمحور حول إدراج اللغة الإنجليزية في التعليم الإبتدائي من حيث الجانب النظري وكذا من حيث الإمكانيات البيداغوجية المتاحة وكذلك العوائق والتحديات سوانا كانت تاريخية سياسية او تعليمية وكذا تقييم الخطوات والآليات تجاه المتطلبات والامكانيات المتوفرة و أيضا يتضمن توصيات وإقتراحات عملية لإنجاح المشروع مستفاه من تجارب دول سابقة من خلال خطة الدولة لتطبيق هذا المشروع ، وبالاعتماد على المقاربة المختلطة عن طريق جمع البيانات باستعمال كل من إستبيان موجه لإثنين و عشرين أستاذ لغة عربية في الإبتدائي، وأخر موجه لعشرين من أولياء التلاميذ ،وكذا مقابلة لعشر مدراء مدارس إبتدائية من مختلف دوائر ولاية خنشلة وقد أسفرت نتائج تحليل وتأويل البيانات على نتائج جد إيجابية في خصوص الميولات الإغلبية الساحقة إلى اللغة الإنجليزية وتطبيق المشروع في حين أظهرت النتائج نقص ملحوظ في الإمكانيات المادية والبيداغوجية المتعلقة بالتطبيق الكلي لهذا المشروع والذي يتوقع أن يعمم في غضون ثلاث سنوات القادمة على أقل تقدير.

الكلمات الدلالية: اللغة الانجليزية ، إدراج ، التعليم الإبتدائي ، الميولات ، الإمكانيات ، التحديات ،الاقتراحات ، المشروع .

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## **General Introduction**

Today there are over 6000 living languages in the world, but only a few of them are at the prime status mainly the English language. Currently, It is deemed as a global language because it is used in all fields of life like economics, politics, sociology, technology, science and particularly education due to its historical heritage and vast support especially from the united states and united kingdom leaning on the best Universities in the world such as Harvard, Stanford, Cambridge, and Oxford, offering the best language teaching programs in the world; another factor for this spread is globalization and the world wide web use which highly raises the necessity to insert English in all teaching levels.

Algeria is the largest country in Africa that possesses a magnificent geostrategic location that overlooks the Mediterranean sea which links it to Europe, therefore, it is considered as a regional power for its huge natural potential especially petrol and gas producing and exporting which establishes international relations and partnerships that open a window to modernity. With the government's active awareness of the needs to cope with world's fast progress, it took the initiative to actualize the educational system, through working to support enhance the English language in universities and primary school, making such decision means breaking the chains of captivity from the francophone system and leaving the French language behind therefore switch into a new system that embraces the English language and excludes the French Language a step that will determine the future of the Algerian Education system.

Accordingly, the vital role that English plays as a common language comes from the worldwide use of the internet and social media as a virtual bridge that connects different nations of the world through its diversity of accents and intercultural aspects; therefore, English is considered a lingua franca; eventually, The Algerian government attempts to up to date with the contemporary changes and meet the public demand and the global standard for communicating and for better opportunities especially regarding education by defusing the barriers through pumping new blood into the veins of the educational system which subsequently enhance the quality of teaching and boost for higher ranking at the same time creates better chances for future carrier jobs.

### **1.1. Rational of the study**

The Selection of the topic was due to two main reasons:

First, it is our field of specialty so that we are eager to investigate about the future of English in Algeria because it is not only a matter of language adopting or teaching but it is also a turning point that determines the future of the new raising generation which subsequently influences education and the development of the country on the other hand. Besides, it is of interest to conduct a new study that has yielded only a few limited studies in this subject, so it is crucial to lifting the fog on the project of implementing the English language in primary school and eventually synthesis and evaluate the theoretical and practical steps along with the requirements needed to accomplish this project.

### **1.2. Statement of the problem**

Even though there are some glimpses of the future of teaching the English language in the of national education, and the government efforts to engage in the project, but there are some voices that reject the idea, among them a teacher of translation in Algiers university Ali Zaki who stated that it is too early to proceed in the project due to the current political crisis that Algeria is suffering from. Also, those who have a francophone background argue their opinion by claiming that French is a part of the Algerian social tissue which will make it harder for the people to deny it, and there are even who perceive it as a threat as Le Monde (a French newspaper) describe the project as “war on the French language” especially after the decision of the minister of higher education to begin the development of mechanisms and strategies to promote the use of English language in universities and research centers.

All in all, Can the Algerian government overcomes political and pedagogical constraints of over 50 years of Franco-postcolonial domination in national education and adopt English in primary school, or will the project be just a mere ink on paper?

### **1.3. Research questions**

This study investigates the possibility of implementing English in primary school, by answering these following questions:

- 1- Why the English language is important today?
- 2- What are the public attitudes toward Implementing English in primary school?
- 3- What are the effects of teaching the English language in Primary school on pupils?
- 4- What are the challenges and the strategies for the implementation of the project?

### **1.4. Objectives:**

This dissertation aims to fulfil several objectives that reveal the possibility of implementing English in primary school as the following:

- 1- To depict the significance of teaching the English language especially in primary school.
- 2- To describe the public attitude towards this project.
- 3- To reveal the influence of teaching English in primary school.
- 4- To inspect the challenges that encounter the project and procedures to put it on its feet.

### **1.5. Significance**

This study provide important information to give clear vision about the benefits of implementing the English language in Algerian primary school; first, it will help the

decision makers in ministry of national education to pave the road for constructing an efficient syllabus that will facilitate teaching English in good circumstances and avoiding pedagogical problems.

Secondly, it reveals the bright insights for the teachers to achieve specific aims using adequate strategies and techniques and appropriate tools and materials which will lead them to be professional instructors, as well as how to deal with potential obstacles in the classroom.

Finally, it fulfills the pupils' needs as EFL (English as a foreign language) learners through enhancing two their skills; especially, the receptive skills; provided that, depending on the suggestions and the recommendation of the study to support the teaching-learning process with rich content for a successful education system.

### **1.6. Related literature**

The Ministry of National Education, has prepared through its specialized services, a set of proposals related mainly to how to include the English language subject in the curriculum for primary school students, so that it was decided to conduct a survey according to scientific standards among primary school principals to know their opinions on the subject, while it was agreed primarily on the weekly hourly volume of the subject While making it "optional" between it and the French language course without imposing its teaching, In return, "exemplary" states will be identified that will host the project, provided that it is circulated in the future.

The Ministry has also prepared, through the National Curriculum Council, the first proposals about the project of teaching English language in the primary education stage, which will be subjected to discussion, analysis and evaluation by experts, researchers and doctors before approval, so that it is decided in principle to conduct

opinions according to purely scientific controls among school principals. Primary school across the country, to know their opinions and position on the project by asking the following question: Are you in favor of including the English language in primary school or against its teaching in this particular phase? Provided that the questionnaire is presented to the Council to present the results in light of which the following steps will be taken.

### **1.7. Research methodology and design**

In order to investigate this research problem, it is important to establish the outline of the research to depict a clear image and tackle the issue from different perspectives and due to the nature of the subject it requires applying the mixed approach by the complementary use of both the qualitative and quantitative methods and taking the advantages of the mixed approaches` elements, tools, and techniques that represent a stable systematic data collecting and analysing and overall deriving valid results.

#### **1.7.1. Choice of the method**

The propose of choosing the mixed approach that allows the use of qualitative and quantitative methods as needed to serve conducting the research problem is the flexible implication of techniques and mechanisms; Initially, for data collecting with a qualitative approach focusing on the descriptive method using a face to face interview in natural settings which focuses on open-ended questions to perceive attitudes and different perceptions; in due time, using quantitative method through questionnaires that consist of close-ended questions by conducting sampling process for random selection to provide systematic information required for generalization based on descriptive approach; in addition to, data analysis depending on the integration of both methods so that establish support of systematic empirical framework for

descriptive interpretation and logical prediction to the results with objective analysis to the findings.

### **1.7.2. Population**

This study encompasses a sample taken from 57103 pupils distributed on 300 primary schools in Khenchela province in addition to 300 principles and a total of 2323 primary school Arabic teachers and thousands of pupil's parents.

### **1.7.3. Data gathering tools**

To collect primary data and elaborate a valid overview of this topic two main research instruments were implied a questionnaire and an interview to gather data from reliable sources in this field; with taking into consideration the confidentiality of the participants.

#### ***1.7.3.1. Questionnaire***

A questionnaire was designed as the main tool to gather information for two categories of participants: first, the primary school Arabic teachers through answering a questionnaire that consists of six precise questions one open question and two closed question followed by two multiple-choice and finally one rating scale question; all questions set to serve at investigating their experiences and opinions about the project.

Secondly, the parents' questionnaire consists of three (3) simple Dichotomous questions aim to detect both pupils and their parents' attitudes towards the English Language.

### **1.7.3.2. Interview**

Relaying on a face-to-face structured interview administered to ten principles: seven headmasters include an inspector and three headmistress chosen arbitrarily from ten different primary schools in four different districts at Khenchela. The interview contains seven questions aims to explore their perspectives on captures their opinion and insights about the teaching environment and mainly the capacities of their schools to adopt about the project and three closed questions and tow multiple-choice and finally two open-ended questions.

### **1.7. 4. Sampling strategy**

The process of sampling relying on probability type of sampling using cluster technique by dividing the population into geographical areas according to the number of sectors in Khenchela province which are eight districts: Khenchela, as a district and capital, Aïn Touila, Babar, Bouhmama, Chechar, El Hamma, Kaïs, and Ouled Rechache; Furthermore, randomly select four districts for both the teachers' questionnaire and headmasters' interview to provide a better representation of the population; However random simple sampling is used for parents' questionnaire to ensure wider coverage and equal chance of each unit to obtain as much information as possible especially with the current situation of the limitations caused by Corona-virus (COVID-19) pandemic.

## **1.8. Definition of terms**

### **1.8.1. The implementation**

As defined by (oxford learnersdictionaries):The act of making something that has been officially decided start to happen or be used.

Similar to a thorough definition by Mezieobi (1993), conceptualized the term implementation simply as a process of putting an agreed plan, decision, proposal, idea or policy into effect.

### **1.8.2. Language**

According to (Sapir, 1921, p. 7), language is “a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols”.

This definition highlights some key characteristics:

Language is a set of signs, words and expressions used in certain context for communication: to convey ideas, emotions, behaviours whether directly or indirectly; Language is a human identity and social specialty of interaction to understand and to gain knowledge fused with thinking, it reflects our vision to the world.

### **1.8.3. Primary school**

In the U.K. and other countries, a school for children between five and eleven yearsold (Cambridge dictionary, 2020).

In the U.S., a school for children between five and nine yearsold, or an elementaryschool (Ibid.)

## **1.9. Structure of the work**

The present work is divided into three chapters will provide in terms of:

The first chapter introduces a general background to clarify the axis of the subject matter of the premise about English language status in the world today and glance of Algeria reasons to adopt English in primary school education stipulation vis-a-vis the old system. Moreover, this research defines the purpose along with significance

followed by the structure of the study; furthermore, shed light on the framework of the methodology designed to carry out in this work at the same time pave the way to the content of the work in the next chapters.

