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## Examining the Implementation of English in Algerian Primary Schools: Perceptions, Challenges, and Practices

### The Case Study of Third-Year Pupils and Teachers of Primary Schools Khenchela

Dissertation Submitted to the Department of English in Fulfilment of the Requirements for  
the Degree of Master in Language and Culture

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## **Dedication**

we begin by thanking Allah for helping us carry out this achievement work.

This work is dedicated to:

Siad Nasrine, myself, whose passion and perseverance brought this dissertation to fruition.

My dear parents, Siad Moussa and Triki Habiba, whose unwavering love and endless support have been the bedrock upon which I built this success. Your unwavering faith in me fuelled my ambition, and your sacrifices paved the way for this accomplishment.

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With deepest gratitude and love

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## **Dedication**

Thanks to God for helping to do this modest dissertation

Thanks to my precious parents; sisters and brothers

Thanks to my primary school teachers and university too

Thanks to my wife Imen, my children Ranim, Mohamed Yacine, Akram

I would like to dedicate this dissertation to you.

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## **Abstract**

Teaching English as a foreign language has always been important, and lately, it has affected Algeria's educational system specifically. Teaching English to primary school students in Algeria can be difficult for both EFL teachers and students. This study investigates the recent implementation process of English language instruction in Algerian primary schools in view of perceptions, challenges, and actual practices. The research focuses on the experiences of both teachers and pupils. A mixed-methods approach was employed, utilizing questionnaires distributed to 15 English language teachers from 15 different primary schools in Wilaya of Khenchela, a questionnaire carried out with 39 pupils from two primary schools, and a follow-up interview conducted with 10 teachers. The findings revealed a positive overall attitude towards English language learning among both pupils and teachers. so, the implementation of English is considered a beneficial decision. However, this implementation faces obstacles, including a lack of readily available teaching materials, which necessitates teacher adaptation and resource creation. Additionally, the absence of ultimate guidance throughout the teaching journey, large class sizes and limited instructional time presented major challenges to achieving effective and efficient learning outcomes. The research concluded with recommendations aimed at fostering a successful English language teaching and learning environment in Algerian primary schools such as introducing efficient instructional materials, reducing the number of pupils in the classroom, and providing teachers with the needed training.

**Keywords:** EFL; Teachers; Challenges; Pupils; Perceptions; Practices; Primary School.

## **List of Acronyms**

**ELF** English as a lingua franca

**SES** Social Economic Status

**DFE** Department for Education

**EFL** English as a Foreign Language

## List of Tables

Table 1: Effectiveness of Implementing English in Primary Schools .....	29
Table 2: Potential of Implementing English in Primary Schools .....	30
Table 3: Pupil's Interest towards English .....	31
Table 4: Pupil's Participation .....	32
Table 5: Teaching English and French in Schools at the Same Time .....	33
Table 6: Pupils' Attitudes Towards Studying English .....	34
Table 7: Compatibility of Pupils' Age with Learning English.....	35
Table 8: Pupils' commitment to doing their homework. ....	36
Table 9: Teachers' Frequency of Receiving Training .....	37
Table 10: Support and Guidance .....	38
Table 11: Teachers' Possession of Resources for Effective English Language Teaching .....	39
Table 12: Materials' Suitability for the Teaching of English in School.....	40
Table 13: Wellness of Schoolbooks' Lesson Design .....	41
Table 14: Schoolbooks' Content Suitability of Pupils' Level .....	42
Table 15: Degree of Commitment to the Curriculum.....	43
Table 16: Teachers' Frequency of Feedback and Encouragement Provision.....	44
Table 17: Sufficiency of the Weekly Session's Allotted Time .....	45
Table 18: Suitable Learning Time .....	46
Table 19: Parents' Role In their Children's Language Learning.....	47
Table 20: Parents' Attitudes towards Their Children Studying English.....	48
Table 21: Parent's Help.....	49
Table 22: Parent's Motivation Impact .....	50
Table 23: Attitude towards English .....	52
Table 24: The most liked activity to do .....	53

Table 25: Students' attitudes towards their English teachers .....	54
Table 26: Learning English Outside The Class .....	55
Table 27: Preferred time of the day to study English .....	56
Table 28: Attitudes towards the Book of English.....	57
Table 29: Pupil's opinion about the pictures in the schoolbook of English.....	57
Table 30: Help of parents for their children to do the homework .....	58
Table 31: Understanding the Teachers of English.....	59
Table 32: Pupil's Preferred Language Skill .....	60
Table 33: Pupils' attitude towards their schoolbook of English.....	61
Table 34: Pupils' understanding of the English language schoolbook's texts .....	62

### **List of Figures**

Figure 1: Effectiveness of Implementing English in Primary Schools .....	30
Figure 2: Potential of Implementing English in Primary Schools .....	31
Figure 3: Pupil's Interest towards English.....	32
Figure 4: Pupil's Participation .....	33
Figure 5: Teaching English and French in Schools at the Same Time .....	34
Figure 6: Pupils' Attitudes Towards Studying English.....	35
Figure 7: Compatibility of Pupils' Age with Learning English .....	36
Figure 8: Pupils' commitment to doing their homework.....	37
Figure 9: Pupils' commitment to doing their homework.....	38
Figure 10: Support and Guidance.....	39
Figure 11: Teachers' Possession of Resources for Effective English Language Teaching.....	40
Figure 12: Materials' Suitability for the Teaching of English in School.....	41
Figure 13: Wellness of Schoolbooks' Lesson Design.....	42

Figure 14: Schoolbooks' Content Suitability of Pupils' Level.....	43
Figure 15: Degree of Commitment to the Curriculum .....	44
Figure 16: Teachers' Frequency of Feedback and Encouragement Provision .....	45
Figure 17: Sufficiency of the Weekly Session's Allotted Time .....	46
Figure 18: Suitable Learning Time.....	47
Figure 19: Parents' Role In their Children's Language Learning .....	48
Figure 20: Parents' Attitudes towards Their Children Studying English .....	49
Figure 21: Parent's Help .....	50
Figure 22: Parent's Motivation Impact.....	51
Figure 23: Attitude towards English.....	52
Figure 24: The most liked activity to do.....	53
Figure 25: Students' attitudes towards their English teachers .....	54
Figure 26: Learning English Outside the Class .....	55
Figure 27: Preferred time of the day to study English.....	56
Figure 28: The English book.....	57
Figure 29: Pupil's opinion about the pictures in the schoolbook of English .....	58
Figure 30: The help of parents to do the homework .....	59
Figure 31: The understanding of teachers.....	60
Figure 32: Pupil's preferred language skill.....	61
Figure 33: Pupils' attitude towards their schoolbook of English .....	62
Figure 34: Pupils' understanding of the English language schoolbook's texts.....	63

## Table of content

### Contents

Dedication .....	I
Acknowledgement .....	III
Abstract .....	IV
List of Acronyms.....	V
List of Tables .....	VI
List of Figures .....	VII
Table of content .....	IX
General introduction.....	1
1. Background of the Study: .....	1
2. Statement of the Problem: .....	4
3. Research Questions:.....	4
4. Hypothesis: .....	4
5. Aim of the Study: .....	4
6. Significance of the study: .....	5
7. Research Methodology: .....	6
8. Structure of the study: .....	6
Introduction.....	9
I.1. Status of English in the World.....	9
I.2.Relevant Countries .....	10
I.3.Teaching English in Primary Schools Worldwide.....	11
I.4.Second language learning in educational settings.....	12
I.5. Historical Context of English in Algeria.....	12
I.5.1. Linguistic Landscape of Pre-Colonial Algeria .....	13
I.5.2 The French Colonial Era .....	15
I.5.3. Post-Independence Era.....	16
I.6. From Legacy of French to Global Necessity: The Gradual Integration of English in Algerian Education (1970s-Present) .....	17
I.7. A Seed Takes Root: The Recent Implementation of English in Algerian Primary Schools .....	20
I.8. Significance of Implementing English in Algerian Schools.....	20
I.9. Challenges of Implementing English in Algerian Primary Schools .....	21
I.9.1. Insufficient Resources and Infrastructure.....	21
I.9.2. Teachers Training.....	22
I.9.3. Curriculum Development .....	22

I.9.4. Classroom Management.....	22
Conclusion .....	23
Introduction.....	25
II.1. Research Design .....	25
II.1.1. Quantitative Design.....	26
II.1.2. Qualitative Design .....	26
II.1.3. Mixed Methods Design.....	26
II.2. Sampling Population.....	26
II.3. Data Gathering Tools .....	27
II.3.1. Questionnaire .....	27
II.3.2. Interview.....	27
II.4. Description of the research tools.....	28
II.4.1. Description of Teachers' Questionnaire.....	28
II.4.2. Description of Pupils' Questionnaire.....	28
II.4.3. Description of Teachers' Interview.....	28
II.5. Teachers' Questionnaire Analysis.....	29
II.6. Pupils' Questionnaire Analysis.....	52
II.7. Teachers' Interview Analysis.....	63
II.8. Interpretation of Results and Main Findings .....	69
II.9. Limitations of The Study .....	70
II.10. Suggestions and Recommendations .....	70
Conclusion .....	71
General Conclusion .....	72
References.....	75
Appendices.....	79
ملخص .....	85
Résumé.....	86



## **General introduction**

### **1. Background of the Study:**

English is the most widely spoken language globally, and it is becoming increasingly important in Algeria. English has become a global language, essential for communication in academia, business, and technology. In recognition, Algeria has recently started implementing English language teaching in primary schools, as early as the academic year of 2022-2023. However, this implementation has faced several challenges, including teacher training, curriculum development, and resource availability. Worthy to mention, English has been taught as a foreign language in Algerian secondary schools since the early 1960s. However, it was in the 1990s that the Algerian government implemented a pilot program to teach English in primary schools. The program was initially successful, but it was discontinued a few years later due to some factors, including political instability and a lack of resources.

It is argued in some literature, from a sociolinguistic perspective, that French is the official second language in Algeria, because of the historical background of the country. The French coloniser tried to implement the French culture and language in all the social aspects of Algerian life and because of that, the first foreign language in the Algerian educational system is French. According to Marouf (2017), English, in Algeria, is seen as a tool for economic and technological development, cultural diversity, and a way to balance Arabic and French linguistic tensions. It is also seen to develop Algeria's national identity and power. The author further maintains that although the introduction of English in primary schools is motivated by both necessity and contingency, its implementation is faced with challenges. Some of these challenges can be highlighted in the lack of qualified teachers, authentic materials, and the appropriate curriculum. In addition, learners' motivation and proficiency, negative views and opinions from parents and society, in general, can also be seen as a big

obstacle to English implementation. This research paper provides several suggestions to improve English language learning and instruction in primary schools: for instance, offering more support and training for teachers, creating more interactive and appropriate resources, and teaching strategies, as well as increasing parents' and community awareness of the importance of English.

Saoudi (2022) found that most Algerian English language teachers had a positive attitude toward the implementation of English as the first foreign language in primary schools. They think that English can offer the country many opportunities and benefits, but a few other teachers showed a negative attitude, because of the fear that English may influence the statute and the role of the official language (Arabic) and the indigenous language (Tamazight). He also shed light on many challenges and difficulties in teaching English in the primary cycle. For instance, the lack of adequate training, materials, resources, and support, the large number of pupils in the classroom, the low level of interest and motivation among the learners, the interference of French, and the insufficient time allocated for English in the curriculum.

Guerza and Nedjai (2023) investigated the controversial decision made by the Algerian government to teach English in primary schools as a foreign language. They found that most surveyed teachers are in favour of the concept of implementing English in primary schools, believing that teaching English at an early age will improve students' cognitive and linguistic skills, as well as their future academic and personal opportunities. However, in this study, the teachers also expressed concerns about the project's continued success and effectiveness. They listed several challenges and obstacles, including the absence of qualified educators, the lack of resources and materials, learners' low professional level, and the negative impact of the two most widely used languages in society, French and Arabic.

In Egypt, Hargreaves, Mahgoub and Elhawary (2017) conducted “an investigation into improved primary school English language learning in the traditional classroom: pupils explain what children and teachers can do to make progress” and found that learners learn English for a variety of reasons, including communicating with foreigners, gaining access to global information, and pursuing higher education or professions. However, they encounter several obstacles in reaching their objectives, including a lack of resources, traditional teaching techniques, the low proficiency of certain teachers, and the negative views of some parents. According to them, student learners can take an increasingly active part in their English learning process by helping to plan lessons, choosing subjects and activities that interest them, using the internet and other authentic English sources, and working together with teachers and other students. In addition, their article suggests that teachers create an enjoyable and inspiring learning environment, give feedback and encouragement, and accept more learner-centred and communicative ways to support their students.

Yue (2016) examined how Chinese primary school kids think about learning the English language, where it is necessary to start in grade three. One of the key findings is that most pupils support the early introduction of English in primary schools and have positive attitudes toward the language. They feel that competence in English is essential to their future academic and professional opportunities, as well as to their personal growth and intercultural interaction. However, the lack of qualified and experienced teachers, inadequate and unsuitable teaching materials and resources, low proficiency and exposure, and the influence of the dominant languages (French and Chinese) in society are some challenges and difficulties that student learners encounter when learning English.

## **2. Statement of the Problem:**

Algeria recently introduced English language instruction in the third year of primary school. While this offers potential benefits for students, there is a lack of research on the feasibility and effectiveness of this new program. Challenges may arise because of factors like teacher preparedness, appropriate resources, and navigating the introduction of English alongside existing language instruction (likely French). This research aims to investigate these issues and determine the best course of action for successfully implementing English language learning in Algerian primary schools.

## **3. Research Questions:**

- 1) To what extent is the implementation of English language instruction in Algerian primary schools effective?
- 2) What are the advantages and disadvantages of this implementation?

## **4. Hypothesis:**

Based on the research question, we hypothesize that:

- 1) The integration of English within the Algerian primary school is challenging for both teachers and learners, but it is advantageous in the long term.

## **5. Aim of the Study:**

The primary objective of this study is to critically examine the degree of success in (challenges and benefits associated with) implementing English language instruction in Algerian primary schools. This research aims to identify the key factors that influence the effectiveness of English language education and to evaluate the impact of programs designed curriculum on learners' linguistic proficiency and academic achievement. Additionally, the

study seeks to explore the broader socio-cultural and educational outcomes of integrating English into the primary school curriculum in Algeria. Through comprehensive analysis and empirical investigation, this study endeavours to provide actionable insights and recommendations for educators, policymakers, and stakeholders involved in the development and execution of English language education in Algeria.

## **6. Significance of the study:**

The implementation of English in Algerian primary schools is a transformative educational initiative with far-reaching implications. For teachers, this study is significant as it sheds light on the most effective teaching methodologies, highlights the need for professional development in English language instruction, and encourages a reflective approach to teaching practices in linguistically diverse classrooms.

Pupils stand to benefit immensely, as the study aims to enhance their English proficiency—a skill crucial for global communication and academic success. It also explores the cognitive benefits of early language learning and the potential for fostering cultural awareness. Beyond the classroom, the study holds considerable value for parents, policymakers, and educational stakeholders. It offers an in-depth evaluation of the societal impact of multilingual education, providing data-driven insights that can inform policy decisions and educational reforms. Moreover, it underscores the importance of community involvement in the educational process, promoting the idea that multilingualism is not just an academic asset but a cornerstone for personal and professional development.

In essence, this research endeavours to create a comprehensive understanding of the challenges and benefits of English language education in Algeria, aiming to contribute to a more inclusive, effective, and culturally competent educational system.

## **7. Research Methodology:**

To address the research problem, we adopted a mixed-method approach using a convergent parallel design. This choice was driven by the necessity for both qualitative and quantitative data to achieve our research objectives.

## **8. Structure of the study:**

The study is divided into two fundamental chapters. The first chapter (Literature review) is fully theoretical; covering mainly the induction of English in primary school, the sociolinguistic background of Algerian society, the rise of English and the variables that contributed to its advancement as a language, etc. It offers a comprehensive picture of the state of English in Algeria, being the moment remote language that must be considered after Arabic –the native language-. The second chapter (fieldwork) introduced the methodology used, population, data gathering tools, analysis of the data gathered and summary of the main findings, limitations of the study, and a few recommendations to try to give solutions and develop the thesis.



# CHAPTER ONE

## Literature Review

## **Introduction**

English has become the global language. Most of the world's population speaks it as a first or second foreign language. It has imposed itself as the dominant language and permits access to information, news, science, and economy, worldwide. This is because it has become the first global language, absorbing increasing interest as a foreign language in all countries. Algeria, just like other world countries, felt the need to implement English more into its basic educational school system, currently teaching it as the first foreign language after Arabic, this chapter will discuss the importance of English in education and its historical development of integration in different countries compared to Algeria.

### **I.1. Status of English in the World**

In the latest century, the world has seen major changes, there was a revolution in the economy, in science and technology. The world needs a language to communicate. The English language took its place. English is considered the world's language and has grown rapidly in recent years becoming the 21st-century lingua franca; A Lingua Franca is a language commonly used by different groups of people with different languages and cultures to achieve common communication. English as a Lingua Franca refers to speakers from various first-language backgrounds using English as a means of communication by employing different communicative techniques. (Marlina & Xu, 2018). Researchers and different academies started advising learning English, claiming that English imposes itself as the language of international institutions. Communication is also used at local, national, regional, and international levels. As English functions around the world, it changes and develops in different ways to the needs of people who use it. Most countries around the world teach English as a second or a foreign language which makes it the most studied and spoken foreign language worldwide.

More efficient methods to learn English are proposed by the representatives of international organizations to be able to communicate it as a language which is a huge advantage, it provides a communication channel through which progress in future career can be made.

