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DEPARTMENT OF ENGLISH



*The Implementation of Teaching English as the First  
Foreign Language in the Algerian Primary Schools*

*Dissertation Submitted to the Department of English in Partial Fulfillment of the  
Requirements for the Degree of Master in Language and Culture*

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# Dedication

*This work is dedicated to:*

*Our Master and Creator, “Allah” who gave us the grace of mind to think and to create beautiful things*

*The ones who love us unconditionally, our beloved Parents who never stop giving themselves in many different countless ways Our beloved brothers and sisters*

*Our Partners, who lead us through the hardest times like stars in the darkest nights with all hope, support, and love*

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*We owe special thanks to all teachers of the primary schools where we could accomplish this humble work, thanks also to all parents who participated in the present study.*

## ***Abstract***

*Teaching and learning English has undoubtedly become a widespread educational practice all over the world. The aim of the study is to explore teachers' and parents' attitudes towards teaching the English language in the primary schools. Also, it aims to provide necessary information about EFL teaching and its impacts to primary school children. Indeed, this work is an attempt to look for the appropriate methodology for the young learners that can be suitable for children. The purpose is to investigate teachers and parents' point of view about teaching English in the Algerian primary schools. After analysing the data quantitatively and qualitatively, the main findings clearly show that the majority of teachers and parents positively welcomed the inclusion of English as a school subject in primary education rather than delaying it until the middle school. However, a minority of participants demonstrated a negative attitude expressing their preference to keep only French to learners in primary schools.*

## **List of Abbreviations**

<b>EFL</b>	<b>English as a Foreign Language</b>
<b>EYL</b>	<b>English for Young Learners</b>
<b>TEFL</b>	<b>Teaching English as a Foreign Language</b>
<b>L1</b>	<b>First Language</b>
<b>LA</b>	<b>Language Acquisition</b>
<b>LL</b>	<b>Language Learning</b>

## *List of Tables*

***Table1: Teachers' Gender***

***Table2: Teachers' educational level Table3: Teachers' experience***

***Table4: Teachers' agreement about the initiation of teaching English in elementary schools***

***Table5: The agreement about universalizing English to improve the educational system***

***Table6: Teachers' attitude about the Impact of teaching French and English together on the child's thinking***

***Table7: The effectiveness of teaching English on child***

***Table2.1: Parents' gender Table2.2: Parents' Age***

***Table2.3: The most accessible language according to parents***

***Table2.4: Parents' attitude towards teaching English and French together in the primary stage***

***Table2.5: Parents' agreement about the initiation of teaching English in elementary schools***

***Table2.6: Encouraging children to learn foreign languages Table2.7: The agreement about young learners' enthusiasm Table2.8: Children's use of English vocabulary***

## *List of Figures*

***Figure1: Teachers' Gender***

***Figure2: Teachers' educational level Figure3: Teachers' experience***

***Figure4: Teachers' agreement about the initiation of teaching English in elementary schools***

***Figure5: The agreement about universalizing English to improve the educational system***

***Figure6: Teachers' attitude about the Impact of teaching French and English together on the child's thinking***

***Figure2.1: The effectiveness of teaching English on child***

***Figure2.2: Parents' gender Figure2.3: Parents' Age***

***Figure2.4: The most accessible language according to parents***

***Figure2.5: Parents' attitude towards teaching English and French together in the primary stage***

***Figure2.6: Parents' agreement about the initiation of teaching English in elementary schools***

***Figure2.7: Encouraging children to learn foreign languages Figure2.8: The agreement about young learners' enthusiasm Figure2.9: Children's use of English vocabulary***

## **Table of Contents**

<b>Dedication</b> .....	i
<b>Acknowledgment</b> .....	ii
<b>Abstract</b> .....	iii
<b>List of Tables</b> .....	iv
<b>List of Figures</b> .....	viii
<b>General introduction</b> .....	1
<b>1. Statement of the Problem</b> .....	2
<b>2. Aims of the study</b> .....	2
<b>3. Research Questions</b> .....	2
<b>4. Hypothesis</b> .....	3
<b>5. Background of the study</b> .....	3
<b>6. Research Methodology and Design</b> .....	4
<b>Chapter One: The effectiveness of early EFL learning</b>	
<b>Introduction</b> .....	7
<b>Section One: Language Acquisition VS Language Learning</b>	
<b>1.2. Language Acquisition VS Language Learning</b> .....	7
<b>1.3. The advantages of Early Language Learning</b> .....	7
<b>1.4 Reasons for teaching English in the early primary grades</b> .....	10
<b>Children's cognitive mental development: Piaget's theory</b> .....	10
<b>1.5.The Origins of the Belief that Younger is Better</b> .....	14
<b>Section Two: English in Algeria</b>	
<b>1.6. The status of English around the world</b> .....	15
<b>1.7. English position in Algeria</b> .....	15
<b>1.8. French language in Algeria- Historical context</b> .....	17
<b>1.9. The value of adopting English in primary schools</b> .....	19



<b>Conclusion.....</b>	<b>20</b>
<b>Chapter Two: Method and Results</b>	
<b>Introduction .....</b>	<b>21</b>
<b>Section One: Teachers' Questionnaire .....</b>	<b>21</b>
<b>Interpretation of the results.....</b>	<b>32</b>
<b>Section Two: parents' questionnaire .....</b>	<b>34</b>
<b>The main findings .....</b>	<b>45</b>
<b>Recommandations .....</b>	<b>47</b>
<b>Conclusion .....</b>	<b>48</b>
<b>General conclusion .....</b>	<b>49</b>
<b>Bibliography.....</b>	<b>51</b>
<b>Appendices .....</b>	<b>54</b>
<b>Appendix A : teachers' questionnaire.....</b>	<b>54</b>
<b>Appendix B : parents' questionnaire .....</b>	<b>57</b>

# **General Introduction**

## **1. Statement of the Problem**

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

## **2. Aims of the study**

The main objectives of this study are:

1. To explore information about EFL teaching and its effects to primary school children.
2. To look for teachers' attitudes towards introducing English language in elementary grades.
3. To set out parents' point of view about teaching EFL in the Algerian primary schools.

## **3. Research Questions**

This present study aimed at investigating the following questions:

1. Why is French being taught so far in the Algerian primary schools but not English ?
2. What are parents' and teachers' attitudes towards teaching English as the first foreign language in the Algerian elementary grades?

## **4. Hypothesis**

Teaching English as the first foreign language in the Algerian primary schools will positively affect on young learners' future learning.

## ***5. Background of the study***

Johnston (2009) described The widespread introduction of languages in primary schools as the world's biggest policy development in education, with English being the language most commonly introduced. It is often assumed that it is better to begin learning languages early (Noonan, 2003). According to Parades (2004), there are many advantages of an early start: initially, young learners acquire languages with greater ease, especially the sound system, and develop implicit competence since they can rely on natural acquisition processes.

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

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

*Furthermore, The growing demand for English, plus parents' belief that English skills provide their children with a better education and better employment opportunities, have led to an increase in the number of EYL programs (Enever & Moon, 2009).*

## **5. Research Methodology and Design**

*This study is conducted under a descriptive method which fits these issues. The study has as main objective to explore information about EFL teaching and its effects to young learners. As a secondary objective, this study aims to look for teachers' and parents' attitudes towards introducing English language in the Algerian primary school. The approach used in descriptive design to carry out this study is to assign parents and teachers randomly. The reason behind choosing such a method is that the study is an attempt to describe the situation as it is: a real life situation.*

*The study relies on one type of data gathering tools which is the questionnaire, addressed to both primary school teachers and parents, in order to investigate their position towards teaching EFL in primary schools. Questionnaires are usually of three types: structured (closed-ended questions), unstructured (open-ended questions), and mixed questionnaires. The questionnaires used in this study are of mixed type as they consist of ten*

*(10) different questions for each. This renders qualitative and quantitative data. The questionnaires were drafted in both English language for teachers and standard Arabic for parents as this the language that the respondents master. It is the task of the researcher to translate faithfully the Arabic version, including respondents' answers. This type of data collection is a valuable tool which can help to answer the research questions.*

# **Chapter One**

## **The effectiveness of early EFL learning**

## **Introduction**

In today's world, the necessity to know languages is increasingly recognized, as the world become a small village, English is one of the most widely used languages utilized in cross- cultural and international interaction. English plays a big role in almost all domains in the present globalized world, there is a need to discuss its role as an international language primary and its necessity to adopt it as the first foreign language in the Algerian educational system.

A great number of studies highlight the supporting role of teaching English in primary schools rather than French, because EFL has been gaining momentous place all over the world.

Algeria as a colonized country still struggling to get rid of the dominant French language and replace it with the English one.

Currently, Getting a good grasp of the English Language at early age is of more importance now, ages between 5 to 8 were the child start his /her primary education can be considered as the best period to acquire the language easily and fluently.

## **Section One: Language Acquisition VS Language Learning**

### **Language Acquisition VS Language Learning:**

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

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

According to Maslo (2007) Language acquisition is based on the neuro-psychological processes. Language acquisition and learning are opposed and is a unconscious process similar to that by which children acquire their first language (Kramina, 2000, p. 27). Whereas,



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

## **1. 7. The advantages of Early Language Learning**

The advantages of early language learning are:

- 1- The opportunity to develop children's ability to think critically
- 2- Providing a better and more advanced reading skills.
- 3- Acquiring native-level pronunciation.
- 4- Developing the children's decision making skills.
- 5- Developing children creatively by the critical thinking and the creative development . 6- Building children's confidence and their desire for new discoveries.
- 7- Better Memory and more Flexible and Creative Thinking. 8- Gives children opportunities for studies and career
- 9- Larger view of the world.
- 10- A better grasp of others first language including a richer vocabulary 11- Building and keeping cultural awareness.
- 12- Developing their cultural connections.