The second chapter comprises the essence of the content that serves anticipate and synthesis the project's theoretical background starting from the importance of English as a global language in addition to models from different countries that successfully adopted English language in primary school; also, the importance of the critical period, moving to the milieu of its use in association to the theory of multilingualism; also, this chapter is concerned with the negative perspectives of teaching a foreign language in primary school.

The third and the final chapter implicate the principle the gist of the information and data gathered from both the questionnaires and the interview through a critical analysis to the statistics depending on using descriptive analysed and discussion including suggestion for more credibility in deriving results and obtain optimum benefits from the work.

### **1.10. Conclusion**

To sum up, this previous introductory background highlights the essential aspects of the implementation of English in primary school from the purposes and the reasons to conduct this particular study, as well as providing the information of the essential context needed to understand the research problem and select the objectives through which determine the nature of the subject regarding the existing literature from different perspectives; furthermore, identifying the concepts and the elements associated to the topic; besides, the methodological orientation and procedures that serve accomplish this study.

# Chapter One

## **2.1. Introduction**

This chapter mainly deals with the important elements of the topic to create a theoretical background and answers some questions related to the essence of the subject; starting from why English is important and decipher the educational environment in terms of multilingualism; likewise, the learner's condition in terms of age and capacity particularly the crucial period; In addition to the significance of teaching English in the primary school supported by some examples of different countries experience in the implementation of English in primary school similar to this given situation and finally the measures and procedures that are considered and applied.

## **2.2. Why English language is important?**

By the 20th century, the British empire was an overwhelming power, not only on the military but also in economy and science, it had colonies in Africa, Asia and even the new world that would be known as United States of America which is today the dominating force over the other countries, and with it came the emergence of English that has a long and exotic history due to wars and the different cultures of the Romans, French and even the Vikings which makes it a hybrid language that contains many elements of the previous cultures.

Currently, the English language is not only a means of communication but it is also a prime medium of interaction by sharing culture and knowledge; it is the result and at the same time one of the reasons for globalization. With the wide expansion of English Language in many fields, it is introduced for specific purposes to cope with different teaching and learning situations and in different domains; eventually, it is necessary for learners to adopt it “not because they are interested in the English

Language or English culture as such, but because they need English for study or work purposes” (Robinson, 1991, p. 2).

### **2.2.1 The status of English language in the world**

English is spoken in 118 countries; there are 378 million native speakers (those who speak English as their first language) and 743 million non-native speakers (those who speak English as their second language) in the world. In fact, English is recognized as an official language in a total of 67 different countries, as well as 27 non-sovereign entities (Lingoda Online English Language School).

English is spoken at a useful level by some 1.75 billion people worldwide – that’s one in every four. By 2020, we forecast that two billion people will be using it – or learning to use it. And it is the economically active, the thought leaders, the business decision-makers, the young, the movers and shakers present and future who are learning and speaking English. They are talking to each other more and more and English is the ‘operating system’ of that global conversation (Robson, 2013, p. 2).

### **2.2.2. English as a common language**

English is a Lingua Franca in other words a common language; because it is a world standard language used widely by non-native speakers who do not share the same first language; Furthermore due to its wide use it is considered, “English as a global language” Crystal (1997). Also in terms of English broad use by the majority of the biggest international organization like the United Nation and the United Europe in addition to institutions and universities worldwide, so it is deemed as an International Language.

### **2.2.3. English in the internet**

As fast the world develops the people spend more time in the virtual world surfing the net for different proposes, interconnected via the world wide web access to infinite sources of information and stored data in different types of files and materials through encyclopaedias, electronic books, search engines, web sites, blogs, and social networks, sharing all this data also allows people share a universal language, it is estimated in 2019 that more than Internet Users by Language World Stats publishes the details of a chart for the top ten languages (see appendix 3). English language users took the lion's share which is still increasing to surpass over a million users.

### **2.2.4. English in media**

Media is primary encompasses all technological means used to store, communicate and transmit information, operated by international agencies, it includes mass media, news media, social media, and the internet; in addition to all types of broadcasting via radio and television, such as the BBC (British Broadcasting Corporation) and digital media such as mobiles; also, newspapers that are produced and published in English.

### **2.2.5. English in social media**

Social media is a virtual environment that links the world via online networking that allows people to share their ideas feelings through various societal activities; for instance, communication, making personal relations, education, sharing information, and even marketing, by navigating through web-based application and platforms such as Face book, Twitter, WhatsApp and YouTube; From their names conspicuously they are in the English language so billions of different types of shared material whether written or spoken, pictures or videos are posted in English owing to

globalization which defuses the barriers of race, and ethnicity, culture and religion and making the world one small village.

### **2.2.6. English in computing**

It is interesting to know that almost of electronic devices and machines including computers and smart phones are programmed or digitalized in English; because, they are developed in English speaking countries such as the USA, UK, Canada, and Australia. Everything associated with computing and informatization has a relation with English language starting From programming languages that contain thousands of codes and words in English such as PHP (Hypertext Pre-processor), HTML (Hypertext Markup Language), and Python which are designed for web development purposes and programming languages designed to create software; in particular, Java and C++, in addition to open-source software programming languages for general propose such as Linux.

### **2.2.7. English in travel**

English as a global language is a useful medium to interact with feigners and native speakers by travelling and visiting foreign countries; There are many purposes for people to travel; generally: tourism, employment opportunities, education or even for watching sporting events like Olympics and football match, either way, learning English raises the intercultural awareness and tolerance towards the diversity of nations and cultures; when visiting a foreign country you will find English language written everywhere translated (Dual Language ) Panels that indicate directions, for example, ENTER and EXITE or guide to places Like Hotels Bus stations; also, signs in public places for instance NO SMOKING and KEEP QUIET; in addition to traffic signs for example STOP and PARKING.

### **2.2.8. English in business**

English is considered as an international language of economics used by most international companies whether private or governmental; including organization of business, Entrepreneurship, financial institution and large cooperation of export and import business worldwide; in addition to, English for jobs and employments purpose especially teaching, translating, engineering, networking, and computing also for working with or in multinational companies a dozen of them require a decent degree of English proficiency.

### **2.2.9 English in scientific research:**

In science and technology English is used at universities and institutions for most academic works, reports and journal articles are produced or published in English; besides, international conferences and meetings are held in English.

“Most of the scientific, technological and academic information in the world is expressed in English and over 80% of all the information stored in electronic retrieval systems is in English” (David Crystal, 1997, p.106).

### **2.2.10. English in education**

The English language is broadly introduced whether as a subject or instrument of instruction in all different levels of education; there are billions of books sites or programs and applications to teach and learn English online or in academic environments. There are approximately 325 million native speakers of English, around 425 million English speakers as the second language, and other 750 million people are learning English as a foreign language (Crystal, 2003, p. 68); accordingly, international programs and tests such as pass tests like the TOEFL (Test of English

as a Foreign Language),and IELTS (International English Language Testing System). Test of English as a Foreign Language passing the test allow the candidates to receive academic in certain universities and institutions in the world.

### **2.2.11. English in entertainment**

Entertainment is related primarily to movies, TV shows, music, and video games. The film making is almost dominated by Hollywood because its blockbusters are included in the box office and not only that, these films are produced by huge English speaking companies like Warner Bros, Walt Disney, and 20th-century studios. For TV shows, they are represented mainly by talk shows like the tonight show, the Drs (doctors), and Ellen show and many others, these shows don't only have millions of viewers on TV but they have also millions of followers on their YouTube channels, Facebook, Twitter, and Instagram profiles; of course, all the previous shows are produced in English. Furthermore, music has its own part of fame because a great number of hit songs are presented in English language even singer celebrities are English speakers and internationally known like Adele, Taylor Swift, Eminem, and many others. Each day there are dozens of different types of video games, whether there theme is action, adventure, or even strategy they share the same quality which is that the standard language is English, simply because they are created by English speaking studios like Sony Computer Entertainment, Activision Blizzard and EA (Electronic Arts) studios such as Pro series and need for speed that games among teenagers and kids; lastly, world wrestling entertainment shows that attract huge fans world wrestling entertainment watching shows or playing and games whether on computers or smartphones.

To sum up the importance of English in Medical analogical sense, English to the world is like the blood to the body, counties are organs and veins are networks so the

blood's active circulation to supply oxygen to the organs as information and data, it functions as a source to provide essential nutrients such as (amino acids, fatty acids, and glucose), as knowledge, it transports hormones from one part of the body to another, as transmitting messages and ideas unifies and the strengthen the body through the immune system in the same time as the blood removing waste materials, such as carbon dioxide, urea, and lactic acid as English language use removes racism, xenophobia, nationalism and intolerance in the integrated world of globalization; furthermore, the flow of blood determines how healthy the organ is as how extent to respond in complementary cooperation. Finally, the different types of blood resembles different accents of English.

### **2.3. The Algerian primary schools overview**

Primary education is one of the three phases of national education in Algeria, the ministry of national education is headed by the minister Mohamed Ouadjaout; it is worth mentioning that the ministry is situated in Algiers (El Mouradia). The primary education consists of five levels and the legal age for pupils to be allowed to enter school is six and above; the first five years of schooling are compulsory the pupils must succeed in their level to pass to the next one, and at the final year (the fifth) the pupils are examined at the end of the year to pass to middle school; on the other hand, the courses that are included in the test are Arabic, French, and Mathematics. The students study the three previous courses since their first year at school (except French which they start to learn in the third year), in addition to other courses namely: History, geography, Islamic education, physical education, Tamazight, painting, music, and civil education. Each of the previously mentioned courses is thought using the second generation syllabus, the purpose of teaching these latter to pupils is to make them aware of the basic notions and to make use of their knowledge in daily life

such as reading, speaking and counting it also develops their cognitive abilities so that they will be good citizens in the future by integrating into social life. There is also the pre-school education which is meant for children from three to six years, it is also known as the kindergarten or the preparatory classes in which children learn simple things through multiple easy tasks and fun activities like colouring, drawing or even singing, these same tasks will make them recognize the basic components of the learning skills and interaction in an enjoyable environment; the purpose of this stage is to prepare children and make them ready to enter primary school and cope with its environment with less problems and difficulties.

### **2.3.1. Historical background**

In the 90's a civil war broke in Algeria between the Algerian government and the Islamic group FIS) Islamic Salvation Front (, this deadly and brutal war took from 44000 to 200000 casualties, as official sources states, due to political crisis and by consequence, all other domains have suffered severe damages more specifically education was among them, because of closed foreign policies developing teaching strategies to foreign languages was almost only dedicated to French; However when things settled and Algerian people finally found peace, the government passed an executive decree in 2004 that amended the 1976 reforms; in which only French is taught at primary school.

However, this year the ministry of national education has decided to prepare a set of proposals and suggestions to include English in primary school, and make it optional with French. This comes weeks after the Ministry of Higher Education and Scientific Research has announced on the previous July a national referendum lasted a month on the full circulation of English language widely in university institutions and institutes. The percentage of voters in favour of the promotion of living material in universities

exceeded 90 %, these decisions have declared by the ministry to promote English as an international language and the common ground for international business and scientific researches(Kouadri,2019).

