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**Parents' and Teachers' Attitudes towards the Implementation of
English in the Algerian Primary Schools.**

Case Study :Saida Primary schools

A Thesis Submitted as Partial Fulfilment of the Requirements for the Degree of *Master* in
Didactics.

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Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by an other person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

I also certify that the present work contains no plagiarism and is the result of my investigation, except where otherwise stated.

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Dedications

With all my love I dedicate this work to

My dear mom , a strong and gentle soul who taught me to trust Allah, believe in hard work and that so much could be done with little.

My dear father ALLAH's mercy on him.

My sister my soulmate and her daughter.

My husband, my life partner.

My dear friend Asmaa for her encouragement.

My brothers may Allah bless them.

To all my family and my husband's family.

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Abstract

After the presidential decision to implement the English language to be studied starting from the age of 8, many debates have been raised. Accordingly, this study aims at measuring primary school English teachers as well as pupils'parents attitudes towards the matter. To dive deeper into this subject, both qualitative and quantitative methods have been used, 50 English teachers from Saida primary schools were questioned as well as 50 parents from the same area. In addition to 4 teachers who were interviewed about the same matter to have different perspectives. The findings show that the majority of the participants showed positive attitudes towards the decision while the rest were afraid that it will be a failure just like what happend in the experience of 1993 due to the fact that the decision was launched without preparations. However, providing some useful materials like ICT tools could faciltate the matter since this generation is interested in the technological ways to make the learning atmosphere appropriate.

keywords: the English language, implementation ,measures , attitudes.

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List of Acronyms and Abbreviations

AA :Algerian Arabic

CA:Classical Arabic

ESA : Educated Spoken Arabic

EFL: English as a Foreign Language

FL: Foreign Language

FLES : Foreign languages in elementary schools

FLEX : Foreign language exploratory

L1: First Language

L2: Second Language

LPP:Language Planning and Policy

MGT:Match-guiseTechique

MSA:Modern Standard Arabic

TEFL: Teaching English as a foreign Language

General Introduction

General Introduction

Due to the globalization of the English language and the status it gained worldwide, the Algerian government encourages all the Fields to switch to use English instead of french especially in the educational domains. The decision were firstly established in 1993 but unfortunately, it didn't achieve any success. However, after the spread of the notion “New Algeria”, the government claimed that Using French as a first foreign language will not take us as Algerians anywhere since it is considered as a dead language. Accordingly, the former minister of higher education ordered the administrations of higher education phases to switch using English as a first foreign language.

claimed that English has to be implemented in the primary schools and to be studied starting In 2022, almost two months before the school entry, the Algerian president, Abdel MadjidTebbounefrom the third grade. The attitudes towards the presidential decision were divided between acceptance and rejection. Those who support the decision claimed that it is high time for the change and English is the best choice to start with. But those who rejected it were afraid that it will be a failure just like what happened in the first experience in 1993 due to the fact that such important decision was a hasty decision.

The present study therefore, aims at examining English teachers' and parents' attitudes in Saida primary school towards the matter. To do so, the following research questions have been raised:

- 1- Is the implementation of English in the Algeria primary schools a right decision ?
- 2- Do parents and primary school English teachers have positive or negative attitudes towards the implementation of the English language at primary school ?
- 3- Are primary students motivated to learn English at an early age ?

In an attempt to answer the research questions, it is hypothesized that :

- 1- - The participants agree that it is a right decision.
- 2- Both teachers and parents develop positive attitudes towards the implementation of the English language at primary schools.
- 3- Primary schools students are highly motivated to learn the English language.

General Introduction

To test whether the suggested hypotheses are correct or not, two research tools have been used, a questionnaire which was administrated to 50 primary schools English teachers and 50 parents, as well as interviewing 4 teachers about the same matter. The findings will be analysed qualitatively and quantitatively. This current work hence, is divided into three chapters, the first two chapters are theoretical while the third chapter is analytical. The first chapter is concerned with defining key concepts notably language planning and language policy, in the second part we gave an overview of attitude and language attitude as an important variable in the study at hand. The second Chapter portrays the status of English as a global Language and its widespread Worldwide, especially in Algeria as well as some insights about it's future.

The third chapter concentrates on discussing the research findings and the methodology used to answer the research questions. It ends with some recommendations proposed by the sample population to facilitate the teaching and learning process for both teachers and pupils.

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Part One

1.1 Introduction

Algeria has been passing through many historical periods for many centuries that have contributed to a very complex linguistic situation today. It is in essence, a very fruitful area which is opened up to studies of different kinds, and which can trigger very important discoveries. The present chapter is divided into two parts. The first one sheds light on the language planning and policy that the Algerian government has followed. While, the second one deals with what is meant by language attitudes, its types, and how it is measured.

1.2 Language Planning and Policy

It is considered as a process that aims to control the use, status, and structure of the language. It is implemented by planners that have certain linguistic expertise such as linguists, teachers, educators, and sociolinguists. That is to say, language planning is the implementation of language policy.

1.2.1 Language planning

The phrase was first used by Haugen (1950), who defined it as "all conscious efforts that aim at changing the linguistic behavior of a speech community" (as stated in Mesthrie, 2000). That is to say, it is a determined and strategic language shift that is undertaken to address certain linguistic problems or implement specific changes. People will either be encouraged or discouraged from speaking a certain language as a result. Language planning and language policy are interrelated ideas that represent opposite sides of the same coin. Language planning and language policy are sometimes used synonymously. Language policy is defined as "the more general linguistic, political, and social goals underlying the actual language planning process," according to Mesthrie et al. (2000) (as stated in Nicolle, 2014). In other words, language planning is the process that tries to regulate the usage, status, and structure of the language, whereas language policy is focused on making political decisions and enacting legislation produced by governments or other authorities. Planners with a specific level of linguistic knowledge, such as linguists, policy educators, and sociolinguists, execute it. In other words, language planning entails putting language into practice. The Algerian government's choice to begin its Arabization

strategy in 1976, which is seen as a language policy decision, is an intriguing example of L.P.P. The execution of this choice, on the other hand, is a language planning effort. Since the policy is always used to influence language use, form, structure, and status, which subsequently encourages systematic linguistic change within a speech community, language planning and policy are strongly tied to one another.

1.2.2 Definition of Language Policy

The creation of laws, regulations, and official stances by a government or other political body addressing language usage and the distribution of linguistic resources is referred to as language policy (Orman, 2008,). To put it another way, it is a group of laws that a nation adopts to safeguard, support, encourage, or forbid the use of a certain language.

According to Spolsky (2004), the creation and announcement of an explicit strategy or policy on language use, usually but not always outlined in a formal document, is language policy or management.

The purpose of the language policy in a multilingual society is to prioritize one language as the official language and to control the use of the other languages. Choosing which languages to teach, how, and at what level is involved in this.

Governments, ministries of education, and other governmental agencies often decide on language policy. The majority of the time, these policies have clear objectives to achieve. They may be carried out to conserve and uphold another language, forbid the use of another, or officialize a particular language (Spolsky, 1998). An example of a language policy choice is the one made by the Algerian Ministry of Education in the 1990s to introduce English as a second language to be studied in primary schools.

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Part Two :

1.3Language Attitudes :Chapter One : Literature Review

1.3.2Measuring Language Attitudes

Many strategies have been used to measure linguistic attitudes, mainly ; the direct method, the indirect method, and the discours analysis method.

1.3.2.1The Direct method

Fasold (1984) asserts that direct methods are typically employed in researchattitudes of people toward languages, or regional and social dialects of one how people respond to linguistic and non-linguistic aspects, such as Word choice and pronunciation.

It is possible to research linguistic sentiments through Some research tools, including questionnaires, interviews, and both open or closed-ended inquiries. Baker (1992) describes a different kind of response, This has a Likert scale equivalent. The direct approaches have come under fire.

The respondent's self-reported data is not necessarily reliable, according to Fasold (1984). Additionally, responses may respond in a particular way in order to appear socially desirable and prestigious (Baker,1992). Another complaint is that the study's objective alsohas an impact on the informants' responses. For instance, the Interviewer's linguistic and non-linguistic actions could give the interviewee information what each situation's appropriate responses are (Baker, ibid). Baker (1992) notes that the data gathering method must provide a wide range of favorable and unfavorable sentiments.

1.3.2.2The Indirect Method

In this method the research subjects population are unaware that their linguistic attitudes are being examined due to the indirect approaches. The method most frequently employed by Lambert and others first developed the match-guise technique (MGT), with his associates. Such a method expands on the display of diverse audio elements that have been recorded in a variety of languages, and the informant must evaluate the speakers after hearing some speech

samples. This explains why The speaker assessment paradigm is a common name for this method (Cargile et al., 1994). The speech sample is believed to recall certain memories because it is hypothesized that the speech pattern and accent that informants hear would cause links between a particular speech pattern or accent with a particular group of speakers. the informants (Giles and Coupland, 1991).

