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University of Dr. Moulay Taher, Saida

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Department of English

**Investigating Teaching English to Primary School Pupils  
Challenges and Prospects. The Case of Saida primary Schools:  
a. Mohamed Magharbi b. Kies Fatima and c. Mazouni  
Abdelkader**

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Didactics*

**Presented by:**

Miss. Tahri Ikrame Kheira

**Supervised by:**

Dr. Mokhtaria Kherraz

**Board of Examiners**

Miss. Zineb Manel Boudlel

President

University of Saida

Dr. Mokhtaria Kherraz

Supervisor

University of Saida

Dr. Miloud Bouchafra

Examiner

University of Saida

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# Dedications

To all those who supported the completion of this work, and to everyone who was a source of strength and encouragement,

I dedicate this humble work, which was accomplished by the grace of ALLAH,

To the dearest people to my heart: my mother, my father, and my siblings, Tayeb, Ghofrane, Ali and Kawther

To my dear friends, for their continuous support and valuable advice that helped complete this work.

To those who shared the struggles of studying with me: my dear classmates.

And to all my humble teachers, who were a source of hope and inspiration.

To myself

**Tahri Ikrame Kheira**



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## **Abstract**

English, which has imposed its dominance everywhere in the world and in all fields, has at last grounded itself as an important language in Algeria. Being dominated by the French language for a long time, policy makers have at last recognized that no progress will be reached since English is nowadays the language of science and technology and without which Algeria will not step forward unless deep reforms will be adopted mainly in education which is the key domain for any future plans. This research is centred on the study of English language integration in Algerian primary schools. Yet, as any new reforms there are advantages and drawbacks that need review. Hence, the current investigation is an attempt to shed light on the main challenges and obstacles that pupils face in learning English as a second foreign language. Besides, this work highlights the difficulties, teachers encounter in their teaching since this has direct effects on their pupils' feedback. It also seeks to examine the views of parents regarding the implementation of English language teaching to their children at an early age. For that sake, the study has adopted a mixed-method approach, combining both quantitative and qualitative methods. As for data collection tools, a questionnaire was addressed to parents, a semi-structured interview was conducted with three English teachers from different primary schools in addition to a class observation. The research findings revealed that despite the support received from parents and that children have a distinctive ability to acquire and learn English at an early age, especially when using effective and appropriate strategies to their age, there are some difficulties and obstacles that hinder against their improvement. These challenges include lack of teaching resources, lack of teacher training, overcrowded classrooms, and the linguistic mixing that pupils experience when studying two languages at the same stage. Therefore, the present investigation attempts to suggest some fruitful strategies that may help overcome these challenges and pave the way for further works to tackle this issue from different perspectives.

### ***Keywords:***

English language, teaching/learning, pupils, teachers, parents, primary schools, challenges and obstacles

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## List of Acronyms

**ELF:** English as a lingua franca.

**EFL:** English as a foreign language.

**OECD:** Organization for Economic Cooperation and Development.

**ESL:** English as Second Language.

**TESOL:** teaching English to speakers of another language.

**EAL:** English as an Additional Language.

**ELL:** English Language Learner.

**ICT:** Information Communication Technology.

**ESP:** English for specific purposes.

**EAP:** English for Academic Purposes.

**EOP:** English for occupational Purposes.

**EST:** English for Science and Technology.

**EMP:** English for Medical Purposes.

**EBE:** English for Business and Economics.

**EPP:** English for Professional Purposes.

**EVP:** English for Vocational Training.

**EST:** English for science and technology.

**ESS:** English for social sciences.

**EBE:** English for business and economics.

**C.R.D:** the Centre for Educational Research and Development.

**I.T.E:** Technological Institute of Education.

**CPH:** Critical Period Hypothesis.

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# General Introduction

# General Introduction

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## General Introduction

Teaching English as a foreign language has become one of the most important and popular decisions taken globally. Due to its global explosion and its role as a lingua franca, English has invaded many fields among which education takes a lion share. Above all, English has stepped forward as a means comparing with other languages that serve all fields, including international trade, politics, science, business, and technology. Indeed, what has helped this language to be used worldwide is that English is now the language of Science and technology, so everyone is in dire need of this global language.

Algeria, which is part of the world and which is economically open on the world, has made a call to new reforms that are require the use of English as a new strategy. and this is due to the fact that it is a multilingual country. Hence, the Algerian education system has required the teaching/learning of English to ten year old pupils as a new trend.

Actually, the educational system has now changed compared to what it used to be. In addition to the new reforms that have been integrated such as the new syllabi in all subjects and levels, English has above all gained more attention. That is why this international language has been introduced in primary schools and the reliance on French has been minimized.

Previous researches have highlighted the difficulties of English language integration in primary schools, especially those faced by teachers in their tasks to achieve teaching goals. Besides, this research aims to study learners' difficulties and challenges, and is also interested in examining parents' views on English language integration in primary schools that may affect the educational trajectory of their children either positively or negatively.

### Statement of the problem

Since its independence, French has been adopted as a first foreign language taught from the primary school. In addition to Arabic, French has gained an acceptance from the whole the population for historical reasons. Yet, during the last few decades due to the progress in science and technology and because these two latter are dominated by English, the Algerian authorities have decided to integrate English in the educational system. As a first step, English was implemented as a subject taught to primary third year pupils. This decision which was taken by the government to teach English as a second language starting from the third year of primary school revealed several challenges and difficulties for both teachers and

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pupils, such as lack of educational resources, lack of training, and parents may have a different opinion about this integration. Therefore, this research is designed to explore these challenges mainly faced by learners and aims to find solutions that can help policy makers to overcome them and can benefit teachers and parents in particular.

## Aims and Significance of the problem

This research aims to study the integration of teaching English as a second foreign language in the Algerian primary schools. It mainly aims to identify the challenges and difficulties that pupils face in learning this language, and it also highlights the views of parents and the obstacles faced by teachers, which may hinder the teaching and learning process. In addition, this research aims to suggest solutions that can help teachers and learners overcome these difficulties.

This study is of great importance as it sheds light on the real difficulties faced by pupils and teachers, and even the teaching of English at an early age. It also aims to provide valuable solutions and findings that help teachers and parents to overcome these obstacles and support this integration, as well as provide suggestions for policymakers to improve teaching and learning this language.

## Research Questions

This research seeks to answer three main questions:

**Q1:** Is the integration of English language as a subject to ten year old pupils adequate to their acquisition?

**Q2:** What are the challenges pupils face and how can their teachers overcome these obstacles?

**Q03:** How do parents regard the importance of learning English as a second foreign language by their children?

## Research Hypothesis

To answer these questions, the following hypotheses are suggested:

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- The integration of English language as a subject taught to ten-year-old pupils may be adequate since their age is ideal to acquire any language.
- As any new reform, there appear some difficulties and obstacles that need immediate and effective strategies. The integration of teaching English in the primary school may result in some challenges that learners face and that need solutions.
- Parents are nowadays aware of the wide spread of the English language has attained in our society they may agree on that their children need to study English at an early age.

## Research Methodology

This study required a mixed method approach to achieve its objectives. In order to insure validity, the study was analysed quantitatively and qualitatively. First, a semi-structured questionnaire was designed and distributed to 100 parents in Saida to study their views on integrating English language subject at an early age. Second, an observation was conducted in three primary schools in Saida, namely Mohammed Maghrabi, Mazouni Abdel Kader, and Kies Fatima, in order to identify the difficulties and obstacles faced by pupils in their learning process. Third, a semi-structured interview was conducted with teachers from Muhammad Maghrabi and Mazouni Abdelkader schools to identify the challenges they face in their teaching.

## Research Structure

This research is divided into four main chapters. The first chapter deals with the historical background of the English language, as well as its global status and importance, the reasons for its development into a global language and a common language, the field of English for specific purposes, as well as the status of English language education in Algeria, from the colonial period until after independence.

The second chapter presents the theory of learning English at an early age and the critical period theory, which shows the importance of learning the language at an early age, and provides a detailed explanation of the curriculum for three stages: Third, Fourth, and Fifth Primary level, along with previous studies on teachers' challenges and parents' opinions.

The third chapter is the applied aspect of the research, presenting the methodology, research context, participants, as well as the tools used to collect data, and ends with a detailed analysis of the data.



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Finally, the last chapter discusses the researcher's findings from the previous analyses and concludes with recommendations and suggestions for parents, teachers, and policymakers.

**Chapter one**  
**English Then and Now**

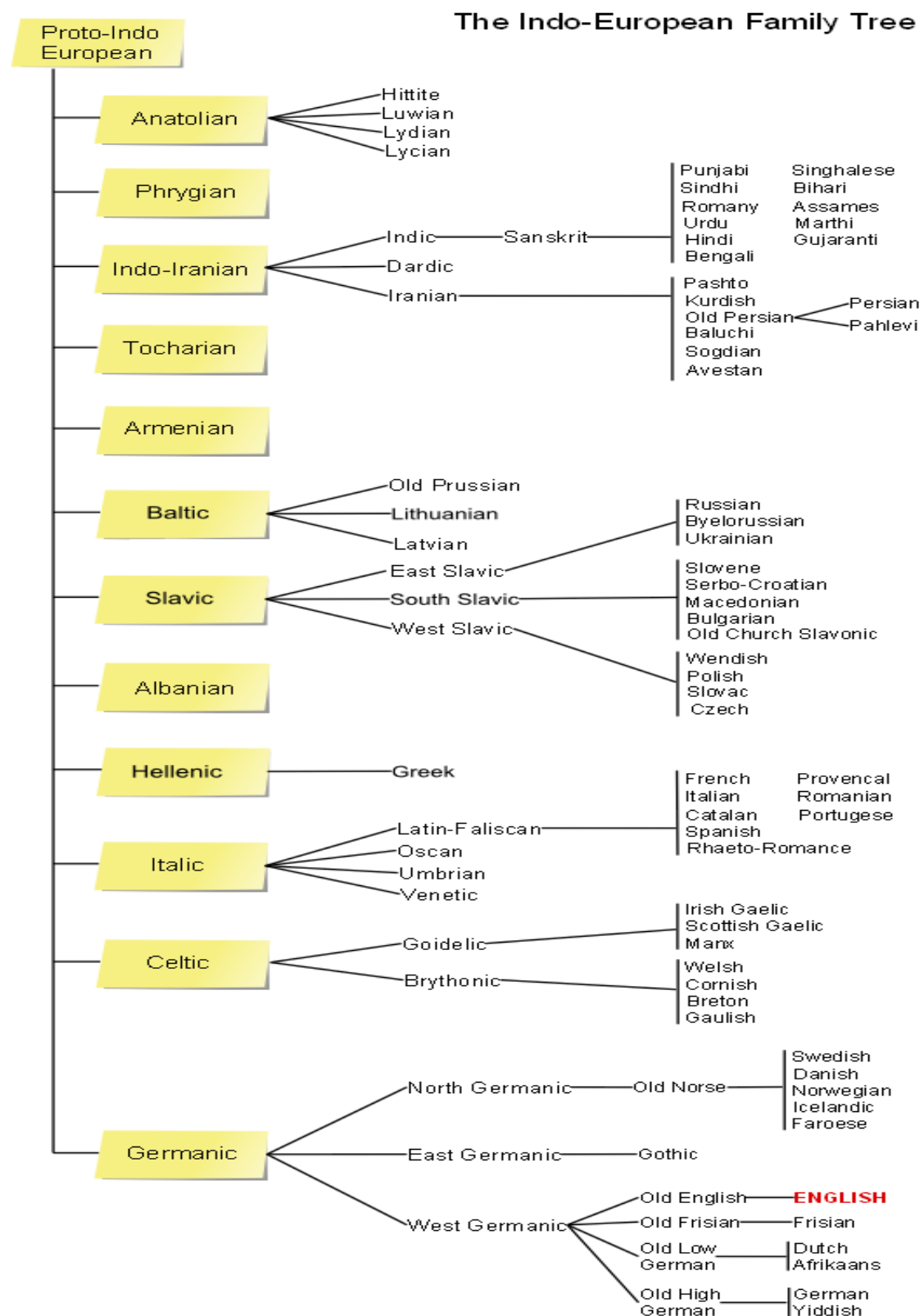
## 1.1. Introduction

The English language has established itself as the primary medium for engaging with global developments and events, as it has emerged as the world's most widely used language and is widely recognized as a foreign language in various countries around the world. In order to adapt to this reality, Algeria needed to integrate the teaching of English into its educational system and include it as a second foreign language after French.

Therefore, This chapter examines the history of the English language and its global prominence, as well as factors that contributed to its rise as an important foreign language. Moreover, it examines the current situation of the English language in Algeria by discussing its historical background, from the planning of its inclusion in the colonial period, to its inclusion after independence as a second foreign language, and its inclusion in 1993 as a first experiment.

## 1.2. English Language History

English is part of the Indo-European language family, spoken by nearly half the world's population. The countries that extend from northern India to Europe are the Indo-European language family. The number of speakers is nearly half of the world's population. English is part of this family, specifically from the Germanic languages branch, such as German, Dutch, and Swedish.



**Figure1.1: A Language Family Tree for The Indo-European Languages**

Source: <https://images.app.goo.gl/2en8hMk4dDhJhpdHA>

The English language has existed for more than 1,500 years. Many changes have occurred to this language over the generations of speakers, and this is due to several factors, including cultures, invasions, linguistic transformation, language evolution, and linguistic change.

Indeed, the origins of the English language trace back to the Anglo-Saxons in the mid-fifth century; it was influenced by the Roman occupation of Britain, which began in 43 AD. Latin became the official language due to the Roman conquest of Britain under Emperor Claudius. Before the occupation, the British and the Picts lived in Britain and spoke the Celtic language in different dialects, during the Roman occupation, the two Latin languages blended with the local Celtic, which were the most widespread languages at that time, and this mixture between the Latin and Celtic languages was a reason for building the linguistic foundation that led to the development and emergence of the English language today. (McIntyre, 2010).

Besides, the Romans withdrew from Britain in the fifth century after having ruled the region for over 400 years. Germanic tribes, from Denmark and northern Germany, entered the island. There, they replaced the Celtic and Romano-British cultures in the region by introducing their Germanic languages, customs, and social structures. The native Celtic speakers concentrated in Wales and Scotland, while England became culturally Germanic. Despite the separate Germanic tribes, they merged into a unified cultural identity known as the Anglo-Saxons.

### **1.2.1. Old English**

Actually, Old English is the earliest variation of language spoken today. It was spoken by the Anglo-Saxons, who invaded Britain in approximately the 5th century. Then, it was part of the Anglo-Saxon group of West Germanic languages and was widely used in Britain from 400 to 1100.

In fact, Old English had four main dialects: Mercian (Central England), Northumbrian (Northern England and Southeast Scotland), Kentish (South-eastern England), and West Saxon (Southern and Southwestern England). Its manuscripts were written in the West Saxon dialect; the language of King Alfred the Great, who ruled the kingdom from 871 to 901. Old English language was not static but had undergone many changes from the outside; the first factor that contributed to its change was the Viking invasions in the eighth century. Afterwards, the Norsemen of Norway and Denmark established their kingdom after the conquest of England, known as Danelaw. It was the ancestor of the modern Scandinavian

languages. Its influence affected only vocabulary as some words came from Old Norse, such as sky, bag, they, and law.

### **1.2.2. Middle English**

The Middle English period started in 1066 and continued mainly after the Norman Conquest until the 15th century. It was a combination of the Anglo-Norman dialect and Old English.

When King Harold was defeated by William the Conqueror, the Duke of Normandy brought the old Norman variety derived from Old French. This was the first factor that led to a radical change in the English language. Over time, the Old Norman language spread rapidly to become the language of court, law, administration, and the elite, and the Normans became England's ruling class. Besides, Latin remained the language of the church and scientific work, whereas the general public still spoke English. The Normans brought a significant influx of Old French vocabulary, particularly in governance, law, the arts, and religion.

The English language has also undergone many grammatical changes, from simplifying the complex conjugation system in Old English to increasing the use of prepositions and auxiliary verbs which helped giving it an accurate and straightforward meaning. This period also witnessed wonderful literary creations, such as Geoffrey Chaucer's "The Canterbury Tales", written by the end of the 14th century. Geoffrey used the Midland dialect of Middle English to enhance and unify the form of the language.

Although Middle English was not standardized, its original dialect differed significantly in vocabulary, pronunciation, and grammar in different parts of England, indicating the existence of different texts in different countries.

### **1.2.3. Modern English**

The history of modern English spans from the late 15th century to the present day and is marked by significant linguistic, political, social, cultural, and economic changes. It is worth noticeable that the shift to early modern English started around 1500s, the time of cultural and technological developments that significantly affected the English language.

Two major factors contributed to the linguistic transformation: the Renaissance and the invention of the printing press. First, the Renaissance was the most influential cultural movement, beginning in Italy in the 14th century and spreading throughout Europe. This era emphasized classical knowledge of ancient Greek and Roman classics which were combined with science, art, and literature advances. Scholars and intellectuals tried to reinterpret and

rediscover ancient manuscripts. Therefore, they borrowed Latin and Greek words such as encyclopedia, philosophy, theory, and drama to enrich the English lexicon.

Second, It was influenced by the introduction of the printing press by William Caxton, the first book printed in English, «Recuyell of the Histories of Troyes." the first documented dictionary. Samuel Johnson's Dictionary of the English Language contained 43,000 words.

Actually, the Early Modern period was characterized by many changes that helped shape the language into what it is today. For example, the pronunciation of long vowels from Middle English to Modern English shifted, with vowels relocated to higher positions in the mouth. There were also changes in spelling and pronunciation despite lexical differences between works like the Bible (King James Version) and Shakespeare's writings. Moreover, Shakespeare's dialect has been used by historians to track the development of Modern English (Barber, 1997).

From the one handhand, Late Modern English emerged as a consequence of the Industrial Revolution, which created a demand for new terminology alongside the expansion of the British Empire. From another hand, the scientific progress and colonialism drove key vocabulary changes during this period. Since 1900, English has incorporated a significant number of new words, most of which are related to science and technology.

Last but not least, this stage represents the transition from Middle English to the current English language, which continues to change and evolve due to the global, social, and technological influence.

### **1.3. English as global language**

Before, English has been considered a global language, it played an important role in the world in the late twentieth century. Hence, people of all traces have now one global language that enables communication between them. In this vein, many scholars have framed English into distinct terms; McArthur (1987) states that English is “World Standard English” whereas Widdowson (1997), Modiano (1999) and Jenkins (2000) suggest another term “English as an international language”. From another view, David Crystal (1997) state a phrase, “English as a global language” and later Brutt-Griffler (2002) suggests the new term “World English”. Though English has been given different names, they all tend to have the same meaning.

It has already been mentioned that the English language has gone through three stages: Old English, Middle English, and modern English. Besides, English as a global language has been considered as a new and fourth stage nowadays since non-native speakers from all over

the world are using it as a medium to communicate. According to Giddens (2000), “Globalization is a separation of space and time, with instantaneous communications, knowledge and culture could be shared around the world simultaneously”

Actually, English has become a global language primarily due to the economic globalization and the advances in technology which has empowered communications that helped accelerate it. In fact, the roots of English's history as a global language are much more profound. According to some historians, these origins go back to the establishment of the first English colonies in the 12th century in Wales and Ireland, or the late seventeenth century, the period of the emergence of English-speaking settlements in North America, at the same time the slave trade that brought workers from Africa. Due to all this, the first to contribute significantly to the formation of large communities was the British colonial expansion in the 19th century, when English became commonly spoken as a second language, especially in West and East Africa, as well as in South and Southeast Asia.

From a historical point of view, the main reason for establishing a global language is so that it can be spoken by people who wield power. (Crystal, 2003; 09) claims that:

*“A language has traditionally become an international language for one chief-reason: the power of its people. Especially their political and military power”.*

It is certain that the reason for the English language becoming a global language has nothing to do with the number of people who speak it, but rather the reason was from those who speak it, in other words, the spread of any language globally is related to economic, cultural and technological power, and no language can become a global communication language without a dominant power.