In this respect, the ministry has given authority to the national curriculum council to discuss and analyse this project with the help of experts and researchers, who agreed initially the first step, should be starting with a questionnaire given to principals of primary schools that include the following question: are you with or against teaching English in primary school? After that, the results should be submitted to the ministry to access it and prepare for the next steps.

In the context of evaluating and promoting the English as a “living” material, the Ministry of National Education has previously announced the abolition of passing the French language subject from internal professional examinations to promote its employees, while making it “optional” between it and English in foreign recruitment competitions in various administrative and pedagogical ranks.

The council headed by Sharifa Ghattas will cooperate with four other institutions, which are general inspectorate of pedagogy, the directorate of human resources management, the directorate of basic education and the national institute for research in education, to provide pedagogical framing to avoid any problems especially the lack of human resources.

After the main guidelines including the syllabus have been set up the project will be submitted to the government to be analyzed and waiting for approval; these decisions have declared by the ministry to promote English as an international language and are the common ground for international business and scientific researches.

Surprisingly, In 22 February manifestations broke through all Algeria; the people went to the streets after the decision of the president Bouteflika announced his will to run for the fifth term, they also protested against the collapsed conditions of all sectors including education, so in a containment move the ministry of national education made a lot of decisions among these the suggestion for teaching English language in primary school. The minister of national education stated in a conference that the English language is used internationally as a language of science and technology and teaching it to pupils in primary school will open new opportunities in the future.

## **2.4. Models of countries integrated English in its primary education system**

### **2.4.1. In African countries:**

#### ***2.4.1.1. Tunisia***

Tunisia is one of Algeria's neighbours and it also suffered from the devastation of the French colonizer even after its independence in 1956, but the struggle did not stop because in 2011 manifestations started against the ruling system of the former president Ali Ben Ali, all policies of the government's institutions have changed including educational ones. Rixon(1992), Shaaban (2001), and Savignon(2002) (cited in Hela Barkia Boussabah,2007, p26) reported there was a considerable increase in the teaching of English at the primary level in many countries in the last two decades, the implementation of that language was just a mere idea in the 5th grade in which it was just club; however, it developed to become a compulsory subject in the 6th grade. Hela Barkia Boussabah surveyed many primary schools of Tunisia, the results have a given some insights about the gradual inclusion of English language in the primary educational system, the results also suggest that the objective of introducing English

in grade 5 of primary school was initially to develop the students' oral competence in a relaxed and motivating environment. The study was concluded by answering a question of whether the project was successful or not concerning the government's plan, one of the good things that the writer referred to is the training of five hundred primary school teachers as a first batch; however, there are some considerations like the scope of the study which can be monitored in better ways.

#### ***2.4.1.2. Rwanda***

Rwanda is a good example of a country that has already adopted the project of teaching English in primary school, similar to Algeria it was a former French colony that was also devastated by a brutal and vicious civil war in April 1994 between Hutu and Tutsi clans that took from 800000 to 900000 lives. After the end of the war and the Tutsi being victorious; they decide to add English as a second official language alongside with French and also to teach English in primary school. This decision comes not only to improve the Rwandan education system but because of the endless opportunities in the economy, technology, and politics. However, the journey is still in its beginning because of the lack of resources and the small use of English by Rwandan people.

#### ***2.4.1.3. Chad***

The educational system has been essentially held back, and in parts, destroyed, by the incessant civil war that annihilated the country's civil service infrastructure between 1960 and 1985. The challenges facing the rebuilding and the reform of the educational system are all the more daunting because Chad is one of the poorest nations in Central Africa, with almost no paved roads or modern railroads. Burdened with unrest, terrorism, and a chronic lack of necessary funds, since nearly all resources were summarily allocated for the war effort, Chad has had to struggle since

the mid-1980s to salvage its educational system. The available services in existence in 1960 did not constitute a solid basis upon which a new structure could be elaborated. After its independence, Chad lagged behind other francophone nations in central Africa. While Chad was one of its colonies, the French had decided not to build secondary schools and only instituted a rudimentary structure that relied heavily on Catholic and Protestant missionary efforts. After 1960, Chad attempted to build a credible educational system, only to see those efforts undermined by civil war, overcrowding, and a lack of qualified teachers and proper funding. Despite such unfavorable circumstances, several attempts at reform were made; one attempt was operation "Mandoul," launched in 1962, which tried to reform primary and secondary curriculum by making it more practical. Farming and basic skills were integrated into the programs of a few experimental schools between 1962 and 1968. The experiment was limited in scope and, ultimately, proved to be a failure. The other reform attempt was in 1973. An effort was made to change the old colonial pedagogical structure left behind by the French. A new, gradually selective system would enable students to enter professional occupations if they proved to be unable to continue along the more academically oriented track of primary and secondary schools. Again, however, these efforts did not result in any lasting or concrete changes ("Chad - Educational System—overview," n.d.).

#### **2.4.2. In Southeast Asia countries**

##### ***2.4.2.1. Turkey***

Kırkgöz noted that in the case of Turkey, after the establishment of Turkish Republic in 1923, modernization and westernization movements resulted in strong relation with Europe particularly with French language but after 1950s, American power with respect to economy and military started to have great impact on Turkey. As a result,

English language started to spread in Turkey and nowadays, as a member of the North Atlantic Treaty Organization (NATO) and an associate member to the European Union (EU), learning of English as the main language of international communication has become particularly important for Turkish citizens (2005, cited in Đnceçay, G. (2012), p 55).

MEB suggests that until 1997, compulsory education used to last five years and no place was given to foreign language teaching in public primary schools. In the same year and through act 4306, the period of compulsory education was extended to eight years and as a result, students have the chance to take primary (2005, cited in Đnceçay, G. (2012), p 55). School diplomas and start learning English as a foreign language in fourth grade, in fourth and fifth grade, students have two hours of English per week (Ibid.). Whereas sixth, seventh and eighth graders have four hours of English per week

MEB additionally suggests that on the official web page of the Turkish Ministry of National Education, the aim of foreign language teaching in Turkey is stated as to give adequate education to students on basic language skills namely reading, writing, speaking and listening depending on the learners' foreign language proficiency levels, in addition, the aim of (1997, cited in Đnceçay, G. (2012), p 55) foreign language policy is explained as enabling students to read academic texts and follow technological developments in the global world and communicate with people from different (2005, cited in Đnceçay, G. (2012), p 55) countries, it was also officially stated that 'Turkey's political and economic ambitions and the nation's desire to keep up its relations with foreign countries using English, (Ibid.) particularly with countries of the European Union, are the major motivating forces underlying the decision to introduce English to young learners'. Kırkgöz also noted that, with the new policy,

young learners are provided with a longer exposure to English as a foreign language (2007, cited in Đnceçay, G. (2012), p 55).

#### ***2.4.2.2. Indonesia***

The Indonesian peninsula was once occupied by the Dutch over 350 years, and as any colonial power it fought literacy among the natives made education exclusively to Dutch children, however since Indonesia's independence the education system has developed several times until the point that the national curriculum has been changed eight times as the following years: 1945, 1952, 1964, 1968, 1975, 1984, 1994, 2004 and 2006 (Alwasilah, 2013).

The National ministry of education made many decisions concerning the education system among them the creation of a decree that allows English language to be taught in primary school since fourth grade onwards, the ministry also created a law that teachers should have four years degree and a teaching certificate, this suggests that not anyone can teach English in Indonesian school until he or she is qualified, this results in high quality of education especially in the domain of foreign languages. In fact, Indonesia is one of the best countries that teach English as a second language alongside with powerful countries like China and Japan.

#### **2.4.3. Middle East countries:**

##### ***2.4.3.1. United Arab Emirates***

In the Middle East, a rich country emerged from the ancient sands of the desert to become one of the most powerful Arabian countries. It is the UAE, it has a strategic location that makes it confront less with the colonial harassments, it also has oil which is one of the most expensive resources in the world and with good management the country flourished quickly, this paved the way for modernization and globalization

and in the same time opened the door for a new challenge, it is the way to cope with two biggest powers in the world which are UK and USA, for example, The Abu Dhabi Education Council (ADEC) recognized the necessity for English proficiency and launched a school reform program known as the New School Model in 2010. This was part of a wider government initiative called Vision 2030, which aims to prepare the UAE to compete globally in commerce, science, technology, and education by the year 2030. ADEC implemented a bilingual model for curriculum in the public schools (Dorsey, 2018).

#### ***2.4.3.2. Lebanon***

Lebanon a country located in the middle east, it was once a French colony in the years 1920-1946, when the French left the new Lebanese government had to make a new system in every field, and one of them is education, first they changed the language of instruction into Arabic, then they divided it into three stages the first is primary education which takes six years, followed by lower than lower secondary education in which both lasts for three years, which makes the sum 12 years, and the other decision is teaching French and English in primary school, they made also an act that makes teaching subjects of mathematics and physics with French or English. It worth mentioning that these decisions are concerned with the only lower education system and not higher education.

### **2.5. Theories of teaching English in early education**

#### **2.5.1. Critical period**

There is a certain age or period in the life of people which scientists consider it as crucial or critical because the learning abilities of those people reach their peak in terms of learning abilities due to many factors such as the environment they were

exposed to. This idea is more emphasized by scholars in the critical period hypothesis (CPH); they claim that at an early stage of life we can learn better and quickly especially when it comes to language however this ability decreases when we grow older. The CPH was first coined by Wilder Penfield and Lamar Roberts but they did not dig deeper in their hypothesis, and in 1967 Eric Lenneberg discussed the issue in details in his book “Biological Foundations of Language”; he focused on the biological aspect in general and the brain in specific and claimed that the neuroplasticity of the brain in childhood makes us learn the language easily and more efficiently, of course, this ability stop whenever we reach puberty because the brain finishes its growth. Lenneberg also mentioned in his book that learning the language is a gradual process that takes place normally between childhood and puberty and when the person leaves this stage it becomes harder to learn the language so he will use other techniques and methods.

There are many tests and experiments that support the CPH, among them, the tests of Johnson and Newport in 1989 on Chinese and Korean immigrants by exposing them to English as a second language and the results showed a positive relationship between the age factor and their achievement; another example is the 13-year-old girl Genie which had been captive in the house by her father and because she missed the critical period she can no longer speak and all she can do was producing ambiguous sounds and she even had physical impairments.

In addition to the biological factors that affect the CPH there are also other factors that are related to it, first is our cognitive abilities that help us to understand the world through the five senses, language, and logical thinking, it may differ from one individual to another but it evolves approximately in the first 12 years of our life; second is the affective factors which are represented in two elements namely our

attitudes and habits towards learning a second language and our relationship with friends in terms of motivation to learn a second language; finally is the linguistic factors which are represented in multilingualism and the relationship between different languages that we learn especially when it comes in code-switching and code-mixing.

To conclude, the CPH is a theory that aims at representing the strong relationship between age and second language acquisition in addition to other secondary factors, this theory had been proven by many scientists and scholars, and some have related the issue to spiritual aspect by saying that having a second language is like having a second soul.