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Without mentioning anything, indirect approaches to attitudes measurement has come under fire as well. Fasold (1984), claims that the speech sample's content could affect the outcomes as reflects how the material is read. Measurement of linguistic attitudes in a language classroom is extremely removed from daily life.

1.3.2.3The Discours Analysis

The discursive approach contends that it is impossible to measure language attitudes directly or indirectly. According to this perspective, language attitudes based on the discourse analysis.

Method's measurement of, among other things, Language serves a variety of functions, and meanings resulting through the interaction of the texts are never "neutral" in terms of

1.4Overview of Language Policy in Algeria

One of Algeria's most serious issues since its independence was the linguistic challenge. In a country that had been under French administration for 132 years before gaining independence, it was a very difficult challenge to get rid of the colonial structure and reclaim the identity that is frequently articulated in language. The diversity of the language caused Algerian policymakers much trouble.

(Tabory and Mala, 1987) state: The conflict between French, the colonial language, and Arabic, the new national language classical Arabic vs Algerian colloquial Arabic, and the many Berber dialects versus Arabic make the situation in Algeria difficult. States might apply the lessons from the Algerian case to similar circumstances when planning their linguistic, educational, and cultural strategies.

Following its independence, Algeria adopted an "Arabization" agenda. The main concern of the program, which ran from the late 1960s until the late 1990s, was the extensive use of Arabic at the expense of French and other regional tongues because Arabic plays the largest role in Algerian identity. By the beginning of the 2000s, Algeria's educational system had undergone full reform.

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1.4.1 Arabization Policy

Chemami (2011) claims that by 1962, Algerian authorities had created a program of Arabisation. The objective of such an approach was to reinterpret Classical Arabic in both administrations. Arabization was motivated by the fact that Arabic is the language of independence, while the enemy's language is French and the Arabo-Islamic civilization. To revitalize the nation's Arab The State implemented the Arabization initiative to strengthen its - Islamic character (Bellalem, 2008).

According to Mostari (2003), the Arabization plan made significant headway in lowering France's stance The distinctions between those who defend and Through the use of this set, you can support both speakers of French and formal Arabic. policy. Arabophones connected traditional Arabic and identity However, Francophones asserted that French is a language of progress and expansion that views Arabic as the standard language. language. Government, the environment, and education were particularly impacted by the Arabization era.

The promotion of literary Arabic as a standard language began in 1964 with the announcement that Arabic would be taught in classrooms for seven hours each week. As a result, there was a shortage of excellent Arabic teachers, leading to the recruitment of a sizable number of teachers from other Arabic countries (Sharkey, 2012).

According to Mostari (2003), there has been a considerable change in the enlightening profile of Algerian culture. with Algerian independence when the majority of French and other Europeans departed. Since most of the experts and chairmen in Algeria's educational system were Europeans, the country faced a shortage of highly trained and qualified personnel. Immediately following independence, a major reform was implemented to demonstrate

Classical Arabic beginning at the elementary level, French becoming a second language (1964), and then that language becoming a foreign language through the implementation of the Foundation School system in 1976. The abolishment of French was not a result of the Arabization crusades, according to President Benbella in 1965. However, it should be mentioned that the process of Arabization was not obvious and In a variety of contexts, such as in education, execution systems were challenging to identify. She contends that in Algeria, the promotion of Arabization has been done more for political rather than just being a

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sociolinguistic element. However, it has been shorn of its socio-cultural component. from which it derives. Another crucial tool for socialization and cultural discovery is language. an intellectual activity Additionally, Arabization has come under fire for failing to take steps to prevent seeking to impose Arabic as the sole language, and for erasing some of the languages that existed in Algeria. countrywide means of communication (Mostari, 2003).

4.2Educational Reforms

Within the Algerian educational system, English has been introduced and established for political reasons (Bellalem 2008). As a result, it served as a fundamental tool throughout the Arabization reform campaigns to replace the French.

The school sector has advocated the Arabization policy. Arabic was largely taught in the curriculum for all subjects. In elementary school, French was taught as a second language beginning in the fourth grade. French was taught as a foreign language in the first year of primary school, whilst English began to be taught in middle schools in the second grade. Universities opened more English departments, which created and distributed instructional resources for the teaching of English in Algeria.

By the early 1990s, the majority of those who favored Arabic said they opposed teaching French as either a primary or secondary language. However, the minister of education rejected their argument. (Benrabah, 2007; Belmihoub, 2012) chose to incorporate English alongside French even though they were introduced concurrently with English, Spanish, Russian, and German as a lesser priority than English. Benrabah (2007) also asserts that English is competitive. Algeria will have French as its second foreign language. In a similar spirit, Miliani (2000) adds that Anglophones argue that English is the language of science and technology to get English designated as Algeria's first foreign language in place of French. This argument, however, falls flat because it is clear that their stance is driven more by

political than by educational considerations. On the other hand, reports indicate that efforts to integrate English into primary schools have largely failed. The French language was taught in primary schools due to the political motivation behind this plan, which reframed French as the first foreign language when thinking about teaching foreign languages (Mliani, 2000). While English was relocated from primary school to the first year of middle school.

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1.5 Conclusion

As has been mentioned in the introduction of the second chapter, this chapter is divided into two parts. The first one has dealt with the definitions of language planning and language policy providing an overview of language policy in Algeria. While the second part was about the definition of language attitude, its types, and how is it measured.

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Chapter Two : English language status and FLES Movement

2.1 Introduction

It's widely known that English becomes the dominant language around the world. As far as this chapter is concerned, it is divided into two parts. The first examines the existing languages in Algeria and the status of each Language in society. The main competing language is Arabic which is an umbrella term that represents three varieties: Classical Arabic (CA), Modern Standard Arabic (MSA), Educated Standard Arabic (ESA) and Algerian Arabic (AA). The second one is Berber, the language of the original inhabitants of Algeria, French which characterizes the Algerian society though not chosen freely becomes an integral part of its identity and English as a foreign language that could impose itself as a language of worldwide communication, technology, and science.

In the other hand, the second part aimed at focusing on the status of English language Worldwide, in Algeria and its future status. In this regard, the current chapter shows the importance of such international language as well as providing a detailed overview about English language spread in Algeria till the present day.

Part One

2.2 An overview about Algeria's Sociolinguistic Situation

As noted in recorded history, the Tamazight or Berber-speaking Imazighen were among the first people to colonize North Africa, including Algeria. Later on, there was a lot of interaction between the Berber tribes and Arabs, which led to the Islamization of the Berbers and the adoption of Arabic as a study language as the Quran was initially written in Arabic. Afterwards, France conquered Algeria from 1831 until 1962. During this period, the French attempted to abolish the Arabic language and enacted strict language laws to determine the worth of the Arabic language. Consequently, the French language has been utilized in administrations, and in almost every aspect of Algerian society. After gaining its independence in 1962, Algeria faced numerous issues in all spheres, one of which was the language issue, specifically the choice of the official Language. It was difficult to impose cultural coherence on the Algerian community and Due to such historical events, Algeria has developed a complex Arabic linguistic profile that includes regional dialects, Berber, French and even English.

Chapter Two : English language status and FLES Movement

2.2.1 Varieties of Arabic

Numerous variants of the Arabic language were created as a result of various reasons. Commonly known as Algerian Arabic (AA), Educated Spoken Arabic (ESA), Modern Standard Arabic (MSA), and Classical Arabic (CA).

2.2.1.1 Modern Standard Arabic

According to the Algerian constitution, Modern Standard Arabic (hereafter MSA) is the nation's official language. The so-called Quranic Arabic or Classical Arabic (henceforth CA) is nothing more than a modernized version of MSA. As a result, it holds a renowned standing among Arabic-speaking nations. Arabic is viewed as a God-given language that is beautiful and distinct. The most effective and elegant of all languages for expressing ideas and feelings (Chejne, 1965). In the same vein, Fleish (1964) added "Classical Arabic has the most prestigious and tremendous reputation." It is doubled since it has two components: the reputation of the superb language of "Culture [...] and a religious language". The main variations between CA and MSA arise at the levels of stylistics and vocabulary, and they are rather minor (Djennane, 2016).

2.2.1.2 Classical Arabic

The variety that has been around the longest at the top of the list. The Qur'anic Language. It is still the language used for all religious rites, and it is where Arab classical grammarians learned the fundamentals of proper usage. This variant can be regarded as a living language going forward and for the next 1400 years (according to the Islamic calendar). It is thus thought to be used for religious purposes including reciting the Qu'ran and Friday sermons, The language of an extensive body of classical literature, notably poetry. The causes listed above can be viewed as a direct cause of the language's continued use.

Chapter Two : English language status and FLES Movement

2.2.1.3 Educated Spoken Arabic

Middle Arabic, commonly referred to as educated spoken Arabic, is a form that combines some characteristics of the two languages rather than being a strict representation of either vernacular or standard Arabic. ESA is unique in that it is used by educated speakers and is "employed for semiformal discussions and on other social occasions when the colloquial is deemed too informal, and the literary, too stilted" (Ryding, 1991). In this regard, it is important to note that ESA is a developing tongue that is understood by all educated Arabic speakers in all Arabic-speaking nations.