## **Reasons for teaching English in the early primary grades**

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

Utterance: it has been proved that young learners have better opportunities of having a good accent when they learn new language. Meanwhile, old learners may face difficulties in picking up the accent of the native speakers.

Entertainment: it is obvious that all children enjoy learning through songs, games, images, and videos. It can be a really motivating way to learn a language with correct and fun way .

Eliminate anxiety of mistakes: children feel more comfortable when they perform in front of the class without being shy of making mistakes, they will give things a try without necessarily worrying if it is correct or not.

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

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

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

### **1. 9. Children's cognitive mental development: Piaget's theory**

Cognitive development is a major area of human development and in Piaget's view, early cognitive development involves processes based upon actions and later progresses to changes

in mental operations. Based on his observations, His theory focuses not only on understanding how children acquire knowledge, but also on understanding the nature of intelligence.

Therefore, He proposed that children go through four relatively distinct stages of cognitive development from birth to adulthood and that a child's way of thinking and viewing the world is different at different stages and each stage demonstrates a more sophisticated understanding of the world. Piaget's stages are:

Sensorimotor stage: birth to 2 years Preoperational stage: ages 2 to 7 Concrete operational stage: ages 7 to 11

Formal operational stage: ages 12 and up A/ Sensorimotor Stage :

This stage lasts from birth to two years of age (infancy), in the Sensorimotor Stage an infant's mental and cognitive attributes develop from birth until the appearance of language. This stage is characterized by the progressive acquisition of object permanence in which infants acquire knowledge through sensory experiences and manipulating objects and they become able to know that an object still exists even though if it is hidden. For instance, Piaget's experiments at this stage include hiding an object under a pillow to see whether the baby finds the object or not. Another feature is their ability to link numbers to objects (Piaget, 1977) e.g., one cat, two dogs, three hippos. In addition, children develop the coordination of separate activities and the evolution of language. The last achievement in this stage is realizing cause- and-effect relationships.

### **B/ Concrete operational stage:**

This stage lasts around seven to eleven years of age (elementary and pre-adolescence), considered as the major turning point in the child's cognitive development and the best period for early learning. It is characterized by the development of organized and concrete logical thinking. In this period, children become able to manipulate mentally their internal representations (Siegler, 1991). During this stage, they begin to realize that one's own thoughts and emotions are unique and may not be shared by others or may not even be part of reality. However, children's egocentric thought diminishes and they are increasingly aware of external events. In addition, their rules of thinking still seem very basic by adult standards and usually operate unconsciously, but they allow children to solve problems more systematically than before, and therefore they gain the abilities of conservation (number, area, volume, orientation), reversibility, seriation, transitivity and class inclusion. Yet, although children can solve problems in a logical fashion, they are typically not able to think abstractly or hypothetically.

### **C/Preoperational Stage:**

This stage lasts around two to seven years of age (Toddler and early childhood). It is characterized by the development of memory and imagination and maturity use of language. Children use their new ability to represent objects in a wide set of activities, but they do not do it in an organized or fully logical way. Also, egocentrism and conservation are characteristics of this age group because the infant has difficulty taking the view point of others .Besides, they can think about things symbolically. Furthermore, kids learn through pretend play but still struggle with logic and taking the point of view of other people they also often struggle with comprehending the idea of constancy. For this reason, teachers of young learners often make time and space in their classrooms for play, and sometimes even participate in it themselves to help develop the play further. This experience makes play an early example of metacognition, or reflecting on and observing of thinking itself. Metacognition is a very desirable skill for success in school and one that teachers often support (Bredenkamp & Copple, 1997; Paley, 2005).

### **D/ Formal operational:**

The formal operational stage begins at approximately age twelve and lasts into adulthood (Adolescence to adulthood). During this time, adolescence gain the ability to think in an abstract manner by manipulating ideas in their head, without any dependence on concrete manipulation (Inhelder & Piaget, 1958). They also can ponder abstract relationships and concepts such as justice, also they have the ability to formulate hypotheses and systematically test them to arrive at an answer to a problem, and consider possibilities to multiple potential solutions to problems and think more scientifically about the world around them.

## **The Origins of the Belief that Younger is Better**

The belief behind the inclusion of English language in primary schools is that teaching foreign languages early to young children, could enable them to make substantial progress in learning languages. Early studies of foreign language learning state that there was a “critical period” in which children could acquire languages more easily. In this sense, Lenneberg (1967) says that some adolescents or adults who start to learn second language would fail to achieve language fluency, while children who learned the second language at their early age will master it perfectly like native speakers .

In 1967 Lenneberg found that bilingual language acquisition can only happen during the critical period (age 2 to puberty). In this period of growth, full native competence is possible when acquiring a language, this competence ends before the age of puberty. This means that after puberty the language is not learned through the neural systems specialized for language learning, but through the mechanisms prepared for general learning.

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

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

Moreover, it is obvious that children have an innate ability to acquire any language , an ability that fade away by adulthood. As a result, if children start to learn a foreign language at middle or secondary school, they will have to start from grammar, sentence structure, vocabularies, and also they have to translate sentences in order to get the meaning. while if they start in early age, they can do that naturally because children's minds are known for being "like a sponge" which absorbs everything

brain is elastic and able to learn and retain plenty of information that someone in their early 20's would face , so there are no downsides for introducing a second language with young learners, and the earlier is the better .

## **Section two: English in Algeria:**

### **The status of English around the world.**

English is one among the foremost used languages in the world. Recent estimates suggest that around 375 million people speak English as a primary language and about 375 million speak it as a second language. The largest number of English speakers is in the United States. In addition, businesses have adopted English as the official language, where the total estimated 40 million Internet users and 80% use English as their medium of communication.

The status of English in the world has changed drastically increased in the last half-century or so, as innovations in communication technologies, especially the rise of the internet and improvements in transportation have raise the international travels and cultural exchange. Not only do more people in more countries speak English than ever before, but even language the language plays substantial role in ever more cultural contexts across the world, such as trade, sports, academics technologies and science (Rubdy & Saraceni, 2006).It has been labeled as “global language” (Graddol, 2006,p. 58), an “international language” (Rubdy & Saraceni, 2006,p. 8) and can be seen as the current most prevalent lingua franca in the world (Hülmbauer, et., 2008).

**Obviously, the huge increase of English speakers around the world who speak it at all different levels of proficiency, for any kind of purposes and with people who do not have English as their first language also, has sparked raised some concerns and disagreements**

### **English position in Algeria**

For the sake of internationalization and because of the urgent need to use English as a means of communication in all fields in general and the Algerian educational system in particular,



French domination have been lessened. Therefore, it was thought by the Algerian government in the late 1980s to introduce English as a subject at the primary level instead of French. In this meaning, Mami (2013) believed that: Disparities in the use of French started to vanish leaving place to the teaching of English as a second foreign language.

Starting from 1993 a new process has been Appeared to promote the foreign languages teaching at an early age by giving the opportunity to primary school pupils to choose between French and English as a compulsory foreign language. Oddly enough, The program was experienced only in some primary schools and this basic suggestion was not really put into practice and the experience was failed to a certain extent, then stopped because The majority of parents preferred French to English.

By the mid 2000, Algerian educational system has undergone to a number of reforms and has adopted a series of changes to develop the structure of the educational system and its outcomes. With the advance of Information and Communication Technologies in this globalized age, the introduction of English into schools became more necessary than ever.

### **French language in Algeria- Historical context**

French is used almost everywhere in Algeria, in the street, administration, mass media, and school and even in the political and some official meetings. According to the history of Algeria, France colonized Algeria in 1830, it was not just economic exploitation of political domination it looks for, but an inclusive annexation that aimed at eliminating its culture for one hundred thirty two years.

The Algerian population has been under the French control in almost all fields. The French came with the idea of civilizing the country with a new language and a new culture, they wanted to change the Algerians and their background. They started dominant education and plenty of alternative domains of Algerians' life because it was widespread when they came. As soon as the French began their occupation of Algiers, they made French the city's official language then they started by closing the Koranic schools progressively, they wanted to destroy nearly

everything linked to literacy by forbidding the teaching of mother language.

Consequently, The Arabic that was learned and spoken by subsequent generations was therefore taught at home or not at all, where colonial officials did not just disbanded the formal teaching of Arab culture and language, but also set about spreading their own. French became the official language of instruction in schools, and students were taught French history, literature, and culture.

In 1882, Jules Ferry brought about the establishment of mandatory, free, and secular education for both girls and boys in France. Since Algeria was an integrated French territory by that point, an equivalent rule applied to its academic system. In practice, however, the new law was only enforced on the European settlers, while most Arab children were not reached. Moreover, many local parents choose not to send their children, especially girls, to secular schools, fearing a bad influence.

After the Second World War: In 1930, 6800 Algerians attended French primary schools and the number increased to 302,000 in 1954. There was a small number of the Algerian elite that composed of teachers, doctors, dentists, chemists, engineers, and barristers. The schooling of Algerians progressed. So, the colonized people moved from the entire refusal to the claim of their right of instruction because they realized that faculty may be a social need and a way of promotion and development. In this respect, Colonna (1994) says that the advantage that they can have from schooling for their social inscription, in the colonial order, access to the public function, to liberal professions and to economic jobs. They did their best to teach and absorb the French language and culture to children at the primary school, at a crucial age, when developing their personality.