Crystal(2003;07) also said that:

*“Without a strong power-base, of whatever kind, no language can make progress as an international medium of communication. Language has no independent existence, living in some sort of mystical space apart from the people who speak it. Language exists only in the brains and mouths and ears and hands and eyes of its users. When they succeed, on the international stage, their language succeeds. When they fail, their language fails.”*

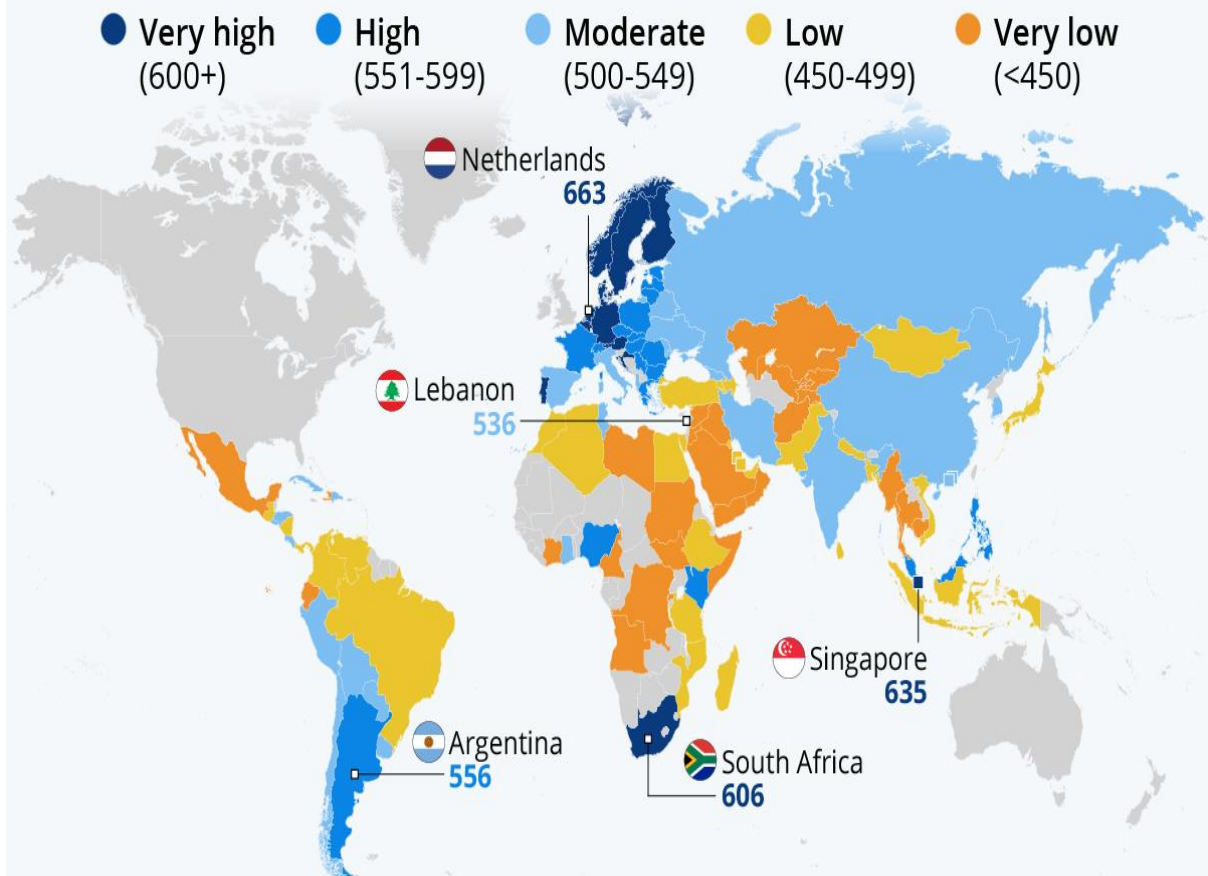


Crystal explains that no language can become a means of global communication without powerful forces, which can be either political, economic, technological, military, or even cultural hegemony, but it is all about the speakers and their influence. He also rejects the idea that language builds itself or that it is separate from human life, because if it were not for humans speaking it and relating it to their activities, it would not exist in the first place. The reason for the revival of language is the way it is used; how it is written, thought, read or heard, and that it is a tool that humans use with their bodies and minds. This proves that language is a human tool par excellence. The spread and importance of a language lies in the success and power of its speakers on the global stage, and vice versa: If speakers lose their power, their language will also lose its status. The spread of a language globally is due to the strength and success of its speakers, as language is an inseparable part of humans, and the English language did not become dominant because of its characteristics, but rather its spread is due to the dominance and strength of the countries that speak it (Britain and the United States).

New varieties of English developed rapidly and became known as New English in the late 19th century. There was concern that New English might change from its native speaker varieties due to interaction with local languages and become unintelligible, similar to the evolution of Spanish, French and Italian from Latin. However, English is not only a universal and internationally standardised language, it is also valued and considered a reflection of the diversity of the world's languages, just as world music showcases the diversity of different global cultures.

# English, The Global Language?

Worldwide English proficiency levels by nation  
in 2021 (in index points)\*



\* Only countries with English as a foreign language included.  
Based on EF SET tests of 2 million adults (aged 18+) across 112 countries.  
Source: EF English Proficiency Index 2021



statista

**Figure1.2 : The English proficiency levels by nation according to EF EPI.**

Source: <https://www.statista.com/chart/26344/english-proficiency-levels-by-nation-according-to-ef-epi/>

English has been recognised as a global language, with more than 350 million people around the world speaking English as a first language and 430 million speaking it as a second language. However, the question remains: Why did English become a global language? Historically, English became a global language for two reasons. The first reason is the political and economic power and dominance of its non-native speakers, namely the United States of America and the United Kingdom. For example, the United States of America is a powerful country in many ways and levels, and this is what made the English language developed and spread, because all the countries of the world are influenced by their music, films, and technologies. The global map of the spread of the English language globally and its degree of proficiency, shows that the degree of proficiency varies from one country to another, for example, Singapore and South Africa have a high degree of proficiency compared to other countries such as African countries and the Middle East, where they have a low level of proficiency.

### **1.3.1. English as Lingua Franca**

Despite the remarkable global spread of English at the beginning of the twenty-first century, only one of every four language users worldwide was a native speaker. This means the most interactions and communications between non-native speakers who did not share a common first language or culture was in English, which has made it a common and first language in communication.

Before discussing the role of English as a lingua franca, it is important to understand what a lingua franca means and what role it plays. Lingua Franca is the chosen shared language spoken by its users which means a language that adapts, connecting individuals with different first languages. In other words, “a language that is adopted as a common language between speakers whose native languages are different” (Oxford Languages). It is often referred to as a “common language” or “link language.”(StudySmarter, n.d.).

Currently, the English language is considered a global language, which means that it is the world lingua franca, and one of the factors that made it a crucial means of communication is that it is the most commonly used language, for example, if two people from two different countries communicate, they usually communicate in English as a shared language, and this reason made all countries communicate in this language. Bolton and Kachru(2006:93) defined the global English language as follows:

"...it is difficult to predict the shape of international English in the twenty-first century. But it seems likely that more rather than less standardization will result...".

According to Crystal (2003), Common languages are those that already exist and have a colonial history, such as English and French. Non-native speakers learn these languages as foreign languages and then use them in their communication with others. In contrast to other varieties, lingua franca languages are used far from their original countries, unlike regional dialects.

Crystal (2003;13)

"The need for a global language is particularly appreciated by the international academic and business communities, and it is here that the adoption of a single lingua franca is most in evidence, both in lecture-rooms and board-rooms, as well as in thousands of individual contacts being made daily all over the globe."

Crystal emphasises that the places that show the importance of having a globally shared English language used for communication are academic and business communities. In universities, science, and global corporations, a lingua franca is widely used, meaning that people use one common language even though they do not share the same mother tongue. This has made English the most widely used language in areas such as education and business around the world, as the world's population needs one shared language to understand each other. This is the main reason for the necessity of a global lingua franca, which is what makes English such a necessary language in various fields.

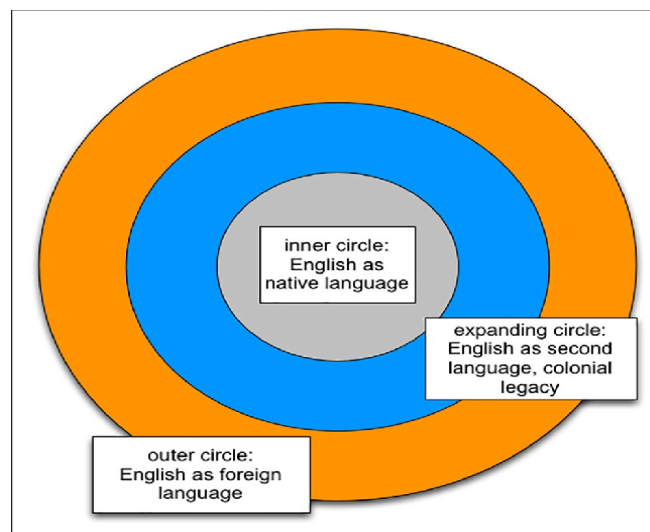
The use of English as a lingua franca (ELF) is not new and has been in use for a long time. In the late 16th century, English became a common language spoken by the entire population of Britain. The first factor that primarily led to its widespread use was caused by the influence of the United States and the British Empire in the fields of trade, technology and culture during the 20th and 21st centuries. It is now remarkable that the use of English as a lingua franca has been growing rapidly and has received increasing attention from language educators and linguists.

*"And never has there been a more urgent need for a global language."* Crystal (2003;14) argues that the world needs a universal language more than ever before. With globalisation and constant communication between countries in various fields, the spread of the internet and global e-commerce, rapid communication between countries

that do not share native languages is essential, and needs a common language that builds cooperation, promotes effective communication, and saves time. Crystal makes it clear that the world needs a common language to function smoothly, and English has embraced this role.

Without a doubt, English as a lingua franca is nowadays considered as means of communication on local, national, regional, and international levels. This means that there is great diversity within the English language as a lingua franca, as there is no standardized version of it. There is still controversy and debate about whether or not English as a lingua franca is considered as type of English language.

Considering what English is as a lingua franca, Kachru (1985) created a diagram that comprised three English language circles that represent the use of English and its use in the world: The Inner Circle, the Outer Circle and the Expanding Circle. The three types represent the English language discourse in terms of language acquisition and usage. First, the Inner Circle Represents countries whose populations speak English as a native language (ENL) such as the United States of America, the United Kingdom and New Zealand. They represent between 320 and 380 million speakers. Second, the outer circle represents countries where English is learnt as a second language (ESL) and this represent between 130 and 300 million speakers such as Singapore, the Philippines, India, Malaysia, and Kenya. Third, the expanding circle represents countries where English is used as a foreign language (EFL) with a population of 100 to 1000 million speakers, such as Norway, China, Korea, Brazil, and Japan. The next figure clarifies more



**Figure 1.3: Circle Model Based on Kachru (1985)**

**Source: <https://images.app.goo.gl/XPPKG7DZF4mcrNXx9>**

According to the figure, Algeria belongs to the third circle i.e., the outer circle since English is still considered as a foreign language in the teaching/learning context. From another perspective, Jenkins (2009) suggests that in practice, English is often used among non-English speakers from the expanding circle. Moreover, it is used as a lingua franca by speakers within the same circle, and this circle represent more speakers than the others within the other two circles, but this does not mean that speakers from both the inner and outer circles are excluded. Most scholars of English as a Lingua Franca (ELF), including specialists who know (ELF) extensively, agree that despite the circle to which the speaker belongs, effective communication in ELF contexts requires adapting one's local variety of English to ensure mutual understanding.

Indeed, English plays an important role as a lingua franca use in international organizations and it is the official language of the Organization for Economic Cooperation and Development (OECD). It is then commonly used as a communication medium and is widely used at local, national, regional and international levels. All representatives of international organizations communicate in English. Therefore, the use of English as an official language in international organizations is essential for the conduct of international cooperation. In this context, Li s (2002) argues “Except English, no other languages dominate international business, academia, media, the internet and international air/sea traffic”. Thus, Communicating in English as an official language is an excellent advantage as it provides a channel of communication that enables users to advance in their professional careers.

### **1.3.2. English as a Second Language (ESL)**

Considered as a second language, English is used as a companion language to the mother tongue where this language is not acquired from the environment, i.e., it must be studied in order to enable the speaker to use it appropriately. For example, English should be acquired at an earlier age, may be closer to the age of acquiring the mother tongue through specialized curricula and programs.

Many experts have searched to categorize English speakers, English is considered a second language in specific contexts according to RasKartru (1985), who categorised it in the outer circle, especially in countries where the English language occupies an important role in linguistic standards and is widely used globally, even though it is not the mother tongue. It is said that English is the second language of students in schools; in this case, this theory may

be wrong. They can be learners of English as a fourth or fifth language because they speak other languages in their homes and surroundings, and the term teaching English to speakers of another language (TESOL) has been given a better categorization in some context or educational systems, English as an Additional Language (EAL) and English Language Learner (ELL) are terms used primarily in the U.S. Another term is that everyone in most classrooms is learning English without regard to their linguistic backgrounds. (Nordquist, 2019).

Crystal (2003:139) emphasizes when he said: "*There has never been a language so widely spread or spoken by so many people as English*, "that English is the most widely spoken language, and no language has ever been spoken by so many people. This means that English has a unique position globally. It is the only language that is used by a huge number of people in many countries, cultures, and fields. English is not only spoken by native speakers as a native language, it is also learnt by thousands of people as a second or foreign language.

It is worth noticeable that English has become a worldwide spoken language, no one can deny its importance nowadays. In education and with the spread of Information Communication Technology (ICT) learning English as second language has become a must. In this vein, Mark Warschauer (the information technology professor at the University of California) said, "It has reached the point where in almost any part of the world, being educated means knowing English." (Mark Warschauer, n.d).

### **1.3.3. English as a Foreign Language (EFL)**

Due to the development in science and technology that the world has noticed during the last few decades, the need to a common language has increased and since English has gained the position of both a global language and second language it has also improved its dominance as a foreign language. Indeed, the difference between English as a second language (ESL) and English as a foreign language (EFL) lies in the target for which users' needs, Ellis (2000, 11&12) states

"In the case of second language acquisition the language plays an institutional and social role in the country ... in contrast foreign language learning takes in settings where the language plays major role in the country and is primarily learnt only in the classroom"



The term EFL means learning English as a foreign language. Gebhard (2006) defines EFL as the study of English by people whose native language is not English. Camenso(2007) also points out that EFL students learn English for the purpose of their academic studies or travelling to English-speaking countries. In addition, people living in a non-English-speaking country learn it to develop their foreign language skills. Learning English contributes to the learner's success in various fields such as obtaining employment opportunities.

Hence, the term English as a foreign language was coined to describe this language as a language learnt by non-native speakers and is usually a foreign language in countries that consider it as their international language, as it is a foreign language in more than 100 countries, such as Saudi Arabia, Vietnam, Thailand, Thailand, Mexico, andBulgaria.( Crystal, 2003,p. 5)

The number of English speakers has continued to increase, and at the same time, the status of English as a foreign language is constantly evolving. Speakers who use English as a foreign language who speak it like native speakers, particularly in its main varieties such as British and American English are increasing more than speakers of the two varities themselves. Ammon (2008) predicts that English as a foreign language, as we currently know it, may come to an end. Instead, English speakers may be considered the "gold standard," and teaching English could become an essential part of education around the world. Rather than being treated as a foreign language, English will become a fundamental skill.

The learner's language in English has received a great deal of attention from both theoretical and practical perspectives, without contradicting the importance of studying second language use per se, as they have different purposes. The characteristics of the learner's language also appear in second language speakers in everyday contexts, and in turn, the study of English as a foreign language opens new doors to understanding how a foreign language is used.

As has been stated before, BrajKachru's Extended Circle Theory, which was developed in 1985, corresponds directly to English as a foreign language in norms, codification, and sociolinguistic realism, with English in the outer circle. It may change according to the needs of the people who use it. Therefore, English has become the most spoken and used language worldwide, and it is taught and learnt by everybody either as a foreign or second language.



### 1.3.4. English for specific purposes (ESP)

Following the widespread spread of English as a global language and a globally shared language, the field of English for Specific Purposes, or ESP for short, emerged. Across a wide range, many researchers and scientists have recognised the importance of this discipline and have defined it, with definitions varying from one researcher to another, and each scientist sees ESP differently. (Kherraz, 2021)

As Macky and Mountford (1978:2) stated that ESP is “*generally used to refer to the teaching of English for a clearly utilitarian purpose*”. They explained that teaching English for specific purposes has a primary purpose, which is to be taught for practical purposes or for a specific purpose related to learners' job or field of study. McKay also explained that identifying the purpose is important for teaching English for a specific purpose. (Mackay, 1978:92)

Harmer (1983:1) was one of those who agreed with this viewpoint, stating “*...situations where the student has some specific reasons to learn a language*”, and that learners will only learn English if they have specific purposes for learning it, which means that English for specific purposes is not only for general purposes, but it is taught for a variety of reasons that can be academic, professional and others. ESP means learning English to meet the needs and purposes of learners.

Hutchinson and Waters (1978:6) defined and clarified the term (ESP) in a simple and clear way, saying: “*Tell me what you need English for and I will tell you the English that you need*”, which means that English language learning is dependent on the student's goal of learning this language, and that language learning is personalised according to the learner's need, this is the comprehensive definition of the field of (ESP) learning.

Dudley-Evans (1998:9) stated “*ESP has tended to be a practical affair, most interested in investigating needs, preparing teaching materials and devising appropriate teaching methodologies*” It is clear from this statement that in order to plan or choose the methodology that suits the learners, their needs must be analysed as the first step in order to discover for what purpose they need to learn English as a foreign language. Dudley Evans also explained that there are some questions that serve as a blueprint for the practitioner to choose the right methodology, namely:

- What does the learner need from learning English?
- What skills are to be mastered and to what extent?
- Which genres should the teacher take into consideration, whether in understanding or production?

As mentioned (Kherrez, 2021:11)

Prof. Miliani (1994), also argues *“These objectives derive from an analysis of the student’s needs which help determine the way in which a course can go”*. What Miliani emphasises is that teaching English for specific purposes is based on the learner's needs, and that curriculum design starts with understanding and analysing the student's needs first, which helps the teacher choose the right course to achieve the goal.

The emergence of the new field of ESP was a result of the widespread spread of the English language around the world, making people seek to learn English for reasons that may be professional, academic or practical. Researchers have agreed that English language teaching depends on the needs of the learners, and everyone agrees that it is not just teaching English in general, but teaching that depends on achieving the learner's goal. The essence of ESP is to take into account the needs and goals of learners, and analysing these needs is essential to selecting and preparing an appropriate curriculum for their education.

Basturkmen (2006:18) also explained why the teaching and learning process is successful, stating:

*“ESP is understood to be about preparing learners to use English within academic, professional or work place environments and a key feature of ESP course design is that the syllabus is based on analysis of the needs of the students”*.

It is clear from this statement that whatever the environment in which the student learns English for specific purposes, it is necessary to analyse the student's needs because it is a step that facilitates the teaching and learning strategy for both the teacher and the student, and its success depends on analysing the student's needs as a necessary and unavoidable step.

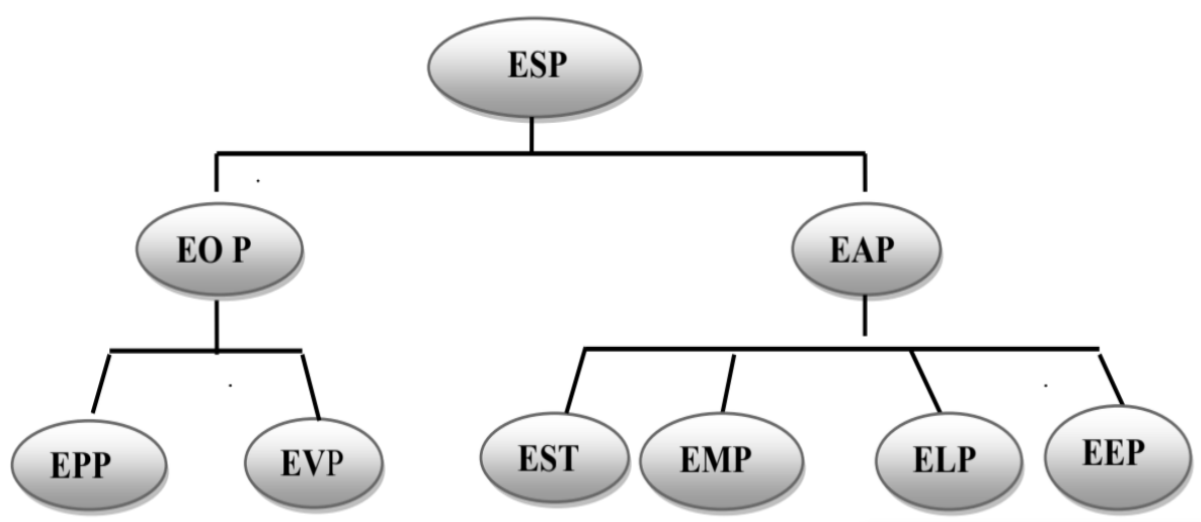
Schleppegrell and Royster (1990) state that:

*“ESP program design, when selecting texts (spoken or written) it is necessary to identify the language skills that are needed by the learner to perform the task and that are reflected in the text”.*

What he means by this is that teaching English for specific purposes is by selecting customised texts based on the language skills that the learner determines according to his academic or practical field. In short, the choice of texts for teaching English is not random, but must be chosen based on the type of language skills that the learner needs.

Researchers have differed in categorising the English language for specific purposes. However, some practitioners and experts have agreed to divide English for Specific Purposes (ESP) into two main branches: English for Academic Purposes (EAP) and English for occupational Purposes (EOP).

EAP is divided into several branches, including (EST) English for Science and Technology, (EMP) English for Medical Purposes, and (EBE) English for Business and Economics. (EOP) is divided into two branches: (EPP) English for Professional Purposes and (EVP) English for Vocational Training.