### **2.5.2. Multilingualism**

Multilingualism is a term related to language which means the ability to use more than two languages frequently and with some proficiency, we may find multilingual communities that speak many languages due to many reasons like the historical background of the country or religion or ethnic groups and there are multilingual individuals who have the competency to talk in many tongues because they learn it in school or went as tourists to foreign countries and had to use the local language in order to communicate properly. The previous definition is a simple one because until today there is a controversy among scholars and scientists on the nature of multilingualism, and since it is related to language which is also hard to define many of them had to look in the issue and produced research papers about it.

There are numerous factors that led to the appearance of multilingualism among them is the international relationships between countries especially in the fields of economy, tourism and education, there is also globalization which contributed

significantly in the spread of popular languages like English, Spanish and Chinese through its different mediums like media, social media, science and technology, another factor worth mentioning is the will and need of people to communicate with foreigners whether to learn about their culture or grasp knowledge and experience or just to know other people from other countries

#### ***2.5.2.1. Benefits of multilingualism in Algeria***

There is no doubt that there are many benefits for being multilingual, in our case in Algeria the pupils will grasp different interests for learning many languages, first they will develop their communicative skills and as a result they will be socially competent especially when it comes in understanding elders' opinions and ideas, it will make them also think logically and relate things to each other; second multilingual pupils are quicker learners than not only monolingual but also bilingual learners this means that the first category recognize elements of language and attach them together better than the second category; third and because multilingual learners have developed cognitive abilities they can solve problems and overcome obstacles without the need for grownups, this trait is important and effective in their academic life; fourth, multilingualism opens new opportunities for career and professional life in the future, which means that multilingual learners have more chances to get jobs sooner than others; and finally it is scientifically proven by both scientists and doctors that multilingualism delays being injured by Alzheimer by 4.5 years in comparison to non-multilingual learners, this means that multilingual learners will have more mental health that keeps their productivity

All in all, multilingualism is a complex subject because it is related to other fields of research like language, society, and individuals; there is also a dispute on how to define multilingualism but at the same time there are some points and traits that both

scholars and scientists agree upon. We should also not forget that multilingualism has many benefits in different fields; especially in education and this is why we need to develop this ability among young learners.

## **2.6. Approaches of teaching English in early education**

### **2.6.1. TheLearner centered approach**

Learner-centered approach (LCA) is an approach that lies under the umbrella off constructivism, it was first presented and developed by the French scholar Jean Jack Rousseau after he saw the need to develop learners' autonomy or independent thinking, it was also the time to neglect the traditional approaches in teaching that focuses on the content and see the learner as a machine that can only receive huge amounts of information, the LCA seeks to engage the learner more often in the classroom and put him in the center of the learning process in terms of acquiring knowledge, developing learning skills and enhancing his own abilities, this means that the teacher has a little role that is limited to guidance.

Although scientists did not agree on the principles or characteristics of LCA, there are certain common traits that exist in any definition, the first is engaging the learner more often in the learning process by letting them choose topics they are interested in and let them decide the pace of learning in addition to the time of interaction, the second is teaching students to be independent individuals and not counting on others especially when it comes to problems solving, this will develop their self-awareness and cognitive thinking to face real-life situations. The third is to encourage learners to make use of what they learn in their daily life which will reflect on them and the people they know positively, it will also help them to decide how to learn so eventually they will discover that there is more than one way to do something. The

fourth characteristic is also very important and the teacher has a role in it because it involves motivating students to learn so he must present interesting content to grasp the attention of learners and make them eager to expand their knowledge and develop their skills by giving them, for example, some control over the learning process. The final characteristic is also indispensable because it includes pair or group work and this means encouraging collaboration among learners which can be achieved through different group activities and at the end learners will give and receive knowledge to each other and focus more on teamwork.

Although LCA has many favourable components it is still under criticism, the most noticeable obstacle is neglecting the role of the teacher which will affect negatively on the learner-teacher relationship and this will cause a disturbance in the learning process; the other problem is the group work because the teacher will find difficulties in deciding the abilities and level of performance of individuals and it will be hard to separate weak and strong elements.

All in all the learner-centered approach was a reaction to traditional methods, it was created to develop the learners' abilities and skills so he can count on himself without forgetting to appreciate the benefits of group work, it may have some negative aspects but it is still used by the most successful educational systems in the world.

### **2.6.2. Competency based approach**

Algerian education system has gone through many reforms, these latter contained many changes in terms of curriculum , objectives, content of the books and other changes, one of these changes was in the approach of teaching , the ministry of national education has adopted the competency-based approach since 2002 (Shali Saliha, 2010).Shali Saliha said that the reforms that were introduced in 2002 including

primary, middle and secondary schools, this approach has been used also in teaching English language with a main objective of making students gain the main skills to deal with real life tasks, however there was new problem that arose because teachers neglected the approach and used the newly printed books, this situation in the first place was a result of poor training of teachers and were not ready to implement CBA in their classes. Miss Saliha added that in order to overcome that problem or any other problem that may emerge in the future there should be collaboration between the teachers and students efforts. After all they are the most important elements in the school.

## **2.7. Syllabus design**

Implementing the English language in primary school is a hard task which can be challenging for the ministry which faces many obstacles, among them designing a suitable syllabus, because it requires careful planning and evaluating before implementing the project, however, before involving in any work there should be clear insights about the nature of the syllabus and there must be also a clear distinction that should be made between the word “syllabus” and “curriculum” to avoid any sort of confusion. Candlin’s simple definition for syllabus design (1984, cited in D.Nunan 1988, p. 12) suggests that it is the combination of techniques, strategies, methods, and even materials used on the classroom level, in other words, it is what actually happens in the classroom as teachers and learners collaborate to fulfil certain goals in the teaching-learning process by means of a given curriculum; however as Candlin noted the curriculum is different in many accounts, first it is a general declaration about language learning, learning purposes and experience, also it clarifies the relationship between the teacher and learner, and finally, it contains a set of learning items and suggestions on how about to use them.

There have been many attempts to describe the nature of the syllabus by scholars and as a consequence, a dispute emerged among them; in different research papers, we would find two opposing ideas, the first accounts for defining syllabus on a broad level and the second sees the syllabus from a narrow level. The narrow view distinguishes between syllabus design and methodology; syllabus design is considered as a selection and development of content; however, methodology is held for selecting tasks and activities (Ibid., p. 14). However, there are others who disagree with the previous definition, saying that it is impossible to detach both concepts i.e. the approaches and their content are deeply related to tasks and activities and should not be separated.

The following quotes are taken from experts who believe in the first assumption:

*I would like to draw attention to a distinction ... between curriculum or syllabus, that is its content, structure, parts and organisation, and, ... what in curriculum theory is often called curriculum processes, that is curriculum development, implementation, dissemination and evaluation. The former is concerned with the WHAT of curriculum: what the curriculum is like or should be like; the latter is concerned with the WHO and HOW of establishing the curriculum. (Stem 1984: 10-11)*

*Any syllabus will express-however indirectly-certain assumptions about language, about the psychological process of learning, and about the pedagogic and social processes within a classroom. (Breen 1984: 49)*

*Curriculum is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational program. Syllabus, on the other hand, refers to that subpart of curriculum which is concerned with a specification of what units will be*

*taught (as distinct from how they will be taught, which is a matter for methodology).*

*(Allen 1984: 61)*

These quotes are taken however from specialists who think the second assumption is correct:

*[The syllabus] replaces the concept of 'method', and the syllabus is now seen as an instrument by which the teacher, with the help of the syllabus designer, can achieve a degree of 'fit' between the needs and aims of the learner (as social being and as individual) and the activities which will take place in the classroom. (Yalden 1984:*

#### *14) 6 Defilling syllabus design*

*The syllabus is simply a framework within which activities can be carried out: a teaching device to facilitate learning. It only becomes a threat to pedagogy when it is regarded as absolute rules for determining what is to be learned rather than points of reference from which bearings can be taken. (Widdowson 1984: 26)*

*We might ... ask whether it is possible to separate so easily what we have been calling content from ", that we have been calling method or procedure, or indeed whether we can avoid bringing evaluation into the debate? (Candlin 1984: 32)*

From the quotes above, it is obvious that there is a great controversy among experts because some of them think that syllabus and methodology are two faces for one coin; however, others deny that fact and insisting on separating both terms. This dispute, nonetheless is not a critical problem because after all that matters is not what is a syllabus but why is it made for or its purpose, as far as we know it is a fundamental pillar in any educational system. There are a great number of documents that describes what should syllabuses include among these “Threshold Level

English'' made by Van Ek in which he lists the important components of a language syllabus (1975, cited in Nunan 1988, p. 7):

- 1/ the situations in which the foreign language will be used, including the topics which will be dealt with;
- 2/ the language activities in which the learner will engage;
- 3/ the language functions which the learner will fulfil;
- 4/ what the learner will be able to do with respect to each topic;
- 5/ the general notions which the learner will be able to handle;
- 6/ the specific (topic-related) notions which the learner will be able to handle;
- 7/ the language forms which the learner will be able to use;
- 8/ the degree of skill with which the learner will be able to perform (van Ek 1975: 8-9).

The issue of syllabus design concerning the role of teachers is discussed in a book produced by Bell. Bell (1983, cited in D.Nunan 1988, p.7) claims that teachers are consumers of other people's syllabuses by means of implementing plans of government agencies through recognizing their students necessities, choosing materials of learning like activities and assessing students level which means teachers have no free hand in developing syllabus because most of them believe that designing a syllabus is the job of experts in the domain, however there are some teachers who have opinions in designing a syllabus depending on their teaching programs especially if they have had a special training and they feel that their task goes beyond teaching but most of them are more likely as Bell suggests.

After discussing generally what a syllabus is, now it is time to locate the sources from which the content should be chosen, this is an important phase for any syllabus designer. Nunan suggests that syllabus designers start mostly by listing grammatical, phonological and vocabulary items then grading them according to difficulty and usefulness; this is also enhanced by Richards and Rodgers (1986, cited in Nunan 1988, p. 11) who claims that learning a language, entails mastering the elements of the language which should be combined like phoneme, morpheme, word, phrase, and sentence. Any syllabus should neglect the idea of what must student learn to develop the idea of what learner of foreign language needs to learn, in fact, foreign societies worked on that principle since last century which led to creating ESP (English for specific purposes), scholars realized that language used in air navigation is not like one used among doctors or military officials. So there are different elements that should be taken in consideration in order to add them to the content of the syllabus like the careful study of the target language and analyze its components to avoid any sort of confusion for the learner who is another important element, the other point is that of the social tissue and the background of the society including its history, religion, traditions and even habits.

To sum up, designing a syllabus of a foreign language is a demanding process that needs both precision and consistency of its components, it also requires grading the content in a careful manner, the same content that was collected from different sources such as grammatical, phonological and vocabulary items of the target language, in addition to the political, social, economic and pedagogical status of the country should be taken into consideration. The created syllabus at the end will be a guide or scheme on which the teacher will rely on, with the possibility of using his own techniques whenever it is possible, to teach students how they can gather and

learn new knowledge so at the end they acquire specific skills that they can use them in their professional life.