## **I.2.Relevant Countries**

Native-language acquisition in naturalistic, immersive surroundings differs from the artificial learning environment of limited input, e.g. primary school classrooms. Current controversies concerning the possible cognitive bilingual advantage highlight some of the unproven claims being made on the websites of certain language-teaching resources. Foreign language taster courses provide some objective criteria to help early years providers and primary schools judge the efficacy of such unproven methods of teaching languages.

While English is commonly referred to as the first foreign language in the Middle East, the French language is more dominant in many African countries due to the history of colonization, permeating every aspect of public life in those countries. The teaching of English as a foreign language (EFL) has always been a problematic process globally, and recently it developed to have an impact on Algeria. Due to the recent political and social change, a shift towards learning English as a first, instead of a second, foreign language is noticed.

English has long been integrated into both middle and high schools as a course to be taught, unlike primary school in which there is no basis to teach English. This stage of important for designing a syllabus for young learners.

Regarding the importance of the need for English, replacing French with English as a second language in Algerian is a need of the learners and parents and the need of the government for the English language has become more necessary than ever. This target meets

the new technological aspects by providing the proper material and starts implementing the English Language in the educational system in Algeria.

### **I.3. Teaching English in Primary Schools Worldwide**

The teaching of English to young students in elementary school is shaped by the idea of a principled mentality, competency development, transcultural learning, materials and literature, and lesson planning, it also covers theoretical, empirical, and neuroscientific components (Handcock, 2018)

English has become a compulsory subject from the third year in most schools in the world and is gradually being introduced even earlier into the curriculum in many schools. This highlights the importance of English in both primary school education and society. However, although a compulsory subject, there are fewer English lessons than for other languages and mathematics, the other core subjects. (Rixon, 2013)

This raises questions about the real status of English in primary school education and whether it is perceived as important. In China for example a study (The importance of English in primary school education in China: perceptions of students) discusses the primary school curriculum. Adopting a qualitative research design, the study investigated the attitudes of learners toward the learning of English in primary schools. The study was conducted in three different government schools with varied socio-economic status. Findings showed the positive attitudes of children toward English education and their support for the early introduction of English; however, some feel that English is not as important as Chinese and mathematics. After reporting and discussing the different perspectives of the students, the results conclude by considering the implications for English education in primary schools in China and other Asian countries. (GY Qi, 2016)

Teaching the English language in primary schools relates to the readiness of the school and learners' proficiency levels. If the school has the sufficiency of English language teachers, media, and textbooks, they will be ready to teach English; it is because primary schools deal with young learners aged 6-12 years and this period is believed to be the critical age for acquiring languages. It is in line with the basic principle stating that young learners can learn English better. However, teaching English at this age has both benefits and challenges.

#### **I.4. Second language learning in educational settings**

An obvious question for researchers and educators is whether we could use our knowledge of how children learn their first language(s) to devise successful programs for teaching a second (foreign) language. In a recent critical overview of studies into teaching foreign languages to pre-primary children, Nikolov & Mihaljević, 2023 concluded that as it is “unchartered territory in terms of research, exploratory qualitative inquiries are conducted” (p. 16), “this field is still in its infancy” (p. 18), and ‘the overall picture emerging from this review is fragmented’ (p. 19), and Second language learning is acknowledged to be multifaceted and highly complex. A huge variety of theoretical, sometimes conflicting, approaches from various disciplines have attempted to understand the processes involved, and what it is that learners do (Myles, 2010).

#### **I.5. Historical Context of English in Algeria**

Algeria boasts a rich mix of languages. Arabic, the official language, coexists with Tamazight's various dialects and French, a legacy of French colonialism. This linguistic diversity reflects Algeria's fascinating history and ongoing cultural exchange.

This part explores the interesting evolution of English in Algeria. The status of French is still high, but English has risen remarkably in the last few decades. Our review will clarify the

factors that influenced the introduction and spread of English in Algeria. During this journey, we will focus on several important steps.

We will first briefly examine the multilingual environment that existed in Algeria before French colonization. After that, we'll explore the French colonial era and how French language policies impacted Algerian language usage. After independence, the focus of our investigation will switch to the post-independence period, where we will examine the early emphasis on Arabic and the eventual introduction of English.

We will examine the rationale for this introduction, the laws put in place, and the difficulties encountered here. We'll wrap up by talking about the current arguments surrounding English language instruction and considering possible future paths for this developing aspect of Algerian society.

### **1.5.1. Linguistic Landscape of Pre-Colonial Algeria**

Before French colonialism, Algeria maintained a large linguistic range, with Berber and Arabic dialects being the foremost languages. Arabic, closely linked to Islamic tradition and education, dominated verbal exchange, management, and academic activities. The indigenous Amazigh people spoke the Berber language, also referred to as Tamazight, in numerous dialects, demonstrating a profound bond with us and its history.

The primary instructional establishments were the Quranic schools, which used Arabic as the academic language and targeted non-secular and criminal sciences. These faculties have been critical in maintaining and spreading the Arabic language and Islamic way of life throughout the region. Although the Berber dialects no longer have the same respectable reputation as Arabic, they play an essential role in the regular lives and oral traditions of local groups, appearing as a vital connection to their historical past (Bouherar & Ghafsi,2022).

The linguistic situation in Algeria became characterised now not simply by way of the coexistence of more than one language but also by way of an elaborate interaction of cultural and social methods. Arabic functioned as a cohesive impact on the various Muslim populace, while the Berber languages symbolised the persistence of native identities. The presence of a couple of languages in this context established the vicinity's potential to evolve and assimilate numerous linguistic and cultural influences for the duration of records. The French entrance in 1830 marked the beginning of a transformative technology. The French colonial policies sought to assimilate Algerians into the French subculture, resulting in the marginalization of each Arabic and Berber language (Ghedeir,2022).

The French language emerged as a distinguished brand of strength and development, displacing the indigenous languages that had thrived for generations. Although the colonial efforts aimed to put into effect the French language, the Algerian population maintained a deep connection to their linguistic background.

Despite the colonial disturbance, the Arabic and Berber languages persisted in being spoken and taught within families and groups, thereby maintaining a sense of identification and continuity. The ability of indigenous languages to withstand the effects of French colonialism laid the foundation for the revival of linguistic variety as Algeria gained independence. Pre-colonial Algeria had numerous linguistic landscapes, with Arabic and Berber dialects being outstanding in social, cultural, and educational aspects. The Quranic colleges performed an important role in retaining the significance of Arabic, even as the Berber languages persevered to serve as a large way of expressing local identity. Algeria's elaborate ancient background and the lasting attachment of its human beings to their linguistic background once contributed to its linguistic diversity.

## **I.5.2 The French Colonial Era**

During its colonial rule of Algeria from 1830 to 1962, France actively promoted French as the superior language. This policy aimed to assimilate Algerians and solidify French control (Heggoy, 1973).

A key element of this plan was establishing a French-only college system. The French approach to education, encompassing language, curriculum, and teaching methods, gradually eroded Algerian national identity. This system aimed to reshape Arab perceptions of education and maintain French dominance.

The imposition of French had a profound impact on Algerians' sense of self. It meant replacing their local languages and customs with those of the colonizers, creating a conflict between their national identity and the imposed culture. This policy sparked significant resistance.

Algerians fiercely protected their language and way of life. They viewed Arabic as fundamental to their identity and a tool against foreign rule. Resistance went beyond passive protests. Algerians demanded Arabic education in public and private schools and actively participated in uprisings and public demonstrations (Boudhan, 2015).

Throughout this colonial era, English held a minor and unimportant place. While occasional interactions with English-speaking institutions occurred, particularly during the World Wars, French policy ensured French dominance in the Algerian language and education. English had minimal impact on public life and education, its influence dwarfed by French.

The French colonial period in Algeria stands as a case study of purposeful linguistic and cultural subjugation, with lasting effects on Algerian identity. Algerian resistance and efforts

to preserve the Arabic language and culture demonstrate the people's resilience and desire for self-determination, ultimately contributing to the nation's path towards independence (Hamidani, 2020).

### **I.5.3. Post-Independence Era**

Following Algeria's attainment of independence in 1962, the nascent government faced the large assignment of rebuilding a nation that was divided via 132 years of French colonial dominance.

The Algerian government applied an extensive Arabization campaign to establish Arabic as a legitimate language. This method was no longer completely symbolic; it became a purposeful endeavour to reaffirm Algeria's ancient and cultural origins within the Arab globe. The management prioritised Arabic in the curriculum and made it the principal language of teaching, imposing an in-depth educational overhaul. This movement changed into additionally a calculated attempt to consolidate the varied linguistic surroundings of Algeria, encompassing Berber dialects and French influences (Bouherar & Ghafsi, 2021)

The prioritization of modernizing and standardizing Arabic for governmental and academic purposes changed into extreme significance. The authorities sought to set up a standardized Arabic that could bridge the space between the formal language of academia and the casual languages of the populace.

The transition from a French-ruled device to an Arabic-targeted one was now not seamless. French teaching methods strongly impacted the present-day educational system, and there was a scarcity of certified Arabic-skilled instructors. Furthermore, the coverage had to deal with the fact that the community is bilingual, with Berber languages being a vital component of the cultural panorama.

Despite the demanding situations, the determination to pursue Arabic language schooling in sub-independent Algeria remained steadfast. The authorities succeeded in fostering a sense of national pride and unity. Arabic no longer symbolized Algeria's independence: however, it also fashioned a critical part of its identification as a self-governing Arab kingdom.

The Arabization movement had wider ramifications for the region. It served as a version for special Maghreb nations and established a benchmark for exclusive post-colonial international locations in terms of language and identity issues.

## **I.6. From Legacy of French to Global Necessity: The Gradual Integration of English in Algerian Education (1970s-Present)**

Since independence in 1962, Arabic, the language associated with Islam and national identity, has rightfully taken on a distinguished position in Algeria. However, undermining the deeply rooted dominance of the French language proved difficult, and a brand-new linguistic electricity, English, started to emerge. The modern integration of the English language into the Algerian educational system began in the 1970s and continues to the present (Bemmoussat & Bouyakoub, 2019).

From the 1970s to the present, English has undergone a significant global shift, becoming the dominant language in international business and technology. As Algeria sought to participate in the emerging international order and succeed in the interconnected global market, it began introducing English language instruction in secondary schools. This pragmatic decision aimed to equip Algerians with the essential skills to navigate the changing global landscape effectively.

English language education experienced a great increase in the Algerian school system since the 1990s. Multiple motives contributed to this development (Bellalem, 2019).

The economic reforms implemented in the 1990s placed a particular emphasis on diversification and integration into the global market. As a result, there has been a massive increase in the demand for experts who possess an excessive degree of English expertise. The introduction of satellite TV for PC TV and the subsequent proliferation of the Internet similarly intensified the call for proficiency in the English language.

Algerians have been exposed to a pervasive English media and communication panorama, encompassing Hollywood films, pop tunes, online resources, and educational substances. The large dissemination of English not only inspired a preferred curiosity within the language but also emphasized its growing importance in numerous domains of existence (Bellalem, 2015).

In the metropolitan regions of Algeria, parents are more and more recognizing the importance of English fluency in improving their children's social mobility and future employment opportunities. This picture brought about a growing need for English language training, mainly among prosperous households that had the financial means to pay for non-public tutoring or sign their youngsters to specialise colleges.

However, the incorporation of English into the Algerian school system has encountered several difficulties and disputes. An important issue revolves around the possible marginalization of Arabic and Berber languages, which are both essential components of Algerian cultural identity. Proponents of these languages are concerned that English could dominate them, resulting in a decrease in their usage and importance in education and everyday life (Youcef, 2022)

Another crucial concern revolves around the topic of social inequality. Detractors contend that the present focus on English education intensifies preexisting social disparities. Typically, only urban areas and prestigious schools have access to high-quality English language

instruction, putting children from rural areas and lower socioeconomic backgrounds at a disadvantage. This creates an inequitable competitive environment, potentially restricting chances for individuals who lack access to adequate English language learning resources.

The efficacy of existing English language teaching methodologies in Algeria is also a subject of contention. Some individuals contend that emphasizing memorization and repetitive exercises in grammar may not adequately foster the essential communication abilities required in practical situations. To enable students to think critically, participate in conversations, and communicate successfully in English, a comprehensive and participatory approach to language learning is necessary. (Sennagh & Sibachir, 2023).

The integration of English into Algerian education has not happened suddenly but rather has been a gradual integration. The 1970s introduction of English in secondary schools aimed to equip pupils with the necessary skills to succeed in the global commercial arena.

Over the years, English has progressively gained popularity as a subject of instruction at lower levels of education. However, its growth did not proceed in a direct, uninterrupted manner (Admin, 2021).

However, due to globalization and the rapid expansion of the internet, the need for proficiency in the English language started to arise at an earlier point. Middle school curricula began to cautiously introduce the English language in the 1990s. This deliberate movement aimed to expose students at a younger and more impressionable age, potentially fostering a deeper understanding and natural acquisition of language. Economic reforms that emphasized global integration, fuelling the growing demand for English language ability in the job market, further confirmed this shift. Given the existing trajectory, it seems probable that English will assume a distinct role in Algerian primary schools in the next few years.

The Algerian government has taken several initiatives to promote English language education at various levels in response to these needs. (Algeria Invests in the English Language, 2022).

### **I.7. A Seed Takes Root: The Recent Implementation of English in Algerian Primary Schools**

The Algerian authorities have applied a couple of measures to enhance English language practice at some point in all educational stages. President Abdelmadjid Tebboune (2022) made a crucial decision to introduce English as a subject in primary schools, reversing the previous emphasis on French, which colonial history had encouraged (Rouaba, 2022).

This decision reflects a broader ambition to modernize Algeria's educational system by aligning it with international standards. This will prepare future generations to thrive in an increasingly interconnected world. The Ministry of Education shoulders the responsibility of implementing this policy. This includes developing appropriate curricula, training teachers, and ensuring students have access to necessary educational materials. Ultimately, English language instruction aims to provide a strong foundation for students, paving the way for further improvements throughout secondary and higher education (Messeded, 2023).

### **I.8. Significance of Implementing English in Algerian Schools**

The implementation of English language instruction in Algerian primary schools is a significant educational reform that reflects the country's recognition of English as a vital global language. The purpose of this strategic initiative is to provide young Algerians with the specified linguistic skills to effectively participate in worldwide activities, which include alternate diplomacy and cultural exchanges (Benzoubir & Bourouina, 2020)

Introducing English at the primary stage guarantees that students gather expertise from a young age, which is identified as enhancing linguistic talents and cognitive development. Research has shown that early introduction to a foreign language can enhance cognitive abilities associated with problem-fixing, creativity, and even comprehension of one's mother tongue.

English is normally taken into consideration as the primary language utilised in international enterprises. Algeria is equipping its future workers to efficiently compete and cooperate in the international economy with the aid of promoting English language abilities. This can attract international investment, create job opportunities, and foster entrepreneurship among young people. English serves as a conduit to the worldwide body of literature, song, and art. Acquiring talent in the English language allows Algerian college students to get admission to a much wider array of cultural property, fostering intercultural comprehension and admiration (Amrani, 2022).

## **I.9. Challenges of Implementing English in Algerian Primary Schools**

The introduction of English language instruction in Algerian primary schools is a crucial move towards modernizing Algeria's educational system. However, this initiative is not without its challenges (Sennagh & Sibachir, 2023).

### **I.9.1. Insufficient Resources and Infrastructure**

A significant obstacle that needs urgent attention is the limited availability of resources and infrastructure required for efficient English language training. A significant number of educational institutions suffer from a deficiency in fundamental instructional resources, such as textbooks, audio-visual aids, and language laboratories, which are essential for facilitating a thorough language acquisition process.

### **I.9.2. Teachers Training**

The effectiveness of any language program greatly depends on the skill and training of its teachers. Algeria now faces a scarcity of proficient English language instructors, particularly those who possess the necessary skills to educate young students. The deficiency in teacher education might result in ineffective teaching techniques that fail to captivate students or promote language acquisition.

### **I.9.3. Curriculum Development**

The existing curriculum for English language instruction in elementary schools may not be sufficiently congruent with international standards or the linguistic requirements of the children. An excessively inflexible or irrelevant curriculum might impede the process of learning and discourage students.

### **I.9.4. Classroom Management**

The prevalence of overcrowded classrooms in Algerian primary schools is a substantial obstacle for instructors, making effective classroom management a formidable task. Significant class sizes might hinder student engagement, personalized instruction, and efficient assessment of student advancement.

Cultural resistance may arise from specific societal groups who perceive the implementation of English as a menace to national identity and cultural values. The opposition can be observed through a lack of endorsement for English language programmes and can impact the perspectives of students and parents (Abderrahim & Abi Ayad,2023).

## Conclusion

In the 21st century, English has emerged as the world's lingua franca—a common language used by diverse groups for communication. Researchers advocate learning English due to its prevalence in international institutions and its role at local, national, and global levels. Algeria, like many countries, is experiencing a shift in its dominant foreign language. Historically influenced by French colonialism, the French held the top spot. However, the 21st century's globalized world prioritizes English. English is the language of international institutions, media, and the internet, making it crucial for Algerians to participate in the global economy and access information. Recognizing this, the Algerian government is making a significant change. English is being implemented at all educational levels, even starting in primary schools. This policy reflects a desire to modernize education and equip future generations for success on the world stage. However, this transition isn't without hurdles. There's a concern that Arabic and Berber languages, Algeria's native tongues, might be marginalized. Additionally, ensuring equal access to quality English instruction across socioeconomic backgrounds and locations remains a challenge. Finally, some argue that current teaching methods might not be effective in developing practical communication skills in English.