ESA was a highly appealing alternative to MSA for teaching Arabic as a foreign language to Arabic language trainers and teachers in the West. Given that ESA only exists in oral form and that speakers typically turn to their local dialect any time they find it difficult to express themselves in MSA, the question of whether ESA may be regarded as a variety of Arabic in and of itself may be brought up.

2.2.1.4 Algerian Arabic

Algerian Arabic (Algerian in terms of the blending of more than one language) is the typical language (or a variety of languages) spoken in this country. This dialect of Modern Standard Arabic (MSA) is referred to as "darija" (colloquial Arabic). Additionally, because 80%–85% of the population speaks it, Algerian Arabic is regarded as the official language of Algerians (Benrabah, 2014). Because of its straight forward organization at many levels, particularly the phonological and syntactic levels, Algerians choose this language as their first language.

As a result, the low variation (AA) in the entire nation comprises a few regional dialects. The dialects of the Maghreb region, including those of Algeria, are mutually comprehensible. However, Middle Eastern Arabs, particularly those who speak AA, are unable to understand these dialects. The latter has a sizable amount of foreign words, particularly those from French. This makes it difficult to recognize AA as a genuine variety because it combines Arabic with borrowings from Spanish, French, and Turkish, as well as considerable regional differences in pronunciation and syntax.

Chapter Two : English language status and FLES Movement

It is true, as claimed by linguists, that there are several linguistic factors at play in Algeria. The complexity of this scenario is a result of the coexistence of Tamazight, another indigenous language, and Arabic (with all of its variants).

2.2.2 Berber

Berber, often known as Tamazight, is the common name for the native tongue of North Africa. It was spoken in a sizable region that reached from the Siwa Oasis in Western Egypt to Libya, Tunisia, and Algeria to the Canary Islands and Morocco (Achab, 2001). When it comes to Algeria, Tamazight includes five key kinds that are spread across several areas. Kabyle (Takbaylit) (Takbaylit) has the most number of speakers in the nation. Tashawit, or Shawi, is primarily in Batna, Khenchla, and Oum-El Bouaghi, spoken in the southeast of Constantine. Among the minority languages spoken on the mountain of Tachenwit is Shenwi. Chenwa (West of Algiers). Ghardaia is the home of Mzabi (Tamzabit), and its nearby population centers. The Touareg people speak Targui, which is spoken in some isolated regions of the Sahara, including Ahaggar.

2.2.2.1 Tamazight Fight for Recognition

The Algerian-Berber issue dates back to the early years of colonization. French colonial anthropologists in Algeria promoted the Aures and Kabyle Berber cultures as superior to Arab culture. In the context of colonialism, these depictions of Berbers and Arabs were used to "divide and rule." Following independence, this has caused a growing belief that Kabyle was given preferential treatment and that the Berbers need to establish their independent nation.

Following independence, the National Liberation Front (FLN) commander and first president of Algeria, Ahmad Ben Bella (1963–1965), declared three times that they were Arabs ('Nous sommes Arabes...'). The Socialist Forces Front (FFS), led by Mohandou el Hadj and Houcine Ait Ahmad, two of the Kabyle's military leaders, started a civil war as a result of Ben Bella's statement, which was seen as a means of alienating the Berberists from the newly independent Algeria.

General Houari Boumediene, who led an army coup and was elected president of Algeria in 1965, assisted the Kabyle rebels in their 1964 capitulation. During his reign, the

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majority of important decisions regarding language and culture were made. According to the Berbers, Boumediene's rule was autocratic, and speaking Tamazight in public was frowned upon.

As a result, the Berber movement was forced to export its battle. L'académiebèrbère was established in Paris in 1967, which was a turning point for Berbers and a result of the diaspora in France (El Assai, 1993). The Berber issue was resurrected and given major attention following the death of President Boumediane. The Berber poet and scholar Mohamed Maamri was denied permission to organize a conference on Berber poetry in April 1980. The denial of the administration and the activist's detention at the University of TiziOuzzou in front of his audience sparked an initial student protest that later included residents of the entire Kabylia. The Berber Spring is the name given to this rebellion.

The bloody events of October 1988 caused the single-party system to collapse and political pluralism to emerge, which altered the state's stance on the Berber issue. It wasn't until the 1990s that the Algerian government began making significant decisions regarding Berbers, their identity, and their language. A full year of school boycott in Kabylia from September 1994 to April 1995 led to the founding of the High Commission of Amazighity Commissariat à l'Amazighite (HCA), which was authorized by LiamineZeroual, President of Algeria from 1994 to 1999. When the administration agreed to incorporate Tamazight in the classroom and the media, the school-bag strike came to an end.

The one-party system's demise led to the growth of Islamism as a widespread movement that posed a threat to the Berber issue by Islamizing the nation and pursuing an all-encompassing Arabization agenda. The Islamic Front of Salvation (FIS) entered Algerian politics, which had historical ramifications for the Algerian people. Elections that favored the FIS over the FLN, the reigning party, were canceled by the authorities. The country has been embroiled in an internal armed conflict for more than a year as a result of the revocation of the election results.

Ten years or more, Bouteflika won the presidency in 1999. His administration was distinguished by significant choices, such as the introduction of "La Concorde Nationale National Reconciliation," a political initiative for national amnesty. Bouteflika's initiative ended the deadly conflict, and the nation is now experiencing uncertainty. During Bouteflika's presidency, the government's rhetoric toward Tamazight was marked by kindness. The

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Berbers appeared in TiziOuzzou in April 2001 and quickly made their way to Algiers, the nation's capital. They showed up to formally establish their language as the national tongue. The government was not prepared to begin a new brutal age that may have disastrous effects, therefore it was quick to agree to the Berbers' demands for one simple but important reason.

Despite his claims that the only way to make Tamazight an official language is to hold a national referendum, he was forced to reconsider once the bill of amendment was approved by parliament. Indeed, Bouteflika approved a modification to the constitution that affects Article 3. Tamazight is now recognized as a national language, with Arabic remaining Algeria's only official language. Such acknowledgment made it possible to introduce the language on public television, which was later followed by the launch of a public channel that spoke Berber (TV Tamazight Algérie 4). Tamazight was introduced in all public schools across Algeria, leading to additional successes.

The demands of the Berbers extended beyond making their language a national language. Tamazight was proclaimed an official language in 2011, following a decision by the Moroccan government to give Berber and Arabic the same status as two equally official languages in the constitution.

2.2.2.2 Tamazight at school

Tamazight question entered the period of achievement following the 1980 Berber Spring. The introduction of the language in public settings has long been a top priority for Berber campaigners. For the realization of a national Tamazight initiative, education is regarded as essential. The University of TiziOuzou established an Amazigh language and culture department with 10 students in 1990, beginning the history of Tamazight integration in Algerian education. The University of Bejaia created a second language department a year later, in 1991. 2010 saw the opening of the Tamazight departments at Bouira and Batna. The founding of the Haut Commissariat à L'Amazighité (HCA) in 1995 was a key development in Tamazight's history. This significant organization asserts itself as in charge of Amazigh identity and language. Tamazight was recognized as a national language in 2002 as a result of persistent Berber protests and a school boycott that lasted for two months (from April to June 1995). As a result of this acknowledgment, language classes can be offered to all students nationally. A National Pedagogic and Linguistic Centre for Teaching Tamazight (CNPLET)

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was created a year after it was first founded, and it is responsible for creating pedagogical and linguistic resources and teaching approaches for Tamazight. Despite being elevated to the rank of national language. Tamazight's teaching has only been practiced in the Kabylie region, and it has not enjoyed widespread public support. Six of the original 16 Wilaya" that first began teaching Tamazight no longer have pupils as of today, and TiziOuzou is the only Wilaya that accounts for a sizable portion of the annual total (See Appendix C). The statistics in the table display the number of students from 1995 to 2005 by Wilaya. As seen in the table, Tamazight is no longer taught in Oran, is only taught to a small number of students in Algiers, and is not taught at all in Batna although it is a Berberphone society (Dourari, 2011). Experts attribute this striking regression in the teaching and learning of Tamazight to several connected issues. The Tamazight language being taught as an optional subject in Algerian schools is one barrier.

2.2.4French

How it has been done in mainland France since 1539, the French colonial authorities in Algeria aimed to expand the French language there. (2012) (J. Sharkey,). Arabic's worth and position were diminished by the colonizer to exclude it and replace it with French. 1) "France closed all community schools where Arabic was taught and introduced Arabic as a second language in some schools," claim Ezzaki and Wagner (1992, cited in Bellalem, 2012). Therefore, the general educational objective was to spread the French language as a national and official language, continues Murphy (1977, cited in Hellalem, 2012) However, Rezig (2011) notes that throughout the time of French colonization, Algerians were forced to use French as their only official language, while Arabic was demoted to the status of a foreign tongue. In addition to the several dialects spoken throughout the nation, Arabic is a symbol of Algerian nationalism and reason. 10% of students were Algerian, whereas 30% of students were French.