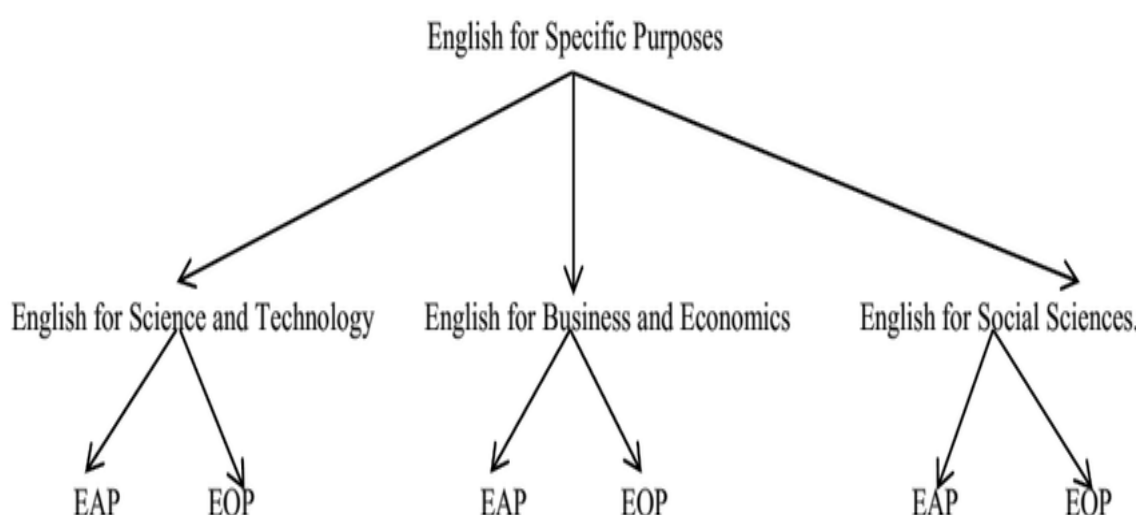


**Figure1.4: ESP Classification**

**(Adapted from Dudley- Evans & St. John, 1998:6)**

This figure illustrates the division of the ESP field according to Dudley-Evans and St John (1998) where they explained that ESP is divided into two main branches, English for Occupational Purposes (EOP) and English for Academic Purposes (EAP).

The field of English for Specific Purposes (ESP) is an umbrella term consisting of several main branches: English for Academic Purposes (EAP), the language that learners need for academic purposes for scientific research, essays, etc., English for Professional Purposes (EOP), English for Vocational Purposes (EVP), and English for Science and Technology (EST), a branch of EAP concerned with teaching English in the fields of science and technology. The field of ESP and its branches has had a clear impact on the world, as it has become used in various fields, including professional, academic, vocational, and other fields. (Kherrez, 2021:11)



**Figure1.5: ESP Branches**

**Source: Hutchinson and Waters, 1987, p. 17**

Hutchinson and Waters (1987) divided ESP branches into three main broad: (EST) is English for science and technology, used in scientific fields such as engineering, medicine, and science; (ESS) is English for social sciences, used in fields such as psychology, history, and law; (EBE) is English for business and economics, used in the fields of management, commerce, and economics. Each group is subdivided into subdivisions, such as EAP, which has to do with learners who need to learn English for educational purposes, and EOP, which has to do with the use of the language in the workplace for professionals.

### **1.3.5. The Importance of the English Language**

Nowadays, English is an essential international language in the fields of technology, global business, education, etc. It has become the most widely used language ever, and is used by people from all over the world to communicate. English has spread among all languages to become the language of the world, a common medium of communication between nations (Verghese, C.P. 1989: 1), which is the only language the world communicates in in the 21st century. Most of the people who communicate in English nowadays are not only from English or American backgrounds, but also from other countries. The English language is not only of interest to people, it has captured their hearts and minds as well. The number of speakers of English as a second and foreign language is increasing every year, and as mentioned before, English is receiving a lot of attention as a global language and a lingua franca.

The English language is what it is today as a result of several centuries of development. Baugh & Cable (1978:1) stated that what contributed to making English what it is today was the Renaissance, the development of England's naval power, and the expansion of the British Empire. Also, the development of industry, commerce, science, and literature played a role in making it a well-established language. The development of the English language today is attributed to the political, social, and even cultural history that spread across the world.

Due to the development of modern means of mass communication and international trade, which contributed to the establishment of international institutions and the organisation of events with all parts of the world, despite the different variety of languages in the United Nations, the World Bank, the European Union, international conferences and scientific fields also have an official language, but scientific reality requires one common language, and English is the official language and the most widely used than any other language.

### **1.4. An Overview of the Status of English in Algeria**

Actually, English has always had its position in the Algerian educational setting. Being a second foreign language since the independence in 1962, English has been taught to middle and secondary school students as a subject. Indeed, learning English was not seen so important, yet, due to the technological progress which had remarkable impacts on the educational context on the one hand and the political role of Algeria in the international setting English has gained more intention from the policy makers. Hamidi (1990, 13) argues

*“The Algerian authorities are aware of the fundamental need for English, at time when Algeria may be called upon to play a leading role in international affairs. We have only to examine the shift from French to English as a subject in the educational curricula, or the ever increasing number of registering in the English department of the universities”*

Furthermore, its status had taken on a challenge in 2000 when the government received support from the United States of America to implement educational reform, in which the English language was introduced as a subject in the first semester of the middle school education.

Algeria has become dependent on the French language as first foreign language taught in Algerian schools for a long time. Because of its complicated history; 132-year of French occupation, France imposed a policy of complete Frenchness as a first step to erase the Algerian identity and the Arabic language so as to spread the French language, which gave it status, power and privilege. (benrabah, 2014). However, the need to the English language has become increasingly necessary due to the change in the Algerian economic policy and openness to the world, in addition to contracts and economic agreements with various countries. For instance, from 2012 to 2019, Anadarko Petroleum and the Algerian Ministry of Education collaborated with the British Council to train 69 English speakers.

In fact, the English language has been implemented in the curricula of schools and colleges since the independence. It has become an essential and compulsory subject from the first year in middle school until the third year in secondary then its use has spread outside the field of education to various fields such as advertising, music, and even television channels. (Benrabah, 2014)

. Besides, English has been crucially required in the field of higher education and scientific research because most of researches are done in English so learning English has become compulsory and unavoidable. according to the former Minister of Higher Education and Scientific Research Tayeb Bouzid, English plays a crucial role in research that is why it needs to be well positioned and this issue is still under study. (ElBilad, 2019)

#### **1.4.1. English during the colonial Era**

Before Algeria was occupied, education consisted of two sections, the first section for young students to teach them to read and write, in addition to memorizing the Quran, and these places were called primary Quranic schools and later on called the mosque where these

schools are held, then they move to another stage, which was the second section, in which teachers focused on teaching them the Arabic language with detailed Islamic law, and these places were called Zawiya or Madrassa. After completing this stages, learners moved on to higher education, which was abroad, such as Al-Azhar University in Egypt or Al-Zaytouna University in Tunisia.( Benrabah, 1999, p.48)

The balance of education in Algeria was disturbed after the entry of the unjust French colonialism, which extended from 1830 to 1962, a century and 32 years, and this long period was sufficient to destroy education in Algeria with the help of a harsh policy on the Algerian population, as the colonialists worked to obliterate the national identity by eliminating the Islamic religion and the Arabic language through the policy of imposing French as a language and Christianity as a religion. This is stated as *“We are facing a deep-rooted nationalism that must be eradicated through assimilation”*.(Ageron, 1991, P. 35 as cited in Suleiman. Y, 1994, P. 26)

Accordingly, the French insisted on introducing the French language in all forms, starting with children in order to enslave them at a young age. The French tried to integrate it by considering it an official national language and ranking Arabic as a second language.(Ezzaki& Wagner,1992). Besides, the French authorities closed all the Arabic schools and considered the Algerians known to be loyal to it in return they were given the opportunity to study in French schools, and this was the French goal; to eliminate the Algerian identity and used this policy to obliterate it as well.(Walter,1997) .

#### **1.4.2. Teaching English after the independence a step forward**

Algeria became independent in 1962, and since then, radical changes have been adopted in the educational system among which teaching English has been implemented as a subject matter after having established a General Inspectorate of the English language.

However, due to the long time of colonization, the French language had already stretched its roots in the daily lives of the Algerian people mainly the students who were deeply affected by the colonial language in both oral and written.

In this context, Tabori& Mala (1987,p.64) stated that Algeria was monolingual, which made this one of Algeria's issues that burdened it after its independence from the French colonialism, and it was a difficult task to overcome this serious problem and restore its identity after 32 years.

After all, Algeria's situation became complicated by the multiplicity of languages and dialects. There was a conflict between Arabic, French, Amazigh, and several dialects that



varied from West to East and from North to South, which led to the search for similar cases in other countries to adopt effective strategies as solutions to these complexities.

From another side, one of the remarkable negative results of the colonial is that the Arabic language lost its status as it has been used only by the indigenous population. This was a significant issue for Algeria, so they planned to solve it immediately after independence. These plans aimed to make the Arabic language more popular and widespread than French in order to show progress, and a second goal was to have a language that would serve the Algerian targets other than the language of the colonial to record its ancient history, so English was one of the candidate languages because it was a rival of France. (Benrabah, 2014)

The demand to replace the French language with English began after independence. However, it was so hard to replace a language of a colonial that lasted for more than a century, so the Arabization policy was the first order of business.

Above all, English was also confirmed as an official language in Algeria by the British Council in 1984 as the government recruited many Britons who faced many difficulties in this matter, such as a restrictive visa process and academic requirements, including holding a doctoral degree, while several regions requested to adopt English as a primary language of instruction. In 1980, the Algerian authorities received an offer from the United States of America and the United Kingdom by granting scholarships to Algerian students who believed that English would serve their needs as it has been the language of science and knowledge. (Belmihoub, 2018)

It is know that during the 1980s, Algeria witnessed a deterioration for several reasons, such as the Black Decade, which, in turn, had devastating outcomes on all sides. Moreover, this period was a civil war and social unrest. Besides, the pillar of the Algerian economy, namely oil, or the so-called Black Revolution had great impacts not only on the social and economic sides but it also affected the educational side. Although, the government planned to implement English as a subject in the fourth grade at primary school as an optional subject alongside French, this matter failed because most of the parents chose French instead of English for the prevalence of French at that time as the most straightforward language to learn.(Chaimae&Atika, 2023)

Although the Black Decade had negative impacts on all sides as it was more political than economic, the relationship between Algeria and the United Kingdom continued to



strengthened in cultural and academic matters, and 500 Algerians had to be candidates for doctoral degrees in British universities.

### **1.4.3. English as a subject in primary schools(the First Experience in 1993)**

In 1993, a definite decision came to settle English as a subject implemented in the primary school more precisely in the fourth grade. Yet, as a first step teaching English as a first foreign language to 4 a p pupils was introduced as a choice. The policy makers knew that this step would face objection from many parents. These latter, who for many reasons, had different points of view, Each group of parents defended their opinion, which led to a linguistic conflict at critical periods in the country's history (Benabareh 2014, p.50)

#### **1.4.3.1. Parents' View for**

Indeed, the choice of language was a complicated issue because parents were divided into two groups. The first group was the supporters who encouraged the implementation of English language because their most important demand was to eliminate the French language permanently. Accordingly, a new generation that master the English language would lead Algeria to be open on the world.

#### **1.4.3.2. Parents' View against**

The other group, who were mainly supporters of the French language, encouraged the survival of the French language for several reasons, including, according to them, the ease of learning because it was already in the dominant language. From another side, these latter mastered this language after having acquired it from the colonial and, therefore, they thought that the choice of French would be the best for their children. Another reason was that most teachers of French were women whose husbands were responsible in education were afraid that their wives lost their posts as teachers.

#### **1.4.3.3. The New Trend Failure**

After several discussions in the ministry, a decision issued by the Minister of Education, Mr Ben Mohamed Ali, in 1993 (Laib, 1993), where the Ministry of Education issued a decree (029/m.d/93) which stipulated that the English language was to be gradually introduced in some primary schools that were randomly selected to test this project. Pupils of the fourth grade had to choose between French or English to be their first foreign language. At last only one or two classes per school were enrolled to learn English. Hence, there were two different classes: those who studied French as first foreign language and the others who studied English as first foreign language (Djouimaa, 1999, p.26).the curricula and programmes were designed under the supervision of the Centre for Educational Research and Development

(C.R.D.). Five hours were diagnosed to teach English language with similar hours in which the French language was taught. Teachers of English were the graduates of the Technological Institute of Education (I.T.E.), on their side the inspectors supervised those graduates of the Institute and coordinated with the Institute itself and each teacher had to teach from one to three classes. When those pupils moved to the middle school, they began studying either French as a second foreign language or English as a second foreign language (Benabareh, 2024,p.50).

Indeed, teaching English as a first foreign language had some drawbacks among which young learners could not consolidate what they learnt outside the classroom because English was a new language that could not be heard anywhere except with their teacher. Despite all these challenges that both teachers and learners faced when teaching/learning this new language, pupils were able to show a great interest and high motivation which led to the birth of a new type of learners who continued to improve learning English till they reached the university where some teachers still comment their good level in English comparing with other students. Yet, after few years of trial, the Ministry of Education announced the failure of the new reform after having investigated billions in printing new books, training teachers and organizing regional and national conferences.

(Benrabah, 2014, p.51) wrote in his book, that parents because of their attachment to French, did not accept English as a second language and stated that it was not a good and strong competitor to the French language and that the reason for the failure of the English language in front of the French language was this. The reason for the attachment of Algerians to France was due to the colonialism that instilled it in their minds and which was inherited for generations due to its many years in Algeria.

They also said that there was another reason for the realisation of this project besides educational purposes: political purposes. This project was introduced at an inappropriate time for internal reasons in the country, as it was going through sensitive periods and civil wars in 1990, and these wars affected all levels, not only the English language (Zeraoulia, 2020).

Nevertheless, for the success of teaching this language as a new project in Algeria for the first time, many possibilities that Algerian schools lacked were required. Teaching a new language at an early age requires places to use it, but Algeria did not have these places other than classrooms. Another reason was the planning that was never suitable for teaching a new language. With these mistakes, the project would naturally fail, and inevitably, the English language project at an early age in Algeria was doomed to failure.

### **1.5. Conclusion**

This chapter deals with the history of the English language, the status of the English language in general, and the motives behind its emergence. It also dealt with the status of this language in Algeria from the beginning of the colonial period to its end, and Algeria's many experiments to introduce this language to this country and its fierce competition with the language of the Algerian coloniser, the French language with emphasis on teaching it in primary schools or other words teaching it to children at an early age.

## **Chapter Two**

### **An Overview on English at the Primary School**

## 2.1. Introduction

The increasing power and prestige English has gained as a global language has been a factor that led this language to establish itself as part in the teaching/learning context. Hence, English has become a vital part of education around the world. For this reason, teaching English in Algeria has been considered so important that it is now taught as a second language in the Algerian primary schools.

This chapter sheds light on the importance of acquiring English at an early age, the theory of the critical period, which refers to the optimal age for learning and acquiring languages. Moreover, it recounts the events of the integration of English as a first language, which was the first adopted as an experiment in 1993. Besides, a review of English language teaching curricula in primary schools will be highlighted in terms of skills, objectives and hourly volume.

## 2.2. Second language Learning

In contrast to language acquisition which starts at home and at an early age, language learning implies the involvement of different elements starting from the parents, to teachers, the community and the learners themselves. Indeed, language learning enables learners to improve their knowledge, skills and learning strategies which help them reach personal, social, and academic development. In this vein (Yule, 1985) states “learning is differentiated as a more conscious and explicitly sequenced process of accumulating knowledge of linguistic features such as vocabulary, sentence structure and grammar, typically in an institutional setting. Language learning has the following characteristics:

- It is artificial and technical
- It is dependent on the motivation and the discipline of learners
- It requires active learning
- It requires continuous learning and guidance
- It requires the Focus on the four skills
- It requires deductive teaching

Actually, language learning may seem very clear initially, but it requires a detailed and accurate explanation. If we scrutinize the words, the term "language" in this context does not necessarily mean what it means; it may be any language learned after the mother tongue and

maybe a third or fourth language. Also, whether people are learning the language to live in a country or in the classroom, they all refer to acquiring a new language.

### 2.3. Critical Period Hypothesis

It is known that the child is exposed to linguistic stimuli during the first years of his life through the environment in which he lives with his family. This is to interact with target language users and connect linguistic ability and a particular language, such as English or Arabic (Hamdani, 2007).

A group of researchers studied the relationship between age, language learning, music and sports, and here, most researchers agreed that the child can acquire and master all linguistic fields at an early age, which is known as the critical period, a hypothesis developed by Eric Lenneberg. ( Dong & Ren, 2003. Hung, 2014)

The first appearance of the Critical Period Hypothesis (henceforth CPH) theory was in 1959 when Penfield and Robbets wrote a chapter entitled "Learning Languages" They supported this theory, as both believed that the younger the child is, the easier and better his performance will be. In this context, they state *"Remember that for learning languages, the human brain becomes progressively stiff and rigid after the age of nine"* (Penfield & Roberts, 1959, as cited in Nelson, 2012, p. 14). Since then, this idea has been associated with the theory of critical age since 1953, and its biological basis has been explored, most notably in the work of Penfield. (Montrul,2008,p.10)

On his side, Reneberg supported the idea of the biological basis of language in his original 1967 book, drawing on multiple sources, including recovery from language loss (aphasia). For example, he noted that *"children before puberty have a good chance to recover from aphasia and develop language normally... People, with destroyed language ability after puberty appear to have diminished resources for reconstruction"* (Hurford, 1991, p. 160). This also supported the idea that younger individuals have greater neuroplasticity or high voltage, which enables them to recover from language deficits more quickly than adults.

From another side, Reneberg tried to determine the age at which language learning becomes too late and relied on several pieces of evidence to do so, including using data on Anza's recovery, studies of language development in individuals with mental retardation, and cases of sudden deafness at different ages.

After several researches, he emphasized that after puberty, any language skills not previously acquired will remain permanently undeveloped due to structural changes in the

brain. (Schouten, 2009, p.2). In other words, learning a native language becomes almost impossible after puberty.

Actually, the term critical period has several labels, as some call it the excellent period and others call it the sensitive stage, all of which are correct and close to the meaning of this period. The critical period suggests a limited period in an individual's life when a person can acquire a language more quickly. According to this hypothesis, after this period, learning a language can be very difficult, almost impossible, and challenging to master the native language.

According to Birdsong (1999, p.1), The theory of the critical period shows a limited development and is represented by a certain period during which a language can be learned according to the level of native speakers, and it can be a first or second language, etc. In other words, proponents of the CBH theory emphasize that the early period of life ends at the onset of puberty.

Furthermore, CPH is called the critical point, and those who wish to acquire native language skills must learn it before passing this critical period. After this period, it is impossible to acquire the native language, and it is difficult to feel like a native speaker (Tokudome, 2010). The critical period theory is one of the most important assumptions due to its crucial role in the success and effectiveness of language learning.

## **2.4. English as first foreign language in Algeria**

As has been mentioned before, the Ministry of Education introduced English alongside French in primary schools in the 1990s, with fourth graders allowed to choose the first compulsory foreign language. According to Benrabah (2014), it is "under the influence of the pro-Arabization lobby which comprised Islamists, conservatives and nationalists, the Ministry of Primary and Secondary Education introduced English in primary school as a competitor to French ..." (p. 50).

The ministry also issued a decree (029/M.D/93) explaining the necessity of integrating English into primary schools. This decree was issued in September 1993 when the ministry randomly selected primary schools to pilot the project. The decree clarifies several directives related to:

1. Curricula and teaching tools, where both the textbook and the teacher's guidebook have been designed and distributed by educational research centres.

2. Time management and organization: A dedicated time organized for teaching English at the same time as teaching French, five hours per week, plus an additional hour weekly.
3. Teachers who graduated from the Technological Institute of Education were tasked with teaching English at the elementary level, with care taken to train them to teach.
4. A careful plan was followed to manage the work of primary school teachers. Each teacher was assigned to teach one to three classes in one school or divided into three neighbouring schools, and teaching and training seminars were held for these teachers in close coordination with inspectors.
5. After following these guidelines, the point of supervision and control was missing, and the inspectors were in charge of supervising the work of English teachers in primary schools.

They copied this decree full of directives to run this project to all experimental schools. They gave parents the opportunity to choose between French and English as their children's first foreign language. After collecting the choices, French was primary selected, and only a few people chose English.(benrabah, 2014, p.51)

The schools, where English was taught, were randomly selected to carry out this experiment, taking into account that it is difficult to deal with such a new idea within the issues that the country is going through difficult periods of civil wars, internal conflicts, and ideological conflicts.

#### **2.4.1. Teachers challenges**

Actually, integrating the teaching of a new foreign language into the educational system is more complex than someone can imagine. It is a task that requires strict procedures and requirements, including special requirements that need to be tried before everything else until it reaches the desired result. However, these procedures may face several obstacles and challenges in front of the government.

Given the challenges Latin American countries face in integrating English in primary schools, Algerian primary schools may also face them or other unknown obstacles. This study about these challenges and their analysis lets us know how to prepare for their implementation and gives us a clear picture of what to expect.



Saoudi's scientific article (2022) on implementing the English language in primary schools in Algeria relied on the perspectives and attitudes of primary school teachers. Based on his studies and analyses, he reached several important results.

Saoudi concluded from these studies that the English language in Algeria is not sufficiently valued despite its importance and status in the world; in other words, while all countries in the world have adopted English as a first foreign language, Algeria still does not deal with this language as required because it is still associated with French as a first foreign language. and this indicates how intense the competition between English and French is nowadays.(Saoudi, 2022,p.)In addition, the studies showed a consensus among teachers that the English language has become necessary for Algeria and should be given more attention and appreciation.

Teachers' attitudes and views support the call for everyone to promote and value the English language due to its importance and widespread use in social media and the world at large. It also reflects that Algerians are now more open to the world and in tune with global developments and changes.