Up to 1939, the French constituted the majority of the schooling population. They represented 15% of the total population. The rate of schooling changed between 1883 and 1939 from 7% to 43 % . The French tried to implement their language not only by using it in the administration but also by teaching it at school and considering it as the first language of the

country Until independence, the French language was used everywhere whereas the Arabic language was denied. The French law of 1938 declared that “Arabic is a foreign language in Algeria.” In other words, they aimed at removing the Arab-Islamic culture in general and the Algerian personality in particular, denying the Algerians from their civic and linguistic rights by applying an assimilation and adherence policy by which they were considered as French of a second class. They considered Algeria as a part of France where French was the only national and official language. After the implementation of the Arabization process which started by education and especially the primary level, French was taught as a foreign language starting from the fourth year. Education has known several reforms from the educational year 2003-2004. The government elaborated a new program. In the primary school, French is taught from the second year instead of the fourth. Concerning the middle school, an additional year was added and the teaching of English changed from the second year of the Middle school to the first year of middle school.

Although all the efforts made by the authorities to Arabize all the educational system, starting from the primary level to the university, some fields are still taught in French only. Domains like medicine, technology, physics, biology, chemistry, mathematics, applied sciences, petro-chemistry, etc. The students who have carried their primary and secondary studies in Arabic are confronted to French when arriving at university. When confronted to this reality, they face many difficulties, the language taught as a foreign language in the primary and secondary level became the language of instruction and of learning too. There is, here, a real contradiction. English has been given more importance.

### **The value of adopting English in primary Schools**

Since English becomes the world’s lingua franca, all the world's countries have adopted English language instruction as part of their education system. As Jenkins (2009) has shown that many countries starts the primary level, and students are studying the language at younger and younger ages

Studies show that children have great advantage over adults or adolescents to start their first or second language acquisition, the first few years of their elementary level can be considered as the best period to pick up language without conscious learning, whereas adults who have started learning English in middle school through grammar based textbooks may probably have difficulties to acquire the language naturally. In this sense, Singleton (1989) argued that the only interpretation of the evidence which does not appear to run into contradictory data is that in naturalistic situations. Although the latter usually show some initial advantage over the former, those who exposure to a second language begins in childhood in general eventually surpass those who exposure begins in adulthood.

In addition, teaching English in primary schools can make the learners more aware of their mother tongue, because the cultural awareness let them curious to learn more and more, especially differences in attitudes and values. It also gives insight into the history and culture of societies where the language is used, and this can broaden the child's view of the world and open their eyes for further studies.

## ***Conclusion***

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

# **Chapter Two :**

# **Method and Results**

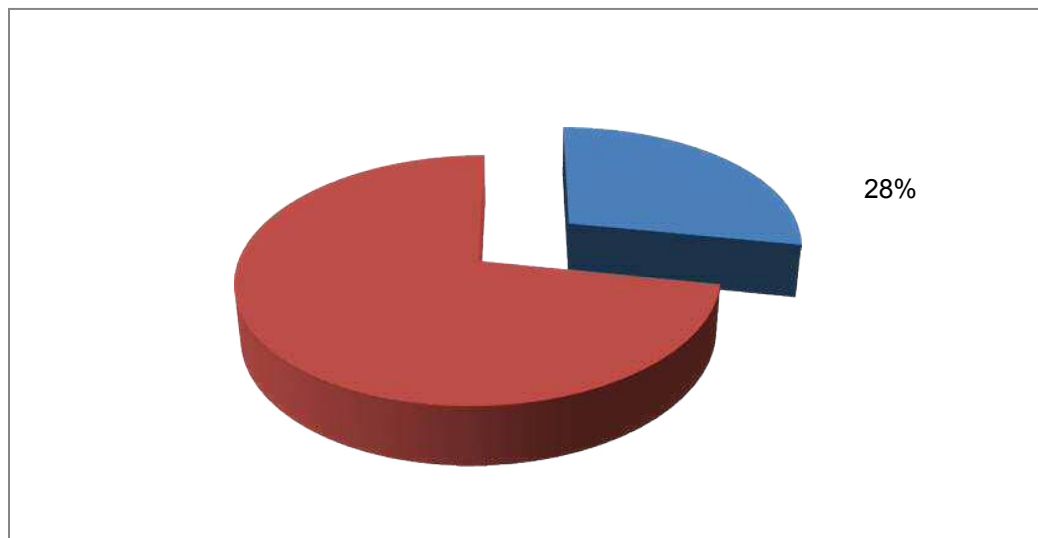
## Introduction

This chapter is the practical part of the study, analyses the data gathered from two different questionnaires. The questionnaires are addressed to both primary schools teachers and young learners' parents. The purpose is to investigate teachers' and parents' views about the implementation of teaching English as the first foreign language in the Algerian primary grades.

### Section One: Teachers' Questionnaire Q1. Gender

**Table 1: Teachers' Gender**

Options	Male	Female	Total
Teachers' number	14	36	50
Percentage %	28%	72%	100%



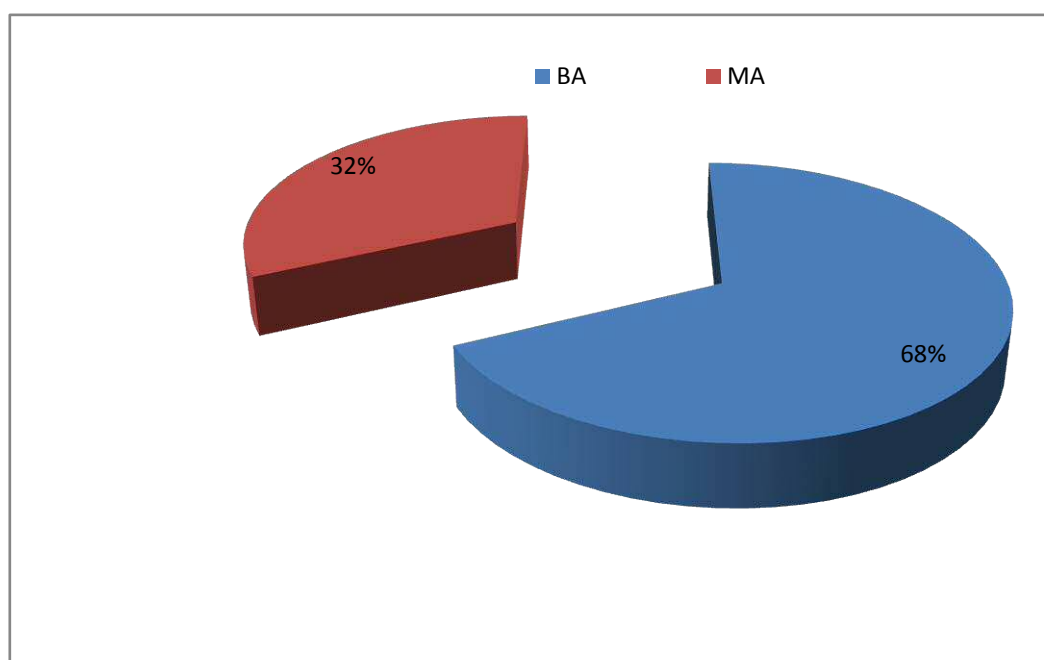
The results show that the majority of teachers are females; they represent 72% from the whole sample while the rest 28% represent males.

**Q2. Would you please specify your degree?**

**Table 2: Teachers' educational level**

<b>Options</b>	<b>Respondents</b>	<b>Percentage</b>
<b>BA (Licence)</b>	<b>34</b>	<b>68%</b>
<b>MA (Magister, Master)</b>	<b>16</b>	<b>32%</b>
<b>Other certificates</b>	<b>0</b>	<b>00%</b>

**Figure 2: Teachers' educational level**



The data obtained revealed that 68% of the teachers had the BA (Licence degree), 32% a Master/Magister degree. Non of the respondents have other certificates.



**Q3. How many years have you been teaching English?**

<b>Years of teaching English</b>	<b>Number</b>
<b>From 1 to 5</b>	<b>12</b>
<b>From 5 to 10</b>	<b>29</b>
<b>From 10 to 15</b>	<b>8</b>
<b>More than 15</b>	<b>1</b>

**Figure 3: Teachers' experience**

As showed in the above table, the questionnaire has been contributed to 50 teachers having experience approximately between 1 to more than 15 years.