2.2.5English

The second foreign language in Algeria is English. Since 2000, the government has begun the educational policy to begin the introduction of the English language in middle schools Implementing this change and giving the English language this prominence was because the Arabization program intends to increase the hours of Arabic, among other

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factors, it caused many teachers to lack adequate foreign language training. English and French are taught at the expense of. The early 2000s, according to Berrabah (2007) was distinguished by a change to a free-market economy or a globalized pedagogy. It also results from the strong level of commitment to working together with the United States of America and Canada Openly pushing this goal for educational progress in Algeria. English is already essential. a resource for Algerian citizens to conduct business in the most pertinent sectors, including having access to Algerian multinational corporation

Part Two

2.3English as a Global Language

Withoutdoubt, English is the mostwidelyspokenlanguage in today's globe. Many nations impose English as a "Second Language" in education. It has been incorporatedintopolitics, business, education, technology, the media, and otherfields.

According to Graddol (1997), English speakers canbedividedintothree groups worldwide ; First-language (L1) speakers are thosewhospeak English as their first language. speakers of English as a second language (L2) whoalsospeakother national languages in specific situations. People whostudy English as a foreignlanguagemake up the third group of English speakers (EFL). In a number of fields, including communication, science, commerce, and culture, English isnowadays the dominant language in the world. It isruling the entireplanet in a waythat no otherlanguage in humanhistory has everachieved. The Economistsaidthat English was the world's leader in a number of areas, including business, science, and notably culture, according to David Northrup (2013).

2.3.1In Communication

In every country on earth, English has establisheditself as a language of communication. English is widelyspoken, according to Schneider (2011). Either the majority of people already speak it, or at least one personnearbyis able to communicate in it. As a language of worldwide communication, English has been quitesuccessful in bringing people togetherthroughout the world. It isconsideredthatusing English as a universallanguageoffers certain benefits for people .

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One of the benefits of the knowledge of this language is that English is utilized as a medium for communication, empowerment, and unification of individuals in the global society. In other words, English is very significant in unifying all people throughout the world regardless of their nationalities, cultural origins, or races (Pandarangga, 2015).

2.3.2 In Science

In the 1980s and 1990s, a variety of scientific papers, including those produced in French, German, and Mexican, began to be written in English. In the same vein, Graddol (1997) asserts that "after World War II, journals in many nations have changed from publishing in their national language to publishing in English." The predominance of English has not only been found in scientific literature, according to Graddol (1997). However, it now dominates the field of book publication and has a significant impact on everything else.

2.3.3 In Commerce

Along with the US's leadership over the global economy, the growth of international trade has been one of the key aspects of the rise of English. English benefited greatly from this accomplishment, making it one of the most widely used languages in international commerce at the moment. The preferred language of international commerce and politics is now English (Harmer, 2007).

2.3.4 In Art

English movies and music have been widely disseminated through many media outlets, including TV and radio. Kova (2014) claims that "English became the language of popular culture and, as a result, today dominates world wide bestseller production" in this regard. "In the last 40 years, English also became the predominant language of international popular culture, with the music industry being the most obvious example," she continues.

2.5 Graddol Hierarchy about the Status of English

A hierarchy of English position throughout the globe is conceptualised by David Graddol (1977). As a result, a five-layered figure is produced, with English and French predominating at the top. But because French is dwindling, English has increasing global influence. Additionally, it is asserted that speakers of English may be found in large numbers in the lower-

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class countries. The languages at the bottom of the current social structure, however, are in risk of dying out.

Experienced English language learners may develop communication skills that are different from those of native speakers because of the more dangerous communication circumstances that they frequently encounter themselves. However, the methods used by non-

native speakers are still poorly studied. Despite the possibility that there are already more people who speak English as a second language than as a first language, there is still an increase in English usage.



Figure 01 : The World Language Hierarchy (Graddol , 1997)

2.4 English Status in Algeria

People are beginning to place increasing value on learning foreign languages, particularly French and English, in this respect. In fact, in addition to the ties that have grown between Algeria and the United States, English's global standing allows it to acquire

influence in Algeria. Abdellatif Mami (2013) continues in this regard by stating that since English was included into the Algerian educational system, it has been given priority.

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At various educational levels, it was quite necessary. The number of TEFL (Teaching English as a Foreign Language) schools has also increased dramatically across the nation.

It is widely believed that English, which should become Algeria's second language, is the language that has led the world in development, technology, scientific research, and modernism. In actuality, English has been defined as a second foreign language in the beginning of the 1990s, and as a first foreign language after the 2000 reform, to achieve the position of the language of science and technology utilised in lifelong learning in recent years. (Mami, 2013)

2.5.1 The Introduction of English in Algeria Primary Schools

English has long been the predominate foreign language in the curricula and syllabi of many educational systems throughout the world due to its role as a worldwide lingua franca. The Algerian government began promoting the teaching of English in response to such a fundamental premise. Bellal (2012) claims that the English language was widely spoken in Algeria before 1940, when the nation was on the verge of socioeconomic prosperity as a result of its enormous oil profits. He further added that during this time the government's political and economic policies altered throughout the economic liberal era (1980–1991) to be liberal in politics and welcoming to the West's economy. Its initial objective was to expand the Algerian economy. Besides the French market, her global neighbors, primarily to the USA and UK. As a result, the 1990s for example, the oil and gas sector in Algeria has seen a surge in American and British investments (2013).

As a result, English was more prevalent in Algeria as a result of economic cooperation with western nations, a rise in private investments, and promotion of tourism. In actuality, French was the first foreign language taught in Algeria until the ministry of education added English as a second language in 1972. Starting in the eighth year of middle school, it is covered as a requirement for all subjects. The government mainly relied on foreign EFL instructors during this time, particularly from Pakistan, India, and eastern European nations. United States and United Kingdom (Bouhadiba, 2006) To make up for the lack of professors, the United States of America.

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2.5.2 English as the First Foreign Language: the Experience of 1993

French and English were introduced together in primary schools during the 1990s. As a result, primary school fourth graders got the option to choose their first required foreign language. The Ministry of elementary and Secondary Education "introduced English in primary school as a competitor to French under the influence of the pro-Arabization lobby, which comprised Islamists, conservatives, and nationalists," according to Benrabah (2014).

The Algerian Ministry of Education issued a decree (029/MD/93) on September 6th recommending the progressive introduction of English in specific elementary schools chosen at random to serve as the project's pilot locations beginning in September 1993 (Djouimaa, 1999). Additionally, this decree provided helpful guidance on:

- a- **Programs and instructional materials:** The C.R.D.P. (Centre de Recherche Didactique et Pédagogique) created and distributed a textbook and a workbook.
- b- The time commitment is the same—five hours per week—as for the French language instruction. However, an additional class every week might be advantageous for some students.
- c- **Teachers:** Those who graduated from the LTE (Institut Technologique de L'Éducation) were assigned to teach English in the primary phase. They received training for that reason.
- d- The way that teachers are organized at primary schools is that each English teacher is responsible for two or three courses spread throughout one, two, or even three nearby primary schools. Additionally, inspectors must plan seminars and training sessions for those teachers in collaboration with the I.T.E.
- e- **Supervision and control:** Inspectors are in charge of monitoring and managing the Primary school English instructors' jobs.

All of the pilot schools involved in this project received copies of this decree.

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Algerian policy makers took a bottom-up strategy to foreign language teaching by introducing English in primary school, allowing parents and pupils to select their first required Foreign language (French or English). The number of those who chose English was very small, because "the rivalry between the two European French gained popularity while other languages changed (Benrabah, 2014).

However, Arabophones accused them of doing so because Algeria is politically and economically dependent on France. Algerian Francophones believed that the failure of this experience was due to the fact that the English language did not represent a serious competitor to French.

There is no proof, though, that the pilot effort was a complete failure. Since the pilot schools were chosen at random, Djouimaa (1999) claimed that "Many parents in favor of the operation do not find the opportunity to make a choice between English or French, their children being registered in schools where the experiment is not available". She further explained that The sole reason the schools were picked is that they feature open classrooms . Additionally, in a time of intense ideological conflict, it is challenging to carry out this project and civil war (political turmoil).

2.6 English Future

No language, according to a popular belief, can prevent English from becoming the dominant language in the world in the coming years. According to Graddol (1997), "There is no imminent danger to the English language, nor to its global popularity - a reality that is recognised by the majority of persons who are professionally concerned with the English language globally."

English is widely spoken around the world and will eventually become a universal language. There will be concerns that English won't be standard anymore, that it will change, and that it will also lose its complexity. However, as the language transitions from a foreign language to a second language with a striking demographic expansion, a significant number of English local variations will develop (Graddol (2007). However, Wallraff (2000) brings up a claim made by linguists that the proportion of English speakers who speak it as a second or foreign language exceeds that of native English speakers and will continue to rise.