The biggest challenge that the ministry may face in integrating the English language into primary schools is the lack of qualified teachers, and qualified teachers must meet several specific criteria. In Mexico, for instance, the Ministry of Education requires some criteria for those teachers to teach the English language, and one of these criteria is that the teacher must possess either a minimum level of B1 or B2 or more or even a perfect level in addition to a bachelor's degree in the field of teaching English language, which means teachers and all graduates must pass an English language proficiency test such as TOEFL or IELTS. (English Language Proficiency Test). ( Ramirez-Romero & Sayer, 2016,p.14) . Almost all English graduates and language certificate holders have a good level of English, either B1 or B2, but despite their good levels, they are not necessarily qualified enough to teach children a foreign language as most of them lack teaching and learning skills, which require sufficient training to master teaching. In this vein, Straková, (2015, p. 2439) states that:

*“...they lack the understanding of the age specificity of primary learners... these teachers have a tendency to overlook the difference between the acquisition and the learning process and expect that young learners will demonstrate the same skills as older learners”*

Straková shows that middle or high school teachers have high abilities and excellent pedagogical skills in teaching English; however, if they are allowed to teach in primary schools, they cannot recognize the age difference between children and adolescents, as they overgeneralize teaching methods that are compatible with older learners and may often not be compatible with younger learners.

The ideal criteria for a qualified teacher's professional background are a good level of English, general training in primary education and even teachers with a university degree in language teaching (Bafi, 2015)

Indeed, the teacher is considered the corestone of education and is similar to the backbone of any educational institution or school, as he plays a significant role in teaching knowledge, science and information to learners, as well as the first and foremost factor that makes the learner motivated and interested in learning English for instance, as it can be a reason for learners to hate learning or the whole school. Hence, we cannot say that every teacher has sufficient and good experience in teaching right from his recruitment since gaining experience takes a long time or years.

From another perspective, teaching English language requires important measures to be taken in order to improve communication between the teacher and learners, especially when English is a foreign language. Yet, the narrow time impacts classroom management, using methods and techniques to make the class suitable for language learning. (Richard, 2002)

Therefore, it is necessary to manage the class using several measures, such as getting students' attention, maintaining their participation in the lesson, and organizing them into groups, but it can be difficult to manage the class when the allotted time is very limited and insufficient to teach the English language.

Moreover, an English teacher may need specific materials to teach English language, including chalk, pen, blackboard, textbooks, pictures, projector, stories, etc. The use of these materials or visual aids may facilitate the process of teaching a lesson; in other words, they the teacher reach his goals and objectives.

According to Pratama (2015), educational materials facilitate teaching through several tasks such as watching videos, role-playing, practising pronunciation, and storytelling. The use of different materials rise the child's motivation and interest to learn because the classroom atmosphere constantly changes.

Motivation is then a significant emotional variable in the learning process and is the main factor in the success or failure of learners' learning. If teachers fail to manage their students'

motivation to learn English, their enthusiasm for learning the language will be lowered. In other words, when teaching unmotivated students, the teacher loses control over the classroom, so it is believed that students' motivation is a vital and essential factor for learning a foreign language, and motivation is one of the essential and necessary elements to encourage learners to learn (Brown,2007)

#### **2.4.2. Parents perspective**

In addition to teachers and learners, parents represent the third basic elements without which teaching/learning would never take place. Several researches were done about parents' attitudes towards their children in learning foreign languages for instance Bago (2018) who investigated parents' attitudes towards learning English, especially at an early age, in Croatia. This research aimed to measure the factors that influence parents' attitudes and these factors were mainly the interrelation between age, Level of education, the number of languages spoken by parents, and the experience of studying a foreign language at school. Another factor was their belief that this language may impact the minds of their children and whether this impact is positive or negative.

Griva and Shuvarda (2012) gave their opinion on this matter, which was centred on the opinions of parents and teachers of the subject, which is considered important because it leads to discussions about the status of languages in general and its impact on any decision regarding language policy and the development of an appropriate curriculum for bilingual education (p. 2) and the attitudes of parents varied, as each of them inquired about one of the following factors: Age, History Ideology, Number of foreign languages spoken Level of education and experience with foreign languages (Bago, 2018, p. 15)

Parents stated that learning English as a foreign language earlier may increase the child's enthusiasm and increase his love to learn it. They also believe that learning a foreign language may open doors towards other cultures and allow him to strengthen and develop his native language. In addition, learning English at an early age has an effect in promoting and learning other foreign languages. Moreover, learning a foreign language at an early age is considered enjoyable for children as it helps them enhance their cognitive abilities. Parents' attitudes may also influence their children's attitudes towards learning languages at an early age. They do not see this as a burden or a hindrance to the child or even hinder their performance in other school subjects. Finally, the results showed that parents in Croatia have a positive attitude towards learning English as a foreign language at an early age. (Bago, 2018, pp. 36- 37).

Actually, this research aims to measure parents' attitudes towards integrating English language learning in Algerian primary schools instead of waiting till learners reach the intermediate stage. It also sought to study the reasons that determine their attitudes.

## **2.5.Framing of the Syllabus**

In addition to the teacher, learner and parents, teaching any foreign language requires a suitable curriculum, syllabus and program as road map through which teaching/ learning would move smoothly from the starting point to reach the final objectives. Next a definition to each of the previous terms will be stated.

### **2.5.1. Curriculum**

Nunan (2004) explains that the curriculum is a general statement of English language teaching, learning objectives and learning experiences, as well as the nature of the relationship between teachers and learners. In the same context, the curriculum is referred to as “the overall educational process” or “entire instructional process”, including teacher training, testing, educational resources, etc. (Stern 1984)

### **2.5.2. Syllabus**

Widdowson (1984: 26) defines syllabus as: *“a framework within which activities can be carried out: a teaching device to facilitate learning”*. A Syllabus is a plan or list that simplifies the learning process so that the teacher designs a syllabus based on the learner's needs and goals.

This section is dedicated to highlight the components of the primary education curriculum as this latter consists of two main parts. It is important to mention that the three levels are concerned.

## **2.6. English Books Main Components**

- **The exit profile**
  - a. The global competence**

It basically represents what is expected from the learners and what they are able to do by the end of the year according to their age, needs, and immediate environment.

**b. values**

Collective Shared Values include political, social, cultural, and spiritual values that contribute to strengthen community and assure national unity.

On the other side, Individual values include emotional, moral, humanistic and aesthetic values that allow the individual to interact positively with universal values.

-As stipulated in the Guidance Law, the school plays a key role in consolidating spiritual and civic values, namely:

1- Consolidating the Algerian identity and strengthening the nation's unity by instilling and preserving national values.

2- Promoting the spirit of citizenship and developing human capabilities.

3- Emphasizing the importance of the principle of democracy.

**c. Cross-curricular competence**

Cross-curricular competencies are designed to complement each other and are divided into four types: intellectual, methodological, communicative, personal and social. In addition, learning is often based on these competencies simultaneously.

√ **Intellectual competencies:** These encompass all the necessary abilities, such as using information, finding solutions to problems, and employing creativity—all of which can serve as resources for developing other competencies.

√ **Methodological competencies:** These refer to the ability to solve problems by combining skills and procedural knowledge, and by applying or further developing these procedures to address different types of problems.

√ **Interpersonal and social competencies:** These refer to integrative skills that enable the mobilization of individual and social resources by multiple people to achieve a specific goal or carry out a project.

√ **Communicative competencies:** These include all aspects of communication—verbal, non-verbal interaction, and expression. To develop communicative competencies, we consider different linguistic frameworks to be the key element in this process.

**d. Domains**

The syllabus comprises four domains: Oral Comprehension, Oral Production, Written Comprehension and Written Production.

**e. Target competence**

Four target competencies serve the overall competency, and each one consists of three components: knowledge, skills, and attitudes.

**f. Resources**

Two main types of resources make up the syllabus, they are:

√ **Linguistic resources:** These are basic terms and vocabulary as well as grammar and pronunciation rules.

√ **Interdisciplinary resources:** They are segments of all common competencies between intellectual disciplines; their use contributes to the improvement of learner's skills and attitudes, either in a specific educational situation or for specific educational purposes.

**2.6.1. Third Year Book****2.6.1.1. The exit Profile****a. Global competence**

As the learner in this level is beginner i.e., he is for the first time introduced to a new language which is English, the main target is to enable the learner to interact verbally, understand oral messages, determine the meaning of words, decode symbols, read simple letters and write simple letters, words and sentences.

**b. values**

- \* National identity: The learner should be proud of his/her Algerian identity, being a Muslim, Arab and Amazigh.
- \* National conscience: The learner should respect the basic principles of his nation.
- \* Citizenship: The learner shows respect for others.
- \* Openness to the world: The learner improves the communicative skill with English-speaking friends and expands his/her circle of friends.

**c. Cross-curricular competence**

√ **Intellectual competence:** learners should be able to:

- \* Recognize the relationship between context, metalinguistic features and the meanings of expressions.
- \* Understand all the important words and expressions in oral communication.
- \* Know how to use decoding strategies.
- \* Demonstrate an understanding of the characteristics of writing.

√ **Methodological competence:** learners should be able to:

- \*Contextualize, metalinguistic features and understand the meaning of words and expressions.
- \* Interact orally requiring linguistic capital and meta-linguistic features.
- \* Use decoding strategies at the right time.
- \* Employ the characteristics of writing letters in an appropriate way.

√ **Communicative competencies:** learners should be able to:

- \* Interact with words and verbal messages to show understanding.
- \* Use appropriate words and sentences for oral communication.
- \*Use decoding to communicate with friends.
- \*Use writing features to achieve clarity of writing.

√ **Personal and social competence:** learners should be able to:

- \* Interact through oral messages.
- \* Focus on speech acts when communicating.
- \*Use decoding strategies to understand others.
- \*Give importance to the writings of others.

It is now clear that from the previous stated objectives, teaching English to 3<sup>rd</sup> year primary school pupils aims to focus on integrating oral and written communication skills. The emphasis is mainly drawn on four main areas: Oral Comprehension, Oral Production, Written Comprehension, and Written Production. Each area corresponds to targeted competencies, expected learner outcomes, key resources, and linkages between core subjects. For the sake of clarity. This is summarized as follow:

● **Oral Comprehension:**

√ **Target competence:** enable learners understand oral messages, determine the meaning of words in familiar contexts using nonverbal cues.

√ **Components of the Competence:** Understand and infer meanings using context, non-verbal cues, and auditory attention.

√ **Resources:** Videos, cartoons, posters, songs, short stories, and vocabulary used in daily life (greetings, family, days, numbers, colours, etc.).

√ **Cross-Curricular resources:** Intellectual [understanding the meaning and context of sentences], systematic [using context to determine meanings], communicative [understanding verbal and non-verbal messages] and personal and social [responding to oral messages].

● **Oral production:**

√ **Target competence:** The learner interacts orally in everyday situations using simple expressions and words.

√ **Components of the Competence:** Identify simple words and expressions and use them to communicate correctly and show respect for people.

√ **Resources:** Use ready-made expressions, simple grammar (present simple; imperative, short forms) and vocabulary related to everyday life.

√ **Cross-Curricular resources:** Intellectual [recognizing the importance of oral language], methodological [using linguistic repertoire], communicative [choosing appropriate vocabulary for expression], and personal and social [dialogue etiquette].

● **Written Comprehension:**

√ **Target competence:** The learner can decode symbols, understand simple messages and words (about 30 words) and understand meanings using visual aids.



√ **Components of the Competence:** Recognize the basics of reading and decoding strategies, apply them while reading, and respect the reading of colleagues.

√ **Resources:** Videos, songs, short stories, stop signs, punctuation, spelling, and capitalization at the beginning of sentences.

√ **Cross-Curricular resources:** Intellectual [understanding decoding strategies], systematic [using these strategies], communicative [sharing strategies with others], and personal and social [peer collaboration].

### ● **Written production:**

√ **Target competence:** The learner's ability to write letters, words, and simple sentences, practice handwriting, and use appropriate stopping devices.

√ **Components of the Competence:** Practice handwriting and respect the rules of writing.

√ **Resources:** Using shapes, font styles to practice writing, and punctuation (question marks, comma and period).

√ **Cross-Curricular resources:** Intellectual [learning the characteristics of writing], systematic [applying these characteristics], communicative [improving reading], and personal and social [appreciating peers' writing].

● **Project:** Finally, the learner creates a “My Pictionary” project that integrates the vocabulary and writing skills acquired from all domains.

### **Topics & Communicative Objectives**

As far as the content is concerned, the next table shows the different sequences and sections in addition to detailed communicative objectives.

Year 3		
SEQUENCE	SECTIONS	COMMUNICATIVE OBJECTIVES
① <i>Family &amp; Friends</i>	① <i>Family</i>	<ul style="list-style-type: none"> <li>- Introduce family members (family relationship and name).</li> <li>- Ask and answer questions about name.</li> </ul>
	② <i>Friends</i>	<ul style="list-style-type: none"> <li>- Greet people and take leave.</li> <li>- Introduce oneself (name, age, language and place of residence).</li> <li>- Introduce a friend (name -age )</li> <li>- Ask and answer questions about a friend's name and age.</li> </ul>
② <i>School</i>	① <i>School Objects</i>	<ul style="list-style-type: none"> <li>• Name different classroom objects and colours.</li> <li>• Identify different classroom objects and colours.</li> <li>• Locate classroom objects.</li> <li>• Ask and answer questions about school objects and their colours.</li> </ul>
	② <i>School Subjects</i>	<ul style="list-style-type: none"> <li>• Name different school subjects and days of the week.</li> <li>• Identify different school subjects and days of the week.</li> <li>• Ask and answer questions about school subjects and days of the week.</li> </ul>
③ <i>Home</i>	① <i>Describing a House</i>	<ul style="list-style-type: none"> <li>○ Name different rooms in a flat/ house.</li> <li>○ Identify different rooms in a flat/ house.</li> <li>○ Ask and answer questions about rooms in a flat/ house.</li> </ul>
	② <i>Locating Rooms in a House</i>	<ul style="list-style-type: none"> <li>○ Locate people in a flat/ house.</li> <li>○ Locate different rooms in a flat/ house.</li> <li>○ Ask &amp; answer questions about people in a flat/ house.</li> </ul>
④ <i>Playtime</i>	① <i>Toys</i>	<ul style="list-style-type: none"> <li>❖ Name toys.</li> <li>❖ Identify different toys.</li> <li>❖ Ask &amp; answer questions about toys.</li> </ul>
	② <i>Favourite Toy</i>	<ul style="list-style-type: none"> <li>❖ Name favourite toys and their colours.</li> <li>❖ Identify different toys and their colours.</li> <li>❖ Ask and answer questions about someone's favourite toy and its colour.</li> </ul>
⑤ <i>Pets</i>	① <i>Pets</i>	<ul style="list-style-type: none"> <li>➢ Name pets.</li> <li>➢ Identify pets.</li> <li>➢ Ask and answer questions about pet's names.</li> </ul>
	② <i>Pet's Body Parts</i>	<ul style="list-style-type: none"> <li>➢ Name the pets' body parts.</li> <li>➢ Identify the pets' body parts.</li> <li>➢ Ask and answer questions about the pets' body parts.</li> </ul>
⑥ <i>Birthday</i>	① <i>Party Invitation</i>	<ul style="list-style-type: none"> <li>▪ Express offers and invitations.</li> <li>▪ Express and respond to thanks.</li> <li>▪ Ask and answer questions about a party ( time).</li> </ul>
	② <i>Party Celebration</i>	<ul style="list-style-type: none"> <li>▪ Name different objects and foods related to a party.</li> <li>▪ Express wishes, feelings and emotions with simple words.</li> </ul>

Table 2.1.: English Program for Third Primary School Level

The table represents and illustrates the approved English language curriculum for the third year of primary school, designed according to thematic units and communicative goals. The curriculum is divided into six main sequences: Family and Friends, School, Home, Playtime, Pets, and Christmas. Each unit contains specific sections. For example, the home unit is divided into two sections, describing the house and locating the rooms in the house. Each has a language goal.

These objectives are designed to enable the learner to use English in everyday life, such as introducing themselves to others, naming objects, describing places, and expressing feelings. This curriculum focuses on developing the language skills of the child and the learner to be relevant to everyday life.

### 2.6.1.2. Planning

Teachers must be aware of the various stages of the teaching and learning process so that it is organized from planning to implementation and evaluation.

Planning is an essential first step for the success of education, and the learning plan is a process that outlines how education will proceed and be achieved in a smooth and organized manner.

### 2.6.1.3. Time Allocation

The time provided for a learning session for the third level is 45 minutes, twice a week.

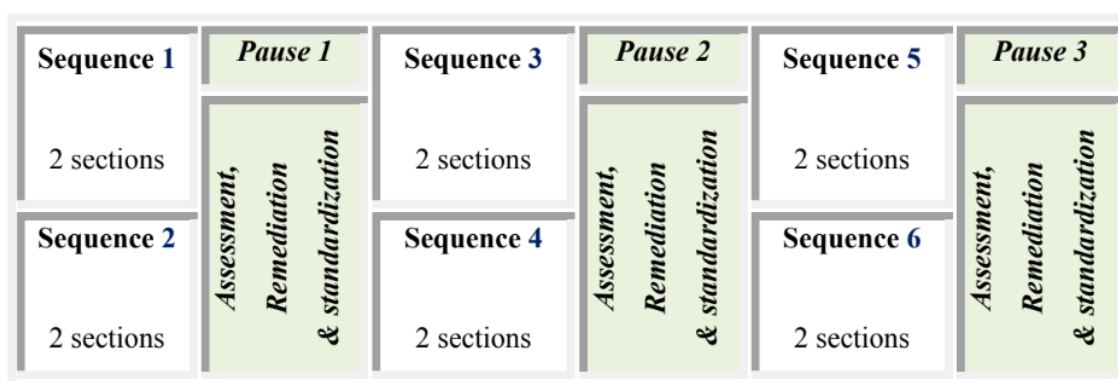
Level	Yearly timing	Weekly timing	Annual amount
<b>Key stage 1</b>	28 weeks	1h30 /week	42 hours

**Table 2.2: Timing Provided for 3<sup>rd</sup> Primary School Level**

### 2.6.1.4. The Teaching/ Learning Framework

The curriculum for the third year /key stage 1 consists of six educational units, each divided into two sections. Each section is allocated three hours spread over a full week.

There are three phases during the school year, each lasting two hours, focused on assessment, remediation, and standardization. This image illustrates this division



**Table 2.3: The Frame Work of 3<sup>rd</sup> Primary School Level**

**b- The Section Layout**

The section is the main component of the educational unit, where each section consists of 4 lessons, each lasting 45 minutes. Each lesson includes one or two objectives that should be achieved through a set of exercises.

<i>Section</i>	<i>Session 1</i>	 I Sing & Have Fun	10 mn
		 I Listen & Repeat	35 mn
	<i>Session 2</i>	 I Read & Discover	45 mn
	<i>Session 3</i>	 I Read & Write	45 mn
	<i>Session4</i>	 I Play Roles	45 mn

**Table 2.4: The Section Layout in Book 3**

**2.6.2. Fourth Year Book****2.6.2.1. The exit profile****a. Global Competence**

The learner can communicate orally, understand oral messages, determine the meaning of words, expressions and simple sentences, discover the subtleties of reading messages, and extract information.

**b. values**

\*National identity: learners should be proud to be Algerian, Muslim, Arab and Amazigh.

\*National conscience: they should respect the important principles of their nation.

\*Citizenship: Respects others.

\*Openness to the world: they may communicate with friends from English-speaking countries and makes friends.

**c. cross-curricular competence**

√ **Intellectual competence:** learners should be able to:

- Differentiate between context, features and word meanings of expressions.
- Use words and expressions and interact orally.
- Understand the basics of reading and decoding.
- Understand the basics of writing correctly.

√ **Methodological competence:** learners should be able to:

- Use context and the elements of language to determine the meaning of expressions and sentences.
- Use the linguistic repertoire for oral interaction.
- Employ the basics of reading and decoding.
- Apply the basics of writing.

√ **Communicative competence:** learners should be able to:

- Interact and understand verbal and non-verbal messages.
- Choose appropriate words, expressions and sentences.
- Communicate messages clearly using correct writing conventions.

√ **Personal and social competence:** They should be able to:

- Cooperate with mates verbally and non-verbally.
- Adhere to and interact with the context and features of the language.
- Use the basics of reading and decoding to understand messages.

Hence, the English language curriculum for the fourth primary school stage is designed according to four language domains: Oral Comprehension, Oral Production, Written Comprehension, and Written Production. Each area shows the targeted competency. Special learning components, resources, connections between materials.

### ● Oral comprehension

√ **Target competence:** Identify and understand the meaning of words, expressions, and sentences and comprehend oral messages using language features such as gestures and tone.

√ **Components of the Competence:** Understand and infer meanings using context and features and listen attentively.

√ **Resources:** Songs, videos, cartoons, pictures, short stories.

√ **Cross-Curricular resources:** Intellectual (connecting context and features to understand meaning), systematic (determining meaning using context and features), communicative (responding to verbal and non-verbal messages), personal and social (cooperation).

### ● Oral production

√ **Target competence:** Communicate orally in situations related to the environment, interests, and issues using simple phrases and sentences.

√ **Components of the Competence:** Selection and use of sentences, simple expressions, and interaction features.

√ **Resources:** Grammar, nouns, adjectives, pronouns, simple present tense, wh-questions and yes/no questions

√ **Cross-Curricular resources:** Intellectual (mediating using words and expressions), methodological (using linguistic features), communicative (interacting and communicating with appropriate expressions) and personal and social (interacting with respect for context and features).