**Q4: Do you agree with the initiation of teaching English in the primary schools?**

**a. Yes**

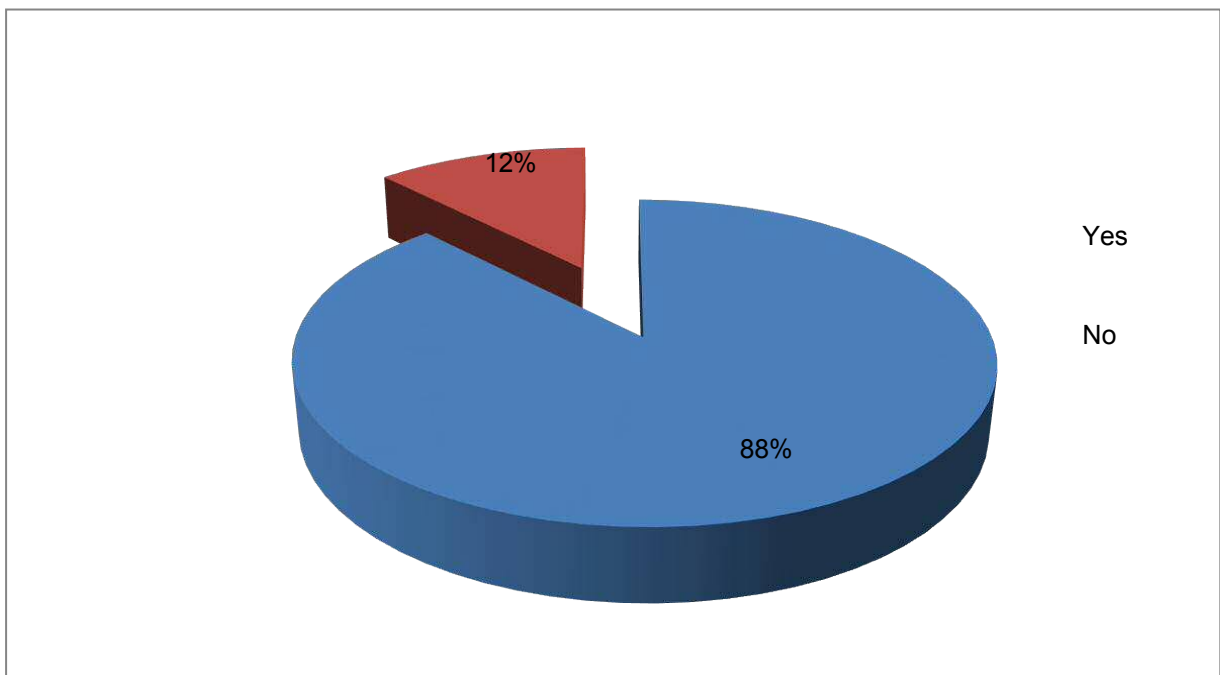


**b. No**



**Table 4: teachers' agreement about the initiation of teaching English in elementary schools**

<b>Option</b>	<b>Respondents</b>	<b>Percentage</b>
<b>Yes</b>	<b>42</b>	<b>88%</b>
<b>No</b>	<b>8</b>	<b>12%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>



The results show, overwhelmingly, that (88%) of teachers answered “Yes” which means that they prefer teaching English in primary schools, while (12%) answered “No” they do not like teaching it.

### **Q5. What is the most appropriate age to learn English? Why?**

The fifth question was an open-ended question where teachers were asked about the best age to acquire a foreign language. The majority of teachers (60%) viewed that the age between 7 to 10 years is the most appropriate one to learn a foreign language arguing that at an early age, children are ready to learn systematically any content because they have a huge capacity to learn and memorize any words or languages, whereas (29%) declared that the suitable age is 11 to 14 years old because the learners have acquired a certain mastery of their mother tongue (Arabic) and then, they can start learning English as a foreign language in middle schools.

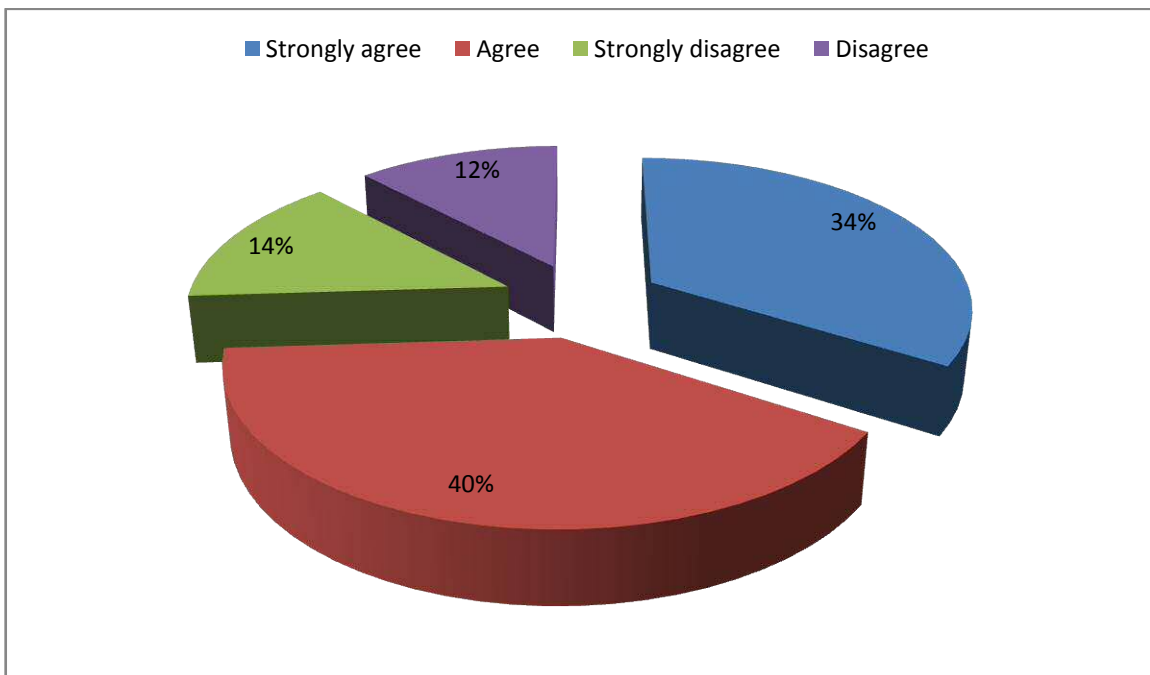
Another teachers stated that there is no exact age to learn languages; saying that age is only a number that some persons limit themselves with. As long as you have the desire and eager to learn you will reach whatever you want.

**Q6. A transition from French to English as a medium of instruction in all stages would ameliorate the education in Algeria.**

**Table 6: The agreement about universalizing English to improve the educational system**

<b>Choices</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>Agreement</b>	<b>17</b>	<b>20</b>	<b>7</b>	<b>6</b>
<b>Percentage</b>	<b>34%</b>	<b>40%</b>	<b>14%</b>	<b>12%</b>

**Figure 6: The agreement about universalizing English to improve the educational system**



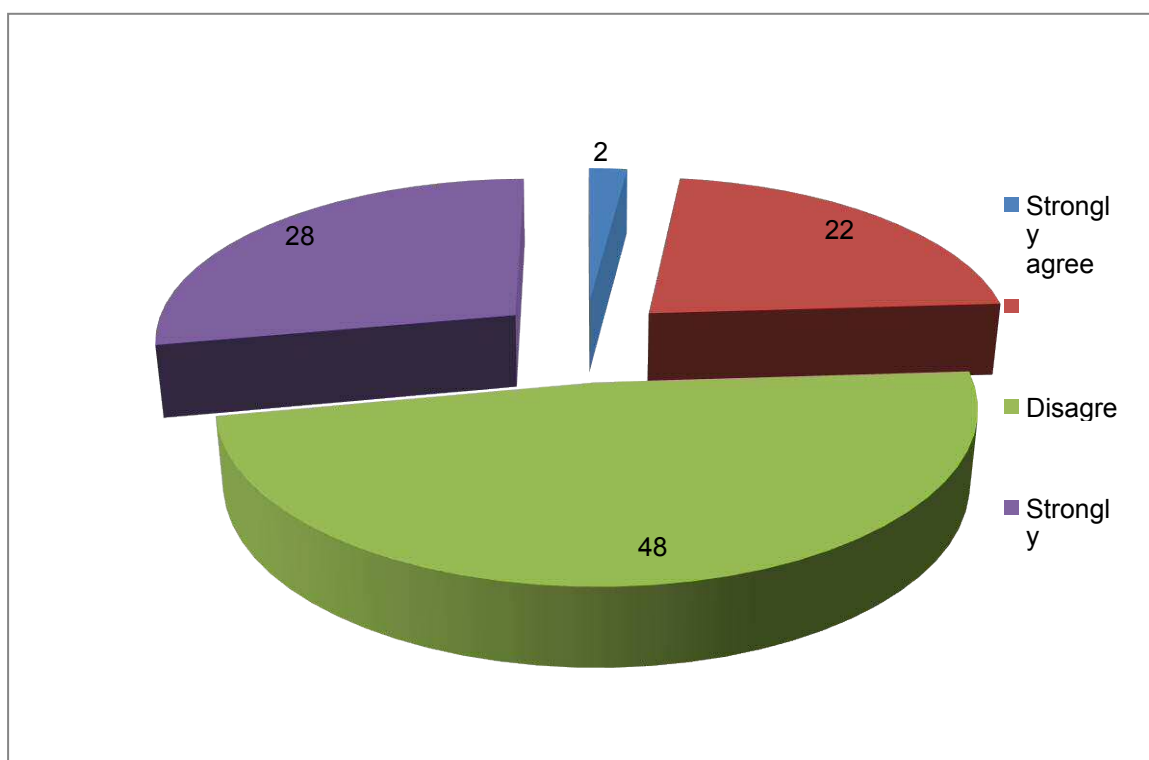
It is clear from the pie chart that most of the sampling accepted to consider the idea of the transition from French to English to improve the current educational system. 40% of them said that they agree, while 34% strongly agree. In another side, 14% disagreed and 12% strongly disagreed.

**Q7. Teaching English and French simultaneously in the elementary stage would expose the child to excessive intellectual pressure?**

Table 7: Teachers’ attitude about the Impact of teaching French and English together on the child’s thinking

Choices	Strongly agree	Agree	Disagree	Strongly disagree
Agreement	01	11	24	14
Percentage	2%	22%	48%	28%

**Figure 7: Teachers’ attitude about the Impact of teaching French and English together on the child’s thinking**



The participants expressed their optimism about teaching two foreign languages simultaneously. 48% of the participants disagreed about the thinking of teaching English and French together in the primary school will not expose a great pressure on the child’s thinking. Also

28%stronglydisagreed.Inopposite, 22% agree and stand negatively from teaching both languages.