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An identical history to the history of the English language cannot be found elsewhere. No language in the future can there for eacquire the same level of worldwide recognition as English has today (Graddol,1997). By contrast, ingit with the current hierarchy, Graddol proposes a new language hierarchy for the middle of the twenty-first century (figure mentioned above). Along with other factors like economic, demographic, and so on, he takes the shifting positions of the languages into account. According to the findings, there won't be a monopoly of any particular language at the top. By the middle of the twenty-first century, Chinese, Hindi/Urdu, Spanish, and Arabic willjoin English as the dominant languages.

Part two

2.7Foreign Languages in Elementary Schools (FLES) Movement

All forms of K–8 elementary school foreign language programs are collectively referred to as FLES. Since FLES programs have been operating well for many years, their significance has increased in the third millennium as a result of recent, convincing data provided by researchers and other powerful supporters

2.7.1Definition of FLES :

FLES, an all-encompassing word for all kinds of elementary school foreign language programsin grades K through s All sorts of programs are referred to as FLES (pronounced FLESstar), to separate them from one of the program paradigms, Sequential FLES Sequential The word "FLES" isused to refer to two- or more-year primary school foreign language programs that systematically build functional language and cultural abilities in relation to themes, issues, and cross-disciplinary approaches. Based on the length of time and frequency of instruction, good theme-related fluency is anticipated. The word "FLEX" or "Exploratory" isused to describe an introduction to one or more languages and cultural awareness with modest expectations in terms of foreign language proficiency. The term "immersion" (total or partial) refers to the use of the foreign language for the entirety of the elementary school day (or for a portion of it) in order to teach the various subjects covered in the elementary school curriculum. After four or more years in the curriculum, good fluencys anticipated.

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2.7.2The Four Major FLES Models :

The acronym "FLES" serves as the general term for all types of foreign language programs in the elementary school in grades one through eight in the third millennium. The term Sequential FLES is the study of one foreign language studied for two or more years, offered 3-5 times per week, with a minimum of 30 minutes per session in grades 3, 4, 5, and 6 (15 minutes in grades K-2), for the efficient and systematic teaching of that language. Sequential FLEX is the study of one foreign language for two or more years, taught just once or twice a week, with limited objectives for the development of language skills and culture(s) in line with the five objectives of the national foreign language standards; Exploratory language learning aims to develop fundamental cultural knowledge and

Survival fluency in multiple languages while studying limited linguistic and linguistic components; A foreign language is used to teach the many subject areas of the elementary school curriculum in immersion, partial immersion, two-way bilingual, or dual immersion programs. Each of these program concepts has the ability to add to the K–12 foreign languages sequence uniquely.

2.7.3Historical Development of FLES :

The 1950s marked the actual start of the development of FLES. It has long enjoyed strong support, especially in American schools, and has since experienced an incredible global proliferation. There were several obstacles in the way of this movement. There can be issues, setbacks, and successes. However, Donogue (1968) claims Since shortly after the settlement of Jamestown, some children in this country have always had access to foreign language instruction. It was not until the 1880s that schools started to sprout in New York City and other cities including Baltimore, Buffalo, Cleveland, Chicago, St. Paul, Cincinnati, and San Francisco." Donogue, M. 1968. Effectively, widespread growth took place in the 1970s and 1980s. Outside of America, particularly in Britain, the FLES programs started to be implemented.

Foreign language instruction took place in secondary schools prior to the development of FLES. However, issues with competence were frequently raised. Therefore, many educationalists, linguists, and subject-matter experts were tasked with

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finding solutions to this problem. The innovators of this venture were Americans. Then, new experiments were started in a number of other countries, including Britain, France, Sweden, Italy, and Germany. In actuality. The European Union's Ministers of Education adopted a resolution on the value of early foreign language acquisition on November 20, 1997

"Most members of the states today have great expertise in the field of teaching children other languages. To assist the few studies that have attempted to analyze the outcomes of these encounters by looking at what makes them successful, the Commission wanted to do the following. (Blondin and Co., 1998; in Boromy, 2006)

The growth and dissemination of FLES movementssawups and downs in the Americas as well as the other nations listed earlier. Many of the questions were addressed in the language teaching at the time, but its challenges led some to question its applicability. Thoughit was thought to be a significant movement in language instruction, it was never regarded as a fad. However, in order to address its issues and short comings, further research and investigations were required. Due to the growing acceptance and appreciation of the usefulness of FLES programs on the part of foreign language educators at all school and university levels, FLES had an exciting status by the 1980s and 1990s.

2.7.4FLES and Globalization

After the Cold War, a new movement known as globalization merged, upending the established order of the world. This phenomena first arose in the 1990s. The most significant feature of is that it threatens long-standing ways of existence that have been maintained, for example, by colonization or tyranny, for many years. As a result, one of the most important components of life—language—was impacted by this event.

Nationalistic Ideals Served as the foundation of the conventional educational ideology. In today's globalizing world, the concept of "one nation, one language," which dominated western communities, has no place. In this light, the Algerian educational system's strategy of "Arabization" was viewed as essential to reviving Arabic as the country's official language. They were even more convinced that their native tongue was the only acceptable form of

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communication due to the widespread monolingualism characterized the western world at the time.

However, as was already stated, globalization affects every aspect of life. The global era undoubtedly has a significant impact on education worldwide, though to varying degrees and in different ways. In western nations, it causes political barriers to collapse and causes a breakout in their educational systems and communities. Studies have shown that social views, prejudices, and interests have their roots in a child's early years and that it is difficult to remove barriers from a child's life later on. A defense of the early introduction of foreign languages. This early start could provide reliable, well-balanced foreign language foundations. The latter becomes essential in our more globalized society.

The most crucial requirement in international business and trade is fluency and high skill in foreign languages. Therefore, in order to participate in the global world, countries have to establish new educational policies. In addition to the mother tongue, foreign languages are increasingly taught in the educational institutions. They can therefore "naturally" merge. Children will eventually come into contact with other people and their cultures through languages as they grow. After being liberated from national prejudice and learning a foreign language, the young are better positioned to succeed in the global community.

If the FLES strategy is taken into account, educational perspectives in the Algerian environment alter. The goals and objectives are different from those listed above because it started after 1962. The school system's goals for teaching foreign languages are vague and undefined. The goal of policy makers was to promote nationalism through one language, and as a result, to create a monolingual and monocultural society. However, just after independence, the national educational system had already begun with multilingual and bicultural reality. This truth was impossible to achieve because Algerian reality is strongly ingrained in French.

Nevertheless, Algeria had to strive for multilingualism and multiculturalism because globalization was affecting all facets of life worldwide. The place of French in Algerian reality was once more restored. However, the nation's goals were to eradicate the usage of French so that it would eventually disappear at all levels, starting with the national education system. However, French continues to be a part of daily life for Algerians.

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For two reasons, the Algerian educational policy continues to work to reduce the use of French as a foreign language. First, its use is thought to pose a constant threat to the unity of the national identity. Second, English is seen to be a better neutral FL for dealing with globalization. Additionally, Algerians are becoming more and more convinced of the crucial use of English as a global language.

It is assumed that it is the most widely used and in-demand world wide language for business, technology, and science. This is supposedly the rationale behind English's introduction into Algerian elementary schools as a competitor to French. Deep observation, however, may prevail for factors so different than those already described. In fact, the fact that

English is advancing can be seen as a benefit. To be incorporated into the Algerian educational system, however, is a delicate choice that necessitates much research. In addition, policymakers are encouraged by the internet and other information and communication technologies to make judgments about foreign language instruction in educational systems. As a result, in order to participate in this globalizing society, barriers would need to be removed in order to trade not only things but also knowledge and ideas.

2.8 Conclusion

To sum up, the present chapter as written above, is divided into two parts. The first one tends to give an outlook of the current sociolinguistic situation of Algeria. It sheds light on the status of each language. The second one deals with the English language's status Worldwide and in Algeria as well as its future status. Accordingly, the FLES movement has been mentioned in terms of its historical development, its models besides the reasons that lead to its appearance.

Chapter

Three

Chapter Three: Data analysis and discussion

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Chapter Three: Data Analysis and Discussion

3.1 Introduction

This chapter is concerned with the practical part of the current survey. It is divided into two parts, the first explains the methodology has been adapted to achieve the research objectives in terms of the research tools that have been used, information about the sample population, etc. While, the second part is concerned with The analysis of the data gathered from the questionnaire and the interview that have been used to collect the data. At the end, the researcher will end up with some recommendations related to the study.

Part one

3.2 Methodology considerations

The methodological approach for this study is briefly described in this part. As regards to which approach this study adapts, both qualitative and quantitative approaches have been utilized. As far as the quantitative methods are concerned, it is widely known that it aimed at quantify and evaluate data from a large sample. Thus, two questionnaires were directed for both primary school English teachers and parents.