### ● Written comprehension

√ **Target competence:** Decoding, reading words (about 30 words), understanding meanings using the basics of reading and decoding.

√ **Components of the Competence:** Learning to recognize the basics of reading and decoding strategies and use them to understand messages.

√ **Resources:** Educational resources (animations, songs), Phonics (vowels and consonants), Writing rules (upper and lower case letters and punctuation).

√ **Cross-Curricular resources:** Intellectual (understanding the basics of reading), Methodological (applying decoding strategies), Communicative (sharing a strategy with peers), Personal, and Social (respecting peers' reading).

### ● **Written production**

√ **Target competence:** Write using correct handwriting to fill in the form with information related to the environment and daily life.

√ **Learning components:** Learn what a form is, complete it correctly, and show respect for others' writing.

√ **Resources:** Handwriting, cursive handwriting, and capitalization.

√ **Cross-Curricular resources:** Intellectual (understanding the characteristics of correct handwriting), methodological (applying these characteristics), communicative (clarity and readability of writing), personal and social (respecting the work of colleagues).

### ● **Project**

"Mini Dictionary" is a project that helps to consolidate and develop vocabulary related to various fields.

## Topics and Communicative Objectives – 4th Year

Year 4		
SEQUENCE	SECTIONS	COMMUNICATIVE OBJECTIVES
① <i>Family &amp; Friends</i>	① <i>Family</i>	<ul style="list-style-type: none"> <li>- Introduce family members. (family relationship, name, age, occupation, place of residence)</li> <li>- Ask and answer questions about family members.</li> </ul>
	② <i>Friends</i>	<ul style="list-style-type: none"> <li>- Introduce friends/ e-pals. (Name, age, occupation, nationality, place of residence, language )</li> <li>- Name countries and nationalities.</li> <li>- Ask and answer questions about friends/ e-pals.</li> </ul>
② <i>School</i>	① <i>Facilities</i>	<ul style="list-style-type: none"> <li>• Name school facilities (classrooms, library, canteen, schoolyard, staffroom, toilets...)</li> <li>• Ask and answer questions about school facilities.</li> </ul>
	② <i>Mapping</i>	<ul style="list-style-type: none"> <li>• Locate school facilities (classrooms, library, canteen, schoolyard, staffroom, toilets...)</li> <li>• Ask and answer questions about school facilities location.</li> </ul>
③ <i>Fun Time &amp; Games</i>	① <i>Fun Time</i>	<ul style="list-style-type: none"> <li>○ Name fun time activities: indoor and outdoor activities, individual and team sport...</li> <li>○ Ask and answer questions about favourite fun time activities.</li> </ul>
	② <i>Games</i>	<ul style="list-style-type: none"> <li>○ Name games: individual, team, physical, mental, digital...</li> <li>○ Ask and answer questions about favourite games.</li> </ul>
④ <i>Food &amp; Health</i>	① <i>Food (healthy food)</i>	<ul style="list-style-type: none"> <li>❖ Name healthy food (bread, cereals, vegetables, fruit, meat, drinks, dairy, fish).</li> <li>❖ Ask and answer questions about healthy food.</li> </ul>
	② <i>Health</i>	<ul style="list-style-type: none"> <li>❖ Name body parts: head, shoulders, knees, toes, legs, arms, ...</li> <li>❖ Ask and answer questions about common health problems.</li> </ul>
⑤ <i>Animals</i>	① <i>Farm</i>	<ul style="list-style-type: none"> <li>➢ Name animals in the farm.</li> <li>➢ Ask and answer questions about animals (name, food, body parts, size, colour ).</li> </ul>
	② <i>Zoo</i>	<ul style="list-style-type: none"> <li>➢ Name animals in the zoo.</li> <li>➢ Ask and answer questions about animals (name, food, body parts, colour, size, habitat).</li> </ul>

Table 2.5: English Program for 4<sup>th</sup> Primary School Level

This table represents the structure of the English language program for the fourth year of primary school. The structure is divided into five main thematic sequences: Family & Friends, School, Fun Time & Games, Food & Health, and Animals. Each unit is further divided into two sections — for example, the unit about "Animals" is split into two parts: one about the farm and the other about the zoo. Each section is accompanied by clear objectives aimed at developing students' skills and abilities in naming, asking and answering questions, and forming sentences related to the given topics. The program focuses on the correct and clear use of language, which helps learners to communicate in real-life situations, such as describing people and places, extracting information, and more. Overall, this table provides a clear and organized picture of what learners use in terms of vocabulary and grammar in familiar contexts.



### 2.6.2.2. planning

Planning is an essential element for a successful academic path. It is a roadmap that defines how learning will be achieved. Therefore, all practitioners must be aware of the different stages of the teaching and learning process, which include planning, implementation, and evaluation.

### 2.6.2.3. Time Allocation

Learners in the key stage 2 of primary education (4th year) study English for 45 minutes per session, twice a week

Level	Yearly timing	Weekly timing	Annual amount
Key stage 1	28 weeks	1h30 /week	42 hours

**Table 2.6: Timing Provided for 4<sup>th</sup> Primary School Level**

### 2.6.2.4. The Teaching/Learning Framework

Since there **are** five instructional units throughout the fourth year of primary school, each unit is divided into **two sections**, and each section consists of five **sessions**, totaling **3** hours and 45 minutes. Additionally, the school year includes three phases, each lasting 2 hours and 15 minutes(i.e., three sessions), dedicated to **assessment**, remediation, and standardization.

<b>Sequence 1</b>	<b>Pause 1</b>	<b>Sequence 3</b>	<b>Pause 2</b>	<b>Sequence 5</b>	<b>Pause 3</b>
2 sections		2 sections		2 sections	
<b>Sequence 2</b>	<b>Assessment, Remediation &amp; standardization</b>	<b>Sequence 4</b>	<b>Assessment, Remediation &amp; standardization</b>	<b>Sequence 6</b>	<b>Assessment, Remediation &amp; standardization</b>
2 sections		2 sections		2 sections	

**Table 2.7: The Frame Work of 4<sup>th</sup> Primary School Level**

### 2.6.2.5 The Section Layout

The section is the main component of each sequence and includes five sessions, each lasts for 45 minutes. Every session contains one or two communicative objectives, which are achieved through a set of tasks.

<b>Section</b>	<b>Session 1</b>	 I Sing & Have Fun	10 mn
		 I Listen & Repeat	35mn
	<b>Session 2</b>	 I Read & Discover	45mn
	<b>Session 3</b>	 I read & Enjoy	45mn
	<b>Session 4</b>	 I Read & Write	45mn
	<b>Session 5</b>	 I Play Roles	45mn

Table 2.8: The Section Layout in Book 4

### 2.6.3. Fifth Year Book

#### 2.6.3.1. The Exit Profile

##### a. The Global Competence

Read oral messages, communicate orally, decode short stories for comprehension, and edit a very short story.

##### b. Values

**National Identity:** learners should be proud to be Algerian, Muslim, Arab, and Amazigh.

**National Awareness:** learner should respect the principles of their nation.

**Citizenship:** learner should show respect for others.

**Openness to the World:** The learner may exchange ideas and communicates with friends from English-speaking countries.

##### b. Cross-curricular competences

##### √ Intellectual competence:

- \* Demonstrates understanding of listening skills. Recognizes the importance of listening. Recognizes the use of words, expressions, and sentences in oral interaction.
- \* Demonstrates understanding of reading skills.
- \* Demonstrates an understanding of writing mechanics and the information needed to write a letter.

√ **Methodological competence:** learners should be able to :

- \* Practise listening skills to understand short oral messages.
- \* Use linguistic balance and parallel elements to interact.
- \* Practise reading skills to comprehend simple written messages.

√ **Communicative competence:** Learners should be able to :

- \* Interacts with verbal and nonverbal messages to show understanding.
- \* Use appropriate expressions to communicate orally.
- \* Practise reading skills with peers.
- \* Practise basic writing skills with peers.

√ **Personal and social competence:** Learners should be able to :

- \* Collaborate with peers to interact verbally and nonverbally to understand messages.
- \* Give importance to context and parallel structures in communication.
- \* Share understanding with peers using reading skills.
- \* Share their own written work with their mates.

### ● Oral comprehension

√ **Target competence:** To interpret oral messages in communicative situations related to everyday life.

√ **Learning Components:** Use of context and non-verbal features of short messages.

√ **Resources:** Songs, animations, videos, posters, short stories, pictures.

√ **Cross-Curricular resources :** Demonstrates understanding of listening skills.

### ● Oral Production

√ **Target competence:** to Communicate orally on topics related to the learner's daily life and

interests using simple sentences and nonverbal features.

√ **Components:** Use context and nonverbal features to understand short messages and show interest in the topic.

√ **What learners should do:**

- \* Use familiar vocabulary and expressions for oral communication.

- \* Use these elements to communicate.

- \* Show interest with the other speaker.

√ **Key vocabulary:** Jobs, identities, directions, vacations, travel, exclamations, prepositions, present simple and imperative.

**Methodology:**

- \* Use context and non-verbal features.

- \* Peer assistance and collaboration.

- \* Identifying and selecting appropriate words and vocabulary.

- **Written comprehension**

√ **Target competence:** short messages, learning vocabulary (about 40 words)

√ **What learners should do:**

- \* Learn the basics of reading to understand written messages.

- \* Apply reading skills to understand meaning.

- \* Appreciate and show interest in the reading of others.

√ **Resources:** Videos, songs, posters, pictures, cartoons, short texts.

√ **Additional components:** punctuation, word order, questions, sounds.

√ **Cross-Curricular resources:** Understanding and sharing reading skills with others.

- **Written production:**

✓ **Target competence:** Convert information into letters (about 20 words) related to the learner's environment using the rules of writing.

✓ **What learners should do:**

\* Apply appropriate writing rules and necessary information.

\* Use information and rules to write a letter.

\* Appreciate the writing of others.

✓ **Cross-Curricular resources:** Applying writing rules, interacting with peers, publishing a product.

**Project:** “My booklet” (posters, maps, productions, drawings)

### Topics and communicative objectives

Year 5		
SEQUENCE	SECTIONS	COMMUNICATIVE OBJECTIVES
① <b>Jobs, Occupations &amp; Hobbies</b>	① <i>Jobs and Occupations</i>	<ul style="list-style-type: none"> <li>▪ Name/identify common jobs and occupations.</li> <li>▪ Ask and answer questions about family members and friends' jobs and occupations.</li> <li>▪ Name/identify common places of work.</li> </ul>
	② <i>Hobbies</i>	<ul style="list-style-type: none"> <li>▪ Identify/ name different hobbies</li> <li>▪ Identify/ name family members and friends' favourite hobbies.</li> <li>▪ Ask and answer questions about favourite hobbies.</li> </ul>
② <b>Hometown / City / Village Amenities &amp; Directions &amp; Signs</b>	① <i>Hometown / City / Village Amenities</i>	<ul style="list-style-type: none"> <li>▪ Name/identify different amenities in city/ hometown/village.</li> <li>▪ Ask and answer questions about different amenities in city/ hometown/village and their location.</li> </ul>
	② <i>Directions and Signs</i>	<ul style="list-style-type: none"> <li>▪ Ask for and show the way to different amenities in city/hometown/ village.</li> </ul>
③ <b>Holidays &amp; Travelling</b>	① <i>Holidays</i>	<ul style="list-style-type: none"> <li>▪ Name common places for holidays.</li> <li>▪ Ask and answer questions about destinations / places for holidays.</li> </ul>
	② <i>Travelling</i>	<ul style="list-style-type: none"> <li>▪ Name/identify different means of transportation</li> <li>▪ Ask and answer questions about favourite way of travelling.</li> </ul>

Table 2.9: English Program for 5<sup>th</sup> Primary School Level

This table presents the topics and communicative objectives for the fifth year of primary school, consisting of major and minor topics. This table is designed as a guide for teachers and learners to develop language skills and knowledge during the school year. The curriculum contains three units; each unit is divided into two sections, for example, the unit "Holidays and Travelling" is divided into two sections: Section One is about "holidays" and Section Two is about "travelling", and each section is followed by clear objectives that allow the learner to develop his or her English language skills and abilities. This table shows the objectives of the curriculum and ensures what the learner will be able to communicate at the end of the school year, and each communication objective focuses on using the language in familiar contexts to help the learner develop his or her skills and develop language proficiency to communicate on topics related to daily life.

### ● Time allocation

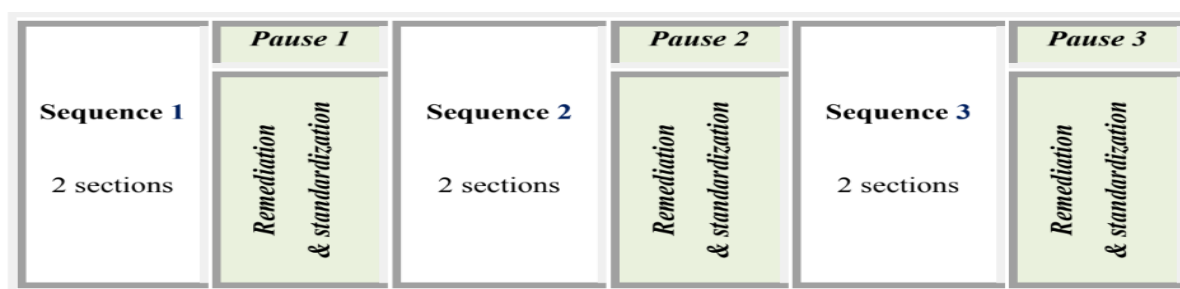
Students in the fifth year of primary school (Key Stage 2) study the same time allocation, i.e., 45 minutes, twice a week.

Level	Yearly timing	Weekly timing	Annual amount
Key stage 3	28 weeks	1h30 /week	42 hours

**Table 2.10: Timing provided for 5<sup>th</sup> Primary School Level**

### ●2.6.3.3The teaching/learning frame work

The primary school year consists of three sequences; each sequence is divided into two sections, and each section requires six hours for four weeks. There are three phases that require two hours dedicated to assessment, evaluation, and assessment standardization during the school year.



**Table 2.11: The Frame Work of 5<sup>th</sup> Primary School Level**

● **The section Layout**

The section is sequenced as it is clarified below. The fifth section consists of 8 sessions of 45 minutes each, in which a set of tasks is performed to reach one or two communicative goals.

Sequence	Section ①	Initial situation	Session 1	I Get Ready	45 mn
		Learning situations	Session 2	👂 I Listen & Interact	45 mn
			Session 3	👂 I Listen & Discover	45 mn
			Session 4	📖 I Read & Understand	45 mn
			Session 5	📖 I Read & Discover	45 mn
			Session 6	😊 I Learn & Enjoy	45 mn
			Session 7	✍️ I Learn to Write	45 mn
			Session 8	✍️ I Write	45 mn
	Section ②	Session 1	👂 I Listen & Interact	45 mn	
		Session 2	👂 I Listen & Discover	45 mn	
		Session 3	📖 I Read & Understand	45 mn	
		Session 4	📖 I Read & Discover	45 mn	
		Session 5	😊 I Learn & Enjoy	45 mn	
		Session 6	✍️ I Learn to Write	45 mn	
		Session 7	✍️ I Write	45 mn	
		Evaluation	Session 8	I Check my Progress	45 mn

**Table 2.12: The Section Layout in Book 5**

The English language program included many goals, such as to enable learners to acquire the language at an early age and learn what is difficult to acquire at an older age, and this program was divided into three years called the basic stages. The first basic stage, which is the third primary year, is very similar to the second basic stage, which is the fourth primary

year, in terms of timing and units, while the third basic stage, also known as the fifth primary year, has its units divided into two sections. This stage plays an important role in promoting the language to learners through helping them engage with it, acquire it, use it, communicate with it, and work towards mastering it.

### **2.7. Conclusion**

This chapter provided an overview of the efforts made by the Algerian state to integrate English language as a subject in the primary school. It also highlighted to what extent the teaching/learning of this language has gained attention and consideration in addition to its impacts on three main sides: teacher, learner and parents. This investigation has helped to clarify the situations that have contributed to the promotion of this language at the primary scale. The next chapter is concerned with the practical side as the collected data will be analyzed and interpreted.



# **Chapter Three**

## **Data Collection and Analysis**

### **3.1. Introduction**

Chapter three represents the applied section of this research, presenting the methodological framework including the context of the study, the approach, and the participants. This chapter also addresses the data collection tools used, such as the questionnaire, interviews, and classroom observations, which in turn help in obtaining the necessary and sufficient information to fulfill the objectives of this research. In addition, the chapter deals with a detailed analysis of the data obtained, which will be discussed in chapter four based on the theories mentioned in the previous two chapters.

### **3.2. Research Methodology**

This research includes the research method, population, and research tools used to collect information and data, as well as descriptions and analyses. It also discusses the final results and limitations of the research accompanied by suggestions and recommendations.

#### **3.2.1. Research Methods**

From a methodological perspective, this research examines the importance of integrating the English language in elementary schools, studying parents' opinions about this reform and the challenges and difficulties faced by teachers and learners in studying English as a foreign language. Therefore, the data collection process relies on the descriptive approach in order to have a deep sight. In addition, mixed-method research (triangulation) is used to reach the desired result. In this vein, Dornyei (2007, p.24) states, "Mixed methods research involves different combinations of qualitative and quantitative research either at the data collection or at the analysis levels". In other words, mixed methods research involves combining quantitative (numerical) and qualitative (non-numerical) data.

#### **3.2.2. The Participants**

As has been mentioned earlier, this research targets primary schools in which English language teaching is introduced to learners at an early age. This research has been conducted in three schools in Saida, namely Mohamed Magharbi, Mazouni Abdelkader, and Kias Fatima primary schools where the sample consisted of one teacher from each school i.e. three teachers of English, learners in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> levels in addition to their parents. The parents were selected randomly. Indeed, this investigation aimed to study learners' challenges from all aspects: inside the classroom, at home and the surrounding environment.

**3.2.2.1. Teacher profiles**

The teachers of Mohamed Magharebi and Mazouni Abdelkader elementary schools were interviewed, while the teacher of Kias Fatima refused to respond or be interviewed. The two teachers interviewed were male and female; the female teacher has experience in teaching middle school and the male teacher has experience in teaching for 14 years.

**3.2.2.2. Pupils' profiles**

The research was conducted with students of all three stages: Third, Fourth, and Fifth Primary, the number of targeted individuals in Mohamed Magharebi School - 32 pupils, 20 males and 12 females, School - 94 pupils, 44 males and 50 females, Kias Fatima School - 64 pupils, 44 females and 17 males, the ages of the pupils of the three schools range from eight to 11 years old, and the ages of the pupils range from eight years old to 11 years old.

**3.2.2.3. parents' profiles:**

A total of 120 questionnaires were distributed to parents of students, and a sample of parents of the same students of the three observed schools was selected. The questionnaire was answered by 100 parents, 52 mothers and 48 fathers, all with varying levels of education.

**3.3. Research instruments**

As mentioned earlier, three different tools were used for data collection: a questionnaire, which provided quantitative data, an interview, which served as a qualitative method. In addition, the observation serves as qualitative insights.

**3.3.1. Questionnaire**

120 questionnaires were distributed to the parents of students residing in Saida city, but 100

of them were answered and returned; the questionnaire was translated into Arabic and answered in Arabic.

**3.3.1.1. Description of parents' questionnaire**

The questionnaire consists of 17 questions divided into three sections. The first section is titled "Demographic Information" and asks parents to answer three closed-ended questions by choosing the appropriate answer and one open-ended question about the number of children, while the three closed-ended questions seek to determine the parent-child relationship, school level, and age of the child studying English in primary school.

The second section, "The importance of learning English," consists of closed-ended questions. This section seeks to collect data on the level and extent of parents' understanding of spoken and written English (Q5), while questions (Q6, Q7, and Q8) center on parents' opinions of learning English at an early age, what is the appropriate age for learning, and what is important in learning this language.

Finally, the third section consists of both closed- and open-ended questions. This part focuses on studying parents' attitudes towards integrating English in primary schools (Q9, Q10, Q11), as well as exploring the impact of learning the language simultaneously with French language. Questions (Q12, Q13, Q14, Q15, and Q16) aim to determine whether the child makes an effort independently or receives help from parents in learning English, and what kind of support the parents provide. Question (Q17), the final one, seeks to understand how children express their love for the English language.

The questionnaire was translated into Arabic ,to make it easy for respondents to answer the questions comfortably, regardless of their level of education or understanding of the English language.

### **3.3.2. Interview**

Interview is another important method used to collect sufficient data from individuals through conversation. No one of the interviewees agreed to be recorded, some answered the questions via email, and they answered all the questions without exception.

#### **3.3.2.1. Description of teachers' interview**

The interview consists of open-ended questions, divided into three main sections. The first section aims to gather the necessary information about the teachers' academic qualifications, their teaching experience, and the type of professional training they have received. This section is titled "teachers' Profile".

The second section, titled "Work Environment", aims to study the teaching conditions and workload of each teacher, the number of departments they supervise, the levels they teach, the number of students in the departments, and the number of weekly classes for each level. This section seeks to provide a comprehensive picture of the teacher's professional environment and the difficulties and challenges that hinder their performance during teaching.

Finally, the third section focuses on teaching and learning strategies and aims to explore learners' motivation to learn English, the difficulties they face, as well as the strategies teachers use to support and motivate students. Furthermore, this section contains questions related to how to integrate the four language skills when explaining lessons, assessment methods, and rewards that help motivate students. This section also includes questions on whether teachers assign homework or final projects, and how they deal with situations where children have difficulty understanding the lesson.