**Q8. Do you think that teaching the English language will affect the child?**

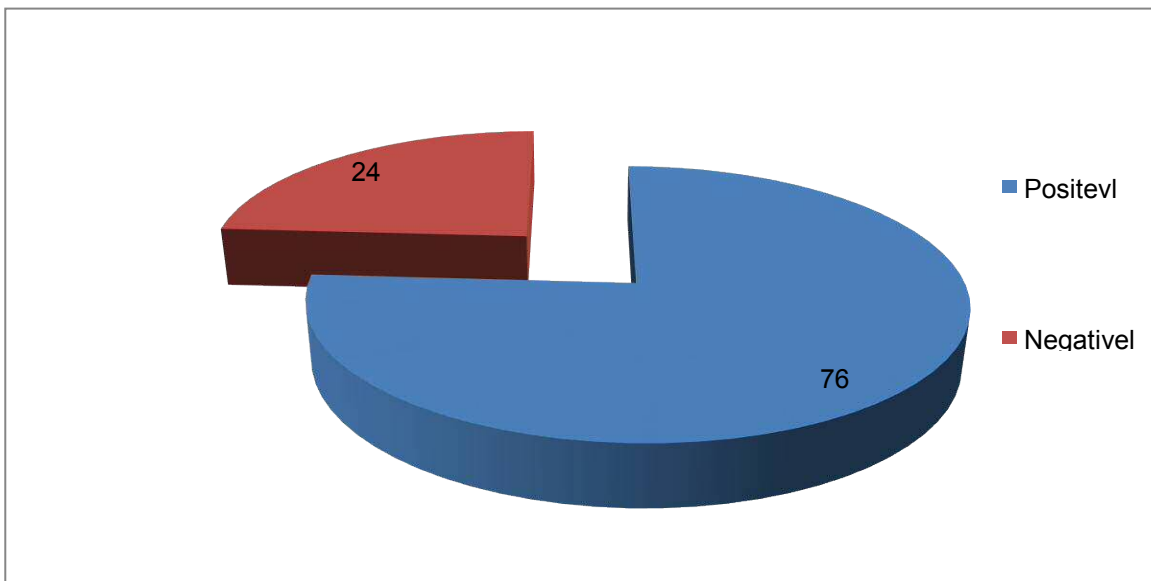
1. Positively

2. Negatively

**Table 8: The effectiveness of teaching English on child**

<b>Options</b>	<b>Positively</b>	<b>Negatively</b>
<b>Number</b>	<b>38</b>	<b>12</b>
<b>Percentage</b>	<b>76%</b>	<b>24%</b>

**Figure 8: The effectiveness of teaching English on child**



From the results shown in the table below it is clear that the majority of teachers (76%) have answered positively, justifying their answer by saying that Teaching English to children creates fun, and positive learning environment can equip kids with a strong foundation for success in more advanced courses later in their academic careers, this means that it will have a great impact on young learners .

whereas a small number of teachers (24%) have answered negatively by justifying their answers saying that early English education has more stress, and this stress may lead to emotional and behavioral disorders ,which means that teaching English will have bad impact and will affect on children in wrong way.

**Q9. If English is introduced in primary school, what will be the difficulties you think learners may encounter?**

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

**Q10. At the present time, English is considered to be an essential language in all around the world. Why?**

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

## **Interpretation of the results:**

Based on the data gathered and analyzed from the teachers' questionnaire above, some facts were revealed concerning teachers attitude towards implementing the English language in the elementary grades.

1. Initially, almost all teachers holding BA (Licence ), they are all green in the field ( novice teachers ).
2. Approximately, most of teachers have less than 10 years of experience. This means that they have new perspectives, new ideas, and a unique energy reserve; their fresh minds enable them to identify gaps that those within in school cannot see. Alongside, new teachers often are experts in areas that veteran teachers might not be because the new ones predominantly have better understanding, best practice, and technological advances.
3. The majority of teachers positively welcomed the idea of implementing the English language in the Algerian primary schools, such an early commencement of learning English lead to more impressive results and develop both receptive and productive skills. This view has increased dramatically in the last few years.
4. What is more important, the transition from French to English as a medium of instruction in the Algerian educational context will be immensely beneficial and worthwhile. This view is supported by a variety of different factors, from the abundance of educational material and experience in English throughout the world when compared to French, to the relatively easy and remarkably effective communication channels in the English language, as the vast majority of nations and their educational systems hold this language in high-esteem. However, there are few things to know before talking about the transition from French to English; the implementation of English as a language of



instruction is a long-term process that needs years to be fully achieved, in this regard, this process needs also to be politically empowered and socially accepted.

5. Additionally, children who learn two languages together in early ages progress at the same rate as children who learn only one language. There is no scientific proof that teaching English and French simultaneously in the elementary stage would expose the child to excessive intellectual pressure, it's estimated that children who growing up learning two languages are better in acquiring languages than those who are learning only one language.

## Section two: Parents' Questionnaire

This questionnaire is prepared for parents who have young children studying at the elementary level.

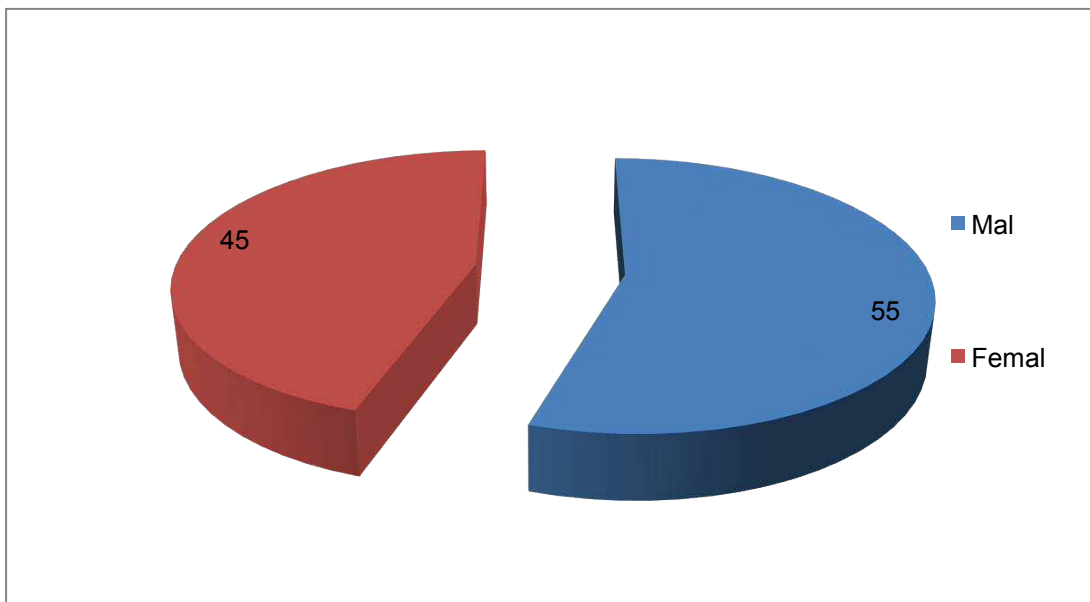
It aims to find out parents' attitude towards teaching English as the first foreign language in the Algerian primary schools. As well as, To look for the best strategies parents may use to help their children master the English language.

### Q1. Gender

Options	Male	Female	Total
Parents' number	22	18	40
Percentage	55%	45%	100%

**Table2.1 : parents' Gender**

From the table, the questionnaire has been contributed to 40 parents of young learners 55% were males (fathers) while 45% of them were males (mothers).



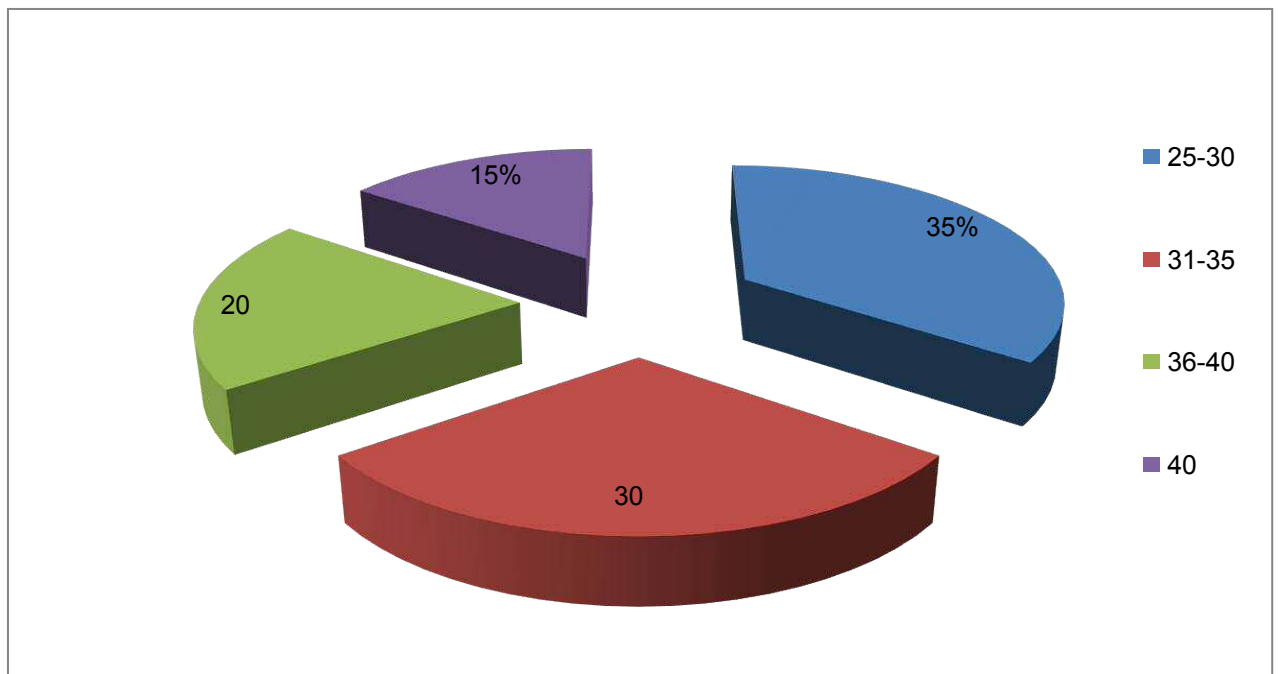
**Figure 2.1: Parents' Gender**

## Q2. Age?

**Table 2.2: Parents' Age**

Options	25-30	31-35	36-40	+40
Parents' number	14	12	8	6
Percentage	35%	30%	20%	15%