The qualitative method in the other hand, aimed at interpreting data in a subjective way because respondents may add more details such as explanations, and solutions. Accordingly, 4 primary school English teachers were interviewed about the same matter. The focus is placed too on the the Aim of the study, sample population, and data collection instruments, as it is explained below.

3.2.1 The Aim of the study

This study is guided by three research questions. The first one is set out to measure parents attitudes toward the implementation of English language at primary schools. Accordingly, The second question aimed at measure whether they develop a positive or a negative attitude towards the matter. whereas the third one aimed to see if pupils are motivated to learn English in primary schools or not.

Chapter Three: Data Analysis and Discussion

3.2.2The Research Design

Research is a process that generates questions, problems, or theories that aid to acquire trustworthy data, and the results should then be examined (Nunan, 1992). The case study, as defined by Yin (1984), is "an observational request that analyzes current phenomenon inside its real-life environment, where the boundaries between phenomenon and context are unclear, and in which multiple sources of proof are applied. Explanatory, descriptive, and exploratory case studies. The current study is a descriptive explanatory case study. It includes a comprehensive account of a specific occurrence that the researcher hopes to use to describe and depict the facts as they come in.

3.2.3The Sample Population

Population' and 'sample' are frequently used interchangeably in academic contexts. Therefore, a clear separation between these two fundamental ideas must be made. Population is defined as "the total number of units" whereby information can be gathered (Parahoo, 1997). In other terms, it refers to a collection of people, individuals, or things that are sampled for measurement, for instance, a group of educators, students, etc. Accordingly the sample population of the current study consists of 50 parents and 50 primary school English teachers (of English in primary school).

3.2.4Data Collection Tools

According to Gay (1987), data collection tools are any equipment used to gather data, including questionnaires, tests, observations, and interviews. In the current research, two data collections were used: an interview was directed to teachers and a questionnaire was administrated to both teachers and parents.

3.2.4.1The Questionnaire

One of the most popular tools used to conduct an academic inquiry is the questionnaire. According to Gillham (2008), questionnaires are "one of several ways to collect data by asking direct or indirect questions". One of the key advantages of employing questionnaires is that a big population may be reached in a short amount of time. Structured, unstructured, and mixed questionnaires are the three different types of questionnaires.

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As regards to teachers' questionnaire, it consists of 8 questions ; 4 closed-ended questions and 4 open-ended questions. Firstly, teachers were asked if they consider implementing English at primary schools was a right decision or not. Secondly, they were questioned if they use MT to clarify things for students, which method they adapt to tackle the lessons, which skill they give priority, if they encourage English language usage outside the classrooms and whether they anticipate that English usage will spread among Algerians in the coming years. Besides, they also were asked about how children behave during English classes and what hindrances they are encountering.

Parents' questionnaire in the other hand contains four questions ; 1 multiple choice question to know which foreign language students prefer, 2 closed-ended questions to see if children are complain about anything while learning English when return at home and to check their attitudes towards the decision. Their questionnaire consists also with one open-ended question to give them the opportunity to suggest anything that may facilitate the learning process for their children.

3.2.4.2 The interview

It is possible to think of interviews as a qualitative analytical process that entails "intensive individual interviews with a small number of respondents to explore their perspectives on a given concept, program, or circumstance" (Boyce, 2006). There are three forms of interviews ; structured, semi-structured, and unstructured. A semi-structured interview is used in this study.

The 4 interviewers will respond to 5 questions. All the questions were open-ended questions to give the respondents chance to feel free to add more details concerning the matter. They were firstly asked if they consider the decision good or not. Secondly, they were asked if it is difficult for young learners to acquire a foreign language as well as if their students encounter any obstacle while learning English. Lastly, they were given the opportunity to suggest any recommendations to make the teaching and learning process goes at ease as much as it is possible.

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Part Two

3.3 Data Analysis and Discussion

3.3.1 Analysis of teachers' questionnaire

Q1 : Do you think that implementing English in primary schools is a right decision ?

Option	Frequency	Percentage
Yes	49	98 %
No	1	2%
Total	50	100%

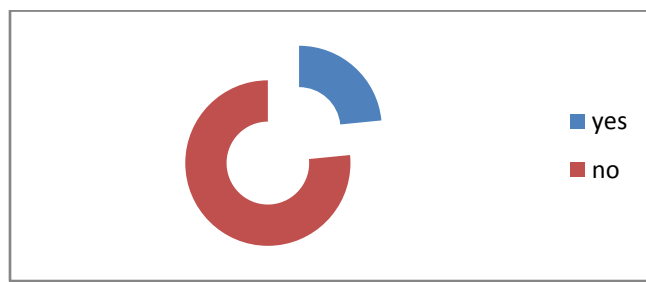


table3.1/ figure3.1 : Teachers' attitudes towards the decision

As shown in the figure and the table above, 49 teachers (98%) support the decision and consider it as a right decision . Whereas , one teacher (2%) claimed that the decision is wrong since it was launched without any preparations.

Q2 : Do you use the mother tongue for better explanation ?

Option	frequency	percentage
Yes	37	74%
No	13	26
Total number	50	100%

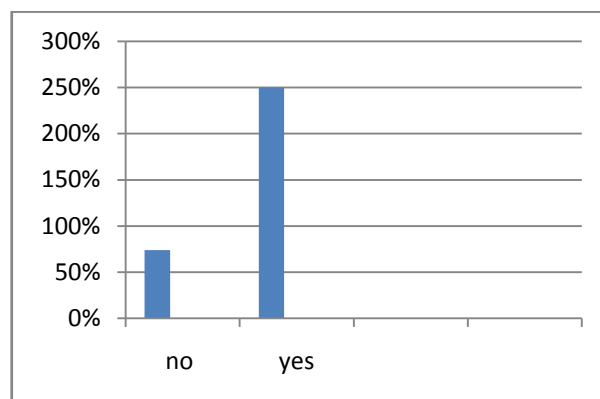


Table3.2/ Figure3.2 : Mother tongue usage during English sessions

As regard whether teachers use arabic while teaching, 37 teacher said that they do for better explanation. However 13 teachers claimed that they do not because it is not appropriate to use grammar translation method at early age since they will depend on translation as a learning tool.

Chapter Three: Data Analysis and Discussion

Q3 :How do children behave toward english as a new subject matter for them ?

The results revealed that all the teachers claimed that, students enjoy during their english classes. They said that they feel excited to learn new terminologies. They claimed also that the students ask many questions about each new thing they learnt.

Q4 : Which method do you adapt while conducting the lesson ?

The findings show that there is no specific method they adapt while teaching. The answers ranged between the bloom taxonomy method, the direct method, audio lingual method and the the PPP method(Present, practice and produce).

Q5 : Which skill you give periority during your classes ?

This question aimed at check which skill do the teachers give periority during their classes, thus which one they considered as the most important skill to learn a new language especially for primary school students. The results revealed that the majority of teachers concentrate on listening as a receptive skill and on speaking as productive one.

Q6 : Do you promote speaking english outside the classroom ?

Option	frequency	percentage
Yes	43	86%
No	7	14%
Total	50	100%

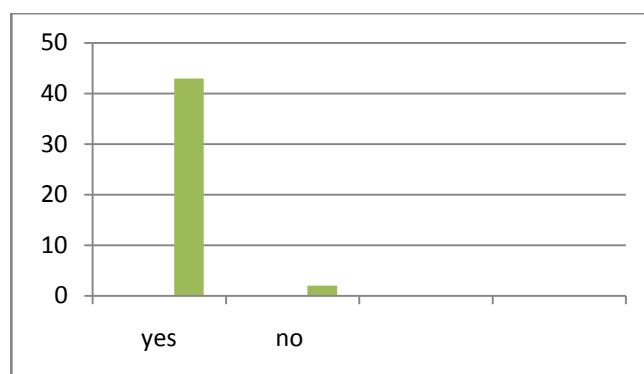


table3.3/ Figure3.3 : Teachers' promoting English usage outside the classroom

The 6th question as it appears above, is concerned with if teachers promote speaking english not only inside the classroom, but also outside it. The findings as mentioned in the table and the graph show that 43 teachers encourage their students to practice what they have learnt .while, 7 teachers claimed that they do not.

Chapter Three: Data Analysis and Discussion

Q7 : Do you anticipate that english will become more widely used in the algerian society in the future ?