### **3.4. Observation**

Observation is a method used to describe the situation or field under study. It allows the researcher to study the situation and experience the actions and their natural context. This means that the researcher directly observes the atmosphere, situation, behaviours, etc., and is relevant to collecting original data.

#### **3.4.2. Description of the Classroom Observation**

Classroom observation is used to evaluate and study several aspects, including pupils' behaviour, the teacher's explanation, the educational process and several other factors. The observation was conducted on levels of the third, fourth, and fifth years of primary school to study and collect information about the progress of the English language program. The observation was conducted from the beginning of March to the end of April in Saida schools for the academic year 2024/2025; the reason for the long observation period was the springbreak, which lasted for 15 days, which lasted for 15 days, extending from 16, march to 08 Aprile.

The researcher uses the participant where he participated in the teaching process, and non-participant observation type, observing the students while sitting and observing the teaching and learning process. He also uses the observation checklist and takes notes to collect sufficient data. The researcher reviewed the didactic guide of English prepared by the ministry before starting the observation so that the process was disciplined and effective.

The researcher observed the progress of the learning and teaching program at third, Fouf, and fifth-year Primary Schools, which gave him the opportunity to study the most important challenges and difficulties that may face both teachers and students, from which the

researcher reached conclusions based on the evidence and observations he made during this process.

### **3.4.Observation analysis**

#### **Mohamed Magharbi Primary School**

The researcher attended two classes of the fifth year at “Muhammad Magrabi” Primary School in Saida. The first class was on 04\03\2025, and the second on 18\03\2025 in Ramadan, the total number of students was 32, and they covered the unit “ Hometown /city/village aminities& directions and signs” At the beginning of the lesson, the teacher wrote a set of exercises related to the unit on the whiteboard. The first exercise was a gap-fill activity, focusing on vocabulary for giving directions. The second exercise required students to delete the incorrect word from a group of words, while the last exercise asked them to rearrange words to form a meaningful sentence .

The exercises were appropriate for their age; however, the only issue was that the teacher did not use pre-printed worksheets, which could have saved time. At the same time, writing the exercises on the board was somewhat beneficial for learners as it gave them practice in copying. The classroom environment was calm and conducive to learning, and the small number of students made it easier for the teacher to manage the class .

The teacher was patient, wise, and kind to his students. However, the researcher noticed that the teacher sometimes had to raise his voice to quiet the students and reduce noise. His method was effective in regaining their attention and helping them complete the exercises efficiently.

The teacher read the first exercise aloud and asked the students to solve it in their notebooks. When they finished, he corrected their mistakes in the notebooks and then corrected the exercise with the whole class on the whiteboard. he continued this process until all the exercises were completed .

The teacher activated their prior knowledge before solving each exercise. For example, in the first exercise, he asked them to name the directions they had learned previously, and afterward, they solved it. All the pupils demonstrated their understanding of the previous

lessons, as everyone participated except for a small group who showed some signs of anxiety and shyness. Everyone was showing interest and focus on the exercises, and there was no problem memorizing the basic vocabulary and sentences. However, they were mixing French and English when answering.

The teacher assigned students to solve the exercises and called them by their names. He also called out those who misbehaved and warned them not to repeat the behavior or engage in any inappropriate mannerr. He was compelled to use a stick to hit them on the hand, especially the more disruptive children, because the some pupils were indeed somewhat misbehaved with their classmates.

Finally, he informed them that the test would include exercises similar to these and asked them to prepare well.

### Observation checklist

**School:** Mohamed Magharbi. **Date:** 04/03/2025.

**Pupils number:** 16. **Time started:** 10:00. **Time ended:** 10:30.

Data points	N	S	G	N.A
<b>Classroom management</b>				
Check the pupils attendees and assignments				✓
Preserve the classroom's cleanliness and order			✓	
Gaining the pupils attention		✓		
Large number of the pupils			✓	
Teacher's feedback on pupils behavior		✓		
<b>Preparation for the lesson</b>				
The content of the lesson is appropriate for their age			✓	
Lesson objectives are clearly defined			✓	
Equipments and materials are available	✓			
<b>During lesson explanation</b>				
Recap previous lesson			✓	
Activate the pupils prior conception (through activities)			✓	
Provide brief introduction of the lesson				
Explaining the lesson in clear way			✓	

Combining Arabic and English during explanation		✓		
Using body language			✓	
Pupils participation and engagement			✓	
Pupils understand the lesson			✓	
Using adequate materials				✓
Pupils confusion and mixing between French and English		✓		
Teacher's patience with his pupils		✓		
Using physical punishment		✓		
Some are anxious when the teacher asks them to talk or answer		✓		
All participate in given activities		✓		
Pupils have expression problems		✓		
Lack of concentration			✓	
Comprehension problems			✓	
Calling pupils by their names			✓	
Pupils have problems in writing and handwriting		✓		
Memorizing vocabulary			✓	
Memorizing simple sentences			✓	
Teaching by using games and songs				✓
Time is sufficient for the whole lesson and activities			✓	

In the second session, the teacher combined both fifth year classes because the school would be closed for 15 days for spring holidays . The teacher deliberately brought them together to avoid delaying the program with one of the two sections and also to give them the papers as an assignment for spring break. At the beginning, the teacher distributed printed papers titled “i get ready”, consisting of exercises divided into two sections. The first section was a dialogue between two people, with the theme of “travel” and related exercises, while the second section was a text with related exercises, assigned as holiday homework.

The students were very excited because it was the first class introducing a new unit, “Holidays and Traveling.” All the students participated with the teacher, answering the questions one by one. The first exercise asked what the text was about, and the students circled the appropriate title. The second exercise asked about the means of transportation



mentioned in the text.

After completing all the exercises, they were asked to read the dialogue again, each time assigning two children to read it as if they were the speakers. The researcher noticed that some of them had trouble reading.

Finally, they were asked to solve the second section of the paper at home. The purpose of this section was to leave the solution ambiguous, so that when they returned to school, they could correct the mistakes they made after exploring the topic in depth.

The researcher observed the students' copybooks to evaluate their handwriting but noticed issues with letter formation. When he asked the teacher about it, the teacher explained that the available instructional time was insufficient for handwriting practice, and that students learned to write more in French because they had more French sessions than English sessions. The teacher shared the same concerns regarding reading and pronunciation instruction.

### Observation Checklist

**School:** Mohamed Magharbi. **Date:** 04/03/2025

**Pupils number:** 32 **Time started:** 10:00. **Time ended:** 10:30

Data points	N	S	G	N.A
<b>Classroom management</b>				
Check the pupils attendees and assignments				✓
Preserve the classroom's cleanliness and order			✓	
Gaining the pupils attention			✓	
Large number of the pupils		✓		
Teacher's feedback on pupils behavior			✓	
<b>Preparation for the lesson</b>				
The content of the lesson is appropriate for their age			✓	
Lesson objectives are clearly defined			✓	
Equipments and materials are available				✓
<b>During lesson explanation</b>				
Recap previous lesson				
Activate the pupils prior conception (through activities)				
Provide brief introduction of the lesson			✓	

Explaining the lesson in clear way			✓	
Combining Arabic and English during explanation				✓
Using body language			✓	
Pupils participation and engagement			✓	
Pupils understand the lesson			✓	
Using adequate materials				✓
Pupils confusion and mixing between French and English		✓		
Teacher's patience with his pupils		✓		
Using physical punishment		✓		
Some are anxious when the teacher asks them to talk or answer			✓	
All participate in given activities			✓	
Pupils have expression problems		✓		
Lack of concentration		✓		
Comprehension problems		✓		
Calling pupils by their names			✓	
Pupils have problems in writing and handwriting		✓		
Memorizing vocabulary			✓	
Memorizing simple sentences			✓	
Teaching by using games and songs				✓
Time is sufficient for the whole lesson and activities		✓		

### MazouniAbdelkader Primary School

the researcher attended four consecutive sessions at "MazzoniAbdelkader" School for a whole week, from 13/04/2025 to 17/04/2025, for all three stages: third, fourth, and fifth year. There were 96 pupils in all.

The first class was with the third year of primary school (Key Stage 1) on April 13, 2025 in the evening, and the class consisted of 22 students. They covered the unit "Pets." When the teacher entered the classroom, she attracted their attention by singing the song "Welcome, Welcome," , as soon as she entered the classroom, she started the first part of the song, and

the students completed it until the end to avoid making noise, and at the same time she was preparing her materials to start the lesson.

First, the teacher asked the students to open the book to the first page of the unit “Pets” and asked them to notice the pictures for a short while. Then she started reading simple sentences containing the names of the animals, and the students pointed to the animal mentioned in the sentence. For example, the teacher said: “The long yellow snake.” The students understood from the shape and color that was a snake, and so on with all the pictures.

Next, the teacher brought pictures that showed a part of the animal's body, such as a beak, and she pointed to it and said: “The bird has a beak,” or point to the picture of the tail and say: “The cat has a tail.” From there, the students deduce the names of the animal body parts.

The students were very focused on the lesson, they were able to quickly memorize simple vocabulary and sentences, and even their answers were in English without mistakes. They did not show any anxiety or fear, on the contrary, they answered confidently, knowing that if they made a mistake, it is not big deal, and they saw it as a good thing because it allowed them to correct their own mistakes or even correct others' mistakes. They did not confuse English and French, and their writing was good, organized, and clear.

After she finished describing and identifying all the animals, they started reading the sentences that the teacher had written down and read them as a group, repeating them over and over again until they memorized them by heart.

The teacher's explanation was excellent and effective in communicating the idea in the simplest way, and she provided teaching aids from her personal effort and volunteering. When the researcher asked her about the availability of teaching aids, she replied that they were almost non-existent and rarely available. The teacher used body language and English only while explaining the lesson and words, because pictures and descriptions were enough for the students to recognize the animals, their names, and the names of their body parts. She also called each student by name.

In addition, the teacher was very patient with them, and the children were very energetic, but she did not let them make noise, which tired her so much. However, despite all these challenges, she was very passionate about her profession and her pupils, and this kept her motivated as well as the pupils.

At the end of the class, the teacher took their notebooks to correct them in her spare time and left the classroom.

### Observation checklist

**School:** MazouniAbd Elkader. **Date:** 13/04/2025.

**Pupils number:** 22. **Time started:** 14:15. **Time ended:** 15:00.

Data points	N	S	G	N.A
<b>Classroom management</b>				
Check the pupils attendees and assignments			✓	
Preserve the classroom's cleanliness and order			✓	
Gaining the pupils attention			✓	
Large number of the pupils		✓		
Teacher's feedback on pupils behavior			✓	
<b>Preparation for the lesson</b>				
The content of the lesson is appropriate for their age			✓	
Lesson objectives are clearly defined			✓	
Equipments and materials are available				✓
<b>During lesson explanation</b>				
Recap previous lesson			✓	
Activate the pupils prior conception (through activities)			✓	
Provide brief introduction of the lesson			✓	
Explaining the lesson in clear way			✓	
Combining Arabic and English during explanation				✓
Using body language			✓	
Pupils participation and engagement			✓	
Pupils understand the lesson			✓	
Using adequate materials			✓	
Pupils confusion and mixing between French and English				✓
Teacher's patience with his pupils			✓	
Using physical punishment				✓
Some are anxious when the teacher asks them to talk or			✓	

answer				
All participate in given activities			✓	
Pupils have expression problems			✓	
Lack of concentration			✓	
Comprehension problems			✓	
Calling pupils by their names			✓	
Pupils have problems in writing and handwriting			✓	
Memorizing vocabulary			✓	
Memorizing simple sentences			✓	
Teaching by using games and songs			✓	
Time is sufficient for the whole lesson and activities		✓		

In the second class on 14/04/2025 in the morning period with the fourth year of primary school, the class was an evaluation of the unit “Fun Time and Games”, which is considered the last stage of each unit to evaluate the students' progress. The class consisted of a set of different exercises consisting of: Arranging sentences, crossing out extraneous words, and completing the dialogue with the right word.

The teacher didn't need to make much effort because she had explained all the lessons before, and the students had already gone through exercises of this kind before. Her only task was to organize the class, calm the chaos, and correct each exercise first in their notebooks and then collectively. Above all, the teacher tried to activate their prior learning while solving the exercises. Whenever she presented an exercise, she always asked questions that would help them activate their learning.

The students interacted with the teacher with enthusiasm, and everyone was excited and listening to the teacher as she read the exercises. They answered professionally, with correct pronunciation, and did not confuse French and English. The students' answers showed their understanding of the previous lessons, their concentration, and their fluent speaking and answering skills. However, those who were showing signs of anxiety, the teacher dealt with them carefully so that they could answer and break the fear barrier. In addition, they were more able to memorize simple vocabulary and sentences, and there was enough time to complete all the exercises.

the teacher ended the class satisfied with her students and her work, and she informed the students that they would move on to a new unit, and then left the classroom.

### Observation Checklist

**School:** MazouniAbd Elkader. **Date:** 14/04/2025.

**Pupils number:** 22. **Time started:** 10:30. **Time ended:** 11:15.

Data points	N	S	G	N.A
<b>Classroom management</b>				
Check the pupils attendees and assignments			✓	
Preserve the classroom's cleanliness and order			✓	
Gaining the pupils attention			✓	
Large number of the pupils		✓		
Teacher's feedback on pupils behavior			✓	
<b>Preparation for the lesson</b>				
The content of the lesson is appropriate for their age			✓	
Lesson objectives are clearly defined			✓	
Equipments and materials are available	✓			
<b>During lesson explanation</b>				
Recap previous lesson			✓	
Activate the pupils prior conception (through activities)			✓	
Provide brief introduction of the lesson			✓	
Explaining the lesson in clear way			✓	
Combining Arabic and English during explanation				✓
Using body language			✓	
Pupils participation and engagement			✓	
Pupils understand the lesson			✓	
Using adequate materials		✓		
Pupils confusion and mixing between French and English			✓	
Teacher's patience with his pupils			✓	
Using physical punishment				✓

Some are anxious when the teacher asks them to talk or answer			✓	
All participate in given activities			✓	
Pupils have expression problems			✓	
Lack of concentration			✓	
Comprehension problems			✓	
Calling pupils by their names			✓	
Pupils have problems in writing and handwriting			✓	
Memorizing vocabulary			✓	
Memorizing simple sentences			✓	
Teaching by using games and songs			✓	
Time is sufficient for the whole lesson and activities		✓		

for the third session, was with fifth year primary school pupils, on 04/15/2025 in the morning . The class consisted of 25 pupils, and the class lasted 45 minutes. It was a reading class within the “Read and Understand” section of the “Holidays and Travelling” unit.

As usual, the classroom was clean and organized, and the children were in their places until the teacher entered, and all of them greeted her with the usual song “Welcome, Welcome”. The teacher asked the pupils to open the book to the text “A Magic Journey”, the teacher read it first, and then asked them to read it silently for five minutes. After that, they started reading aloud in order by grade, and the teacher gave everyone a chance, even those who could not read well, and helped them correct their pronunciation.

The researcher found that the children's reading was excellent, due to the teacher's attention and constant encouragement of her students to read. After finishing, she asked them to extract new and incomprehensible words from the text and explain them in English. The teacher did not have to use Arabic at all, instead relying on body language to clarify meanings.

When some of the students started making a mess, she re-engaged them with the same song they had started the class with, leaving them no free time to make noise. After that, they started solving the second exercise in their books which was to extract words that are similar in pronunciation or structure to the word “journey”.

Since the reading lesson took longer, the teacher couldn't finish the lesson, so she promised to finish it in the next class and left the classroom.

### Observation Checklist

**School:** MazouniAbd Elkader. **Date:** 15/04/2025.

**Pupils number:** 25. **Time started:** 08:00. **Time ended:** 08:45.

Data points	N	S	G	N.A
<b>Classroom management</b>				
Check the pupils attendees and assignments			✓	
Preserve the classroom's cleanliness and order			✓	
Gaining the pupils attention			✓	
Large number of the pupils		✓		
Teacher's feedback on pupils behavior			✓	
<b>Preparation for the lesson</b>				
The content of the lesson is appropriate for their age			✓	
Lesson objectives are clearly defined			✓	
Equipments and materials are available	✓			
<b>During lesson explanation</b>				
Recap previous lesson				✓
Activate the pupils prior conception (through activities)			✓	
Provide brief introduction of the lesson				✓
Explaining the lesson in clear way			✓	
Combining Arabic and English during explanation				✓
Using body language			✓	
Pupils participation and engagement			✓	
Pupils understand the lesson			✓	
Using adequate materials		✓		
Pupils confusion and mixing between French and English			✓	
Teacher's patience with his pupils			✓	
Using physical punishment				✓



Some are anxious when the teacher asks them to talk or answer			✓	
All participate in given activities			✓	
Pupils have expression problems			✓	
Lack of concentration			✓	
Comprehension problems			✓	
Calling pupils by their names			✓	
Pupils have problems in writing and handwriting			✓	
Memorizing vocabulary			✓	
Memorizing simple sentences			✓	
Teaching by using games and songs			✓	
Time is sufficient for the whole lesson and activities		✓		

At the beginning of the session, when the teacher entered, after singing the song, she divided the class into two teams: Boys “A” and Girls “B”. The teacher showed pictures related to the “Holidays and Travelling” unit, and each team had to name the picture correctly, and the

team that answered correctly got a point.

The game was an exciting way to study, but this enthusiasm made the pupils out of control, so the teacher had to change the method and told them to take out their slates and write their answers on them. Most of the pupils wrote their answers correctly, except few who forgot a letter or made a mistake, due to their lack of concentration and rapid writing.

after this stage, it was the researcher’s turn to participate. The first exercise was about identifying sounds, crossing out the odd word that didn’t belong to the group, as well as arranging words to form a meaningful sentence. The researcher completed the exercises and was well received; joy and excitement appeared on the students’ faces, especially their surprise when they asked him to do it again if he had the chance.

**Observation Checklist****School:** MazouniAbd Elkader. **Date:** 17/04/2025.**Pupils number:** 25. **Time started:** 10:30. **Time ended:** 11:15.

<b>Data points</b>	<b>N</b>	<b>S</b>	<b>G</b>	<b>N.A</b>
<b>Classroom management</b>				
Check the pupils attendees and assignments			✓	
Preserve the classroom's cleanliness and order			✓	
Gaining the pupils attention			✓	
Large number of the pupils		✓		
Teacher's feedback on pupils behavior			✓	
<b>Preparation for the lesson</b>				
The content of the lesson is appropriate for their age			✓	
Lesson objectives are clearly defined			✓	
Equipments and materials are available	✓			
<b>During lesson explanation</b>				
Recap previous lesson				✓
Activate the pupils prior conception (through activities)			✓	
Provide brief introduction of the lesson			✓	
Explaining the lesson in clear way				✓
Combining Arabic and English during explanation				✓
Using body language			✓	
Pupils participation and engagement			✓	
Pupils understand the lesson			✓	
Using adequate materials		✓		
Pupils confusion and mixing between French and English			✓	
Teacher's patience with his pupils			✓	
Using physical punishment				✓
Some are anxious when the teacher asks them to talk or answer			✓	
All participate in given activities			✓	
Pupils have expression problems			✓	
Lack of concentration			✓	

Comprehension problems			✓	
Calling pupils by their names			✓	
Pupils have problems in writing and handwriting			✓	
Memorizing vocabulary			✓	
Memorizing simple sentences			✓	
Teaching by using games and songs			✓	
Time is sufficient for the whole lesson and activities			✓	

### Kies Fatima Primary School

The researcher attended three classes at Kias Fatima School in one day, one in the morning and two in the evening, on 24/04/2025, with a total of 64 pupils. The entire school has one section of each phase, of which the researcher attended only one section of all three phases: Third, fourth, and fifth grade, but the researcher decided to attend at least two more classes to compare between the three schools.

The first class was with “Key Stage 2,” which is the fourth year of primary school, and there were 24 pupils. The teacher entered the class, greeted the pupils and asked them to take out the class notebook, but it was not the usual notebook, it was a follow-up notebook consisting of the same units but with exercises only, a small-sized notebook that the teacher and all pupils used at the same time to solve the exercises. The teacher used the same notebook for the whole class and it turned out to be a comprehensive exercise class on the “Pets” unit.

At the beginning of the class, the teacher presented pictures of pets as an introduction, reviewing the previous lessons and naming the animal in each picture, then moved on to another exercise which is when to use (there are / there is), whenever a picture is shown the pupils use the correct formulation, such as there is a cat. After that, the teacher ended the lesson with a question exercise where he would ask them questions and they would answer, for example: Where do domestic animals live and the pupils answered (they live in houses). The pupils were very enthusiastic and engaged with the teacher, and this was normal, the researcher did not notice any error with these pupils in pronunciation, comprehension, and memorization, and one pupils was writing down the information on his notebook.

The teacher was an excellent teacher, kind to the pupils but had little patience, he used yelling to silence them, and used beating as a punishment for chaos. When the researcher wanted to check the children's notebooks, the teacher prevented him under the pretext that he went to the lowest level of students and asked him to observe certain notebooks of certain children under the pretext that they were of a higher level, knowing that the researcher wanted to observe all the notebooks, and this behavior hindered and embarrassed the researcher and he could not examine them.

At the end of the class, the teacher repeated the lesson with his pupils briefly orally and everyone repeated after him until the time was up and he left the class.