**Figure 2.2: Parents' Age**



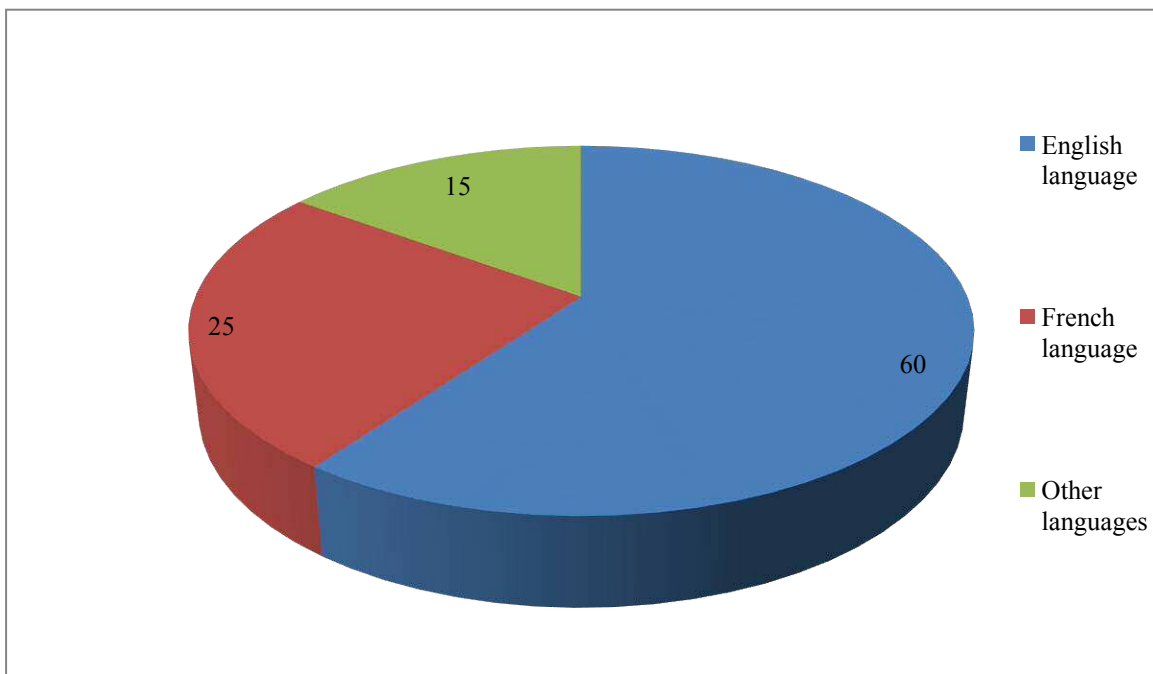
The results above shows that their ages are slightly close to each other in which (35%) of parents are aged between 25 and 30 years old , (30%) are aged from 31 and 35 years old, (20%) of parents are 36 to 40 years old, and (15%) whose age are 40 years old and more .

### Q3. What is the most accessible foreign language for you?

**Table 2.3: the most accessible language according to parents**

Options	English Language	French Language	Other Languages	Total
Parents' Number	24	10	6	40
Percentage%	60%	25%	15%	100%

**Figure 2.3: the most accessible language according to parents**



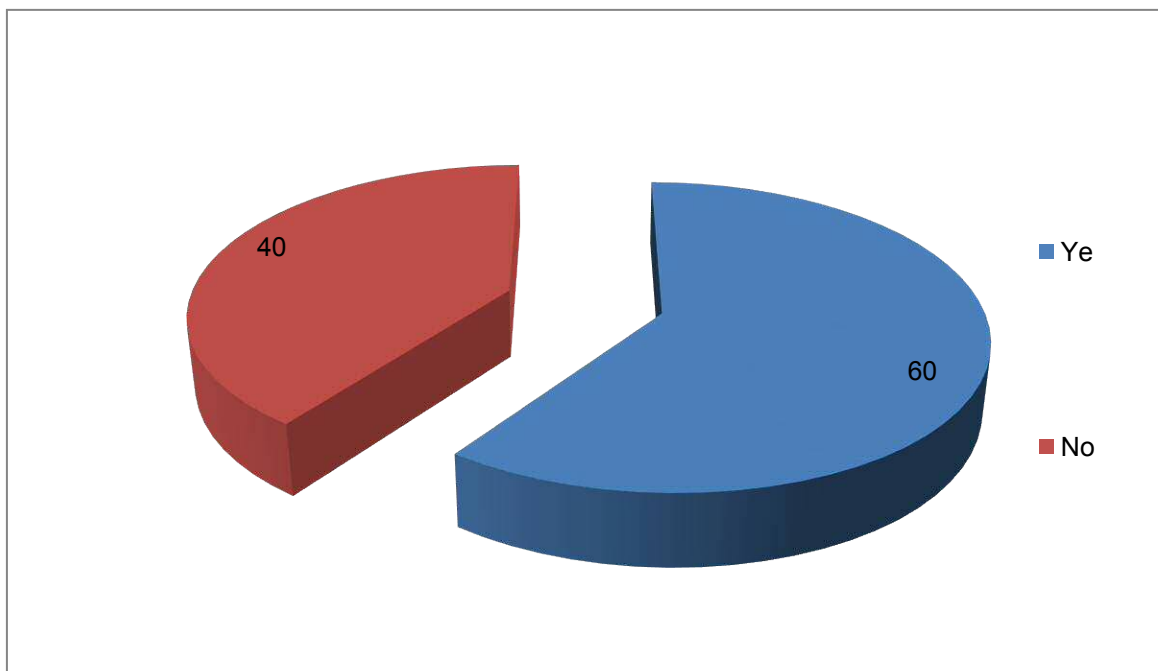
The figure illustrates that the majority of the participants (60%) choose English which means that English is the most accessible foreign language. Whereas, (25%) of them mentioned the French language. On the other hand (15%) do not prefer either English nor French, they prefer other languages such as: the Spanish and the Italian language.

**Q4.Is it better to teach English and French together in the primary stage ?  
please justify?**

**Table 2.4: Parents' attitude towards teaching English and French together in the primary stage**

<b>Option</b>	<b>Respondents</b>	<b>Percentage</b>
<b>Yes</b>	<b>24</b>	<b>60%</b>
<b>No</b>	<b>16</b>	<b>40%</b>
<b>Total</b>	<b>40</b>	<b>100%</b>

**Figure 2.4: Parents' attitude towards teaching English and French together in the primary stage.**



It has been found from the table 2.4 that more than half of the participants 24 (60%) answered "Yes" during the elementary stage pupils are more enthusiastic, they like to learn foreign languages and discover new ways to pronounce words unlike the elderly because young learners have a tremendous ability to absorb and learn more than one language. Justifying their answers by saying that there is a center in the brain for linguistic comprehension center that may differ from person to another and it may be more developed in females' brain rather than males. While 16(40%) of participants pointed out that Learning two foreign languages besides the mother tongue (Arabic) is too much for a child. They opted to maintain only French in primary schools reported that French should be prioritized as it is an essential language in Algeria. They mentioned that French is the dominant language in a variety of fields, such as higher education, administration, and medical fields.

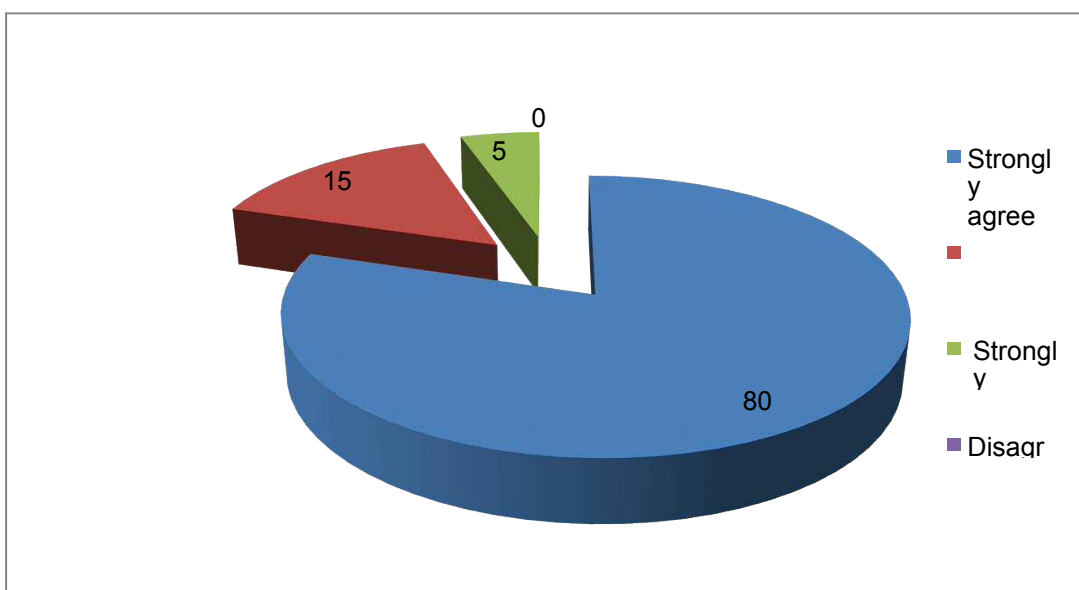
**Q5. The initiation of teaching English in primary levels would be better than teaching it in middle schools.**

**Table 2.5: Parents’ agreement about the initiation of teaching English in elementary schools**

Choices	Strongly Agree	Agree	Disagree	Strongly Disagree
Agreement	32	6	2	0
Percentage%	80%	15%	5%	0%

The results are presented in table 2.5, shown above. This question is the most interesting item of the questionnaire. This is meant to measure parents’ attitudes towards the inclusion of English as a school subject in primary education. The results showed that a clear majority of the respondents are with the changing of the current situation in which English is only taught at the level of the middle school. Parents expressed their want to introduce English in primary education. Cons to this proposal formed no more than a marginal minority that did not exceed 5%.