# CHAPTER TWO

## FIELD WORK

## **Introduction**

Implementing English in primary schools become a topic of concern. This chapter is concerned with the practical part of this study. Researchers will shed light on what has been mentioned in the theoretical part concerning the degree of success in implementing English as a language of instruction in Algerian primary schools. To answer the proposed questions, we are going to present and analyse the data that were collected by using the investigation tools: Teacher's questionnaire, Pupil's questionnaire, and Teacher's interview. As the first step, we started by giving a full description of the research methodology adopted in this work. It presents the following methods and tools of the research. Moreover, it gives information about the concerned population. Second, we attempt to analyse the information gathered from both the questionnaires and the interview. Finally, we are going to present our findings and give some recommendations as well as the limitations of the study.

### **II.1. Research Design**

According to Creswell (2014), a research design is "a framework for collecting and analysing data that will ultimately answer your research question" (p. 14). This definition emphasizes the importance of the design in guiding the entire research process, from question formulation to data analysis, to ensure it effectively addresses the core inquiry. In this study to investigate pupils' interest in learning English and teachers' views about implementing English as a second foreign language in primary schools, a convergent parallel mixed-methods study is adopted, that combines the quantitative approach (numerical data) and the qualitative approach (non-numerical data). The quantitative approach is used with the analysis of the questionnaire data. The qualitative approach is used with the interview analysis to avoid the gap that can emerge from both methods.

### **II.1.1. Quantitative Design**

According to Babbie (2010), a quantitative design is a research strategy that emphasizes the collection of quantifiable data through objective measures and statistical analysis. This data is used to test hypotheses, establish cause-and-effect relationships, and generalize findings to a larger population. For this study questionnaire is the quantitative tool used to gather the necessary data.

### **II.1.2. Qualitative Design**

A qualitative design emphasizes the collection of descriptive data that explores the lived experiences and perspectives of individuals or groups according to Denzin & Lincoln (2005). This data, often in the form of text or recordings from interviews, observations, and documents, is analysed thematically to understand meanings, feelings, and motivations behind behaviours. The qualitative instrument used in this study is the interview.

### **II.1.3. Mixed Methods Design**

According to Greene (2007), a mixed methods research design is a systematic research approach that integrates quantitative and qualitative data collection and analysis techniques within a single study. This approach aims to provide a comprehensive understanding of a research problem by capturing both the breadth (quantitative) and depth (qualitative) of the phenomenon under investigation. In our study, the questionnaire provides breadth data, and the interview provides depth data.

## **II.2. Sampling Population**

In this study, the questionnaire was given to 39 pupils who study at 5 different primary schools in Khenchela. These schools are located in different parts of Khenchela (Khenchela, Metoussa, and El Hamah). The population of the study was not randomly selected, because

we are interested in pupils of the 3rd year who study English. Additionally, structured interviews were conducted with ten (10) teachers who teach English as a second foreign language, in the same primary schools mentioned earlier, also we conducted a questionnaire with fifteen (15) teachers. Three different research tools were used for the process of collecting data. The first was a teachers' questionnaire and pupils' questionnaire that were based on numerical data. The third was the teachers' interview which gives depth data.

### **II.3. Data Gathering Tools**

We conducted this research through a mixed-method design which needs qualitative and quantitative data-gathering tools; therefore, we used two data-gathering tools questionnaires (quantitative) and interviews (qualitative).

#### **II.3.1. Questionnaire**

According to Fink (2014), a questionnaire is a self-administered written instrument that consists of a series of questions designed to collect information from respondents. These questions can be closed-ended, offering pre-defined answer choices, or open-ended, allowing for more elaborate responses. Questionnaires are a valuable tool for gathering data from a large number of people in a standardised and cost-effective way.

#### **II.3.2. Interview**

According to Merriam-Webster (2024), an interview is a structured conversation where one person (interviewer) asks questions, and another person (interviewee) provides answers to gather information. Interviews can be used for various purposes, such as collecting data for research, evaluating job applicants, or obtaining information for news articles. They can be conducted in person, by phone, by video conferencing, or even through written exchanges.

## **II.4. Description of the research tools**

### **II.4.1. Description of Teachers' Questionnaire**

Teachers' questionnaire was designed to gather data about teachers' points of view concerning the implementation of English in primary schools and their attitudes towards pupils' performance, teaching materials, and other aspects. The questionnaire comprised 23 questions, teachers were asked to answer twenty close-ended questions by ticking the appropriate choice, and three open-ended questions. The questions started by questioning them about their degree of satisfaction and how beneficial they see implementing English in Algerian primary schools, then they were asked different questions about pupils' attitudes towards the new language, pupils' age, suitability of teaching materials, session allotted time, and parents' role in their pupil's performance.

### **II.4.2. Description of Pupils' Questionnaire**

The pupils' questionnaire was designed to obtain data about students' views concerning the implementation of English in primary schools, it was written in English and translated to Arabic so they could understand its content. The questionnaire comprised 12 questions, the pupils were asked to answer nine close-ended questions by ticking the appropriate choice, and three open-ended questions. The questions started by talking about English generally and the student's attitude toward learning a new language then we tried opposing some questions concerning the difficulties they face when learning a new language.

### **II.4.3. Description of Teachers' Interview**

The Interview is another interesting tool that deals with actual qualitative data obtained by interacting with the interviewees in a process of discussion or question/answer scenarios. For our study, we designed a 12-question structured interview directed to primary school teachers

of English. Our sample of teachers for the interview comprised 10 teachers from different primary schools throughout the State of Khenchela.

The interview questions can be divided into two parts. The first three questions were related more to the general information about the participants. The second part deals with the advantages and challenges of teaching and learning English in primary schools at Khenchela.

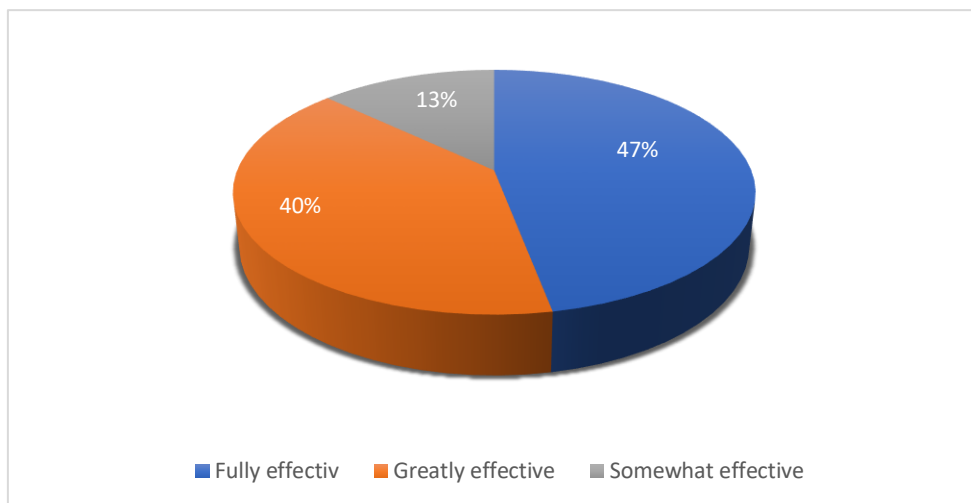
The first two questions of the interview are merely related to the background information about the participants (their age and academic qualifications). The remaining questions were more concerned with implementing English in primary schools.

## **II.5. Teachers' Questionnaire Analysis**

**Q1:** How effective do you think is the implementation of English in Algerian primary schools?

**Table 1: Effectiveness of Implementing English in Primary Schools**

<b>Option</b>	<b>Participants</b>	<b>Percentage</b>
Fully effective	7	47%
Greatly effective	6	40%
Somewhat effective	2	13%
Not effective	0	0%
I do not know	0	0%
Total	15	100%



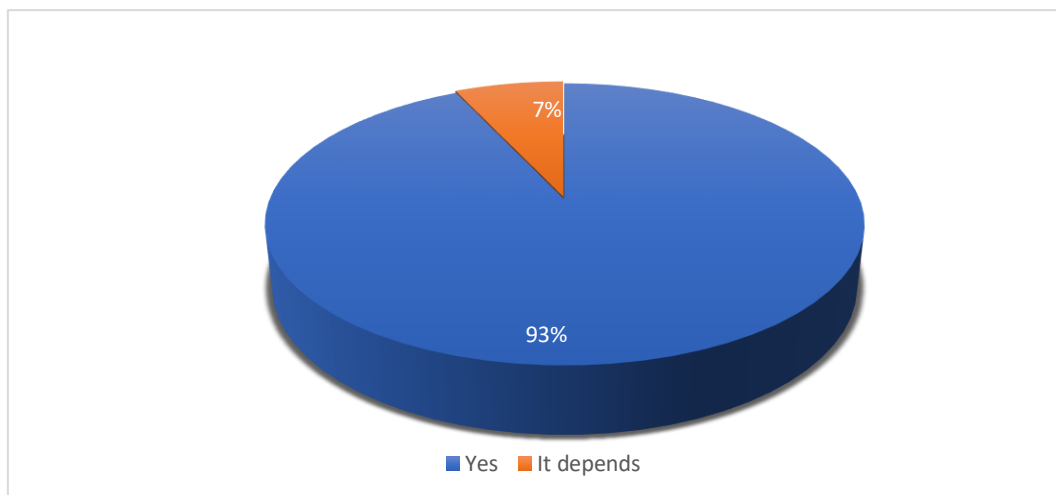
**Figure 1: Effectiveness of Implementing English in Primary Schools**

Table (1) and Figure (1) show the degree of satisfaction of implementing English in primary schools. Seven (50%) teachers responded that it is fully effective, while six (40%) responded that it is greatly effective and two (13%) responded that it is somewhat effective to implement English in primary schools. The result indicates that most teachers see that implementing English in primary schools is effective.

**Q2:** Do you think that the implementation of English in Algerian primary schools is successful and beneficial?

**Table 2: Potential of Implementing English in Primary Schools**

Option	Participants	Percentage
Yes	14	93%
No	0	0%
It depends	1	7%
I do not know	0	0%
Total	15	100%



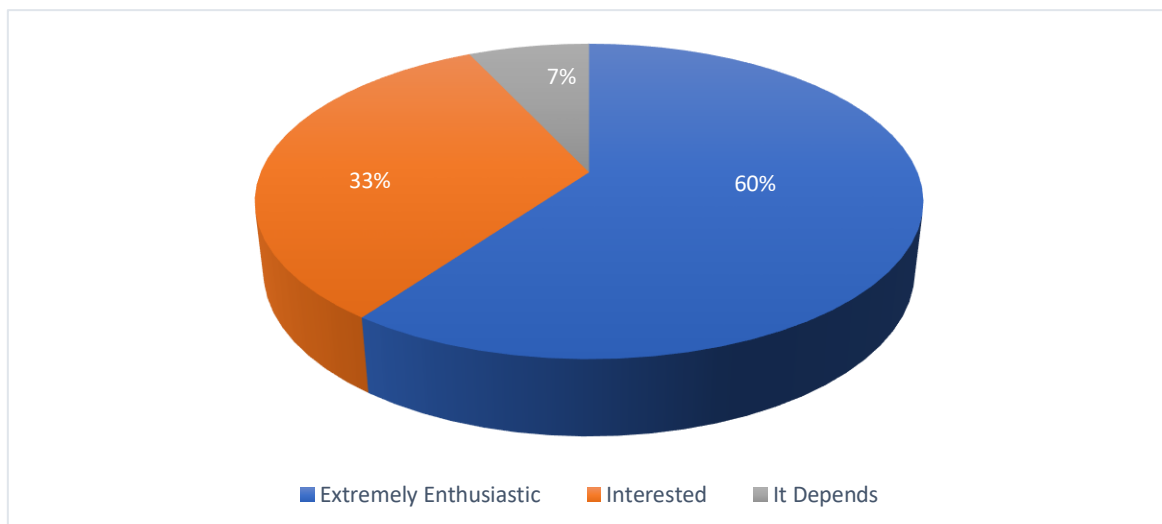
**Figure 2: Potential of Implementing English in Primary Schools**

Table (2) and Figure (2) show the potential benefit of implementing English in primary schools, fourteen (93%) teachers confirmed that implementing English in Algerian primary schools is successful and beneficial, while one (7%) teacher responded that ‘it depends’. None of the teachers have chosen ‘No’ and this highlights the potential benefit of implementing English in primary schools.

**Q3:** In your opinion, how much interest are the pupils towards this new language?

**Table 3: Pupil’s Interest towards English**

Option	Participants	Percentage
Extremely enthusiastic	9	60%
Interested	5	33%
Not interested	0	0%
Bored	0	0%
I do not know	0	0%
It depends	1	7%
Total	15	100%



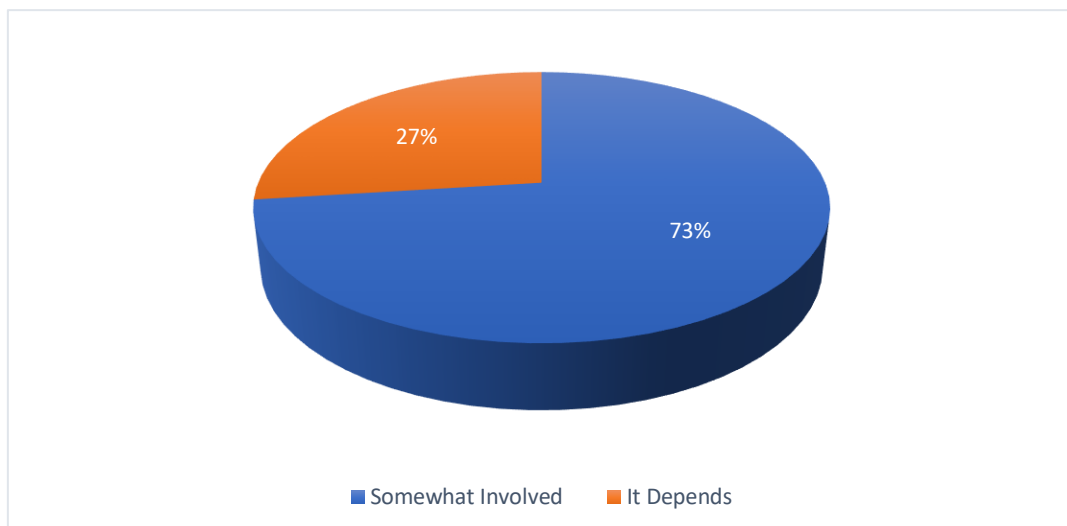
**Figure 3: Pupil's Interest towards English**

The information provided by Table (3) and Figure (3) shows pupils' interest in the new language, nine (60%) teachers answered that pupils are extremely enthusiastic towards learning English, five (33%) answered that pupils are interested in learning the language, and one (7%) responded that 'it depends'. This implies that the majority of pupils are interested in learning the language.

**Q4:** In your opinion, how involved are the pupils to participate when studying English?

**Table 4: Pupil's Participation**

Option	Participants	Percentage
Very actively involved	0	0%
Somewhat involved	11	73%
Passively involved	0	0%
Not involved	0	0%
It depends	4	27%
Total	15	100%



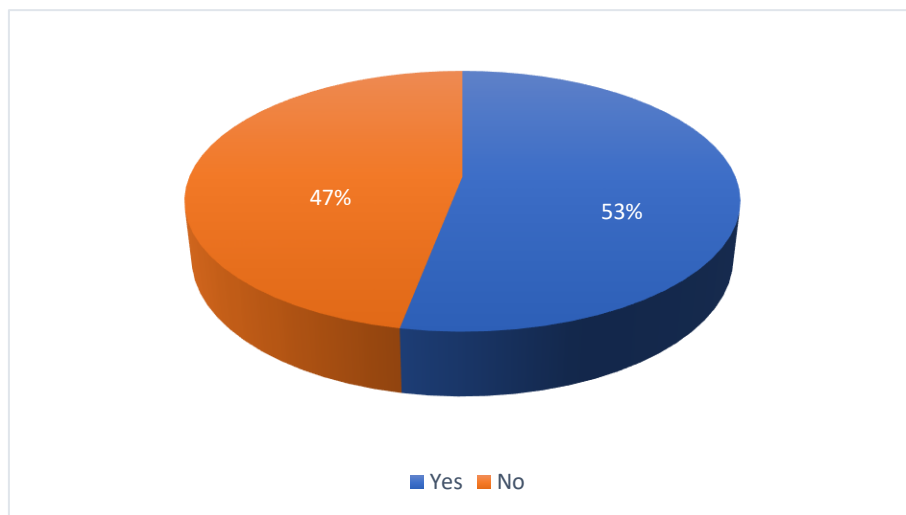
**Figure 4: Pupil's Participation**

The results show the percentage of pupil's involvement in class participation, 73% of participants responded that pupils are somewhat involved during the class, and 27% said that it depends. while none of the participants answered that the students are very actively involved. The findings demonstrate that pupils are involved during the lesson, but some factors influenced them to not be very actively involved.