## **2.8. Conclusion**

To conclude, This chapter constitutes of the theoretical part that covers the diverged assumptions towards the implementation of English in primary education learner in terms of the early stage the of acquisition represented in the critical period and the effect of learning more than one language concerted in multilingualism and its benefits regarding the learner its environment; besides, the pedagogical support of the syllabus and the educational program to adopt this project, on the other hand, refer to what prior researches have suggested with demonstrated in successful models from different countries in the world such as Rwanda concerning the central issue addressed in this research.

# Chapter Two

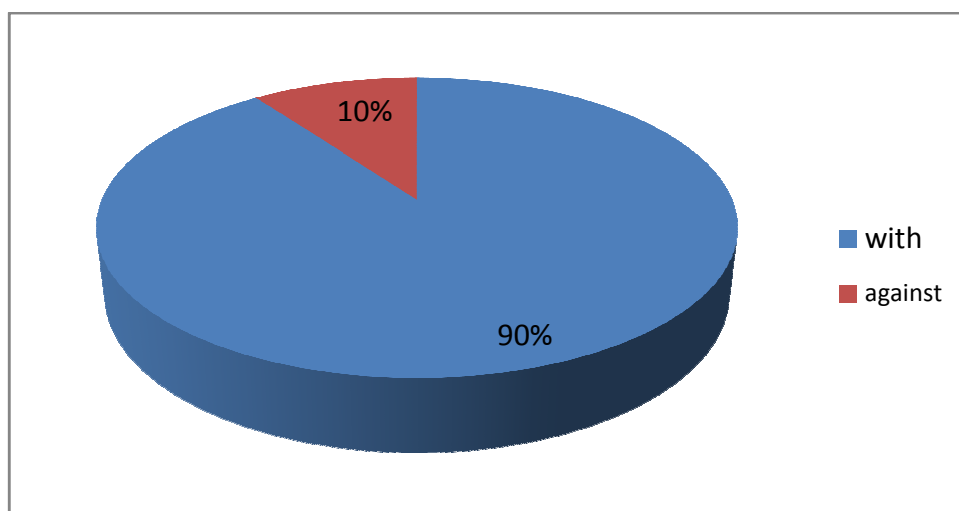
### 3.1. Data analyses

After gathering data through both instruments and the answers of the questions of the questionnaires and the interview; this phase of the study is devoted to assemble, organize, and systematically analyze the collected data with a critical eye to extracting the gist of the codified information illustrated in diagrams and charts to give an inclusive description for reasonable well-grounded findings and results.

#### 3.1.1. Principles' Interview Analysis.

**Question n°1:**What is your opinion about teaching English in the primary school?

- With
- Against

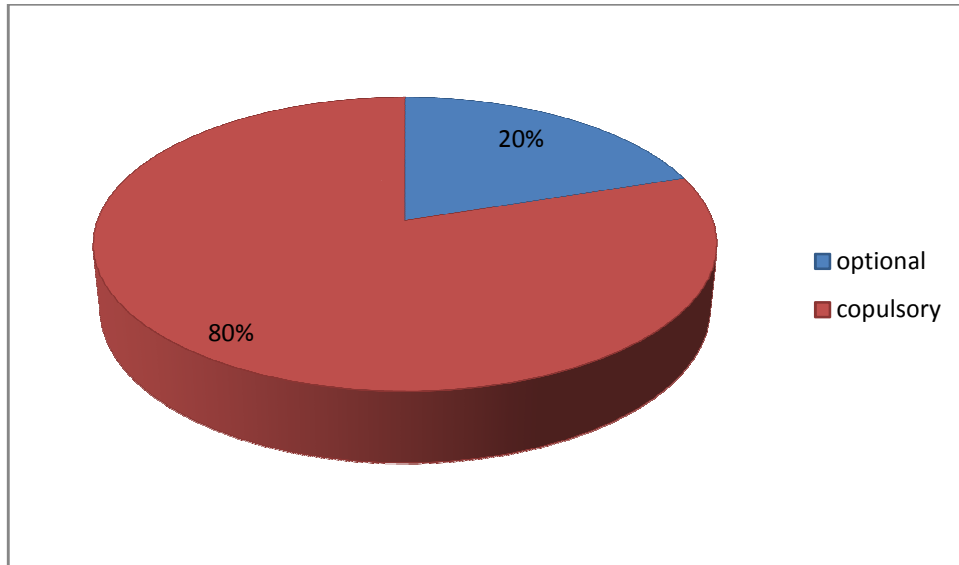


**Figure 3. 1: Principles' about teaching English in the primary school.**

From the results shown in the circle graph, it is obvious that the great majority of principles (90 %) were with teaching the English language in primary education; however, roughly 10% of the participants do not approve teaching the English in primary school.

**Question n°2:** Do you think that teaching English language should be:

- Optional
- Compulsory

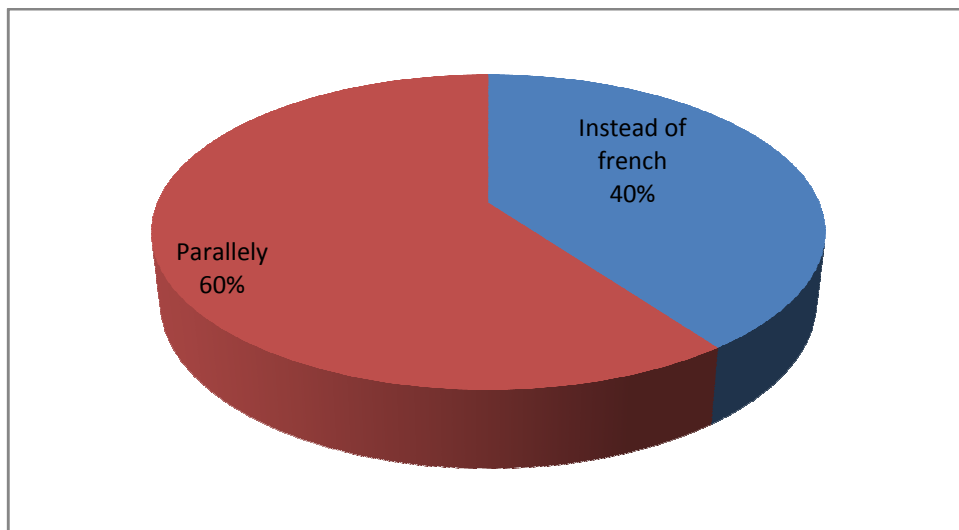


**Figure 3. 2: Teaching English in primary school should be Optional or Compulsory.**

From the above circle graph, it is clear that the whopping majority of principles (80%) think that teaching English in primary school should be compulsory; on the contrary, slightly 20% of them incline that it should be facultative.

**Question n°3:** If the English language is implemented in primary schools, can it be taught:

- Instead of the French language
- Parallel with the French language (optional)



**Figure 3. 3: English language instead or in parallel with the French language.**

The above circle graph illustrates a high percentage of 60% of Principals prefer teaching English in parallel with the French language, which gives equal chance for pupils to learn the language they want; on the other hand, two fifths (40%) of them incline to teach English as a subject instead of the French language.

**Question n°4:** What are the pedagogical capabilities available to implement the project?

The answers to this open question can be divided as follow:

For the material side: there is a lack in term of teaching tools such as multimedia interaction devices such as data shows and audio-visual equipment; also, the crowded classes raise the problem of lack of classrooms; in addition to hiring English language teachers; even so, all the participants were optimistic regarding the teachers' qualification level.

For the theoretical side: the timing raises the problem of schedule the session allocated to English which would be less than French's if it is to be taught concurrently. At the same time, a syllabus that should be designed to match with the second generation curriculum with a learner-centred approach.

**Question n°5:** What are the effects of teaching English on students in this stage (positive/negative)?

The answers can be classified into two groups:

A/ Positive effect, which represents most of the answers:

- Bilingualism and mastering more than one language.
- Learn the language of the world and science.
- Better control and understanding of technology.
- Open future opportunities for work and jobs.
- Leads to success in the next cycles of education.

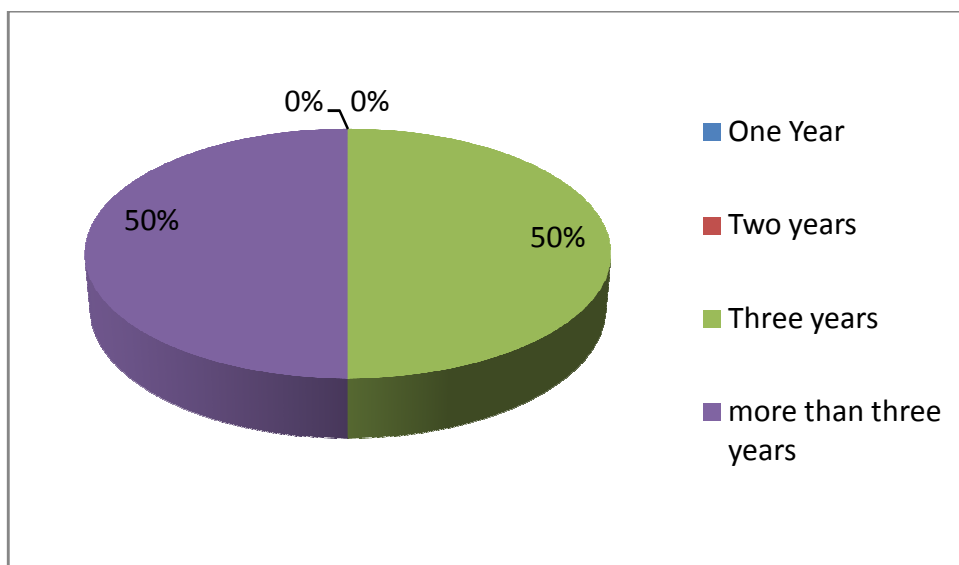
- Make the pupils love the English language.

B/ Negative effect:

- The pressure on the pupils because of too many subjects and courses to digest.
- More books and documents the heavy burden to carry.
- The problem of timing leads to frustration.
- The linguistic problems such as mixing between French and English language.

**Question n°6:** How long would it take to gradually implement the project? (You can tick more than one answer).

- One Year
- Two years
- Three years
- More than three years



**Figure 3. 4: Anticipate how long it would take to gradually implement the project.**

As shown in the pie chart the Principals anticipated that the project will at least take three years or more; a long term to be entirely implemented in the Algerian schools, and that can be explained by the shortage of the pedagogical potential.