### Observation Checklist

**School:** Kies Fatima. **Date:** 24/04/2025.

**Pupils number:** 24. **Time started:** 10:30. **Time ended:** 11:15.

Data points	N	S	G	N.A
<b>Classroom management</b>				
Check the pupils attendees and assignments	✓			
Preserve the classroom's cleanliness and order			✓	
Gaining the pupils attention			✓	
Large number of the pupils		✓		
Teacher's feedback on pupils behavior		✓		
<b>Preparation for the lesson</b>				
The content of the lesson is appropriate for their age			✓	
Lesson objectives are clearly defined			✓	
Equipments and materials are available	✓			
<b>During lesson explanation</b>				
Recap previous lesson			✓	
Activate the pupils prior conception (through activities)			✓	
Provide brief introduction of the lesson			✓	
Explaining the lesson in clear way			✓	
Combining Arabic and English during explanation			✓	

Using body language		✓		
Pupils participation and engagement			✓	
Pupils understand the lesson			✓	
Using adequate materials		✓		
Pupils confusion and mixing between French and English			✓	
Teacher's patience with his pupils		✓		
Using physical punishment			✓	
Some are anxious when the teacher asks them to talk or answer			✓	
All participate in given activities			✓	
Pupils have expression problems			✓	
Lack of concentration			✓	
Comprehension problems			✓	
Calling pupils by their names			✓	
Pupils have problems in writing and handwriting				✓
Memorizing vocabulary			✓	
Memorizing simple sentences			✓	
Teaching by using games and songs			✓	
Time is sufficient for the whole lesson and activities			✓	

In the second class, the researcher observed the fifth year primary class, the number of students was 23, the class was in an orderly and clean state, the children were in their seats and their number was satisfactory, the pupils greeted their teacher with enthusiasm and reminded him of the homework as well.

The teacher asked to open the book to read the dialogue titled 'travel agency', he read the text one by one, the researcher noticed that the pupils' reading was excellent and without errors, but some pupils had a low level, the teacher did not bother to help them read. Then came the stage of translating the text in Arabic, and indeed most of them participated in translating the sentences except for the ones mentioned, and the teacher did not even notice them or care about them.

After completing the translation, they were asked to quickly rephrase a dialogue without preparing it, just changing the place, the means of transport, and the important place to visit, each time he assigned two people to exchange the dialogue. He never wrote on the whiteboard, using only the book, knowing that the classe book he used for the third and fourth years did not have an edition for the fifth year.

He was out of control in controlling and organising the class unless he used physical punishment, such as hitting hands.

He also called his students by their names, but encouraged children who were more advanced than others.

The researcher explained the last exercise, which was a written expression. He carefully explained the question, but the pupils did not respond to him the first time, but after he changed the way he explained it and raised his voice, they responded, participated, and understood the use of formulas.

While waiting for the pupils to write the paragraph, time ran out and he left it as homework and left the class.

### Observation Checklist

**School:** Kies Fatima. **Date:** 24/04/2025.

**Pupils number:** 23. **Time started:** 13:00. **Time ended:** 13:45.

Data points	N	S	G	N.A
<b>Classroom management</b>				
Check the pupils attendees and assignments	✓			
Preserve the classroom's cleanliness and order			✓	
Gaining the pupils attention			✓	
Large number of the pupils		✓		
Teacher's feedback on pupils behavior		✓		
<b>Preparation for the lesson</b>				
The content of the lesson is appropriate for their age			✓	
Lesson objectives are clearly defined			✓	

Equipments and materials are available		✓		
<b>During lesson explanation</b>				
Recap previous lesson			✓	
Activate the pupils prior conception (through activities)			✓	
Provide brief introduction of the lesson			✓	
Explaining the lesson in clear way			✓	
Combining Arabic and English during explanation			✓	
Using body language				✓
Pupils participation and engagement			✓	
Pupils understand the lesson			✓	
Using adequate materials	✓			
Pupils confusion and mixing between French and English			✓	
Teacher's patience with his pupils		✓		
Using physical punishment			✓	
Some are anxious when the teacher asks them to talk or answer				
All participate in given activities			✓	
Pupils have expression problems			✓	
Lack of concentration			✓	
Comprehension problems			✓	
Calling pupils by their names			✓	
Pupils have problems in writing and handwriting				✓
Memorizing vocabulary			✓	
Memorizing simple sentences			✓	
Teaching by using games and songs				✓
Time is sufficient for the whole lesson and activities		✓		

The researcher attended the third session with the third year of primary school in the evening for 45 minutes, there were 17 students in the class. As usual, the class was organised and clean and the pupils were in their places, the teacher came in and everyone said "good evening".

The first thing the teacher did was to ask them if they had reviewed the dialogue they had discussed before, the dialogue was about pets, the teacher asked each person to repeat the dialogue, and all the pupils repeated the dialogue fluently and in a good way, which was considered to be an activation of their knowledge.

After all the pupils finished presenting the dialogue, the teacher changed the delivery method and used a funny game, asking each row to take a turn, i.e. he divided the dialogue between the rows, and each row recited a sentence from that dialogue to each other as follows:

first row: Have you got a pet?

second row: Yes, I have.

Third row: What is it?

First row: It is a cat.

Second row: What colour is it?

Third row: It is black.

Then change the starting point from the first row and start from the third row in reverse.

The teacher was very impatient, but the children had energy and movement, so he would shout at them, silence them or stop the movement.

As for the pupils, they were excellent, focused, understand the lesson, and recite the dialogue fluently, but what caught the researcher's attention was the few abandoned category that no one cares about, one of them has a hearing disability so that he has only one ear, and it was noticed that he has difficulty hearing, does not participate with students, was afraid to raise his voice, in addition to two children who do not have any disease or disability, but have difficulty in understanding and speech, and for this reason the researcher decided to observe two additional classes with the third and fifth years in which this issue was noticed and focused on it.

### Observation Checklist

**School:**KiesFtima.    **Date:** 24/04/2025.

**Pupils number:** 17.    **Time started:** 01:45.    **Time ended:** 02:30.

Data points	N	S	G	N.A
Classroom management				



Check the pupils attendees and assignments	✓			
Preserve the classroom's cleanliness and order			✓	
Gaining the pupils attention			✓	
Large number of the pupils			✓	
Teacher's feedback on pupils behavior		✓		
<b>Preparation for the lesson</b>				
The content of the lesson is appropriate for their age			✓	
Lesson objectives are clearly defined			✓	
Equipments and materials are available			✓	
<b>During lesson explanation</b>				
Recap previous lesson			✓	
Activate the pupils prior conception (through activities)			✓	
Provide brief introduction of the lesson			✓	
Explaining the lesson in clear way			✓	
Combining Arabic and English during explanation			✓	
Using body language		✓		
Pupils participation and engagement			✓	
Pupils understand the lesson			✓	
Using adequate materials			✓	
Pupils confusion and mixing between French and English			✓	
Teacher's patience with his pupils		✓		
Using physical punishment		✓		
Some are anxious when the teacher asks them to talk or answer			✓	
All participate in given activities			✓	
Pupils have expression problems			✓	
Lack of concentration			✓	
Comprehension problems			✓	
Calling pupils by their names			✓	
Pupils have problems in writing and handwriting				✓
Memorizing vocabulary			✓	
Memorizing simple sentences			✓	

Teaching by using games and songs			✓	
Time is sufficient for the whole lesson and activities			✓	

The researcher attended the two additional classes on 28/4/2025 with the same third and fifth elementary classes. In the first class with the third year, they touched that day on the topic of the "birthday party", and it was the beginning of entering a new and final unit. As an introduction, The first time he asked the pupils to sing him a birthday song. then, the teacher defined the word 'birthday' and what the phrase 'birthday party' means. after that, he showed pictures related to the birthday party, naming the word and then they translated it into Arabic.

Their reading of the vocabulary was excellent for their age and short experience, but the same group still did not participate.

The pupils would repeat the vocabulary until they memorised it, then the teacher would write the word on their whiteboards, spell the word, then erase it, and everyone would write the word correctly on their slates.

When all the words were finished, they read them collectively without errors.

The researcher observed the same issue with the same group, they did not bring their slates, and this could be their issue, but the teacher did not care and did not even notice if they brought them or not.

On the same day, in the next hour with the fifth year primary school, the lesson started, the teacher asked his pupils what was the lesson of the previous session, and of course all the pupils answered except for the previously observed group. Then they opened the book to the text 'Journey to Constantine', and each pupil read the text in a good way, and used the same method that he used in the last session, which is that each pupil translates a sentence from the text, then asks them to extract the new words that they could not recognise and explain them collectively.

After that, they answered yes/no questions related to the text, as well as an exercise asking them to extract the means of transport, the destination, and the important place to visit. Finally, to finish the class on time, they orally solved the sentence ordering exercise. The written expression is left as homework, where they write about a trip to Tunisia almost like the text, using the information in the table given.

As an observation, the teacher was completely indifferent to the non-participating group, not even helping them to understand, as well as using the cane with them if they made a mess, but he did not punish them for their wrong answers that embarrassed them in front of their classmates, which made it clear to the researcher that their shyness was from the constant embarrassment by their teacher.

### **3.5. Interview analysis:**

#### **Section 01 : Teacher's Profile**

**Q01: what is your academic degree ?**

**Teacher 01:** I hold a Bachelor's Degree in English and a Master's in literature and civilization.

**Teacher 02:** Bachelor.

The first teacher's answer shows that he has a high level of education, as he holds both master's and bachelor's degrees, and his specialisation in English literature and civilisation shows his high academic level, and this shows that he has excellent teaching abilities. The second teacher's answer was brief, showing that this teacher holds a bachelor's degree only, and did not mention his specialisation, but the bachelor's degree is legal and sufficient for teaching, but it may be of a lower level than the first teacher.

**Q02: Is it your first experience to teach English? If no, where did you teach?**

**Teacher 01:** No, I've taught English at the middle school, secondary school and one private language center i even taught at the economy department at the university all this over the past 14 years.

**Teacher 02:** no, I was a teacher in the Middle School.

From the responses, we assessed the professional experience of the teachers. The first teacher explained that he has 14 years of experience and has taught in different roles, including middle school, high school, private centre, and university, which shows his ability to adapt and teach in different roles and styles. His experience over a long period of time shows his professionalism in the field of language teaching. The second teacher's response was brief, explaining that she had experience teaching at the intermediate level, but she did not indicate how many years of experience or what other experiences she had had in the past.

It turns out that the first teacher is more qualified than the second teacher due to his experience gained over several years in several stages of education, which may make him more qualified to respond to primary school pupils and their challenges.

**Q03:** Have you undergone teaching before?

**Teacher 01:** Not really it was mainly theory I forged my self through experience.

**Teacher 02:** yes.

The teacher indicated through his answer that he did not receive any scientific teaching before, and most of what he studied was theoretical, and explained that he relies on his experience gained before and this kind of self-reliance in education may lead to gaps in pedagogical foundations if not supported by formal training. The second teacher only answered the question with the word 'yes', which is not detailed and does not clarify the nature of the training, although the answer was fairly clear, but it lacks details that may be useful in evaluating this training.

**Q04:** Who trained you?

**Teacher 01:** Some English teachers and I received very useful information and advice from my parents who are retired teachers.

**Teacher 02:** I received my training from qualified teacher trainers and educational inspectors.

The first teacher stated that he gained experience informally because he relied on the advice of colleagues and his parents who retired from education since his education was based on the exchange of personal experiences and knowledge, i.e. it is an unstructured and informal training and this shows that it is an unsystematic training in addition to not covering that his education is surrounded by experience and shows that he appreciates this profession and the educational support from parents and colleagues since he grew up in an educational family. As for the second teacher, through the interview conducted earlier, it became clear that this teacher has received formal and systematic training and gained his experience through educational inspectors and qualified educational trainers, and his answers confirmed his experience in this field. His answers were clear and straightforward, and he has a good and

institutional experience in educational training, from which we conclude that the teachers' answers confirm and clarify their experience, as the first teacher, since he grew up in an educational and educational family, gained his experience informally. As for the second teacher, he received training from specialists, so his training was formal and organised, which reflected his pedagogical qualification, and all this confirms that the second teacher has excelled from the professional and formative point of view, while in terms of personal effort and perseverance, the first teacher excels.

### **Section 02: Working Environment**

**Q05 :** How many classes you are in charge with?

**Teacher 01:** I'm currently responsible for 9 classes.

**Teacher 02:** I have seven classes: third, Fort, and fifth Primary School.

The first teacher's answers were clear and direct, and since he deals with a large number of students, he is exposed to a large teaching load, and the number of students had a negative impact on his excellent delivery of information and his intensive interactive activities for each section, in addition to providing individualised support.

As for the second teacher, it is clear from his answers that the teacher teaches many sections, namely three sections in the third year, two sections in the fourth year, and two sections in the fifth year, i.e. seven sections in total, and this answer shows that he shows a good distribution of sections at the three levels, i.e. he has a positive organisation.

The first teacher was clear and direct in his answers compared to the second teacher who was brief and avoided mentioning details. This question revealed that they have a common challenge, which is the large number of sections and the number of students, which affected classroom activities and the effectiveness of individual follow-up.

**Q06: What are the levels you are in charge with?**

**Teacher 01:** I teach 3rd, 4th and 5th year primary school students.

**Teacher 02:** I teach 3 classes of third year, 2 classes for fourth year and 2 classes of fifth primary school.

The first teacher mentioned the levels he teaches, stating that he teaches classes of the third, fourth, and fifth primary years, which represents that he works across three full levels, while the second teacher specified that she teaches three classes of the third year, two classes of the fourth year, and two classes of the fifth primary year, and she did not only specify the levels, but also specified all the classes of each level, which shows the extent of work fatigue. Both teachers teach the same three levels.

**Q07: Are the classes overcrowded?**

**Teacher 01:** Yes, some classes have between 30 to 35 students, which makes individualize attention challenging, but I do have classes of 16 to 20 students it's less challenging.

**Teacher 02:** yes, some classes are overcrowded.

It was clear from the responses that the first teacher had overcrowded classrooms, with 30 to 35 pupils, which made it difficult for the teacher to pay full attention to the classrooms, while he mentioned that other classrooms had 16 to 20 pupils, which is somewhat appropriate and less challenging than other classrooms.

As for the second teacher, she explained that her classes are overcrowded, saying only "yes, they are overcrowded" without mentioning numbers or other details.

Both teachers emphasised that overcrowding is one of the challenges they face, which is a hindrance to learning, especially in terms of individual attention for each pupil.

**Q08: How many sessions do you have with each level?**

**Teacher 01:** I have 2 sessions per week per class, each lasting 45 minutes sometimes the lesson needs a bit more time.

**Teacher 02:** the third year has four sessions each section, the 4th year has five sessions each section, and the fifth year has eight sessions each section.

The first teacher confirmed that he teaches two sessions per week for one class, each class lasting 45 minutes, which is considered a short time because sometimes the teacher needs additional time to complete explanations or activities. As for the second teacher, she explained in detail the classes she teaches, where the third year teaches four sessions per department, the fourth year five sessions, and the fifth year eight sessions in two weeks.

This question showed that these classes are equal for both teachers because they have the same study programme, and they have the same issues regarding the duration of the classes, only the first teacher explained the duration of the classes in a week, and the second teacher in two weeks, or as it is called in the study programme ‘section’.

Both teachers have the same classes, the same teaching time, and the same obstacles, but each teacher has his own way of communicating the information.

### **Section 03 :**

#### **Q09: Did your pupils like learning English?**

**Teacher 01:** Many of them do, especially when lessons are interactive and involve games or storytelling.

**Teacher 02:** yes, they like learning English.

The purpose of this question is to find out whether pupils have a desire to learn English from the teachers' point of view so that they can evaluate them from several aspects such as their acceptance of the subject, the impact of teaching methods, and how to motivate the pupils.

It was clear from the first teacher's answer that the majority of pupils have a great love for the English language, and this love is very much related to the interactive lessons that include games and stories, which shows how much the teaching method affects the pupils' interaction.

As for the second teacher, his answer was clear: ‘Yes, they like learning English’: ‘Yes, they like learning English’, but he did not elaborate on the motives that make them like this language and did not go in depth.

#### **Q10: Are they motivated during the session? How?**

**Teacher 01:** Some are very engaged, especially when using songs, videos, or competitions. I notice motivation through their participation and enthusiasm.

**Teacher 02:** yes, I use plenty of strategies I incorporate games and songs to make learning fun and Interactive and I assign rules or responsibilities to help students feel involved.

The first teacher explained that his students are highly motivated, especially when using entertainment methods such as songs, videos, and competitions, and this is observed through their participation and enthusiasm during the explanation of the lesson, while the second teacher confirmed that her pupils are highly motivated when using several strategies such as

integrating games and songs with lessons, as well as assigning students tasks that make them feel responsible and part of the educational process. Both teachers confirmed that pupils are remarkably and consistently motivated, and both use the same educational entertainment methods

**Q11: What strategies do you adopt to engage pupils who are unmotivated or inactive?**

**Teacher 01:** I use pair work, classroom games, visual aids, and real-life examples. I also try to get to know what interests them.

**Teacher 02:** I use visual aids and real objects; and I strive to create a supportive and friendly classrooms atmosphere where every child feels safe and encouraged to participate.

The first teacher explained that the strategies he uses include pair work, visual aids, classroom games, adding real-life examples, as well as trying to discover students' interests, which in turn helps the teacher to motivate them based on their inclinations and interests, while the second teacher focused on strategies that serve the psychological and social aspect, using the same means used by the first teacher and focusing more on providing a more supportive and motivating study environment in order to make the child feel comfortable, confident and encouraged to participate in the class. Teachers' methods of motivating and encouraging unmotivated and unengaged students during classes varied from providing stimulating means and creating a favourable atmosphere for learning.

**Q12: What do you do if your pupils don't understand the lesson?**

**Teacher 01:** I re-explain using simpler language, visuals, or examples. I also check in with individual students.

**Teacher 02:** I re-explained the ideas using simple examples. I use visual aids pictures gestures and I ask simple questions through games or group work.

The first teacher explained that he uses the strategy of simplification and individual assessment by re-explaining in simple language, using visual aids and simple examples to clarify, and the second teacher uses the same strategies but incorporates games and group work in order to attract their attention and simplify the lesson.

**Q13: What are the difficulties your pupils face while learning English?**

**Teacher 01:** Vocabulary retention, pronunciation.

**Teacher 02:** some pupils struggle with pronunciation, limited vocabulary, and understanding grammatical rules.



This question dealt with the obstacles that students face in learning English, such as words that are somewhat difficult to pronounce for learners, specific teaching methods, and the differences between students in terms of language. The first teacher emphasised that his pupils suffer from two types of difficulties, namely the acquisition of linguistic capital and the pronunciation of words, while the second teacher clarified more and talked about their difficulties consisting of difficulty in pronunciation, limited vocabulary, in addition to understanding the rules prescribed for them. From this information, every student has common difficulties, the first of which is pronunciation due to the clear difference between English and the mother tongue, vocabulary acquisition due to the method of memorisation and the limited vocabulary they receive, in addition to poor understanding and poor expression.

**Q14: Which techniques have been effective in your teaching?**

**Teacher 01:** Storytelling, interactive games, project-based learning, and role-playing activities have been very effective.

**Teacher 02:** I use interactive activities such as games, songs and role play to keep a pupils engaged and motivate it I also use a visual aids and real life objects , I usually divide them into groups or into pair to help learner interact, share ideas, and support each other.

The teachers used many techniques that prove the effectiveness of English language teaching. The first teacher stated that he uses a variety of methods such as storytelling, games, project work, and role-playing activities to activate learning, while the second teacher confirmed that she focuses on recreational activities such as games, songs, role-playing, using visual and auditory aids, using real-life examples, and using group collaboration to record participation and interaction.

**Q15: Can you give an example of successful lesson you delivered?**

**Teacher 01:** I once did a “Pet Role Play” lesson where students talked about their pet’s names and even describing them. They were excited, used English confidently, using words like ling tail, small bill.

**Teacher 02:** the lesson all schools objects and toys is the best for 3th, and the lesson on healthy food and health for the 4th year, and the lesson of holidays for the 5th Year.

This question clarified the lessons that gave positive results in addition to the recreational activities that were more motivating for the pupils and finally the teacher's ability and way of

delivering the lessons. The first teacher answered by saying that one of the lessons was immortalised as a memory for him because of the response of his pupils to this lesson, which was entitled pet role play where pupils told stories that happened with t pets and namina them and emphasised the use of many vocabulary words such as long tail, short tail ... The second teacher confirmed that there were many successful lessons that received enthusiasm, such as a lesson on school tools for the third year, the fourth year a lesson on healthy food and health, and the fifth year a lesson on holidays, but she did not elaborate and mentioned all this in a superficial way, which made it difficult to compare and evaluate, and the answers confirmed that students interact with the lessons whenever the teacher's presentation method is good.

**Q16: In your teaching, how do you integrate the four skills?**

**Teacher 01:** I often start with a listening activity, follow it with discussion or speaking tasks, include a short reading passage, and wrap up with a task and sometimes a homework.

**Teacher 02:** I integrate the four skills, listening, speaking, reading, and writing by using communicative approaches.