**Q5:** Is teaching English and French at the same time at an early age in school confusing for pupils?

**Table 5: Teaching English and French in Schools at the Same Time**

Option	Participants	Percentage
Yes	8	53%
No	7	47%
I don't know	0	0%
Total	15	100%



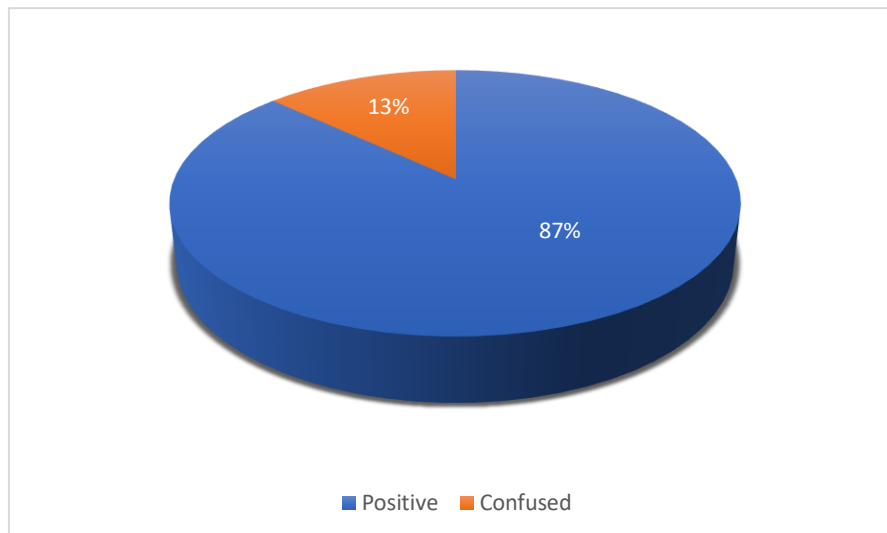
**Figure 5: Teaching English and French in Schools at the Same Time**

The information provided by Table (5) shows that 53% of the teachers answered that it is confusing to teach English and French at the same time at an early age, whereas 47% answered that it is not confusing for pupils to learn French and English at the same time in school.

**Q6:** What are the attitudes of pupils towards studying English?

**Table 6: Pupils' Attitudes Towards Studying English**

Option	Participants	Percentage
Positive	13	87%
Negative	0	0%
Confused	2	13%
I do not know	0	0%
Total	15	100%



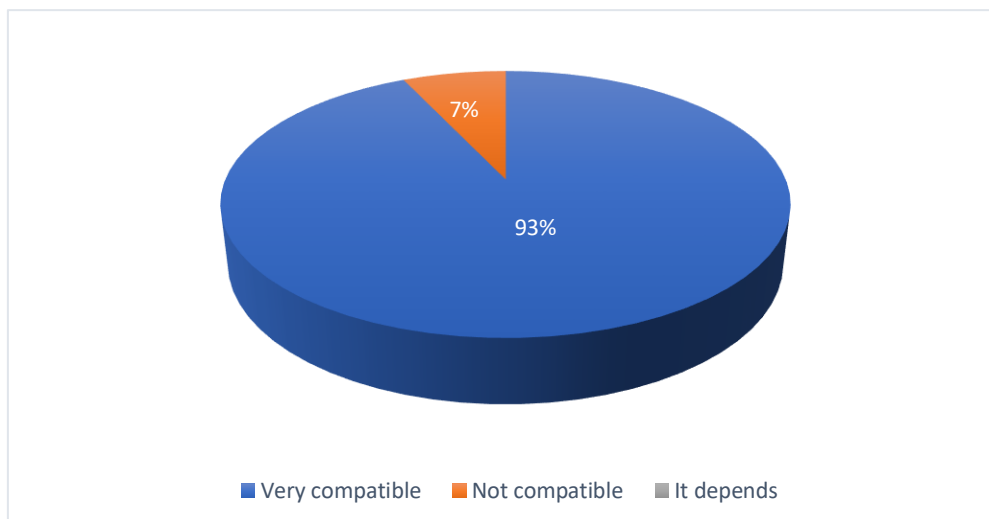
**Figure 6: Pupils' Attitudes Towards Studying English**

In this question, teachers were asked about the attitudes of pupils towards studying English. According to Table (6), 87% of the teachers said that the attitude of pupils is positive towards learning this language, while 13% said that the pupils are confused. The findings demonstrate a positive attitude among pupils towards studying English.

**Q7:** Do you think that the age of pupils is compatible with learning English?

**Table 7: Compatibility of Pupils' Age with Learning English**

Option	Participants	Percentage
Very compatible	14	93%
Not compatible	1	7%
It depends	0	0%
Total	15	100%



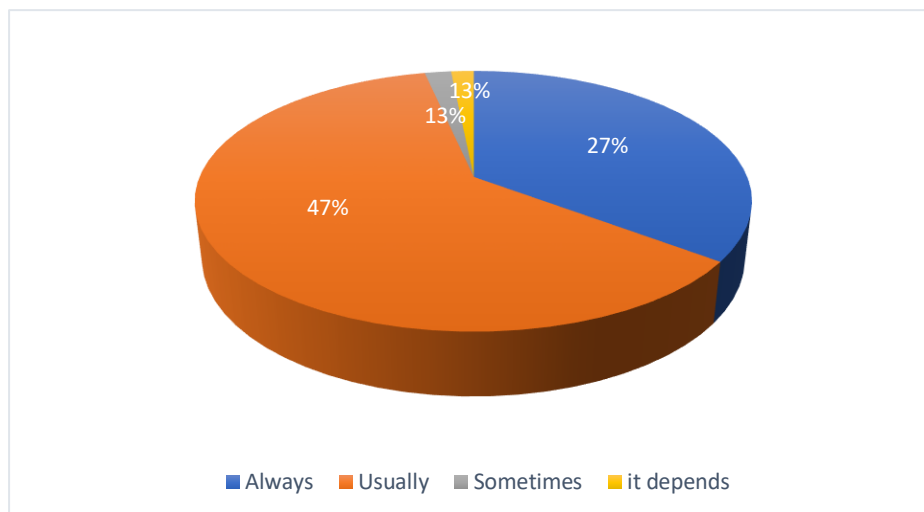
**Figure 7: Compatibility of Pupils' Age with Learning English**

The results displayed in the table above show that 93% of the participant teachers said that the age of pupils is very compatible with learning the new language, whereas 7% said that it is not compatible with learning the new language. The results demonstrate the shared opinion among teachers that the age of pupils is compatible with learning the new language.

**Q8:** How often do pupils do their homework?

**Table 8: Pupils' commitment to doing their homework.**

Option	Participants	Percentage
Always	4	27%
Usually	7	47%
Sometimes	2	13%
It depends	2	13%
Never	0	0%
Total	15	100%



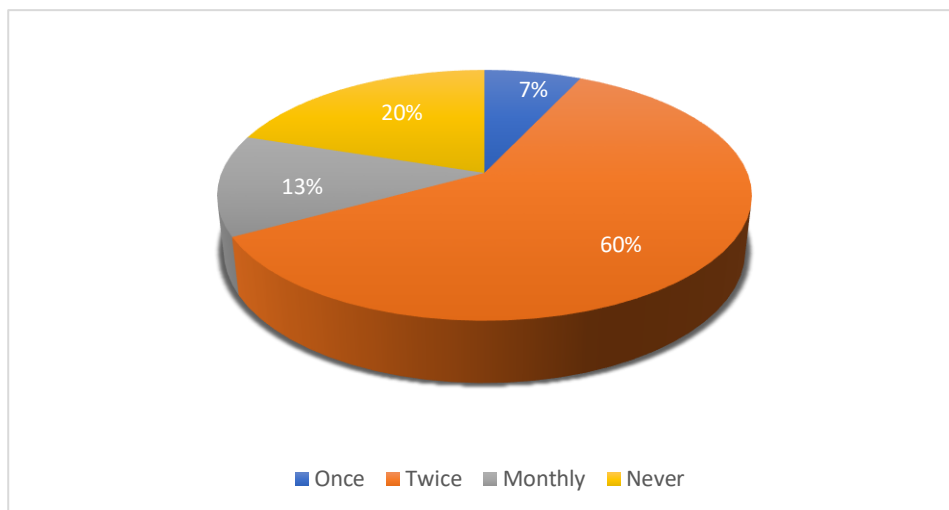
**Figure 8: Pupils' commitment to doing their homework.**

The results demonstrated in Table (5) and Figure (5) tackle how often pupils do their homework. 47% of participants answered that pupils usually do their homework, 27% stated that pupils always do their homework, 13% declared that pupils sometimes do their homework, and 13% reported that 'it depends'. The findings highlight a broad range of responses demonstrating the dynamic nature of pupils and their commitment to doing their homework.

**Q9:** How often did/do you receive pre-service/professional training?

**Table 9: Teachers' Frequency of Receiving Training**

Option	Participants	Percentage
Once a year	1	7%
Twice a year	9	60%
Monthly	2	13%
Weekly	0	0%
Never	3	20%
Total	15	100%



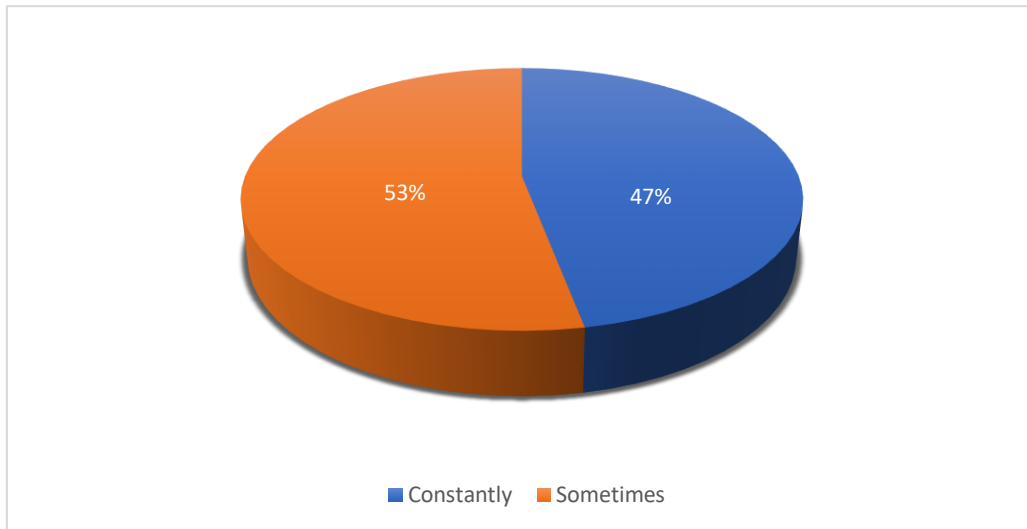
**Figure 9: Pupils' commitment to doing their homework.**

From the results above, 60% said they received training twice a year, 20% said they never had any training, 13% said they received training monthly, and 7% said they received training once a year.

**Q10:** How often do you receive support and guidance from the authorities or experts for teaching English?

**Table 10: Support and Guidance**

Option	Participants	Percentage
Sometimes	8	53%
Constantly	7	47%
Rarely	0	0%
Never	0	0%
Total	15	100%



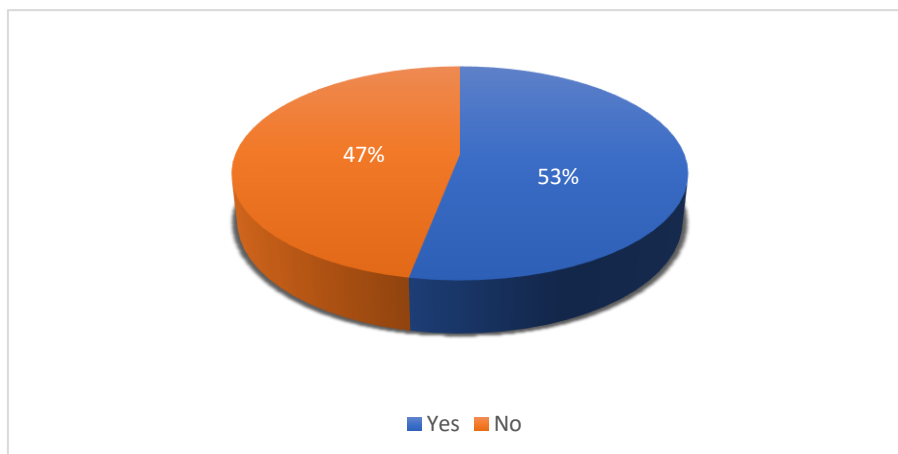
**Figure 10: Support and Guidance**

From Figure (10), we notice that 53% of the teachers’ sample responded that they received support from time to time, and 47% answered that they received constant support and guidance from the authorities/experts for teaching English.

**Q11:** Do you have enough resources and equipment for teaching English effectively and efficiently?

**Table 11: Teachers’ Possession of Resources for Effective English Language Teaching**

Option	Participants	Percentage
Yes	8	53%
No	7	47%
Total	15	100%



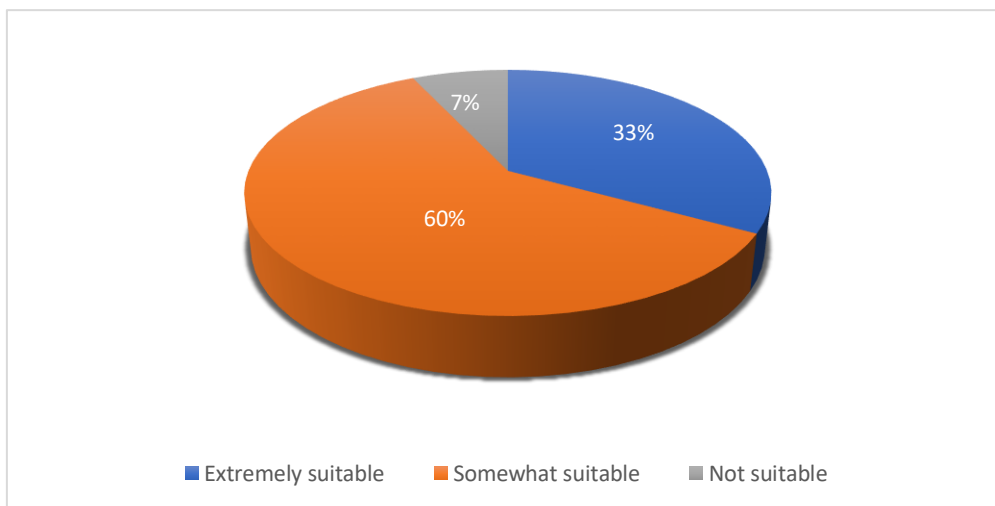
**Figure 11: Teachers' Possession of Resources for Effective English Language Teaching**

This question tackles whether teachers have enough resources and equipment for teaching English effectively and efficiently. 53% of the sample affirmed that they have enough resources and equipment for that. The remaining 47% of the respondents do not have the necessary resources for an effective teaching of the language.

**Q12:** In your opinion, how suitable are the materials provided for the teaching of English?

**Table 12: Materials' Suitability for the Teaching of English in School**

Option	Participants	Percentage
Extremely suitable	5	33%
Somewhat suitable	9	60%
Not suitable	1	7%
Total	15	100%



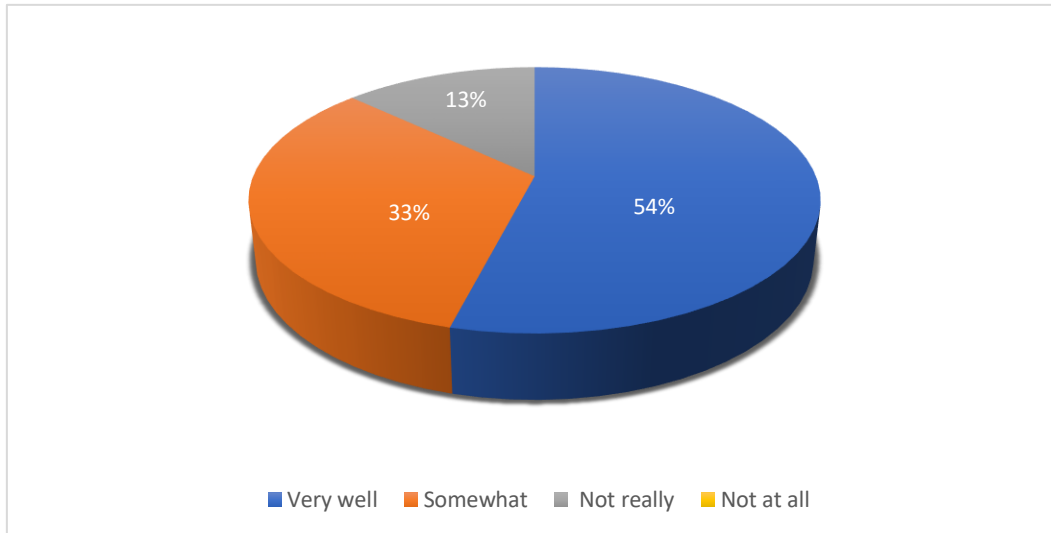
**Figure 12: Materials' Suitability for the Teaching of English in School**

(60%) respondents declared that the materials provided are somewhat suitable, 33% believed that the materials provided were extremely suitable, and 7% said that the materials provided were not suitable.