Option	Frequency	percentage
Yes	50	100%
No	0	0%
Total number	50	100%

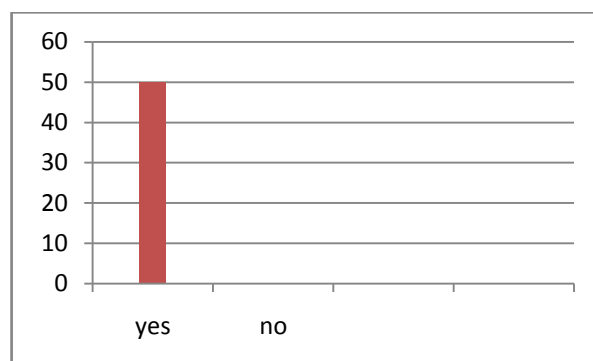


Table3.4/ Figure3.4 : Teachers' prediction about the status of English in the algerian society in the future

As it is indicated above, all the participants predict that english will be more familiar in the Algerian society in the future. They claimed that now people are pretty sure how english becomes important for the societies development.

Q8 : What are the obstacles you encounter while teaching ?

The results revealed in this question that there is common problems that teachers are facing with their students. They stated that students are mixing between English and French especially in the pronunciation, lack of the material needed for their classes, and more importantly the lack of the time devoted for english as a new subject matter.

3.3.1.2 Teachers' questionnaire discussion :

As stated above, teachers' questionnaire contained 8 questions to see whether they develop positive attitudes towards the implementation of english in primary schools or not.

In the first question, teachers were asked if they think that implementing english in primary school to be taught in the 3rd grade as a right decision or not. The results revealed that the majority of them developed positive attitudes towards the decision. They claimed that it is high time to concentrate on such international language since it is a language that is used everywhere in today's world. In the other hand, only one teacher claimed that it is not a good decision especially that it was launched without any preparation. Thus both teachers and students will encounter a lot of problems while teaching and learning such a new language that students are not familiar with yet.

Chapter Three: Data Analysis and Discussion

The second questions in the other hand aimed to check if teachers are using the students' mother tongue » Arabic » while teaching so as to facilitate english language acquisition. The findings revealed that 37 teacher do use Arabic while teaching because as they claimed, since English is not a familiar subject matter fo students, they are obliged to use Arabic during their classes for better grasping and understanding the new lesson they are tackling. Those teachers believe that the mother tongue is an essential tool that foeign language teachers should use while teaching to guarantee that students have grasped what have been explained for them and to not be confused about what the teacher is saying. However according to the rest 14 teachers, using Arabic while teaching is a wrong method that most teachers do. They believe that once teachers explain using the students' mother tongue, they will not concentrate with the teacher until s/he speaks in arabic for better understanding. Hence, they will not acheive any advance while learning the new foreign language.

The third question aimed at checking the students attitudes towards learning a new foreign language. The findings obtained show that all the teachers said that pupils show readiness to study English. They said that the students feel excited during English classes as well as having fun especially when the teacher uses flashcards or datashow to present the lessons for them. The fourth question was concerned to see which methods teachers rely on to teach English. Teachers' answers were mostly the same. They have all claimed that the adapt the eclectic method and it depends on what lesson they want to teach accordingly they choose the most appropriate method to be used. The methods stated by them were ; the direct method, the grammar translation method, the bloom taxonomy method, the audio-lingual method as well as the 3 Ps as mentioned above.

As regards the four skills, the teachers were asked which skill they gave importance during theirclasses. The majority stated that they are focusing on listening and speaking because listening is considered as the most crucial skill two learn a foreign language especially when it comes to the English language because they will learn how to pronounce words correctly thus, they will be more confident while speaking and they will not mix between pronouncing words in English and French.

The participants were also asked whether they encourage students to speak in english outside the classrooms, 43 teachers claimed that they do because they believe that the more students practice what they have learned, the more english will be reinforced. Whereas, only 7 teachers

Chapter Three: Data Analysis and Discussion

said that they do not because they believed that students need to be guided when learning a new language. Hence, they will do mistakes in terms of pronunciation or using the new terminology in a wrong context.

Last but not least, teachers were asked if they predict that English will be common use among the Algerian society, the majority of participants claimed that English will be widely used in the future because Algerians now are aware how important English becomes as an international language.

Lastly, it is widely known that learning a new language will not be achieved without facing particular problems, hence teachers claimed that there are several problems they are encountering. They said that since the decision is launched without any preparation, there are neither appropriate nor enough materials to be used while teaching their pupils a new foreign language. They claimed also that the major problem is that pupils are mixing between English and French in terms of pronunciation and writing.

3.3.2 Parents' questionnaire analysis :

Q1 : Which foreign language your child prefer ?

Option	Frequency	Percentage
French	9	18%
English	41	82%
Total number	50	100%

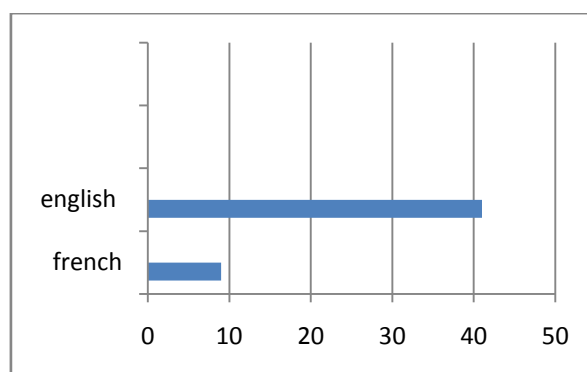


Table3.5/ Figure3.5 : Students' foreign language preference

As shown in the table and the graph above, 41 parents claimed that their children prefer English rather than French. While only 9 parents said that their children enjoy learning French more than English.

Chapter Three: Data Analysis and Discussion

Q2 : Does your child complain about any hinderances during learning English language ?

Option	Frequency	Percentage
Yes	43	86%
No	17	14%
Total number	50	100%

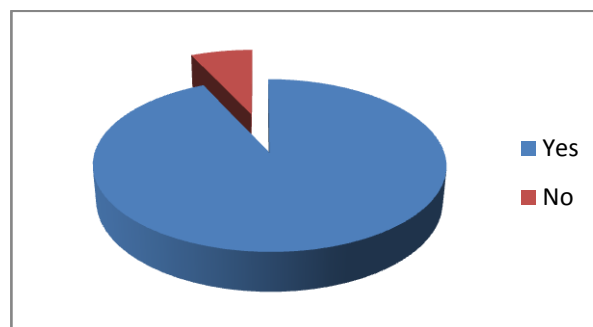


Table3.6/ Figure3.6 : pupils problems during English learning process

As shown above, 43 participants stated that their children are complaining all the time they have problems during English sessions. On the other hand, 17 informants answered that they do not complain about anything. In contrast, their children feel so excited whenever they have an English class.

Q3 : Do you think that implementing English in primary school is a hasty decision ?

Option	Frequency	Percentage
Yes	14	28%
No	36	72%
Total number	50	100%

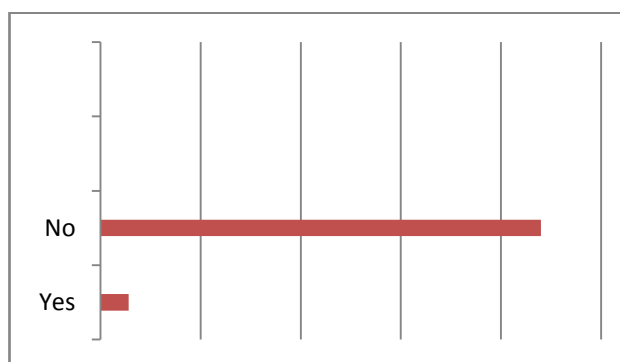


Table3.7/ Figure3.7 : Parents' attitudes towards the decision

The results obtained from the third question revealed that 14 parents consider the decision of implementing english in primary school is a hasty decision. However the majority claimed the opposite. Those parents claimed that they were so satisfied after the decision was launched.

Q4 : Do you have any recommendations to facilitate English learning in primary schools ?

There were plenty of recommendations suggested by parents to facilitate acquiring English as a foreign language for their kids but mostly common that teachers must use ICT

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materials to attract students' attention during the learning process since all of them are enjoying playing with their parents' phones. Additionally, they said that the school administration should schedule more time for English sessions as well as choosing interesting topics to be taught in order not to make the pupils feel bored.

3.3.3 Parents' Questionnaire Discussion

So that the current study achieve its objectives, Another questionnaire was directed to the parents . It was written in Arabic to measure their attitudes towards the implementation of English at primary schools. Accordingly, five questions built up this questionnaire.

The first question aimed to check which foreign language children enjoy the most while learning. The results revealed that 41 participants claimed that their children prefer English. They said that they are aware how important English is for their children career. They claimed also that their children developed a positive attitudes when they heard about the decision, they even started to watch videos on youtube to have an idea how letters are pronounced and to know how things are called in English. In the other hand, 9 informants stated that their kids prefer French. Those parents claimed that they are communicating in French sometimes with their kids that is why they have an idea about this language thus they will choose French instead of English.

The second question was formed to see if children are facing problems during the learning process, 43 informants said that their children do face some obstacles especially in terms of pronunciation between French and English due to the lack of the time devoted for both languages. Whereas, 17 informants stated that their children do not complain about anything that may hinder their learning process. Instead they feel excited whenever having an English class and whenever they learn a new vocabulary they told their parents about it when returned home.