**Figure 2.5: Parents’ agreement about the initiation of teaching English in elementary schools**

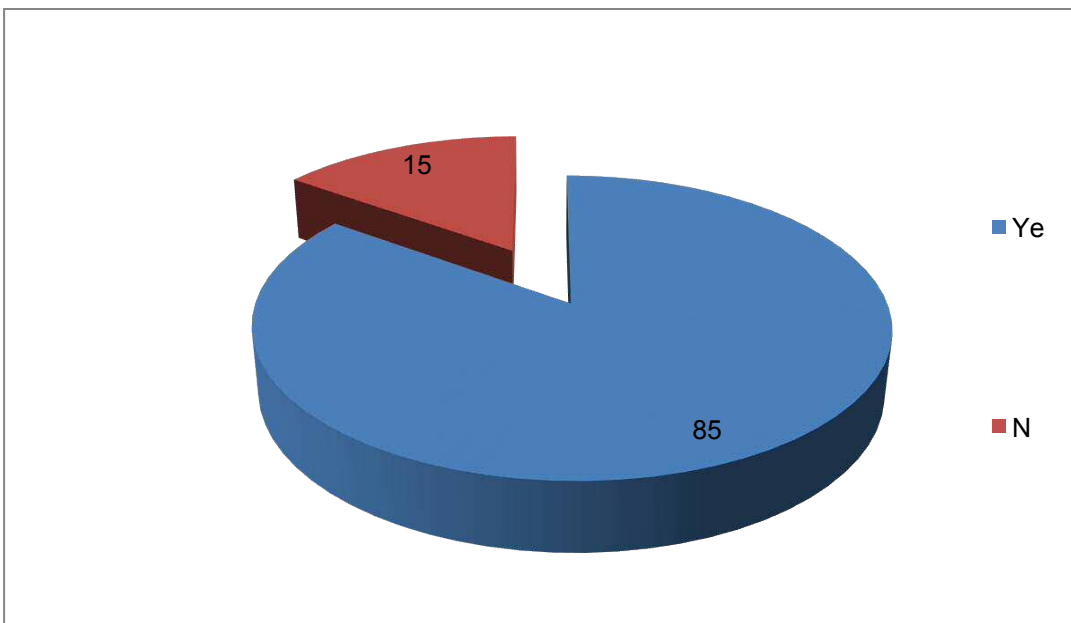


**Q6. Do you encourage your children to learn foreign languages?**

**Table 2.6: Encouraging children to learn foreign languages**

Options	Yes	No	Total
Parents' number	34	6	40
Percentage%	85%	15%	100%

**Figure 2.6: Encouraging children to learn foreign languages**



It has been found from the pie chart above that (85%) of the participants answered "Yes" they encourage their children to learn foreign languages. While (15%) of them said the opposite that they do not encourage them.

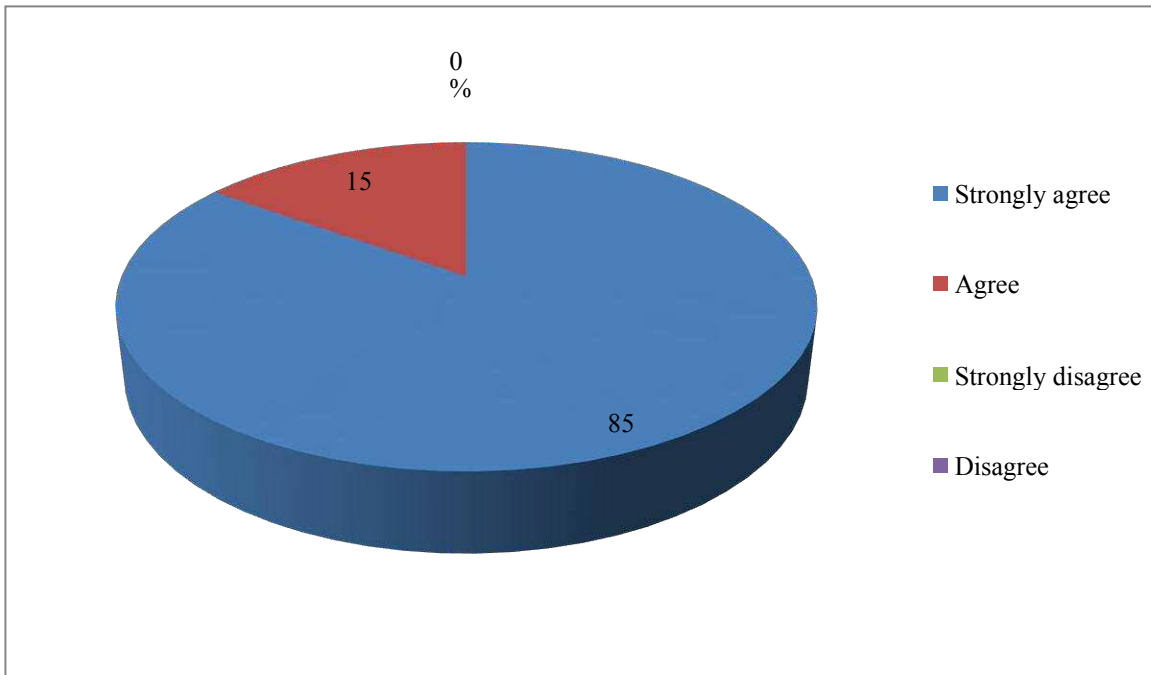


**Q7.Young learners have great enthusiasm to gain new foreign languages?**

**Table2.7: The agreement about young learners’ enthusiasm**

Choices	Strongly agree	agree	Strongtgly disagree	Disagree	Total
Agreement	34	6	0	0	40
Percentage	85%	15%	0%	0%	100%

**Figure2.7: The agreement about young learners’ enthusiasm**



The Table 2.7 clearly shows that all the respondents approve that Young learners have great enthusiasm for learning new languages. None of the informants expressed negative stand towards this item. This implies that young learners can even get a more native-like accent.

**Q8. Do your children use some English vocabulary in their daily communication?**

**Table 2.8: Children's use of English vocabulary**

<b>Options</b>	<b>Participants</b>	<b>Percentage%</b>
<b>Yes</b>	<b>32</b>	<b>80%</b>
<b>No</b>	<b>8</b>	<b>20%</b>
<b>Total</b>	<b>40</b>	<b>100%</b>

Results show that 32(80%) answer "Yes" which means that their children use some English vocabulary in their daily communication justifying their answers by their willing to start teaching and acquiring their children new languages because most of the popular programs on YouTube and TV are presented in English. In addition to cartoons, children' songs and video games which are wildly used in English. On the other hand, 8(20%) answer "No" because their children use some French vocabulary instead of English.

**Q9. English is an essential language in all fields. Please justify?**

This item asks parents about their point of view regarding the importance of English, their answers were as follows:

1. The world's best universities are English speaking. Students at the university level take almost all their classes in English, in order to share it with international students
2. The language used in more than a quarter of the world's population and it is the main international common language for foreigners. Furthermore, about one in five people know or understand at least some words in English.

3. It's the Language of Hollywood; the source of the world entertainment, where most of the movies are in English.
4. It is the language of international business and trade, due to the presence of most of the financial centers in the United Kingdom.

**Q10. As a parent guardian, what are the suggested methods that can help your children to acquire the language fluently?**

It should be clear from the onset that the respondents don't seem to be specialists in language teaching, they presented their proposals as follows:

1. Use mobile apps and online education tools: The applications such as "Duolingo", "Memrise", and "Busuu" are the most famous apps that could help children to practice short phrases, learn new vocabulary, and even learn the basic pronunciation rules through the repetition.
2. Cartoons and YouTube channels: Two hours a day can be beneficial to young learners to master the language without getting bored.
3. Games and songs are another effective techniques that enable children to know at least 5 new words a day through repetition and imitation.
4. Provide daily lessons and join language courses: when parents are illiterate, private schools can be the best tool to learn quickly.

## **Interpretation of the results:**

There was a general agreement among most of the participants on the usefulness of English language. In the contemporary globalized world and underlined the necessity for every citizen to learn English which has established itself as an international language. This has fostered parents' attitudes towards introducing it in the primary school where young learners can rapidly and effectively develop good command of it.

Male and female parents, aged between 31 and 40 years old, believed that learning English in primary schools instead of middle schools facilitates communication and is an asset for the future. Furthermore, younger parents aged between 25 to 30 years old strongly consider learning the English as a useful tool to expand children's horizons. In addition, the plurality of the parents agreed that young children can learn EFL easily and quickly . Whereas, only a small number of Male parents aged more than 40 years old showed a negative attitude on introducing English in primary education. This group of parents built their position on the fact that French remains a strong language in the Algerian society; a language associated with a variety of prestigious fields. They, obviously, do not deny the importance of English.