**Q13:** In your opinion, how well designed are the lessons covered in the schoolbooks for the pupils?

**Table 13: Wellness of Schoolbooks' Lesson Design**

Option	Participants	Percentage
Very well	8	54%
Somewhat	5	33%
Not really	2	13%
Not at all	0	0%
Total	15	100%



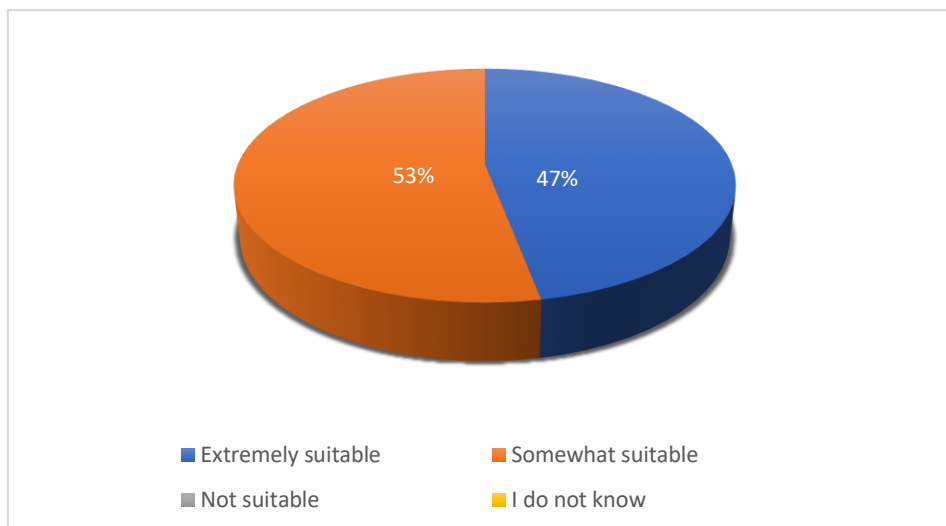
**Figure 13: Wellness of Schoolbooks' Lesson Design**

According to the results of this question, 54% of the sample thought that the lessons are very well designed, 33% answered that the lessons are somewhat well designed, and 13% declared that the lessons are not well designed.

**Q14:** In your opinion, how suitable are the lessons and the content of the schoolbooks for the level of pupils?

**Table 14: Schoolbooks' Content Suitability of Pupils' Level**

Option	Participants	Percentage
Extremely suitable	7	47%
Somewhat suitable	8	53%
Not suitable	0	0%
I do not know	0	0%
Total	15	100%



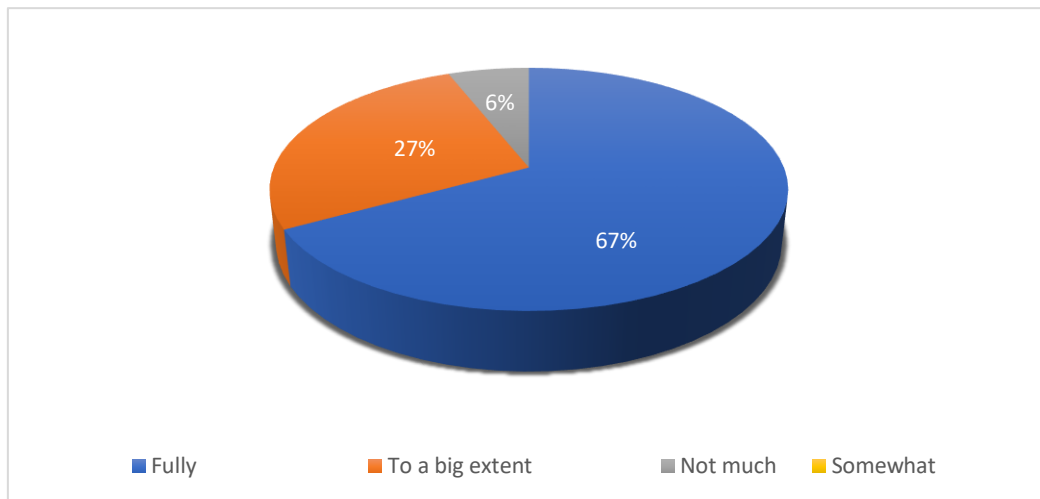
**Figure 14: Schoolbooks' Content Suitability of Pupils' Level**

The results showed that 53% of the teachers said that the content of the schoolbooks is somewhat suitable for the level of pupils, and 47% said that the content is extremely suitable.

**Q15:** To what extent do you follow the official curriculum and guidelines provided?

**Table 15: Degree of Commitment to the Curriculum**

Option	Participants	Percentage
Fully	10	67%
To a big extent	4	27%
Somewhat	0	0%
Not much	1	6%
Total	15	100%



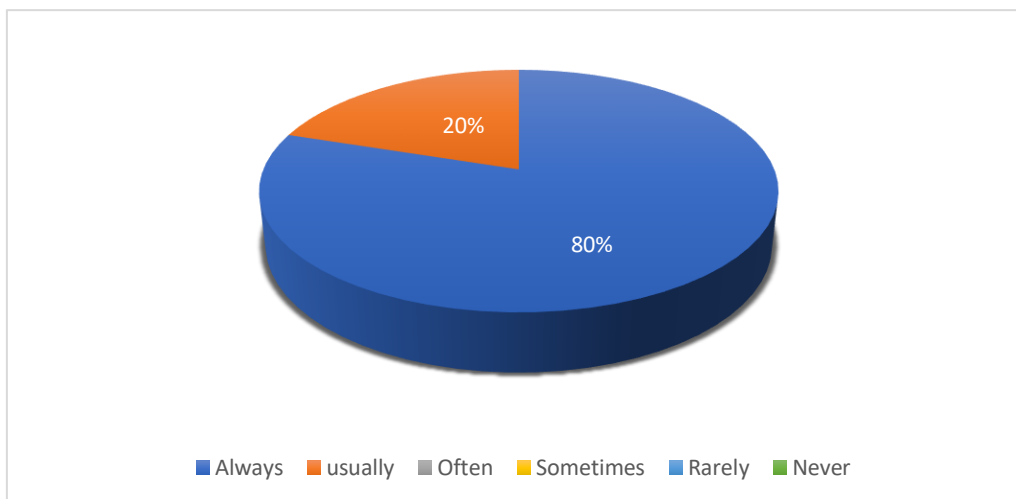
**Figure 15: Degree of Commitment to the Curriculum**

67% of the participants said they fully follow the official curriculum and guidelines provided by the Ministry of Education, 27% follow the guide to a big extent, and 6% said they do not really follow the curriculum.

**Q16:** How often do you provide feedback and encouragement to your pupils?

**Table 16: Teachers' Frequency of Feedback and Encouragement Provision**

Option	Participants	Percentage
Always	12	80%
Usually	3	20%
Often	0	0%
Sometime	0	0%
Rarely	0	0%
Never	0	0%
Total	15	100%



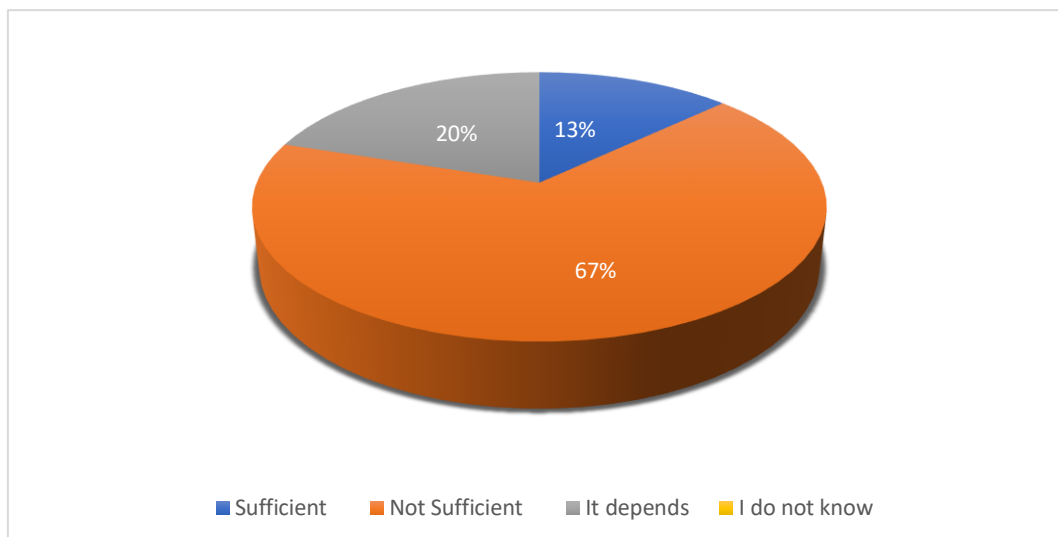
**Figure 16: Teachers' Frequency of Feedback and Encouragement Provision**

The Table (16) and Figure attached at the top show the percentage of how often teachers provide feedback and encouragement to their pupils. 80% of the teachers always provide feedback and encourage their pupils, and 20% do that usually.

**Q17:** Is the weekly allotted time per session sufficient for the pupils to learn the basics of the language?

**Table 17: Sufficiency of the Weekly Session's Allotted Time**

Option	Participants	Percentage
Sufficient	2	13%
Not sufficient	10	67%
It depends	3	20%
I don't know	0	0%
Total	15	100%



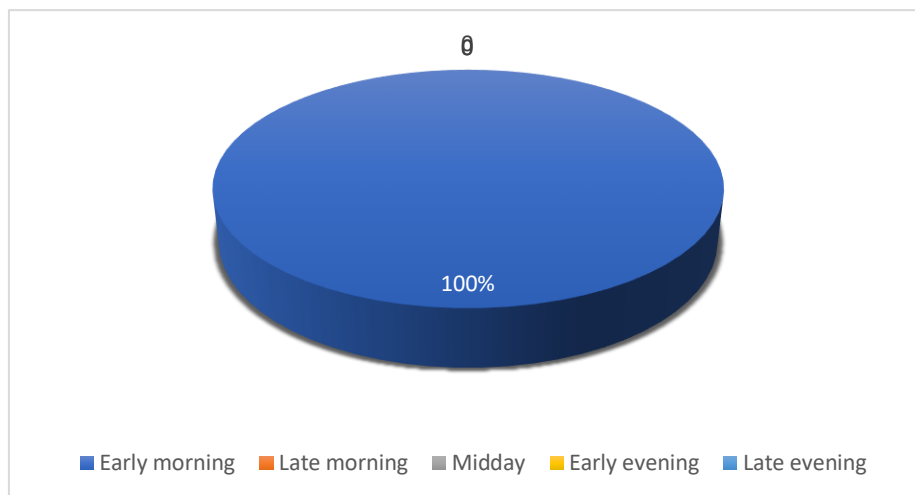
**Figure 17: Sufficiency of the Weekly Session's Allotted Time**

Ten (67%) teachers responded that the weekly allotted time per session is not sufficient to learn a new language, three (20%) said that it depends, and two (13%) declared that the allotted time is not sufficient to learn the language.

**Q18:** What part of the day do you think is the best for pupils to study and learn English?

**Table 18: Suitable Learning Time**

Option	Participants	Percentage
Early morning	15	47%
Late morning	0	0%
Midday	0	0%
Early afternoon	0	0%
Late afternoon	0	0%
Total	15	100%



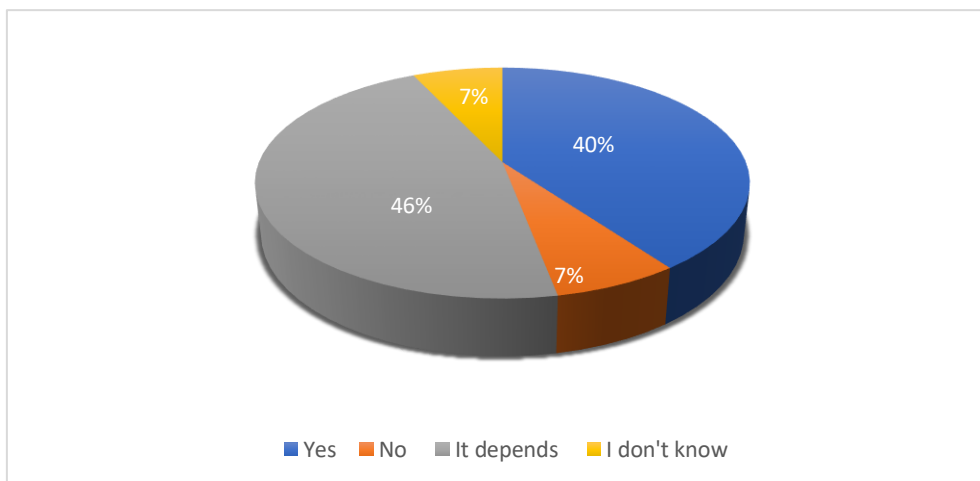
**Figure 18: Suitable Learning Time**

According to 15 teachers who participated in answering this questionnaire all of them (100%) responded that the best part of the day to study and learn a new language is the early morning.

**Q19:** Do parents play a crucial role in their children’s language learning?

**Table 19: Parents’ Role In their Children’s Language Learning**

Option	Participants	Percentage
Yes	6	40%
No	1	7%
It depends	7	46%
I don’t know	1	7%
Total	15	100%



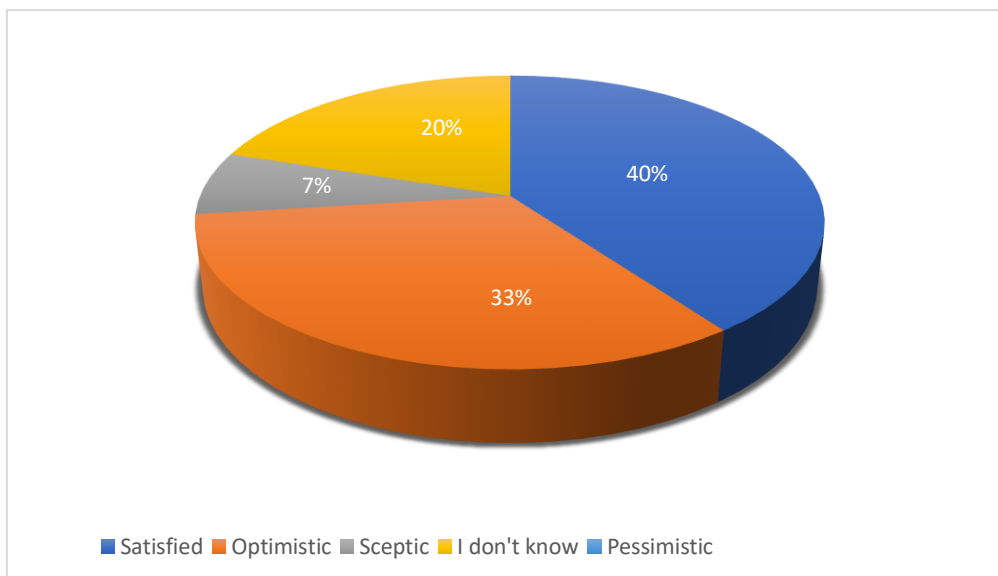
**Figure 19: Parents' Role In their Children's Language Learning**

The information provided by Table (19) and Figure (19) shows if parents play a crucial role in their children's language acquisition according to the teachers who participated 46% of the surveyed teachers answered that it depends, 40% affirmed that parents play a crucial role in their children's language learning, 7% answered that parents play no crucial role in the process, and 7% do not know about that.

**Q20:** What are the attitudes of parents towards teaching English to their children?

**Table 20: Parents' Attitudes towards Their Children Studying English**

Option	Participants	Percentage
Satisfied	6	40%
Optimistic	5	33%
Sceptic	1	7%
Pessimistic	0	0%
I don't know	3	20%
Total	15	100%



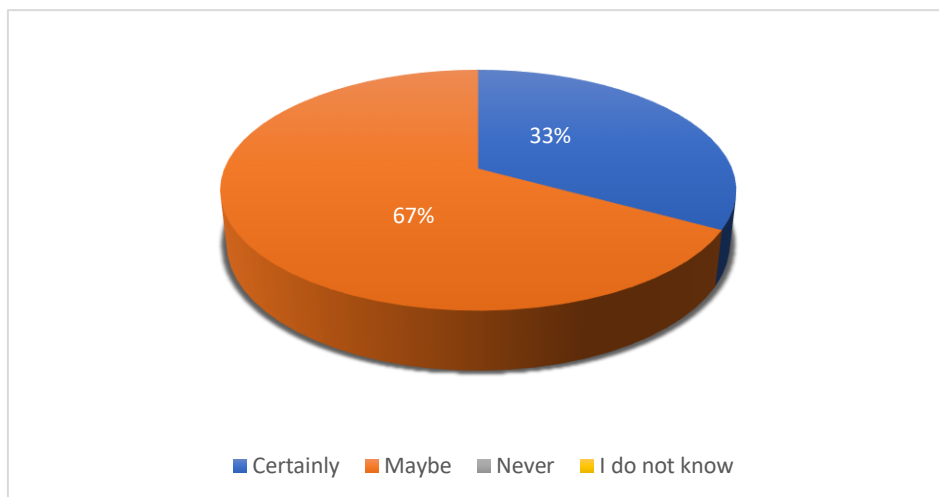
**Figure 20: Parents' Attitudes towards Their Children Studying English**

Six (40%) of the teachers said that the parents are satisfied towards teaching English to their children, 33% said that the parents are optimistic, three (20%) said that they don't know, and one (7%) teacher said that the parents are sceptic towards teaching this new language to their children.