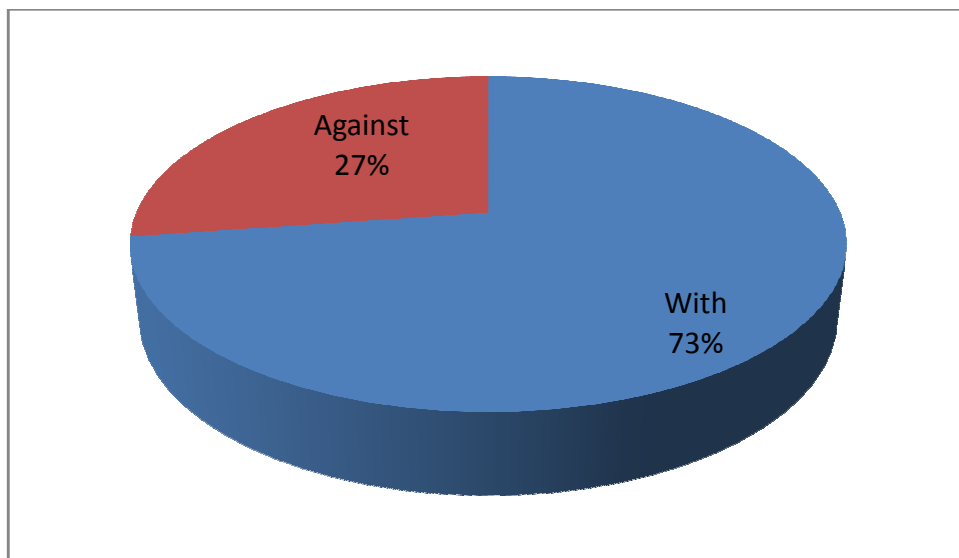
**Question n°7:** What are your suggestions for implementing the project?

- Gradually implement the project in urban areas than expand it to rural schools and shadow areas.
- Teaching English instead of French or reduce its sessions in favour of English.
- Keeping Tamazight optional.
- Hire qualified teachers with a sufficient number that covers the overall need for schools, especially in rural areas.
- Organize formations for inspectors for each subject of study.
- Teaching English in the 3ed, the 4th and the 5th year in primary education.
- Merge the interrelated subjects and similar topics into shorter unites to gain time.
- Reorganize the timing plan for each season of the educational year in accordance with the general pedagogical program.
- Putting new curricula and documents appropriate with the pupils` needs and the objectives.
- Assess the learners' interaction with English as a new language.
- Track the challenges that encounter the learner and the teacher.
- Clear the project from the political proposes that does not serve the real benefit of the education system.

### **3.1.2. Teachers` Questionnaire Analysis**

**Question n°1:**What is your opinion about teaching the English language in primary school?

- With
- Against



**Figure 3. 5: Teachers' attitude about teaching English in the primary school.**

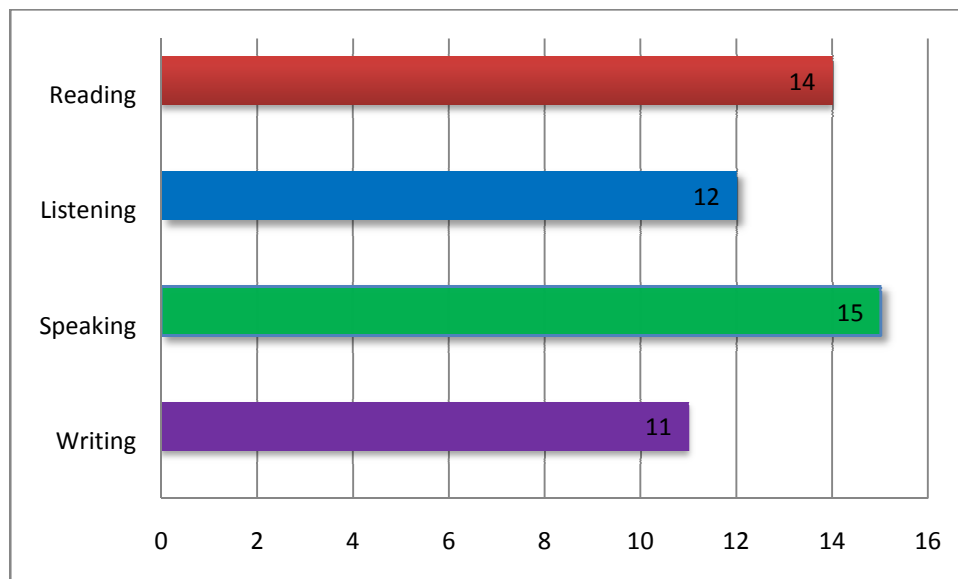
From analysing the above circle graph, it is obvious that a portion of 73% which represents the majority of Teachers approve teaching the English language; as opposed to the rest who reject teaching English in an early stage.

**Question n°2:**What is/are the skill /skills that should be focused on if English language is taught in primary schools? (You can tick more than one answer).

- Writing
- Speaking
- Listening
- Reading

Answers	Numbers	Percentage	Total
Writing	11	27%	56%
Speaking	15	29%	
Listening	12	23%	44%
Reading	14	21%	
Total	22	100%	100%

**Table 3. 1: The skill or the skills that should be focused in teaching English.**



**Figure 3. 6: The skill or the skills that should be focused in teaching English language.**

The above bar graph indicates that the majority of the respondents (56%) have a common point regarding the importance of all the four skills especially the productive rather than skills the receptive skills, yet focusing more on the speaking skill in this stage.

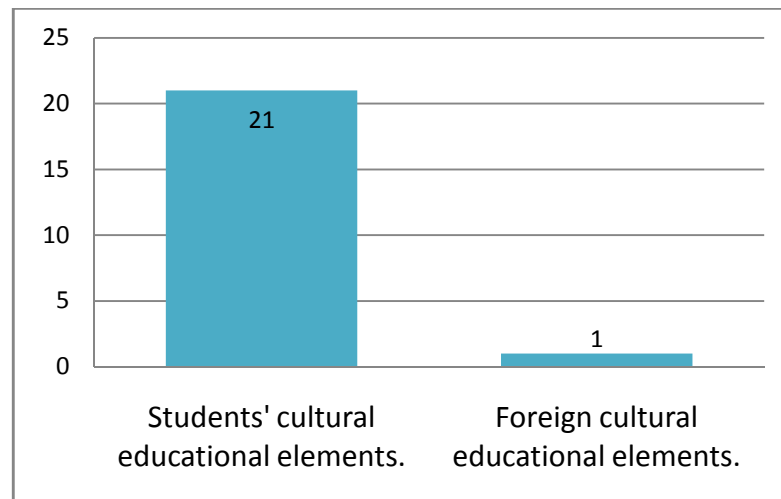
**Question n°3:** In your opinion, what is the most effective approach to use in teaching English in primary schools?

The majority of the respondents share the same point by teaching with the competency-based approach as the second generation curriculum where the learner is the axis of the educational process, on the other hand, some answers incline to introduce the basic principles in strategy towards building knowledge regarding the initial priorities and teaching objectives followed by correction and evaluation. Another important point is playing educational games that help build essential skills for communication; also, using or mixed teaching approach for a flexible teaching-learning process. Lastly, some teachers prefer the direct approach as an effective

method that deals with the pupils' perception of sensory information and develop critical thinking in an early stage.

**Question n°4:** Should the Syllabus include:

- Students' cultural educational elements.
- Foreign cultural educational elements.

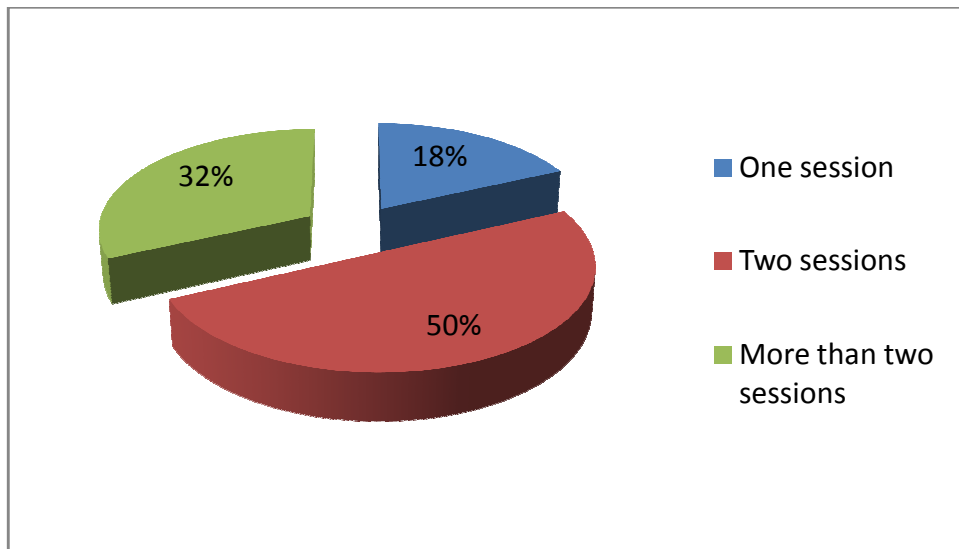


**Figure 3. 7: The educational cultural elements that should be included in the syllabus.**

By looking at the results in the diagram, it is clear that nearly all the teachers prefer to include the educational cultural elements related to the pupils' background rather than the foreign cultural elements of the English language.

**Question n°5:** How many hours can be allocated to the English language if it will be taught in primary schools?

- One session
- Two sessions
- More than two sessions



**Figure 3. 8: The sessions that should be allocated to the English language.**

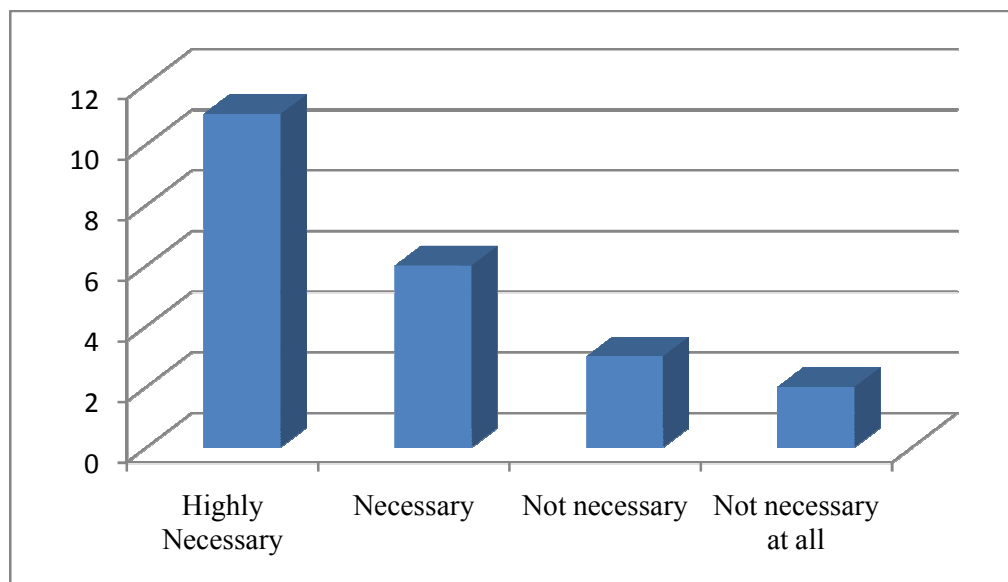
As shown in the above circle graph, most of the teachers estimated the time allocated to teaching the English language should be at least two sessions to cover the basic essential background of knowledge, and others suppose the need for more than two sessions; however, a slight portion 18% of the participants select only one session probably because they reject teaching English in primary school.

**Question n°6:** In your opinion, learning the English language in this stage for students is?

- Highly Necessary.
- Necessary.
- Not necessary.
- Not necessary at all.