Large number of parents were positive towards teaching English in primary schools under certain terms. More precisely, they suggested that English should be taught in a playful way during primary school grade. The educational and teaching techniques should be suitable for their age and curriculum and schedules should be appropriately adapted (Nunan, 2003; Hayes, 2007).

The majority of female parents aged between 25 to 35 declared that they encourage their children to learn foreign languages by answering questions and helping

their children to learn French and English as well this what makes the importance of cooperation and communication among parents and children as well as parental involvement in foreign language learning enables the children to achieve a successful learning outcome. Powerful ties between parental involvement and children's academic and behavioral success may contribute to children's high performance (Berthelsen & Walker, 2008). A possible obstacle in male parents especially who aged more than 40 years old involvement is foreign language deficiency especially the English language due to the low educational level and background. The teaching material and activities should promote communicative skills for young learners. Furthermore, English language teachers for young ages should receive efficient and appropriate training in order to accomplish their role (Alexander, 2002).

Almost all parents expected that Young learners have great enthusiasm to start learning foreign languages at a younger age, and they all agree that it's much harder for adulthood to learn a new language. The invention, critical thinking skills, and flexibility of the mind are remarkably promote if children learn a second language at a younger age.

## **Recommendations for future research:**

In light of the teachers and parents perceptions revealed in this study, the outcomes gained have powerfully proved that there is significant room for improvement in the delivery of English language education in Algeria. From these findings, some recommendations can be set down:

1. The teacher is considered as the main role in EFL teaching in general, he has been called ‘the orchestra conductor’, ‘the performer’ and then ‘the facilitator’ of learning. Therefore, He should be aware of how children grow so that he can provide instruction that supports their intellectual, social and personal development.

2. Before the teacher decides on the instructional techniques to use, he should be aware that children learn differently, and should care about their difficulties during the language teaching so that he can fulfill their needs.

3. Children in their primary grades have great energy to play games and practice physical activities. In this respect, children will become motivated and never get bored.

Thornton (2001) claimed that Games and fun are an integral part in the English language classroom because they are intrinsically motivating for children.

4. Songs can be an effective way in teaching children, it provides pupils with new vocabulary, grammar and pronunciation practice. Music allow them to relax, and at the same time to learn in a good atmosphere.

## **Conclusion:**

All in all, this chapter is the field work of the current research, where the data is discussed and interpreted. The questionnaire, primary schools teachers and young learners' parents proved to be the appropriate data gathering tool to verify our hypothesis: Teaching English as the first foreign language will positively affect on young learners' future learning .

## **General conclusion:**

Learning English is the target of any country aiming at progress and scientific development since the world is interconnected economically and scientifically. Besides an early learning might have benefits on the young learners. Indeed, an early start may bring benefits to the country as well as to the child because it improves the child's intellectual capacities and his mental flexibility. For this reason, this work promoted to identify teachers' and parents' attitudes towards the teaching EFL in an early age in order to ensure successful implementation. This parallels an examination of the reasons guiding their attitudes.

We focused on a descriptive research and we hypothesized that teaching English as the first foreign language will positively affect on young learners' future learning. This study included two chapters: the theoretical part dealt with the effectiveness of early EFL learning including language acquisition and language learning. Furthermore, we presented the historical context of the French language in Algeria and we talked about the position of English around the world and Algeria and its values, followed by the advantages and the reasons of teaching English in the early primary grades, finished by Piaget's theory of children's cognitive mental development and the origins of the belief that "Younger is better". The second chapter which is the practical part, we presented the analysis of teachers' and parents' questionnaire.

From the obtained results, we conclude that the results exposed positive attitudes of parents and teachers towards introducing English in the primary school. Those who expressed positive attitudes outnumbered those who revealed negative attitudes. As such, the hypothesis was confirmed. Participants' responses showed that they are aware of the cultural, scientific, economic, political, academic, communication,



and other values of English. There were few participants who There were some participants who demonstrated negative attitudes towards introducing English in the primary school. They exposed clear preference to maintain only French at this level of education on the basis that it plays an important role in the Algerian speech community.

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**Appendix**  
**Questionnaire**

**1. Teachers' Questionnaire**

Dear teachers,

You are kindly invited to answer this questionnaire which investigates “ Teaching English as the first foreign language in the Algerian primary schools” . your answers are very important for the contribution and the validity of this research.

**Section one : learning English at early ages**

1. Gender:

Male

Female

2. Would you please specify your degree?

\*BA (Licence)

\* MA (Magister, Master)

\* Other degrees/certificates

3. How many years have you been teaching ?

.....

4. Do you agree with the initiation of teaching English in the primary schools?

Yes

No

5. What is the most appropriate age to learn English? why ?

**Sections tow : Implementation of English in primary school**

6. A transition from French to English as a medium of instruction in all stages would ameliorate the education in Algeria?

Totally agree

Agree

Totally disagree

Disagree

7. Teaching English and French simultaneously in the elementary stage would expose the child to excessive intellectual pressure?

Totally agree

Agree

Totally disagree

Disagree

8. Do you think that teaching the English language will affect the child.

Positively

Negatively

Why?

.....

.....  
.....

9. If English is introduced in primary school, what will be the challenges you think learners may encounter?

Yes

No

Why?

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

10. at the present time, English is considered to be an essential language in all around the world.

Why?

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

Thank you for your cooperation. Your input is very valuable. In case you have any alternative suggestions regarding this questionnaire, please make sure to contact:

nedjla.ned77@gmail.com

## 2. Parents questionnaire

تم تطوير هذا الاستبيان كجزء من البحث العلمي للحصول على شهادة الماجستير لمعرفة آراء الآباء حول تدريس اللغة الإنجليزية كلغة أجنبية أولى في المدارس الابتدائية الجزائرية. نرجوا منكم الإجابة بكل موضوعية.  
شكرا لتعاونكم.

1. الجنس :

ذكر  أنثى

2. العمر:

30-25

35-31

40-36

40+

3. بالنسبة لكم، ما هي اللغة الأجنبية الأكثر سهولة؟

فرنسية  إنجليزية

لغة أخرى.....(حدد من فضلك )

4. هل أنت مع تدريس اللغة الإنجليزية و الفرنسية معا في المرحلة الابتدائية ؟

نعم  لا

لماذا؟  
.....  
.....  
.....



5. في رأيكم، يعتبر تدريس اللغة الإنجليزية في المرحلة الابتدائية أفضل من المرحلة المتوسطة ؟

أوافق تماما  أوافق  أرفض  أرفض تماما

6. ما هي اللغة التي تستعملونها في بيتكم ؟

اللغة العربية  اللهجة العربية

الفرنسية  الإنجليزية

7. المتعلمين الصغار لديهم حماس كبير لتعلم لغات جديدة ؟

أوافق تماما  أوافق  أرفض  أرفض تماما

8. هل يستخدم أطفالك في تواصلهم اليومي مفردات من اللغة الإنجليزية ؟

نعم  لا

لماذا؟.....  
.....  
.....

9 . تعتبر اللغة الإنجليزية لغة ضرورية في كل المجالات.

علل؟.....  
.....  
.....

10 . بدورك كوالدة(ة) ، ما هي الطرق المقترحة التي تساعد طفلك من أجل إكتساب اللغة الإنجليزية ؟

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

أصبح تعليم وتعلم اللغة الإنجليزية بلا شك ممارسة تعليمية واسعة الانتشار في جميع أنحاء العالم. الهدف من الدراسة هو استكشاف مواقف المعلمين وأولياء الأمور تجاه تدريس اللغة الإنجليزية في المدارس الابتدائية. كما تهدف إلى توفير المعلومات اللازمة حول تدريس اللغة الإنجليزية كلغة أجنبية وتأثيرها على أطفال المدارس الابتدائية. في الواقع، هذا العمل هو محاولة للبحث عن المنهجية المناسبة للمتعلمين الصغار التي يمكن أن تكون مناسبة للأطفال. والغرض من ذلك هو التحقق من وجهة نظر المعلمين وأولياء الأمور حول تدريس اللغة الإنجليزية في المدارس الابتدائية الجزائرية. بعد تحليل البيانات كماً ونوعاً، تُظهر النتائج الرئيسية بوضوح أن غالبية المعلمين وأولياء الأمور رحبوا بشكل إيجابي بإدراج اللغة الإنجليزية كمادة مدرسية في التعليم الابتدائي بدلاً من تأخيرها حتى المرحلة الإعدادية. ومع ذلك، أظهر عدد قليل من المشاركين موقفاً سلبياً عبروا فيه عن تفضيلهم الاحتفاظ بالفرنسية فقط للمتعلمين في المدارس الابتدائية.

## Résumé

L'enseignement et l'apprentissage de l'anglais sont sans aucun doute devenus une pratique éducative répandue dans le monde entier. L'objectif de l'étude est d'explorer les attitudes des enseignants et des parents à l'égard de l'enseignement de l'anglais dans les écoles primaires. En outre, il vise à fournir les informations nécessaires sur l'enseignement de l'EFL et ses impacts sur les enfants des écoles primaires. En effet, ce travail est une tentative de recherche de la méthodologie appropriée pour les jeunes apprenants qui peut convenir aux enfants. Le but est d'étudier le point de vue des enseignants et des parents sur l'enseignement de l'anglais dans les écoles primaires algériennes. Après avoir analysé les données quantitativement et qualitativement, les principales conclusions montrent clairement que la majorité des enseignants et des parents ont accueilli favorablement l'inclusion de l'anglais comme matière scolaire dans l'enseignement primaire plutôt que de la reporter jusqu'au collège. Cependant, une minorité de participants ont manifesté une attitude négative exprimant leur préférence de ne laisser que le français aux apprenants des écoles primaires.