**Q21:** Do you think that parents teach their children and help them to do their homework?

**Table 21: Parent's Help**

Option	Participants	Percentage
Certainly	5	33%
Maybe	10	67%
Never	0	0%
I do not know	0	0%
Total	15	100%



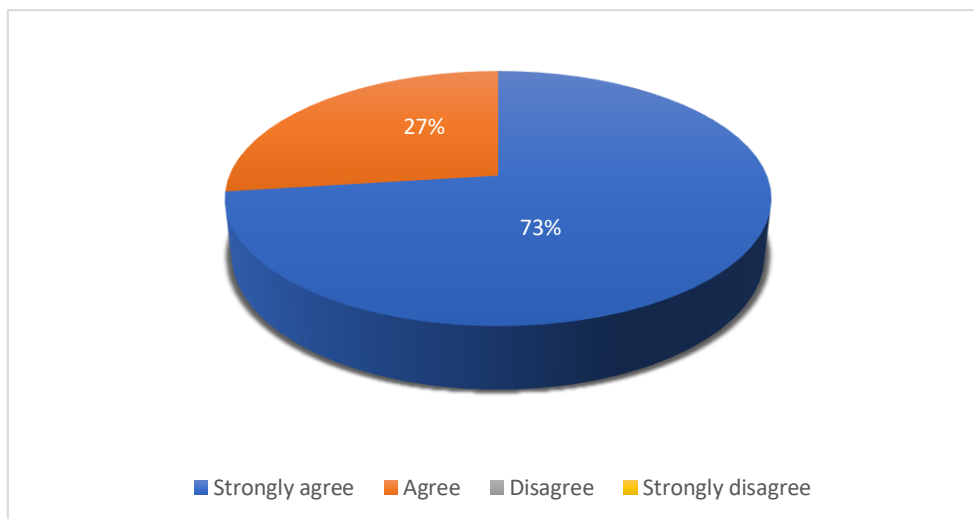
**Figure 21: Parent's Help**

The results showed through table (21) and figure (21) that ten (67%) of the respondents answered that maybe parents teach their children and help them to do their homework, and five (33%) of the respondents answered that certainly maybe parents teach their children and help them to do their homework.

**Q22:** Do you agree that the motivation of parents has an impact on pupils' performance?

**Table 22: Parent's Motivation Impact**

Option	Participants	Percentage
Strongly agree	11	73%
Agree	4	27%
Disagree	0	0%
Strongly disagree	0	0%
Total	15	100%



**Figure 22: Parent's Motivation Impact**

The results display that the majority 73% of the teachers answered they strongly agree that parents' motivation has an impact on their children's performance in learning the language, and 27% of them agreed that parent's motivation has an impact on their children's performance. None of the teachers answered strongly disagree or disagree and this shows that teachers see parent's motivation as a significant factor in their children's learning process.

**Q23:** If you have comments, suggestions, or anything else to add, please write that below.

In this questionnaire, the 15 teachers suggested a set of strategies that might help to solve some challenges. Among these commonly proposed strategies is having sufficient time.

Various other suggested strategies:

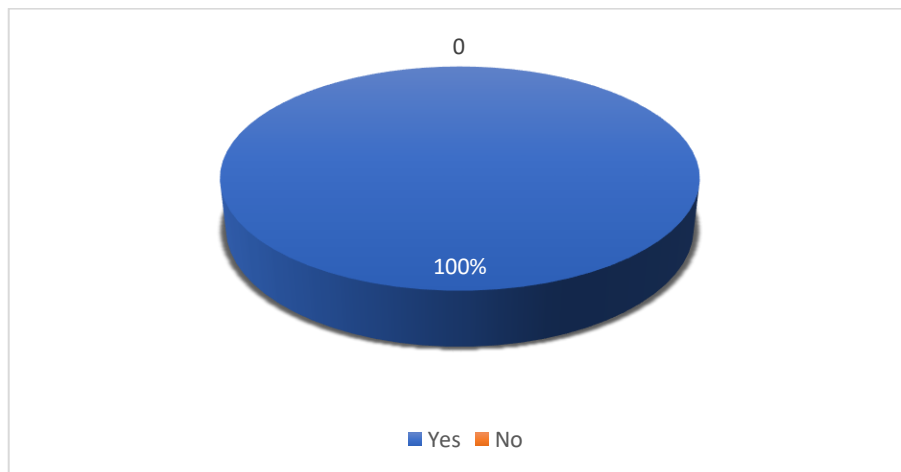
- ✓ Provide teaching materials that help the learning process.
- ✓ Provide teachers with professional training to gain more experience.
- ✓ Provide sufficient time for teaching sessions.
- ✓ Enhance the schoolbook's content and make similar activity books.
- ✓ Divide students to get less crowded classrooms.
- ✓ Provide visual and authentic learning materials to students.

## II.6. Pupils' Questionnaire Analysis

Q1: Do you like English?

**Table 23: Attitude towards English**

Options	participants	Percentage
Yes	39	100%
No	0	0%
Total	39	100%



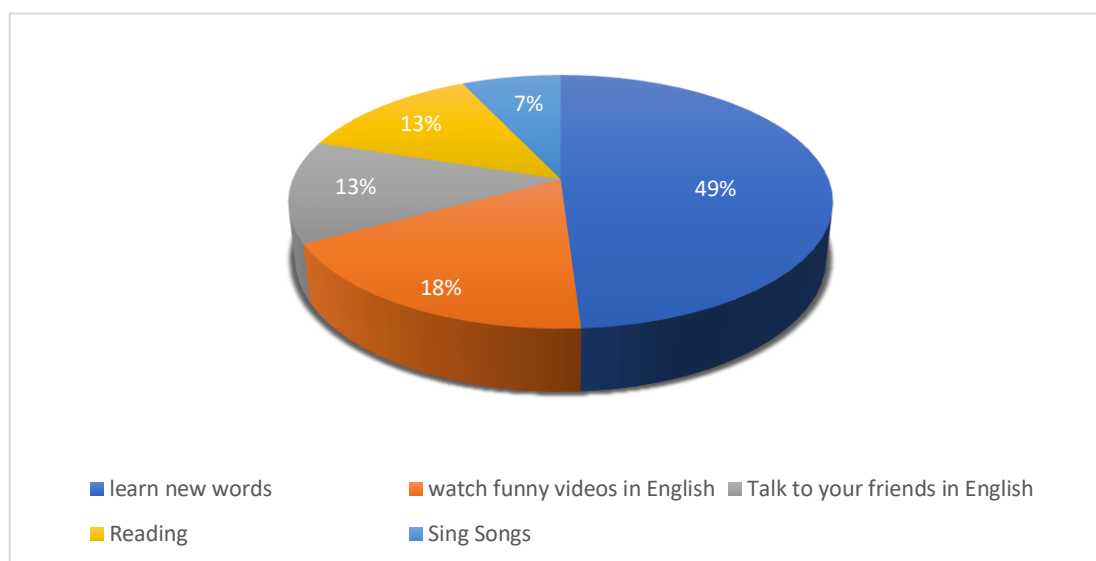
**Figure 23: Attitude towards English.**

The aim of this question is to figure out if the pupil enjoys learning English, as it is shown in the Figure that all the pupils (100%) answered yes. That indicates that all the pupils do like the English language.

**Q2:** What activity do you like more to learn English?

**Table 24: The most liked activity to do**

Options	participants	Percentage
listen to songs	3	7%
Learn new words	19	49%
Watch funny videos in English	7	18%
Talk to your friends in English	5	13%
Reading	5	13%
others	0	0%
Total	39	100%



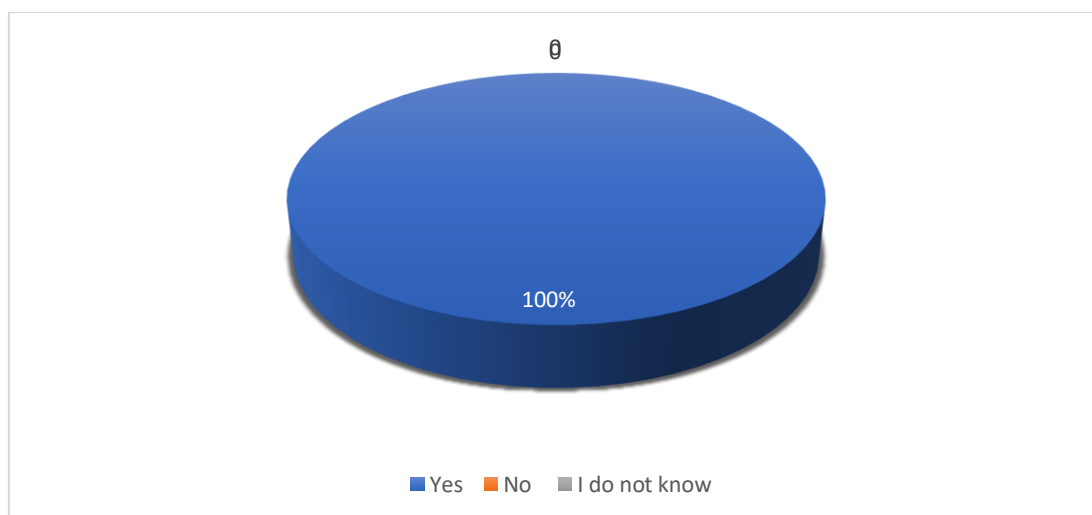
**Figure 24: The most liked activity to do**

As it is shown in the table and figure above 49% of the pupils prefer learning English by learning new words while 18% of the answers were about liking to watch funny videos in English. 26% is divided equally between those in preference for ‘Reading’ and those in favour of ‘speaking with others using English’. The remaining 7 % answered that they like ‘listening to songs.

**Q3:** Do you like your teacher of English?

**Table 25: Students' attitudes towards their English teachers**

Options	participants	Percentage
Yes	39	100%
No	0	0%
I don't know	0	0%
Total	39	100%



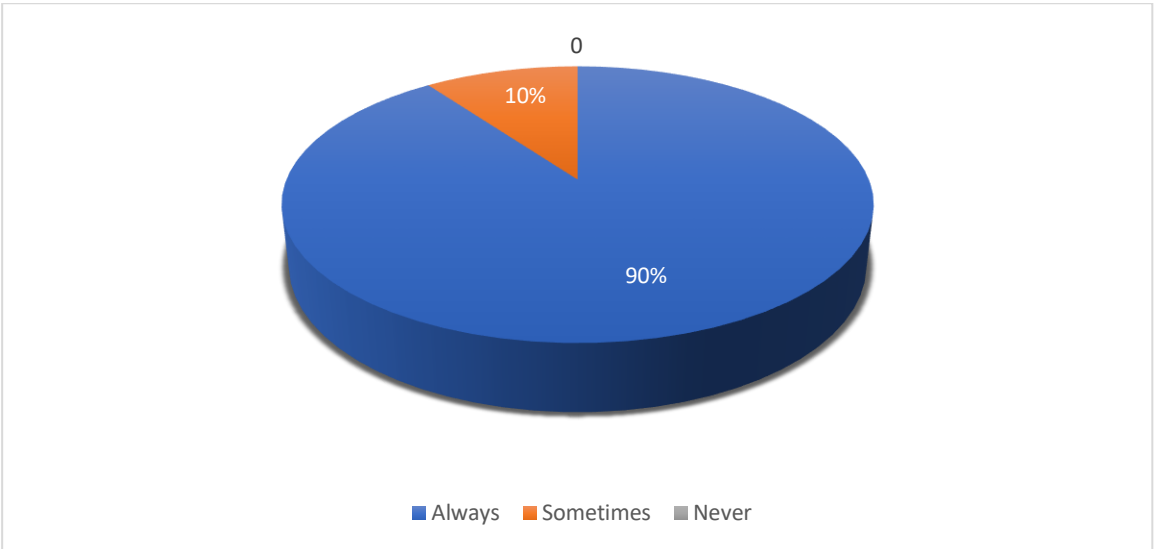
**Figure 25: Students' attitudes towards their English teachers**

All the pupils (100%) answered that they like their teacher of English. This means that their teachers are treating them well and motivate them to learn English.

**Q4:** How often do you try to learn English outside class?

**Table 26: Learning English Outside The Class**

Options	participants	Percentage
Always	35	90%
sometimes	4	10%
Never	0	0%
Total	39	100%



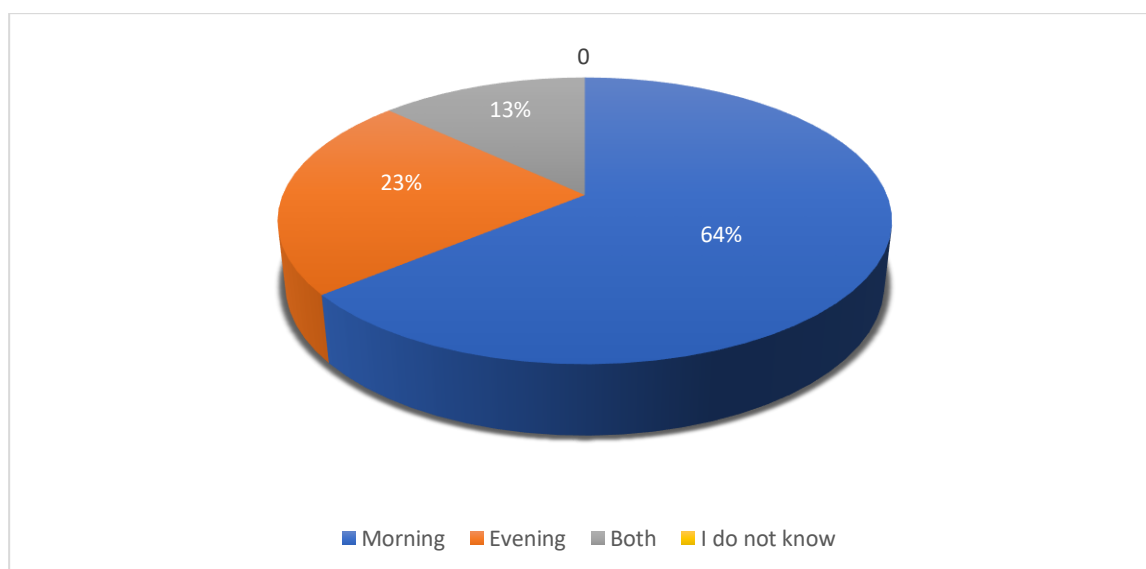
**Figure 26: Learning English Outside the Class**

Most of the answers were positive, 90 %of the participants claimed that they always try to learn English. 10 % of the pupils answered that try to learn the language from time to time.

**Q5:** Do you like studying in the morning or the afternoon?

**Table 27: Preferred time of the day to study English**

Options	participants	Percentage
Morning	25	64%
Evening	9	23%
Both	5	13%
I don't know	0	0%
Total	39	100%



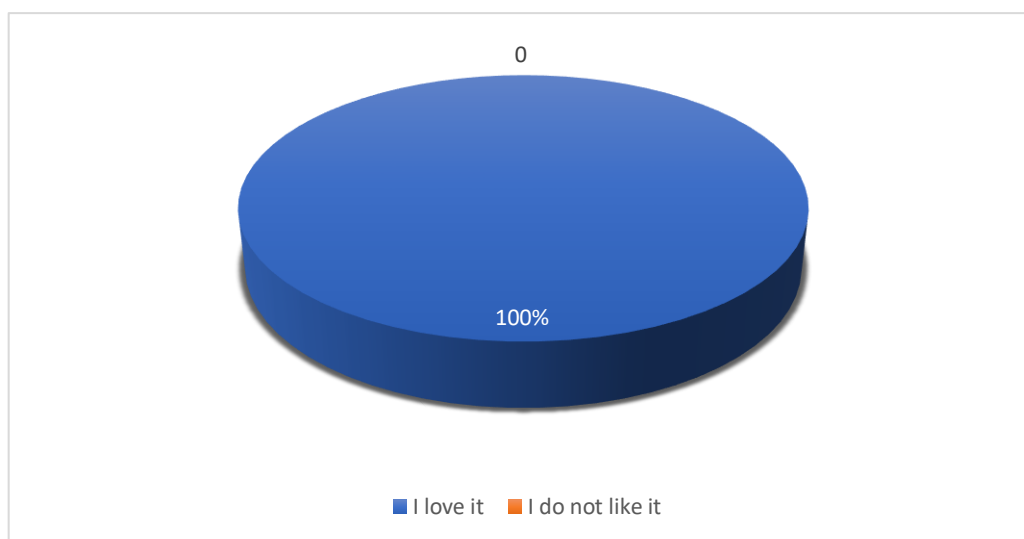
**Figure 27: Preferred time of the day to study English**

64% of the answers indicated that the pupils prefer to learn English in the morning while 23% like to study the language in the afternoon, and the other 13% said that either part of the day (the morning or the afternoon) is fine for them. Therefore, the majority of the pupils prefer to study English in the morning.

**Q6:** Do you like your schoolbook of English?

**Table 28: Attitudes towards the Book of English**

Options	Participants	Percentage
I love it!	39	100%
I do not like it	0	0%
Total	39	100%



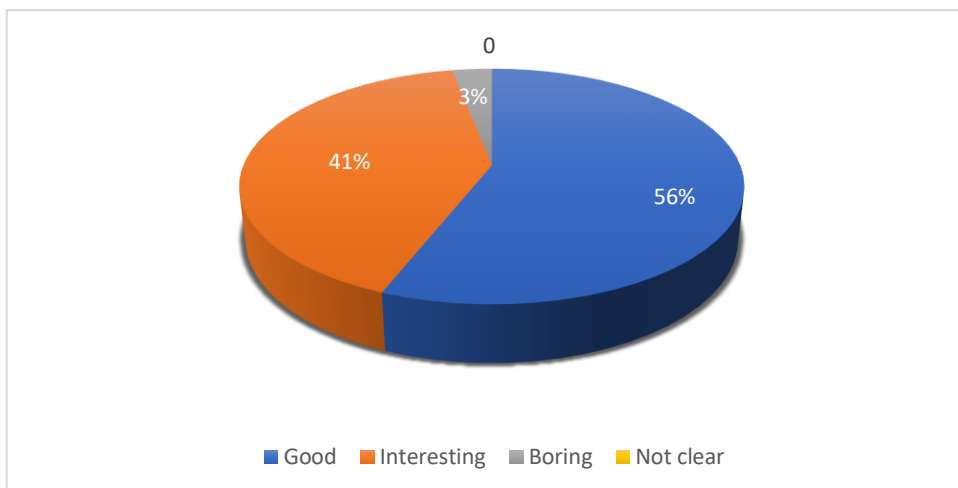
**Figure 28: The English book**

The whole sample of pupils (100%) answered yes, which indicates that they love their schoolbook of English and they found it easy to learn.