Answers	Numbers	Percentage	Total
Highly Necessary	11	50%	77%
Necessary	6	27%	
Not necessary	3	14%	23%
Not necessary at all	2	9%	
Total	22	100%	100%

**Table 3. 2: The degree of necessity of learning the English language in primary school.**



**Figure 3. 9: The extent of necessity of learning the English language in primary school.**

It is obvious from the table and diagram above that the majority (77%) of respondents deemed learning the English language in primary school highly necessary and fewer consider it necessary respectively; as opposed to the rest, only 23% of them deemed learning the English language not necessary, and the least of them as not necessary at all in primary education.

### 3.1.3. Parents` Questionnaire Analysis

**Question n°1:**What is your opinion about teaching English in the primary school?

- With
- Against

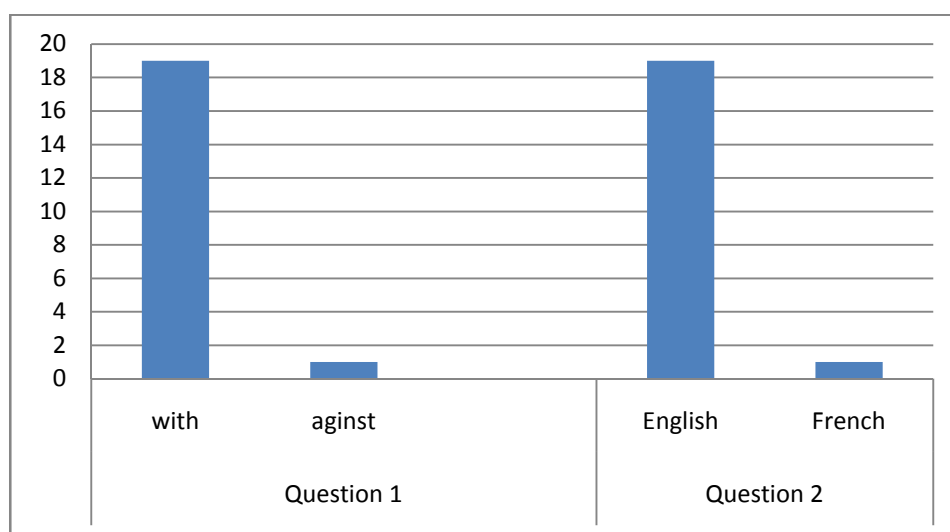
Answers	Numbers	Percentage
With	19	95%
Against	1	5%
Total	20	100%

**Table 3. 3: Parents` opinion about teaching English in the primary school.**

From the above table, it is clear that (95%) the whopping majority of parents find English language interesting and roughly 5% of them are in opposition to the project.

**Question n°2:** If English language is taught in primary schools optionally with French language what would you choose?

- French
- English

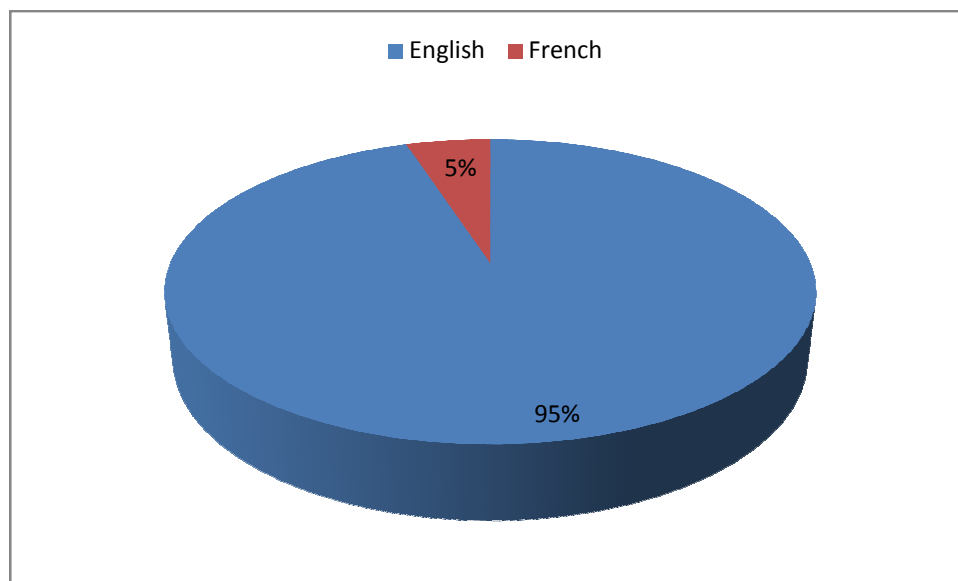


**Figure 3. 10: Parents` opinion about teaching English and French in the primary school.**

As shown in the figure above, the combination of the two questions indicate clearly that almost all the parents' attitude is positive towards teaching English in early education.

**Question n°3:** What is your children's attitude towards learning foreign languages?

- French
- English



**Figure 3. 11: Children's attitude towards learning foreign languages.**

As illustrated in the pie chart above, nearly all the children's attitude towards learning foreign languages expressed by their parents is oriented to English language rather than French language.

## Discussion

From interpreting the results of data analyses from both the interview and the questionnaires, we notice that the overall attitude of the participants was positive towards the implementation of the English language in primary school. The data yielded by this study provide strong similarity to the previous results of the parents' questionnaire held by the ministry of education in 1992 which represent the majority preferred English language rather than French; provided that, it could be explained by the public awareness that reflects the social demand to put English language in the forefront and overthrown French. Besides, from some answers, the pupils will achieve better in English due to their weak level in the French language; this wide acceptance is a result of the importance and dominance of the English language in various fields; therefore, the project deemed as a step towards thriving the education system.

In this context, the majority of the participants share the same point of view that English Language should be taught as compulsory subject hence to be considered as a first foreign language and gain priority over the French language; however, the rest preferred English to be a facultative subject with French which can be justified by the intensive courses and subjects as so to reduce the pressure on pupils in this stage; on the other hand, introducing English in parallel with French is for regarding the pupils' choices and chances of learning foreign languages according to their tendency so they would achieve better.

Another point to discuss is in terms of the content, most of the respondents support the idea regarding using teaching with the competency-based approach as the second generation curriculum where the learner is the axis of the educational process, with a flexible method supported by educational games that help build essential skills

focusing on communication through enhancing the productive skills especially speaking; also, as a flexible method that engages the perception of sensory information and develop critical thinking in an early stage.

However, the minority who rejected the project, not the language itself or denied its role but because they conceived it as a precocious project due to the current obstacles and the pedagogical problems; at the same time, doubting the political intentions and decisions to the extent that others consider it a political game to gain an ideological consideration; for them the project is far to be adopted yet. The results of the 6th question the teachers' anticipation was three years or more which provide a piece of confirmatory evidence that they believe it is still remote to meet the required conditions to be executed widely. For them, the project should be delayed.

Another important point to explore is the challenges and obstacles tackling the implementation of the project such as the absence of teaching tools and multimedia interaction equipment for demonstration; in addition to the crowded classes and the lack of classrooms leading to hinder the teaching-learning process; besides that, hiring new teachers can cover the needed number which is estimated over (20000) two thousand teachers for approximately two million pupils of the three levels which require years for this process to be applied; simultaneously, training inspectors as a careful eye on every step of the project assess the learners level and the examine the teachers' performance in order to optimize an intangible mechanism to integrate with less time and effort. Apart from the material side, designing syllabus and official documents such as course books and guides in accordance with the second generation curriculum and the appropriate strategic pedagogy requires integrating these elements with allotted time and sessions. Additionally, how to deal with the teacher of French

language if French is cancelled from primary education therefore 60% of the principles answer in the third question to teach English in parallel with French.

Another key aspect to discuss is The effect learning English in this stage on pupils; on the bright side, learning English in this stage allows the pupils focus better on the universal language and as some participants answer: as to break free from French domination and the historical dimension through a new orientation that responses to the new generation needs and the requirement for the development of the country.

Also in terms of the educational support that might foster the linguistic mastery in the next cycles of education through acquiring the skills in this stage help the pupils developed their pronunciation and expand their vocabulary through the practice and drills in individual or group activities; which will have a positive effect on building their personality, self-confidence, cultural tolerance, and social integration. This is eventually because it is easier to integrate through the acquisition and become familiar and because English is an easy language to learn especially in early education.

On the other hand, the negative effect encountering the learning process initially linguistic problem such mixing between French because of less exposure to English language and the problem of pronunciation of similar letters in both languages; in addition to the pressure on the pupils because of too many subjects and courses to digest which leads to frustration.

Lastly, the results from the parents' questionnaires revealed an optimistic view towards the project; this positive attitude is associated with the social awareness created by the social environment which executes public support and the effect of social media that swept the scales in favour of English language as an easy language to learn and use. In addition to long term objectives and benefits in real life such as

the use of technology and social media; at the same time, enhance academic achievement as the English language would be the instrument of instruction at universities; subsequently, the great majority of parents opt to track these opportunities for their children in the future.

### **Suggestions**

- It is recommended that the project of implementing English in primary school should be gradually applied in urban areas and cities, afterwards it could be possible to expand it to rural schools and shadow areas.
- If English language is implemented it should be taught instead of French, if not the hourly volume intended for French sessions should be reduced in favour of English.
- Although Tamazight is a part of the national identity especially in the new constitution ratifications it is better to stay as an optional subject.
- One of the fundamental aspects to take in consideration is hiring qualified and highly trained teachers in order to cover the overall needs of schools, especially in rural areas.
- Organizing formations of inspectors for each subject of study is another important point, because they play a key role in providing the latest updates and changes in the curriculum to the teachers.
- The most suitable years for teaching English in primary school are the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> years.
- It is better to merge interrelated subjects and similar topics into shorter units so that pupils gain more knowledge and develop different skills in less time and effort.

- Organize the time plan for each season of the educational year in accordance with the general pedagogical program.
- It is recommended that the content of the curriculum should be developed, graded and revised each year; in addition to the documents and materials to accomplish the required objectives and meet pupils' educational needs.
- Learners should be assessed to evaluate their progress and their abilities to interact with English as a new language.
- Track and find solutions for challenges that encounter both the learner and teacher.
- Dispose the project from any potential and unwanted political agenda that does not serve the real benefit of the educational system.

## Limitations

This research paper has potential limitations which can be divided into two types:

First, internal factors which include the Lack of prior research studies on the topic and the required content, this is because the newness of the subject; in addition the unavailability of essential data which made it difficult to progress in the research especially when it comes in to statistics that were hardly provided by the directorate of national education in Khenchela and eventually led to waste more time on collecting these data; as well as the limited resources either in library or in the web. Also there are no available books that is related to this work or mention a part of it at least, and even if there are any books they contain insufficient or inaccessible information

The second type of limitation is the external factors, it is mainly represented by the corona-virus disease (covid-19) which affect the decisions of the government for a whole closure of schools and establishments that were related to this study, this result in stopping the administrative procedures that were necessary to facilitate the work on this project; subsequently, the process of collecting data was slow down and wasting more time and effort especially when it comes to the questionnaire and interview which took about two months where it should only took few days. Another factor worth mentioning is the troubled political scene which occurred in February 2019, when manifestations broke through all over the country and some areas had witnessed strikes that paralyzed some important sectors, in addition to the continuous government changes of Ministers especially national education and higher education.