In order to dive deeper to measure the parents' attitudes towards the matter, they were asked whether they believe that implementing English at primary school is a hasty decision or not. On the other hand, 36 participants claimed that it is not because it's time to switch using English as a first foreign language instead of French. They believe that such decision is the best one that the government has taken so far as related to teaching and learning process because they

Chapter Three: Data Analysis and Discussion

are aware that English will suit students more than French especially for students who have desires to pursue their studies abroad after having their baccalureate exam.

On the other hand, 14 informants claimed that it was such a hasty decision that will not be successful just like what happened in the first experience in 1993. They said that by implementing a new subject matter students outcomes will be worse than before since their schedule will be more overloaded especially when having two foreign languages, hence students will be confused between the two languages. Accordingly, they have suggested some recommendations to make the learning process goes at ease as using ICT materials and choosing interesting topics.

3.3.4 Teachers' interview analysis

Q1 : Do you think that implementing English at primary school was a good decision ?

The results obtained from this question revealed that the four teachers develop positive attitudes towards the decision. All of them claimed that implementing English at primary schools was so good decision.

Q2 : As EFL teacher, is it tough for your young learners to learn the English language ?

The data collected show that three teachers stated that learning English is not a tough thing for young learners. In contrast, as studies have shown before that young learners can acquire more than one foreign language at the same time. Therefore, it is highly recommended that the government support the decision more. However only one teacher said that it is difficult for primary school students to learn English since they have to study French too, so obviously it will be tough for them to learn them both.

Q3 : What are the hindrances that students encounter while learning English ?

The gathered data revealed that since English is a foreign language, so certainly students will encounter several problems during the learning process mainly mixing between French and English in terms of pronunciation and feeling disappointed whenever failed to communicate in English. More importantly is the absence of adequate guidance at their homes since their parents do not master English language, students can not advance learning new

Chapter Three: Data Analysis and Discussion

vocabularies. They sometimes even do not do their homeworks because there is no one to explain for them the instructions.

Q4 : Do you have any suggestions to facilitate English language teaching and learning ?

As suggested by teachers, making the learning atmosphere fun in order to make students excited and having the will to learn is the key to facilitate learning for students. In addition, Providing new tools and materials for teacher to make the learning process goes at ease like providing ICT materials as well as using the projector to present the lessons besides using audio-visual aids, flashcards, songs, roleplay and dialogues will facilitate the matter.

3.3.3.1 Teachers' interview discussion

The interview results showed that the four teachers agreed that implementing English was a good decision. They claimed that it is an opportunity for students to master English language at an early age. Thus, it will achieve better results as compared to teaching English till middle schools.

Moreover, they have also agreed that learning English is not that a hard thing for young learners to do. By contrast, they all believe that English is like any other language that students face problems while learning at first but through practicing students will find English easier than the other languages.

Additionally, through the 4 teachers experience, the main problem that students are facing is mixing between English and French accordingly, using materials like flashcards, ICT, reinforcement through repetition, creating an exciting teaching and Learning atmosphere may solve such hindrances.

3.3.4 Summary of Findings and recommendations

As the results have revealed above, both teachers and parents developed positive attitudes towards the implementation of the English language in primary schools. However, they are afraid that it will be a failure like what happened in 1993 because the government neither did some preparation before the decision was launched nor provided some useful materials for teachers to facilitate the teaching and learning process for both teachers and students, especially when it comes to primary students.

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As far as students age, maturity, and capacity are concerned, primary school students differ from those in middle school. They need special consideration and an English curriculum that is tailored to their requirements, interests, and abilities. Thus, young learners could only cope with concrete issues rather than abstract ones because a child at that age is unable to visualize and understand abstract concepts. Additionally, young students pick up languages quickly. Kids should therefore have age-appropriate learning aids because they have a tendency to become bored easily. These tools could take the form of music, games, films, or ICT as a medium or a mediator.

Furthermore, rather than delivering complex grammatical pieces bluntly and directly, language grammar should be taught implicitly in the form of communicative acts (roleplay and dialogues) that promote the understanding of the target language. As regards the four skills, Due to young learners 'linguistic and cognitive characteristics, they should develop the two abilities of speaking and listening, while writing is challenging to learn at that age.

3.4 Conclusion

As mentioned earlier, this chaptr is divided into two parts ; the first one dealt with the methedology adapted that lead the fullfilment of the current study. While, the second part dealt with the practical sides to measure both parents , and teachers attitudes towards the implementation of english language at primary schools.

The results obtained revealed that both teachers and learners developed positive attitudes towards the decison despite the fact that it is a challenging issue for teachers. However the vast majority of the informants stated that it is high time for the change and the earlier is the better. Accordingly both participants suggested some recommendations to facilitate the learning process to achieve better results in the coming years.

General Conclusion

General Conclusion

This research showed the hegemonic position that English holds in the contemporary era, how its importance compelled many governments to establish their language policies, and how it has earned the title of the first foreign language in many nations around the world .

Accordingly, the Algerian president Abdel MadjidTebboun encouraged the primary schools to start teaching English as a second foreign language as an experience firstly to become the first foreign language to be studied in Algeria and the whole educational system soon since it's the best decision for better future and opportunities. However, the presidential decision met a lot of debate, some argued that it was high time for the change because French won't take us anywhere. On the other hand, others believed that it was a hasty decision that will achieve any results in contrast, it will be a failure due to the lack of preparations that should be taken before doing such a step. As far as the matter is concerned, the present survey is conducted to see how parents and primary schools' English language react concerning the implementation of the English language in primary schools.

To dive deeper into the subject, the following research questions have been proposed:

- Is the implementation of English in Algerian primary schools a right decision ?
- Do parents and teachers develop positive or negative attitudes towards the matter?
- Are children motivated to learn English at an early age or not?

In an attempt to answer the questions mentioned above, it is hypothesized that:

- All the participants agreed that it is a right decision.
- Both teachers and parents developed positive attitudes toward the decision.
- Children are so motivated to learn English more than French.

To dive deeper into the subject and to test the validity of the suggested hypothesis, two research tools have been used.

A questionnaire was directed to 50 primary school English teachers and 50 parents as well as 4 teachers were interviewed about the same matter to have different perspectives.

After gathering the data, the results revealed that the vast majority of the sample population agreed that it was a good decision and it was high time for a change. They claimed

General Conclusion

that because English owns a remarkable position worldwide and it's the language of science, it is the language that will open more doors for Algerian students especially those who will suit their studies abroad. However, there was a little variety who are afraid that it will be a failure like what happened before.

To facilitate the matter for both teachers and parents, they were asked if they have any suggestions that could make the learning-teaching process goes at ease, there were common suggestions that said providing new tools and materials such as ICT, using attractive strategies while teaching like using flashcards, roleplay, projector may facilitate the matter for both teachers and students.

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Appendices

Appendix

Appendix A

Dear Teachers,

We are conducting a research Work about language attitudes towards the implementation of the English language in primary schools. Your contribution will be a great help to make the research work achieve its objectives. You are kindly requested to answer the following questions. Thank you for your contribution and for the time you devote to answer the questionnaire.

1) Do you think the implementing English in primary schools is a right decision?

Yes ☐

No ☐

2). Do you use the mother tongue for better explanation?

Yes ☐

No ☐

3) How do children behave with English as a new subject matter for them?

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4) Which method do you adapt while conducting the lesson?

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5) Which skill do you give priority in your classroom?

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Appendix

Why?

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6) Do you promote speaking English outside of the classroom?

Yes ☐

No ☐

7) Do you anticipate that English will become more widely used in algerian society in the future?

Yes ☐

No ☐

What are the obstacles that you encounter while teaching them?

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Appendix B

Dear Parents,

We are conducting a research Work about language attitudes towards the implementation of the English language in primary schools. Your contribution will be a great help to make the research work achieve its objectives. You are kindly requested to answer the following questions. Thank you for your contribution and for the time you devote to answer the questionnaire.

1)- Which language does your child prefer?

French language

English language

2)_ Does your child complement about any difficulties while learning English?

Yes ☐

No ☐

_If yes, say what is the difficulties your child is suffering from ?

Appendix

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2) Do you think that it is too early to start teaching english language in the 3rd year in primary school?

Yes ☐ No ☐ - Why?

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4)-Do you think that implementing english in primary school is a hasty decision or not?

Yes ☐ No ☐ - Why?

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.....
5)_Do you have any suggestions to facilitate learning for your child?

Appendix C

My name is DARRABmanar and Iam a master two students. Iam conducting a survey about parents attitudes towards the implementation of English in primary schools. I am hère to ask you couple of questions about the matter if you don't mind .

Questions :

Q1: Do you think that implementing English at primary school was a good decision?

Q2: As EFL teacher, is it tough for your young learners to learn the English language?

Q3: What are the hindrances that pupils encounter while learning English?

Q4: Do you have any suggestions to facilitate English language teaching and learning?