**Q7:** What do you think about the pictures in your English book?

**Table 29: Pupil's opinion about the pictures in the schoolbook of English**

Options	Participants	Percentage
Interesting	16	41 %
Boring	1	3%
Not clear	0	0%
Good	22	56%
Total	39	100%



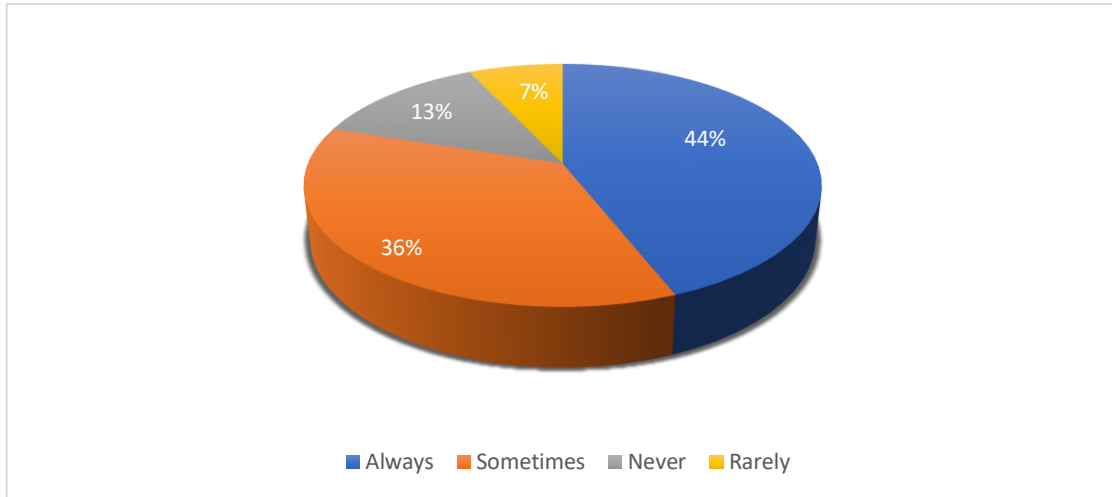
**Figure 29: Pupil’s opinion about the pictures in the schoolbook of English**

As shown in the table and the figure above, the big majority of the pupils answered that pictures in the schoolbook of English are ‘well designed’. 41% of students answered that the pictures are interesting while 3% claimed that the pictures are boring.

**Q8: Do your parents help you with your homework at home?**

**Table 30: Help of parents for their children to do the homework**

Options	participants	Percentage
Always	17	44%
Sometimes	14	36%
Rarely	3	7 %
Never	5	13%
Total	39	100%



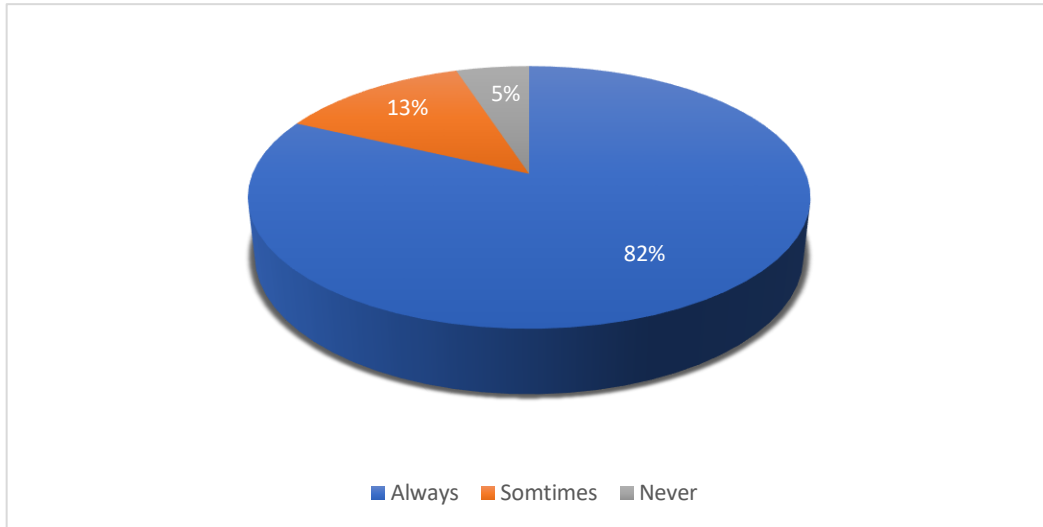
**Figure 30: The help of parents to do the homework**

Answers differ from one pupil to another: 44% of the participants claimed that their parents always help them with their homework, 36% stated that they sometimes get help from their parents, 7 % said that they rarely receive help from their parents, and 13% stated that they ever get any such help.

**Q9:** Do you understand your English language teacher when explaining in class?

**Table 31: Understanding the Teachers of English**

Options	participants	Percentage
Always	32	82%
Sometimes	5	13%
Never	2	5%
Total	39	100%



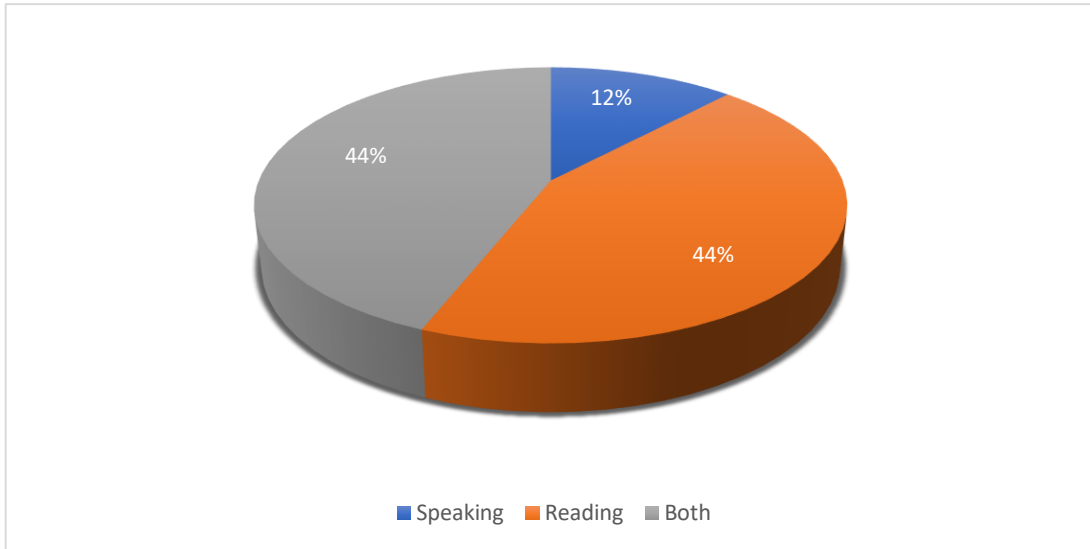
**Figure 31: The understanding of teachers**

This figure shows that 82% of the pupils ‘always’ understand their teachers of English in class while 13% stated that they usually understand the teacher. The remaining 5% of participants indicated that they do not always understand their teacher.

**Q10:** Do you prefer speaking or reading in English?

**Table 32: Pupil’s preferred language skill**

Options	Participants	Percentage
Speaking	5	12%
Reading	17	44%
Both!	17	44%
Total	39	100%



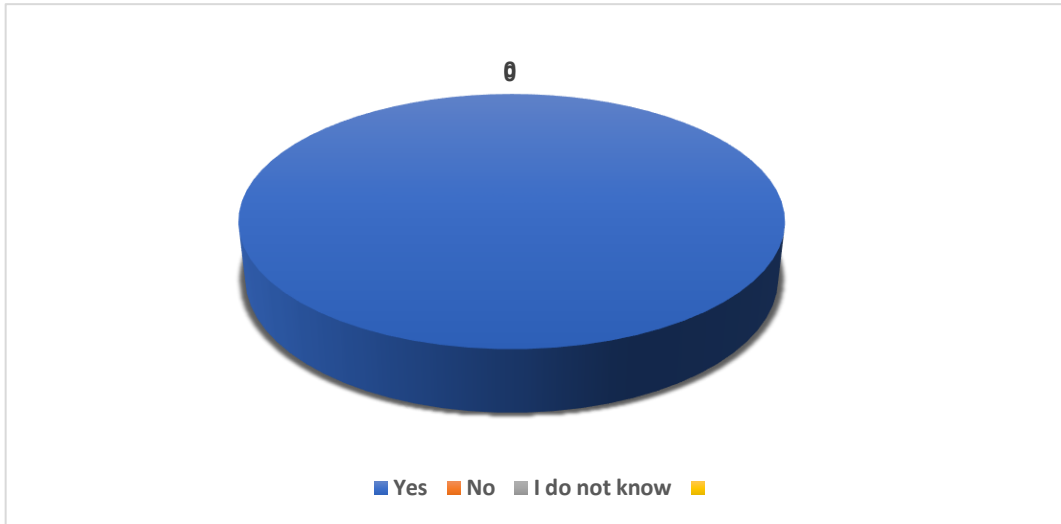
**Figure 32: Pupil's preferred language skill**

In this question, the answers differ from one group to another. 88% were divided equally on the choice of loving to read books and speak with friends, while the others (12%) were interested only in speaking skills.

**Q11:** Do you like the texts in your schoolbook of English?

**Table 33: Pupils' attitude towards their schoolbook of English**

Options	Participants	Percentage
Yes	39	100%
No	0	0%
I do not know	0	0%
Total	39	100%



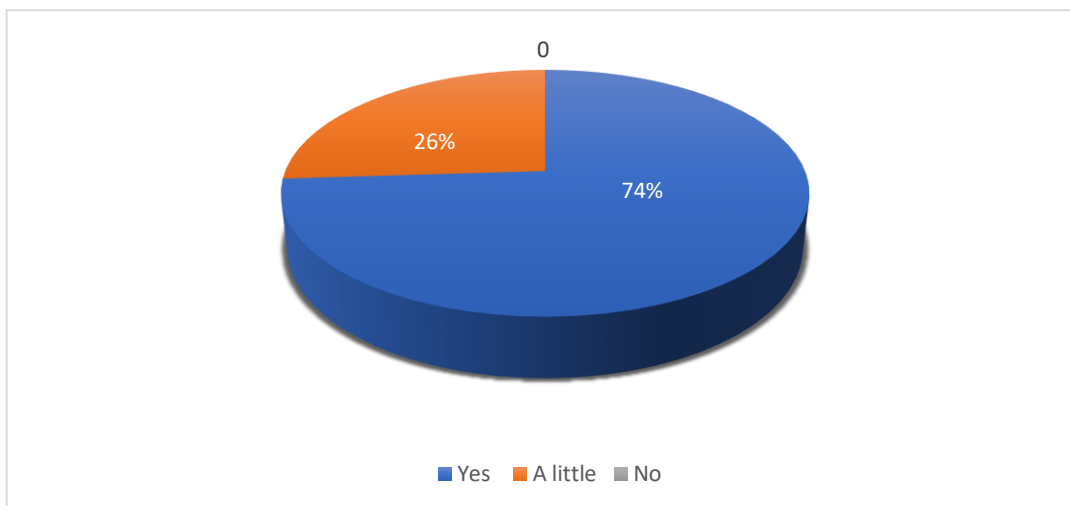
**Figure 33: Pupils' attitude towards their schoolbook of English**

100% of the sample answered yes, indicating that they like the texts of their English school book and find it easy to use.

**Q12:** Do you understand them?

**Table 34: Pupils' understanding of the English language schoolbook's texts**

Options	Participants	Percentage
Yes, easy	29	74 %
No, hard	0	0%
A little	10	26%
Total	39	100%



**Figure 34: Pupils' understanding of the English language schoolbook's texts.**

The majority of answers (74%) indicated that the pupils understand the texts easily, while 26% stated that they sometimes understand those texts.

## **II.7. Teachers' Interview Analysis**

### **1. How old are you?**

Out of the 10 interviewed teachers, one was 22 years old, 04 were aged between 30-39, and 05 were 40-45 years old.

### **2. What is your academic degree?**

For the second question, 06 teachers answered that they have a license degree, 02 have a master's degree, while the other two teachers did not want to mention their academic level.

### **3. How long have you been teaching English?**

Out of 10 teachers, 03 declared that they have experience of about 10 years of teaching English in middle schools as substitute teachers and did not get the chance to get promoted as official teachers. The other 07 teachers declared that they have an experience of about two years, which is the period since the implementation of English as

a foreign language in Algerian Primary schools started. That is to say, most primary school teachers lack experience in teaching the language because it has been only two years since English was introduced in primary schools.

#### **4. Do you think that teaching English at an early age in school is beneficial?**

All of the 10 teachers agreed on the idea that teaching English at an early age in Primary school is a good decision whose outcomes would be positive and beneficial. But they differed on the appropriate level at which pupils should be exposed to English and that will be seen in the following question.

#### **5. What level do you think English should be taught at primary school?**

05 of them argued that it would be more beneficial if children were exposed to the language at a very young age (before grade 3 in primary school).

Teacher 01 said: “I think that learning English should be taught at an early level because I think that being exposed to the English language earlier will make the acquisition easier.”

02 teachers agreed with the idea proposed by the Ministry of Education, teaching English from the 3<sup>rd</sup> year; and the remaining three teachers claimed that it should be taught at a different level than the level proposed by the minister, they think that pupils are still younger than required age to get exposed to English:

Teacher 02: “I think that English should be taught in the 5<sup>th</sup> grade, because pupils are already learning a foreign language which is French, thus the acquisition of a new language will be hard on them.”

Therefore, we can say that the age factor plays a vital role in acquiring a new foreign language and teachers’ opinions differ from one to another concerning this subject.

**6. Do you think that textbooks are adequate in terms of the English language content that should be taught to pupils at their current ages?**

In this question, teachers were asked about the adequacy and appropriateness of the content presented in the English language textbooks for the pupils. 07 teachers answered that they find the textbook suitable for the level of pupils, while the rest of them think that they sometimes find it difficult and with a higher level than that of the learners at that age.

**7. How much do you adhere to the schoolbooks provided?**

For the seventh question, 02 teachers claimed that they always depend on the book to present their lessons, and it is useful.

Teacher 01: “It is so useful; I use it each session.”

While 07 teachers argued that there are many useful external sources available that can be effective to support teaching English in primary schools. Therefore, they do not always depend on the schoolbook, yet they usually use it to show the students some pictures related to the lesson.

Teacher 02: “Teacher can get their curriculum books from a variety of sources, depending on their schools and districts, they have a dedicated curriculum office that develops and distributes curriculum materials to the teacher.”

Teacher 03: from many sources.

Teacher 04: No too much, I use other sources.

Teacher 05: It depends on the lesson.

On the other hand, 01 teacher claimed that: the “schoolbook has no relation with the curriculum, therefore I use other sources.” (1)

**8. Do you think that the syllabus/curriculum suits the level and the needs of pupils?**

In this question, only 1 teacher responds with “no” and claims that:

Teacher 1: “The part that deals with phonetics is so difficult on students”.

The rest of them (9) answered yes, and they think that the syllabus proposed suits the level of students and their needs to acquire the English language because they are lessons concerned with simple basics of learning English and they are not complicated.

Teacher 2: Yes, I think that curriculum fits perfectly with students’ needs and it is suitable for learners at his age”.

Teacher 3: Yes, I think so. The proposed lessons are easy to understand, and they are created especially for beginners.”

**9. What are the advantages of teaching English in primary school?**

All teachers agreed on the fact that learning English at primary schools has many advantages related to the learner and the teacher himself. Most of them approve that acquiring a new language is something interesting and beneficial to the pupils, especially in the future. Some of the advantages mentioned are:

Teacher 1: “Learning a new language is considered something beneficial in the learning process of a student, he will be able to speak and communicate in a different language”.

Teacher 2: “Teaching English is very important; it opens doors to all sides of learning and science”.

Teacher 3: “It creates a feeling of excitement and entertainment in the student by learning and developing a new language”

Teacher 4: “Implementing English is considered a new experience in Algerian education,

and it allows the individual to communicate all around the world since it is a universal language”.

**10. How much time do you think would be enough per week for better learning outcomes?**

whereas 04 teachers claimed that the efficient time for better English language learning outcomes is more than 04 hours a week, 04 other teachers stated the opposite, indicating the that weekly volume should be less than 4 hours a week; the remaining 02 teachers did not answer or comment on this question.

Whereas the other teachers did not express the reasons behind their answers, only one teacher gave a reason for choosing 5 hours a week, he claimed that:

Teacher 1: “Academically speaking, 5 hours a week is the most suitable time to acquire a language and obtain a good performance”.

**11. Most teachers claimed that more sessions should be added to teach English effectively, especially with the huge number of students in the classroom and the inability of teachers to control their attitude and present their lessons in only 45 minutes. Do you think that the current number of pupils per class is convenient for good teaching/learning of English? Why?**

Three teachers claimed that the number of pupils in a classroom is not that bad and does not create problems while trying to teach a new language, while the rest of them disagreed and claimed that they must divide the classroom into two groups to perform well. They argued that they cannot apply effective methods and strategies in crowded classrooms.

Teacher 1: Yes, it is the current number to get a good teaching process.

Teacher 2: some classes are convenient, but others are overcrowded.

Teacher 3: To get a good teaching/learning English process, the Education Ministry should provide us with new classes and extra hours to be able to divide the students.

Teacher 4: “42 pupils are a very large number; therefore, they must be divided to teach in good circumstances”.

Teacher 5: “The current number must be decreased by dividing them into groups and increasing the sessions dedicated to English teaching”.