## General conclusion

To sum up, the main aim of this work is to investigate the bottom line of the implementation English language in the Algerian primary education and highlight the dominance of English language boosted by globalization that is linked to various living activities in all fields, which call to meet the growing needs as a key factor to enter the contemporary world of knowledge and communication. This leads to making the English language the most learning language in the world; typically, illustrated by successful models in different places in the world such as Rwanda, Chad, and turkey as so to gain benefit from their experiences.

Accordingly, it is clear that the general attitude of the people and academics is positive regarding the English language and the project itself especially for young learners to discover and learn a new language in this crucial stage, as it is devoted by the critical period theory that the pupils in this ideal age learn best with better ability to acquire a new language in the same time taking the advantages of language aptitude for multilingualism and its benefits in this settings.

In this respect, the government particularly the ministry of education took the initiative and held many steps to apply the procedures to put the project in action; however, it is tackled by some external factors such as the corona-virus epidemic and the political unbalance in the country as well as the internal factors like the educational pedagogical problems.

On the other hand, it is hard to determine the time and the practical procedures or evaluate the project under these unstable conditions of political and pedagogical constraints holding the project. However, this study provides a set of suggestions and recommendation contributed for the realization of the project and pave the way for a

stable transition that will give birth to a new education system not only by language but also by the knowledge production to improve the quality of teaching and learning in primary schools and in the entire educational system in Algeria.

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## Appendices

### Appendix 1: Questionnaire

تم إعداد هذه الدراسة حول إمكانية تطبيق اللغة الإنجليزية في التعليم الابتدائي، وهذا الإستبيان يستخدم لأغراض البحث فقط و يراعي الخصوصية الشخصية، و عليه نقدر مشاركتكم وتعاونكم ولكم منا جزيل الشكر والعرفان .

#### المعلمون

1. ما رأيك في تعليم اللغة الانجليزية في الطور الابتدائي ؟

مع

د

2. ما هي المهارة أو المهارات التي يجب التركيز عليها إذا تم تدريس اللغة الإنجليزية في المدارس الابتدائية (يمكنك إختيار أكثر من إجابة) :

الكتابة

الكلام

الاستماع

القراءة

3. في رأيك ، ما هي المقاربة الأكثر فاعلية لتدريس اللغة الإنجليزية في المدارس الابتدائية ؟

.....

.....

.....

.....

.....

4. هل يجب أن يشتمل المنهاج التعليمي على :

العناصر الثقافية المحلية

العناصر الثقافية الأجنبية

5. كم حصة يمكن تخصيصها للغة الإنجليزية إذا كان سيتم تدريسها في المدارس الابتدائية؟

حصة واحدة

حصتان

أكثر من حصتين

6. في رأيك ، تعلم اللغة الانجليزية في هذا الطور بالنسبة للتلاميذ :

مهم جدا

مهم

غير مهم

غير مهم إطلاقا

تم إعداد هذه الدراسة حول إمكانية تطبيق اللغة الإنجليزية في التعليم الابتدائي وهذا الإستبيان يستخدم لأغراض البحث فقط و يراعي الخصوصية الشخصية، وعليه نقدر مشاركتكم وتعاونكم ولكم منا جزيل الشكر والعرفان .

### الأولياء

1. ما رأيك في تعليم اللغة الانجليزية في الطور الابتدائي ؟

مع

ضد

2. إذا تم تدريس اللغة الإنجليزية في الابتدائي إختياريا مع الفرنسية فماذا تختار :

الفرنسية

الإنجليزية

3. ما هي ميولات أبنائك نحو تعلم اللغات الأجنبية ؟

الفرنسية

الإنجليزية

This questionnaire aims to investigate the implementation of English language in primary school in Algeria. It is used for research purposes only, with taking in consideration the personal privacy of the participants, therefore we appreciate your participation and cooperation and thank you in advance.

**For The teachers**

1 -What is your opinion about teaching the English language in primary school?

With

Against

2 - What is/are the skill /skills that should be focused on if English language is taught in primary schools? (You can tick more than one answer).

Writing

Speaking

Listening

Reading

3 - In your opinion, what is the most effective approach to use in teaching English in primary schools?

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4- Should the Syllabus include:

Students' cultural educational elements

Foreign cultural educational elements

5 / How many sessions can be allocated to the English language if it will be taught in primary schools?

- One session
- Two sessions
- More than two sessions

6 /In your opinion, learning the English language in this stage for students is ?

- Highly Necessary
- Necessary
- ecessary
- ecessary at all

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**For the pupils` parents**

1. What is your opinion about teaching English in the primary school?

With

Against

2. If English language is taught in primary schools optionally with French language what would you choose?

French

English

3. What is your children`s attitude towards learning foreign languages?

French

English

## Appendix 2: Interview

في إطار إعداد مذكرة تخرج ماستر حول موضوع ادراج اللغة الانجليزية في الطور الابتدائي ، نرجوا منكم من خلال هذه المقابلة الاجابة عن هذه الأسئلة حتى يتسنى لنا جمع واستخلاص المعلومات لإتمام هذه الدراسة والتي تستخدم فقط لأغراض البحث و تراعي الخصوصية الشخصية ، وفي الاخير لكم منا خالص الامتنان و التقدير وشكرا.

### السادة / السيدات المدراء .

1. ما رأيك في تعليم اللغة الانجليزية في الطور الابتدائي ؟

مع

ضد

2. هل تعتقدون أن تدريس الإنجليزية ينبغي أن يكون :

إختياري

إجباري

3. إذا تم تعميم اللغة الإنجليزية في المدارس الابتدائية ، فهل يمكن أن يتم تدريسها :

بدلا من الفرنسية

بالتوازي مع الفرنسية إي إختياريا

4. ماهي الامكانيات البيداغوجية المتاحة حاليا لتطبيق هذا المشروع ؟

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5. في رأيكم ،ماهي آثار تعليم اللغة الإنجليزية على التلاميذ في هذا الطور(إيجابية / سلبية)؟

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6. في رأيكم ، كم قد يستغرق مشروع تدريس اللغة الانجليزية في الابتدائي لتطبيقه تدريجيا؟

- عام
- عامين
- ثلاثة أعوام
- أكثر من ثلاثة أعوام

7. ما هي اقتراحاتكم لتسهيل تطبيق هذا المشروع ؟

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This interview aims to investigate the implementation of English language in primary school in Algeria. We invite you to answer these questions through this interview which is used only for research purposes, with taking in consideration the personal privacy of the participants; therefore, we appreciate your participation and cooperation and thank you in advance.

**For The principles**

1- What is your opinion about teaching English in the primary school?

With

Against

2 - Do you think that teaching English language should be:

Optional

Compulsory

3 - If the English language is implemented in primary schools, can it be taught:

Instead of the French language

Parallel with the French language (optional)

4 - What are the pedagogical capabilities available to implement the project?

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5 - What are the effects of teaching English on students in this stage (positive/negative)?

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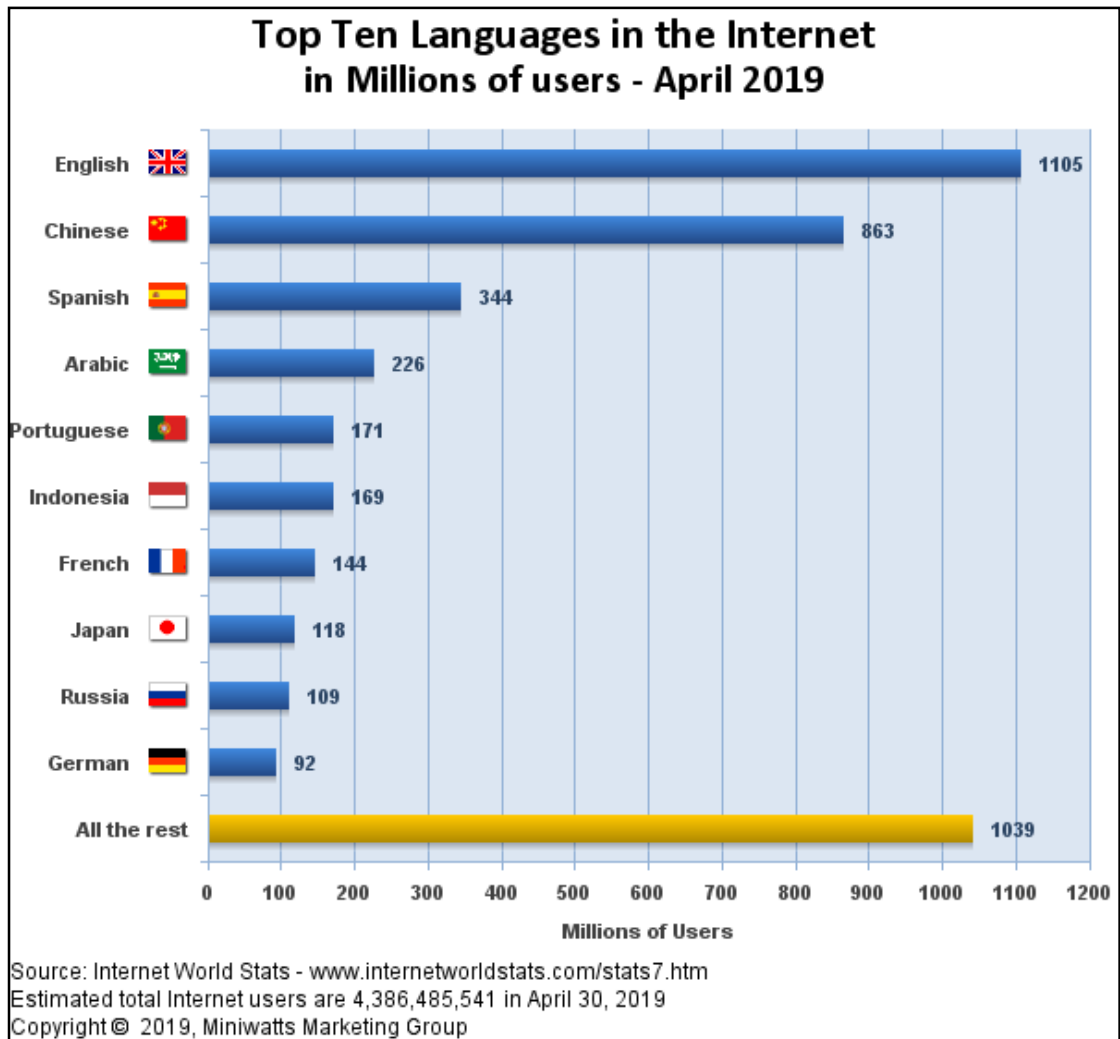
6 - How long would it take to gradually implement the project? (You can tick more than one answer).

- One Year
- Two years
- Three years
- More than three years

7 - What are your suggestions for implementing the project?

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## Appendix 3:



**Appendix 4:**