Teacher 6: “The number of students in the classroom is very important because we cannot apply strategies and methods in crowded classrooms”.

Teacher 7: The number of pupils in the classroom is important because the overcrowding hinders the learning process.”

**12. Teacher 8: “The number is too much to get good learning results”. What are the main challenges faced in teaching English at Primary school?**

The challenges faced by all of the teachers are the lack of materials; the inability to have control of students because of the crowded classrooms; and finally, the most repeated challenge is the lack of time.

**13. What do you suggest enhancing the integration of English in primary schools?**

The sample of teachers suggested different solutions to enhance the implementation of English in primary schools, as follows:

- Teaching four skills (speaking, listening, writing, and reading) through implementing new effective tools that don't make the learner bored with the lesson.
- Changing the teaching method by a new effective approach.

- Creation of new classes to get rid of the huge number of pupils.
- Increasing the amount of time that is dedicated to English learning.

## **II.8. Interpretation of Results and Main Findings**

The questionnaires shed light on teachers' and pupils' perspectives regarding English language instruction in Algerian primary schools. Overall, the results collected show educators view the implementation of English as beneficial, recognizing the value of introducing a second language early in a child's education. Pupils also exhibit enthusiasm and a positive attitude toward learning English. However, challenges persist. Simultaneously teaching both English and French can be confusing for young learners. Additionally, resource constraints, such as insufficient teaching materials, pose obstacles. Also, teachers receive occasional training and support, which does not enhance their teaching experience. Factors impacting language acquisition include pupils' age, which is conducive to learning, and regular homework completion reflecting their commitment. Well-designed schoolbooks provide suitable content, and teachers ensure that all pupils receive feedback. However, the limited allotted time for English sessions remains a concern. Parents play a crucial role. Their satisfaction with English instruction and motivation to support their children significantly impact students' performance. By addressing challenges and leveraging positive factors, educators can create an effective language learning environment. Interestingly, most students prefer unconventional methods for language acquisition, such as watching funny videos and engaging in speaking tasks. These dynamic approaches seem to resonate well with them. Pupils hold their teachers in high regard and easily comprehend their instructions. When encountering unfamiliar terms, they seek assistance through translation or parental help, ensuring a smoother learning experience. Outside the classroom, pupils actively engage in English learning, whether through practising conversation with peers or exploring online

resources. Mornings emerge as the preferred time for English learning, with speaking and reading skills taking precedence. To wrap up, implementing English as a foreign language is a positive decision made by the Algerian educational system. However, obstacles persist, and teachers suggest solutions such as providing effective materials and adopting new methodologies. By addressing these challenges, Algeria can enhance English language education in primary schools.

## **II.9. Limitations of The Study**

Like any novice study, this current inquiry faced multiple limitations. One of the key restraints had to do with inaccessibility; that is having no academic resources available locally. Most of the necessary resources were either not available or were not free, and secondly, it was impossible to reach out directly to all the informants within the required time. Although some questions were clear, many teachers didn't answer them. Many schools refused to allow us to enter to meet with the teachers.

## **II.10. Suggestions and Recommendations**

Our research aims to see the effect of implementing English as a foreign language in Primary schools in Algeria. Discovering the challenges that primary English teachers meet while trying to teach young learners, as well as the difficulties that may face pupils in that. To rectify the situation, teachers and policymakers must take the following helpful suggestions into account:

- Introducing efficient instructional materials for improving the quality of teaching.
- Reducing the number of pupils in the classroom will allow the teacher to apply his method effectively and gain positive results, also it opens the doors to many unemployed students and offers them new jobs.

- To make the teaching and learning process more effective, the most important thing is reducing the number of students in each class to create a conducive environment for learning. To facilitate effective teaching and learning, a class should have fewer students to enhance the learning environment of the students which enables the teachers to manage their classrooms better and involve all students in each instructional activity.
- Teachers need to be trained by other experts to learn how to deal with introducing a new language to pupils.
- The success of early foreign language education largely depends on the necessary help of teachers. They need to motivate learners in different ways by presenting the educational process in the classroom activities and praising them for their achievements.

## **Conclusion**

It can be concluded from the interviews and questionnaires that implementing English as a foreign language is a positive learning decision that was made by the educational system of Algeria, and English should be taught at an early age because of the high acquisition readiness of the learners at that age. However, there are many obstacles facing Algerian teachers and learners in the process of implementing English language education in primary schools. Finally, teachers suggested some solutions and suggestions in order to increase the acquisition of English such as: providing effective materials, new classes...etc.

## General Conclusion

This research presented the English language as a universal language that occupies the modern world and how many governments have been obliged to implement English as a foreign language in their countries. Furthermore, it demonstrated the role of English as an international language used in many fields and how countries were affected to implement English in their educational system as in the case of Algeria. The current study shed light on the position of English as a foreign language in the Algerian Education system and how English was implemented in primary schools and taught to beginners.

In this research, a mixed-method approach was used to investigate the implementation of English in Algerian primary schools and how pupils and teachers view this issue. Data were gathered and analysed using both quantitative and qualitative approaches with convergent parallel design. The questionnaires of teachers and pupils provided quantitative data while the interview with teachers provided qualitative data. The samples were from various primary schools in the Wilaya of Khenchela.

A Pupils' questionnaire was used to gather quantitative data and assess how learners experience learning English at an early age. The findings revealed that the students find English interesting and enjoyable. Additionally, they hold positive attitudes towards their teachers and the learning process itself. Notably, the pupils even view their textbooks favourably. These main findings maintain a positive image about the implementation of English among pupils, despite encountering some obstacles.

On the other hand, a teacher's questionnaire also was used to gather quantitative data and see teachers' perceptions regarding English language instruction in primary schools. Overall, most educators view the implementation of English as beneficial, and students are interested. However, there are areas for improvement. Class participation is moderate,

resources are limited, and some materials aren't ideal. Training is provided but not in a sufficient manner, parents are supportive, and feedback is given, but time constraints hinder effectiveness.

The analyses of the interviews revealed that the teachers believe that the urge to implement English as a foreign language in Algerian primary schools has become a necessary step to take in today's globalizing world, especially since English has a positive impact on the learners and their level. It was also claimed that the integration of English in elementary classrooms is faced with many challenges and obstacles regarding authentic teaching materials, insufficient session time, and the large number of pupils. Therefore, some solutions and suggestions have been proposed to make the teaching and learning process effective such as providing effective materials, new classes to avoid crowded classrooms, and new efficient teaching methodologies.

To conclude, from the results of the research, the implantation of English in primary schools is beneficial for both teachers and students and has a positive attitude among them which shows that both teachers and learners reflect positively towards this implementation, and it gives the pupils the chance to discover different cultures and languages. However, there are some roadblocks facing the effective implementation of English in primary schools, such as the huge number of pupils studying in one class, which prevents the teacher from doing his job effectively, and the lack of readymade teaching materials which facilitate the teaching process and the insufficient learning time to provide a successful acquisition for pupils. Some solutions and recommendations were given to overcome different issues related to the learning-teaching process such as: Changing the teaching method, increasing the amount of time that is dedicated to learning English, providing teaching materials that help the learning process, providing teachers with professional training to gain more experience, enhance the schoolbook's

content and make similar activity books, and divide students to get less crowded classrooms. As demonstrated through the hypothesis and what the research aimed the integration of English within the Algerian primary schools is advantageous in the long term, but it faces some challenges.

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## **Appendices**

**Appendix A: Teachers' Questionnaire**

**Appendix B: Pupils' Questionnaire**

**Appendix C: Teachers' Interview**

*Appendix A*

*Teachers' Questionnaire*

*Questionnaire for teachers*

*We are conducting this questionnaire, to know the opinion of teachers about various aspects of our topic "Implementation of English in Algerian primary schools "*

**Please check the appropriate response and circle the answer to choose.**

1. How satisfying do you think is the implementation of English in Algerian primary schools?

-Fully satisfying   -Greatly satisfying   -Somewhat satisfying   -Not satisfying   - I do not know

2. Do you think that the implementation of English in Algerian primary schools is successful and beneficial?

-Yes                      - No                      - It depends                      - I do not know

Justify please:

.....  
.....  
.....

3. In your opinion, how much interest are the pupils towards this new language?

- Extremely enthusiastic                      - Interested                      - Not interested                      - Bored  
- It depends (on the activities, the teacher, the lesson, ....)                      - I do not know

4. In your opinion, how involved are the pupils to participate when studying English?

-Very actively involved   -Somewhat involved   -Passively involved   - Not involved   -It depends

5. Is teaching English and French at the same time at an early age in school confusing for pupils?

- Yes                      - No                      - I don't know

6. What are the attitudes of pupils towards studying English?

-Positive                      - Negative                      -Confused                      - I do not know

7. Do you think that the age of pupils is compatible with learning English?

-Very compatible                      - Not compatible                      - I do not know

8. How often do pupils do their homework?

-Always                      -Usually                      -Sometimes                      - It depends                      - Never

9. How often did/do you receive pre-service/professional training?

-Once a year                      -twice a year                      -monthly                      -weekly                      -Never

10. How often do you receive support and guidance from the authorities or experts for teaching English?

-Constantly                      -Sometimes                      -Rarely                      -Never

11. Do you have enough resources and equipment for teaching English effectively and efficiently?

-Yes

-No

If no, please justify:

.....  
.....  
.....

12. In your opinion, how suitable are the materials provided for the teaching of English?

-Somewhat suitable

-Not suitable

- I do not know

13. In your opinion, how well designed are the lessons covered in the schoolbooks for the pupils?

-Very well

-Somewhat

- Not really

-Not at all

14. In your opinion, how suitable are the lessons and the content of the schoolbooks for the level of pupils?

- Extremely suitable

- Somewhat suitable

-Not suitable

- I do not know

15. To what extent do you follow the official curriculum and guidelines provided?

-Fully

-To a big extent

-Somewhat

-Not much

16. How often do you provide feedback and encouragement to your pupils?

-Always  
depends

-usually

-often

-sometimes

- rarely

-never

- it

17. Is the weekly allotted time per session sufficient for the pupils to learn the basics of the language?

-Sufficient

-Not Sufficient

-It depends

-I do not know

18. What part of the day do you think is the best for pupils to study and learn English?

-Early morning

-Late morning

-Midday

-Early afternoon

-Late afternoon

-The Evening

19. Do parents play a crucial role in their children's language acquisition?

-Yes

-No

-It depends

-I don't know

20. What are the attitudes of parents towards teaching English to their children?

-Satisfied

-Optimistic

-Sceptic

-Pessimistic

- I do not know

21. Do you think that parents teach their children and help them to do their homework?

-Certainly

-Maybe

-Never

- I do not know

22. Do you agree that the motivation of parents has an impact on pupil's performance?

-Strongly agree

- Agree

-Disagree

-Strongly disagree

23. If you have comments, suggestions, or anything else to add, please write it in the space bel

## Appendix B

### Pupils' Questionnaire

#### Questionnaire for pupils: English Language

1. Do you like English? هل تحب اللغة الإنجليزية؟

- A. Yes نعم
- B. No لا

2. What do you like about English? ماذا تحب في اللغة الإنجليزية؟

- A. Sing songs غناء الأغاني
- B. learn new words تعلم كلمات جديدة
- C. Watch funny videos in English مشاهدة فيديوهات ممتعة بالإنجليزية
- D. Talk to your friends in English التحدث مع اصدقائك بالإنجليزية
- E. Reading القراءة
- F. Others أسباب أخرى
- أنكرها: .....

3. Do you like your teacher? هل تحب معلمك؟

- A. Yes نعم
- B. No لا
- C. I don't know لا أعلم

4. Do you like learning English every day? هل تحب تعلم اللغة الإنجليزية كل يوم؟

- A. Always! دائما
- B. Sometimes. أحيانا
- C. Never. أبدا

5. Do you like studying in the morning or evening? هل تفضل الدراسة في الصباح أو المساء؟

- A. Morning. الصباح
- B. Evening. المساء
- C. Both كلاهما
- D. I don't know. لا أعلم

6. Do you like your English book? هل تحب كتاب اللغة الإنجليزية الخاص بك؟

- A. Love it! أحبه
- C. Don't like it. لا أحبه

7. Do you like the book's design? هل تحب تصميم الكتاب؟

- A. Yes, نعم!
- B. No لا

What do you think about the pictures in your English book? ما هو رأيك في الصور الموجودة في كتاب الانجليزية؟

- A. Interesting مثيرة للاهتمام
- B. Boring مملة
- C. Not clear غير مفهومة
- D. Well designed مصممة بشكل جيد

8. Do your parents help you with your homework at home? هل يساعدك والديك في حل واجباتك في المنزل؟

- A. Always دائماً
- B. Sometimes احياناً
- C. Usually عادة
- D. Never ابداً

9. Do you understand your teacher? هل تفهم معلمك؟

- A. Always! دائماً!
- B. Usually. عادة.
- C. Not always. ليس دائماً.

10. What do you prefer: speaking or reading? ماذا تفضل: التحدث أو القراءة؟

- A. Speaking (speak with friends!) التحدث مع الأصدقاء!
- B. Reading (Texts of the book) قراءة نصوص الكتاب
- C. Both! كلاهما!

11. Do you like the texts of your English book? هل تحب النصوص الموجودة في كتاب الانجليزية؟

- A. Yes نعم
- B. No لا
- C. I don't know لا أعلم

12. Do you understand them? هل تفهمهم؟

- A. Yes, easy نعم سهلة
- B. No, hard لا صعبة
- C. Sometimes احياناً

## *Appendix C*

### *Teachers' Interview*

#### *Interview Questions*

1. How old are you?
2. What is your academic degree?
3. How long have you been teaching English?
4. Do you think that teaching English at an early age in school is beneficial?
5. What level do you think English should be taught at primary school?
6. Do you think that the textbooks are adequate in terms of the English language content that should be taught to pupils at their current age?
7. How much do you adhere to the schoolbooks provided (curriculum)?
8. Do you think the syllabus/curriculum suits the level and needs of pupils?
9. What are the disadvantages and advantages of teaching English in primary school?
10. How much time do you think would be enough per week for better learning outcomes?
11. Do you think that the current number of pupils per class is convenient for good teaching/learning of English? How/Why?
12. What are the main challenges faced in teaching English to primary school students?
13. What do you suggest to enhance the integration of English in primary schools?

## ملخص

لطالما كان تدريس اللغة الإنجليزية كلغة أجنبية أمرًا مهمًا، وقد بدأ مؤخرًا في التأثير على النظام التعليمي الجزائري على وجه التحديد. قد تكون عملية تعليم اللغة الإنجليزية لطلاب المدارس الابتدائية في الجزائر صعبة على كل من المعلمين والطلاب. تبحث هذه الدراسة في التنفيذ الأخير لتعليم اللغة الإنجليزية في المدارس الابتدائية الجزائرية. يركز البحث على تجارب كل من المعلمين والطلاب في السنة الثانية من هذا البرنامج. تكشف النتائج عن موقف عام إيجابي تجاه تعلم اللغة الإنجليزية بين الطلاب والمعلمين. كما يبدي الآباء والأسر دعمهم القوي لهذه المبادرة، لذا فإن تنفيذ اللغة الإنجليزية يعتبر قرارًا مفيدًا. ومع ذلك، يواجه هذا التنفيذ عقبات، بما في ذلك عدم وجود مواد تعليمية متاحة بسهولة، مما يستلزم تكييف المعلمين وخلق الموارد. بالإضافة إلى ذلك، فإن غياب التوجيه النهائي طوال رحلة التدريس، وأحجام الفصول الكبيرة، والوقت التعليمي المحدود يمثل تحديات لتحقيق نتائج تعليمية فعالة وكفؤة. ويختتم البحث بتوصيات تهدف إلى تعزيز بيئة ناجحة لتعليم وتعلم اللغة الإنجليزية في المدارس الابتدائية الجزائرية، مثل إدخال مواد تعليمية فعالة، وتقليل عدد التلاميذ في الفصول الدراسية، وتزويد المعلمين بالمواد التعليمية اللازمة.

الكلمات المفتاحية: تدريس اللغة الإنجليزية كلغة أجنبية، عقبات، المدارس الابتدائية، السنة الثانية، موقف إيجابي.

## Résumé

L'enseignement de l'anglais comme langue étrangère a toujours été important et a récemment commencé à influencer spécifiquement le système éducatif algérien. Enseigner l'anglais aux élèves du primaire en Algérie peut être difficile pour les enseignants et les élèves. Cette étude examine la mise en œuvre récente de l'enseignement de l'anglais dans les écoles primaires algériennes. La recherche se concentre sur les expériences des enseignants et des étudiants dans la deuxième année de ce programme. Les résultats révèlent une attitude générale positive envers l'apprentissage de l'anglais chez les élèves et les enseignants. Les parents et les familles montrent également un fort soutien à cette initiative, de sorte que la mise en œuvre de l'anglais est une décision utile. Cependant, une telle mise en œuvre se heurte à des obstacles, y compris le manque de matériel pédagogique facilement disponible, ce qui nécessite l'adaptation des enseignants et la création de ressources. En outre, l'absence d'orientation finale tout au long du parcours d'enseignement, la taille importante des classes et le temps limité consacré à l'éducation présentent des défis pour atteindre des résultats éducatifs efficaces et efficients. La recherche se termine par des recommandations visant à promouvoir un environnement efficace pour l'enseignement et l'apprentissage de l'anglais dans les écoles primaires algériennes, telles que l'introduction de matériels pédagogiques efficaces, la réduction du nombre d'élèves dans les salles de classe et la fourniture aux enseignants du matériel pédagogique nécessaire.

Enseignement de l'anglais langue étrangère, Obstacles, Écoles primaires, Attitude positive