In language learning, there are four basic skills: Listening, speaking, reading, and writing, so this question was asked to find out the extent to which the educational process is balanced using these skills, in addition to the methods teachers rely on to integrate these basics. The first teacher answered that he uses these four skills in one lesson through a regular plan, which is a listening activity, then an oral discussion, then a short text used for reading, and the lesson ends with either a homework assignment or a task within the class. The second teacher used the communicative approach, but did not provide any detailed explanation of this. Both teachers emphasised how to deal with these skills in their own way, as the first teacher had an excellent plan in employing these skills, which makes the pupils acquire the language in a fun and non-tiring way. As for the second teacher, she did not clarify and only mentioned her use of the communicative approach. The integration of these skills has a role in enhancing communicative competence, but this integration must be balanced, which is essential for the acquisition of any language.

**Q17: Are your pupils good at memorizing vocabulary & sentences?**

**Teacher 01:** Some are, but many need repetition and methods its a bit challenging due to time and programme.

**Teacher 02:** yes, they are.

The question wanted to clarify students' comprehension and memorisation of vocabulary, sentences and their structure, difficulties in memorisation and how to address them. The first teacher explained that there is a clear difference in each student's ability to memorise, and the majority of students need to repeat and use some methods to not forget what they have memorised, which is a challenge for them due to time constraints and intensive curricula. As for the second teacher, he did not clarify any of the difficulties or challenges, and only said 'Yes, they are'. The first teacher emphasised and mentioned the reasons and obstacles facing the students to reach excellent memorisation, one of which is time, he was very realistic in his answer and it was clear that he wanted enough time to use various methods to improve memorisation .such as (visual aids, repetition,...)he second teacher did not make this clear at all.

**Q18: Do you give them homeworks?**

**Teacher 01:**Yes, but I keep it short and engaging – like mini writing tasks or vocabulary reviews.

**Teacher 02:**sometimes.

The first teacher answered that he regularly gives homework to his students, and these homework assignments are short, engaging, small writing, vocabulary review, and the most important feature is that the assignment is stimulating rather than stressful. The second teacher did not elaborate and did not answer in detail. The first teacher explained to us that the nature of the homework should be motivating to the student in a simple and clear way that makes him acquire the language, while the second teacher made the task difficult because he did not elaborate on the answers.

**Q19 : Do you give them a final project?**

**Teacher 01:** Yeah sometimes at the end of a unit.

**Teacher 02:** sometimes.

The first teacher clarified through his answer that he sometimes gives final projects and at the end of the unit he specifies the timing and links the project to what was taught, while the

second teacher did not clarify either the timing or the nature of the projects, and said that he sometimes gives them. The first teacher indicated that the project is integrated with the school curriculum, unlike the second teacher who did not clarify any point about the project. These projects are presented for critical thinking, use of language in a real-life context, active learning and comprehensive assessment of acquired skills.

**Q20 : Do you regularly assess your pupils?**

**Teacher 01:** Yes, through quizzes, participation, classwork, and oral activities.

**Teacher 02:** yes I really assess my pupils to check their progress.

The first teacher evaluates his students on a regular basis, as he uses more than one type of assessment, including quizzes, class participation, class work, and oral activity, all of which are included in the ongoing formative assessment. The second teacher confirmed that he evaluates, but did not specify the types of assessment or the tools used. Therefore, the first teacher elaborated on the types of assessment and how they work compared to the second teacher, who emphasised the need for assessment but did not explain it.

**Q21: On what basis you assess them?**

**Teacher 01:** I assess based on understanding and completion of tasks.

**Teacher 02:** I assess my pupils based on several factors their participations and engagements in the classes activities, their understanding and the use of vocabulary, and grammar in a both oral and written forms.

The first teacher evaluates his pupils based on the extent of their understanding and completion of tasks, in addition to his direct and short answer, and emphasises performance. As for the second teacher, she explained the assessment that she uses to detect the level of her pupils, as it depends on their participation in class activities and their general understanding, in addition to their use of the acquired vocabulary and the rules they have learnt in the class. The evaluation is oral and written, and the evaluation is based on the pupil's activity in the classroom, his participation and response to the lessons by working on them, in addition to the written evaluation.

**Q22: Do you offer them rewards on their results?**

**Teacher 01:** Yeah, some symbolic rewards but not all the time as i have over 210 learner, sometimes i compliment them and they are happy and more motivated.

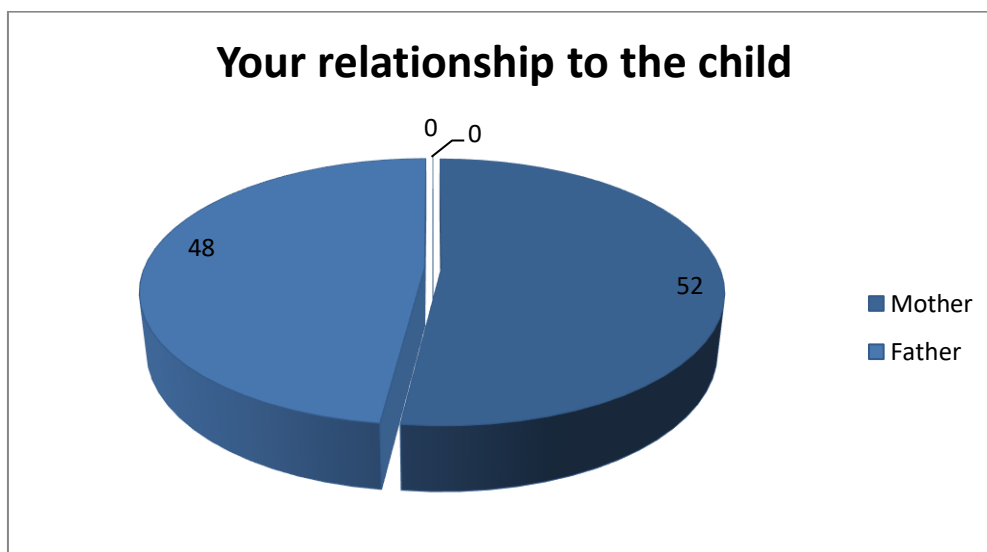
**Teacher 02:** yes I believe in encouraging my pupils by offering rewards for their efforts and achievements rewards can range from verbal praise and recognition in front of the class to small incentives like stickers certificates and so on.

The first teacher answered that he uses symbolic competence sometimes, but he does not always use it due to the large number of pupils, 210 pupils, and uses verbal praise as an alternative, which in turn increases their motivation. As for the second teacher, she encourages her pupils with rewards, in addition to verbal praise and recognition of efforts made in front of the whole class, and rewards in the form of posters and certificates, linking rewards to the frequency of achievement and motivation. Both teachers emphasised that verbal and material motivation is a major reason for increasing student production, as it makes them feel happy and attracts them to do more, but in a thoughtful and not excessive way.

### 3.6. Questionnaire analysis

#### Section 01: Demographic Information

**Q01: What is your relationship to the child?**



**Figure 01 :Relationship to the Child**

Diagram 01 shows that the total number of respondents who answered the questionnaire was 100 parents, 52 mothers, representing 52%, and 48 fathers, representing 48%.

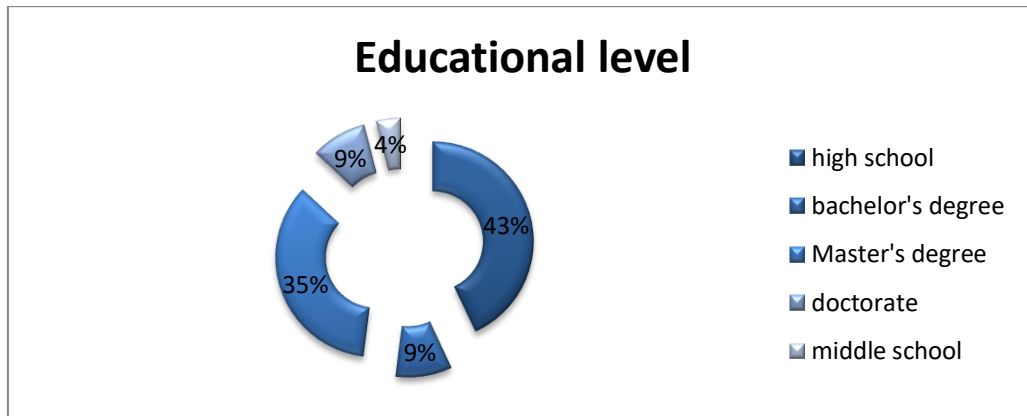
**Q02: What is your level of education?****Figure 02: Parents' Educational Background**

Figure 2 shows that most of the respondents had a high school education (48 %) and 35 % had a master's degree. As for the rest of the respondents, nine people had a doctorate, nine people had a bachelor's degree, and only four % had an intermediate level of education. From this, we can conclude that all parents have a medium to good level of education, which enables them to help their children learn due to their adequate academic background.

**Q03: How many children do you have?**

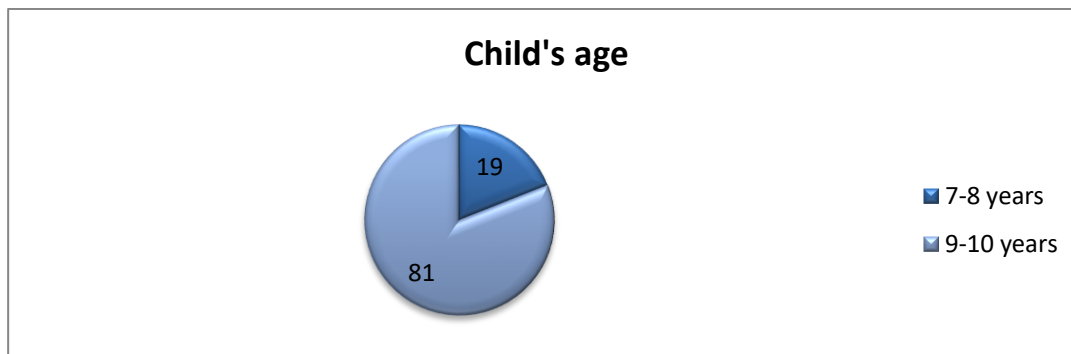
The number of children	Participant	%
1 child	13	13%
2 children	28	28%
3 children	30	30%
4 children	22	22%
5 children	5	5%
6 children	2	2%
total	100	100%

**Table 01: Parental family size**

Based on the corresponding data in the table, the data shows that (30%) out of (100%) of the respondents have three children and the closest percentage of those who have two children (28%) and then four children (22%), which shows that the majority of the sample families have two to four children, while the sample with one child was (13%) and (5%) represents the percentage of large families who have five children and in the last rank (2%) have six children. These results indicate that most of the families who participated in this questionnaire

are medium-sized families and this sample can allocate time and resources to the child's education compared to families with a large number of children.

#### Q 04: What is your child's age?



**Figure 03: Age of the Child**

The data shows that the age of children studying English in primary schools is generally under 10 years, including children aged between eight and nine, pupils in the third and fourth year, and pupils in the fifth year, aged between nine and ten.

### Section02: Importance of Learning English Language

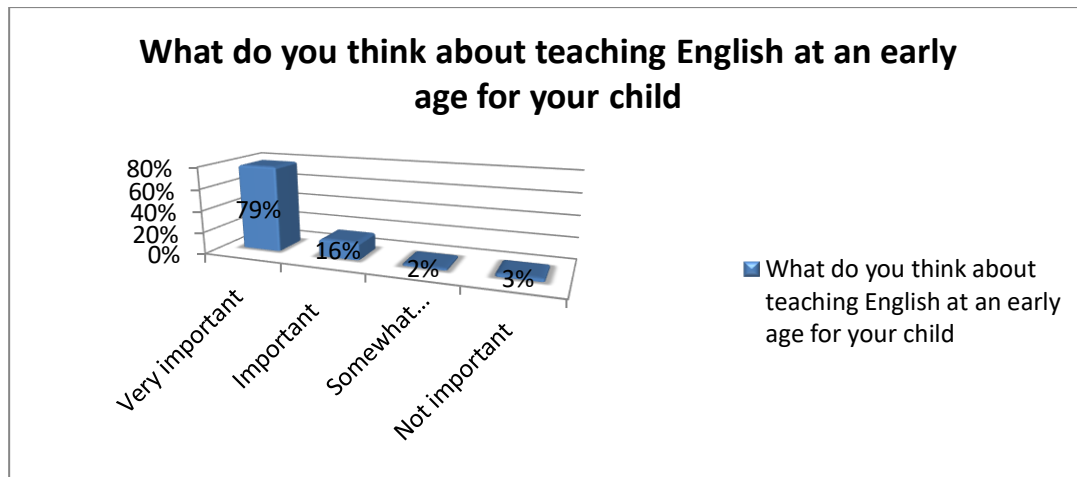
#### Q05: How well do you understand spoken and written English?

	N	%
Not at all	4	4%
A little	62	62%
Well	0	0%
Verywell	29	29%
Fluently.	5	5%
Total	100	100%

**Table 02: Parents' Comprehension of Spoken and Written English**

The question attempts to explore parents' level of English language proficiency, both spoken and written. It was found that most of the parents admitted that their level is average, (62%) . 29 people said their level was very good, (29%) p understood the language fluently, while four people did not understand English at all.

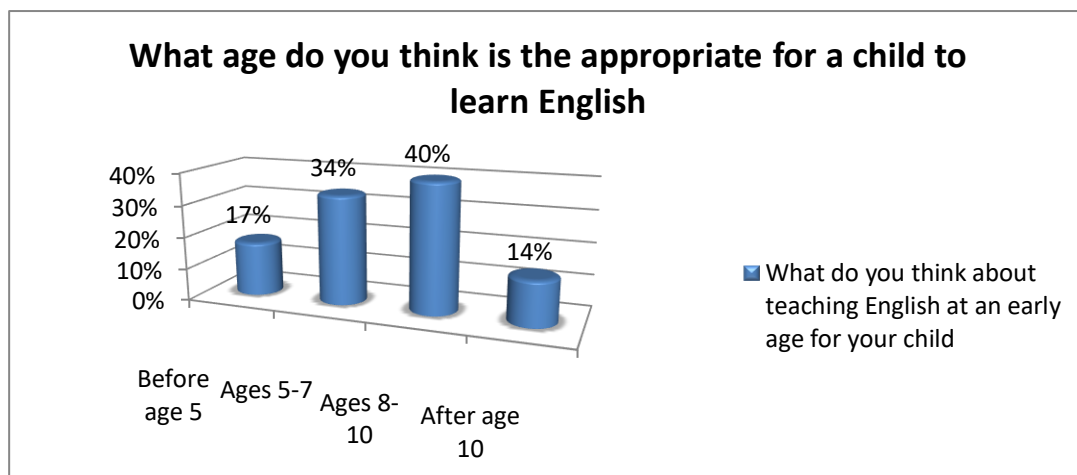
#### Q06: What do you think about teaching English at an early age for your child?



**Figure 04: Parents' Attitudes Toward Teaching English at an Early Age**

This table shows that most parents believe that studying English at an early age is necessary, important and appropriate for language acquisition. However, 16 participants only said that it is important, while the rest of the participants (3%) are against learning English at this age. There are 2 participants who think it is somewhat important and it is good to learn it at this age, but it is not absolutely necessary.

**Q07: What age do you think is the appropriate for a child to learn English?**

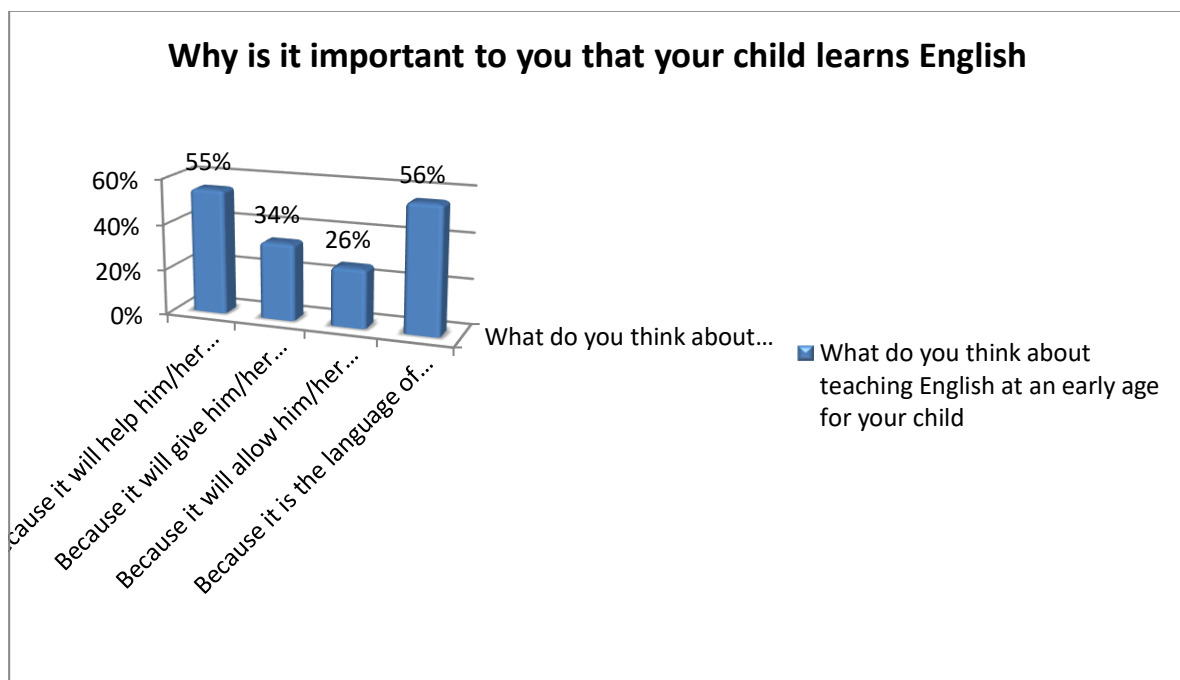


**Figure 05: Parents' Views on Appropriate Age for English Language Learning.**



This chart shows the different opinions of parents on the appropriate age for language learning. The largest number of respondents, 40%, believe that the appropriate age is between eight and ten years old, while 34 respondents believe that the most appropriate age is between five and seven years old, which is the age of language acquisition. (17%) believe that the most appropriate age is before five years old, as the child acquires language unconsciously. The remaining 14 % believe that learning and acquiring a foreign language can be difficult and prefer to start learning after the age of 10.

**Q08 : Why is it important to you that your child learns English?**

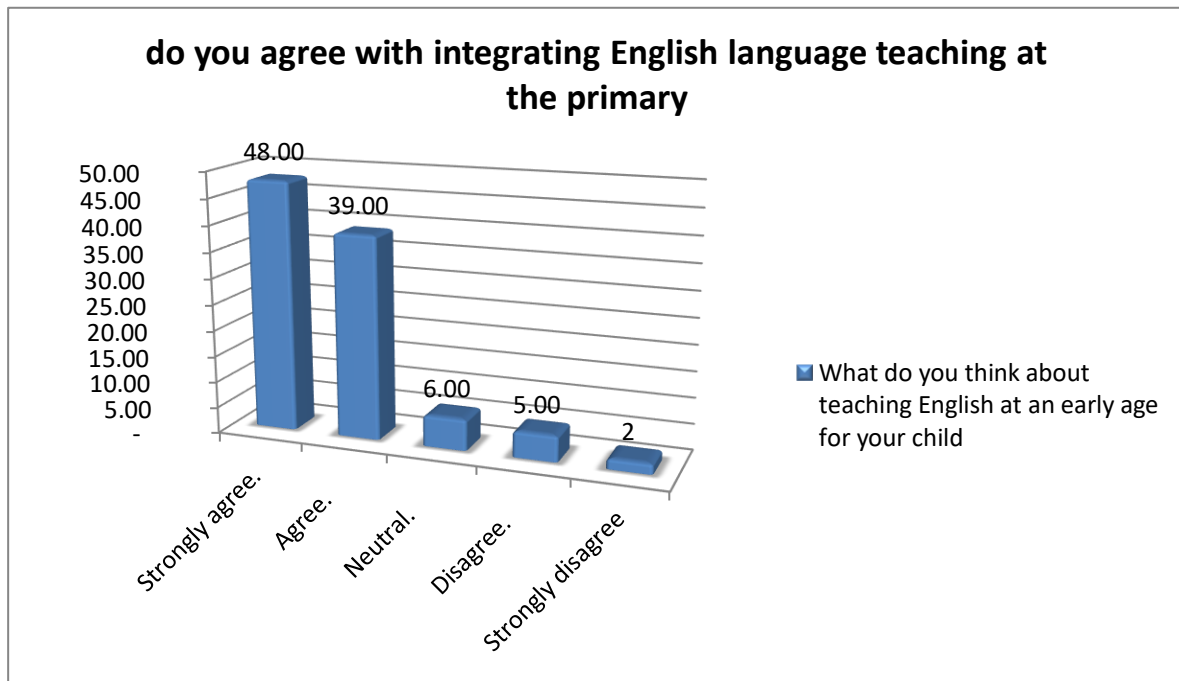


**Figure06: Parents' Perspective on Importance of English Learning.**

This figure aimed to find out why it is important for primary school children to learn English from their parents' perspectives. The most common reason was that English is the language of technology, with 56 out of 100 respondents choosing this reason, showing that parents are interested in preparing their children for an evolving digital world. A second reason that the parents choose is that English can help children in their future educational careers, highlighting that academic development is a key motivation for learning the language. 34 parents believe that learning English opens up better job opportunities for their children in the future, while 26 out of 100 respondents indicated that learning English enables children to travel and learn about other cultures, reflecting their appreciation of the role of language in

promoting cultural exchange. These choices show that parents see English as a valuable tool for technological, academic, professional and cultural development.

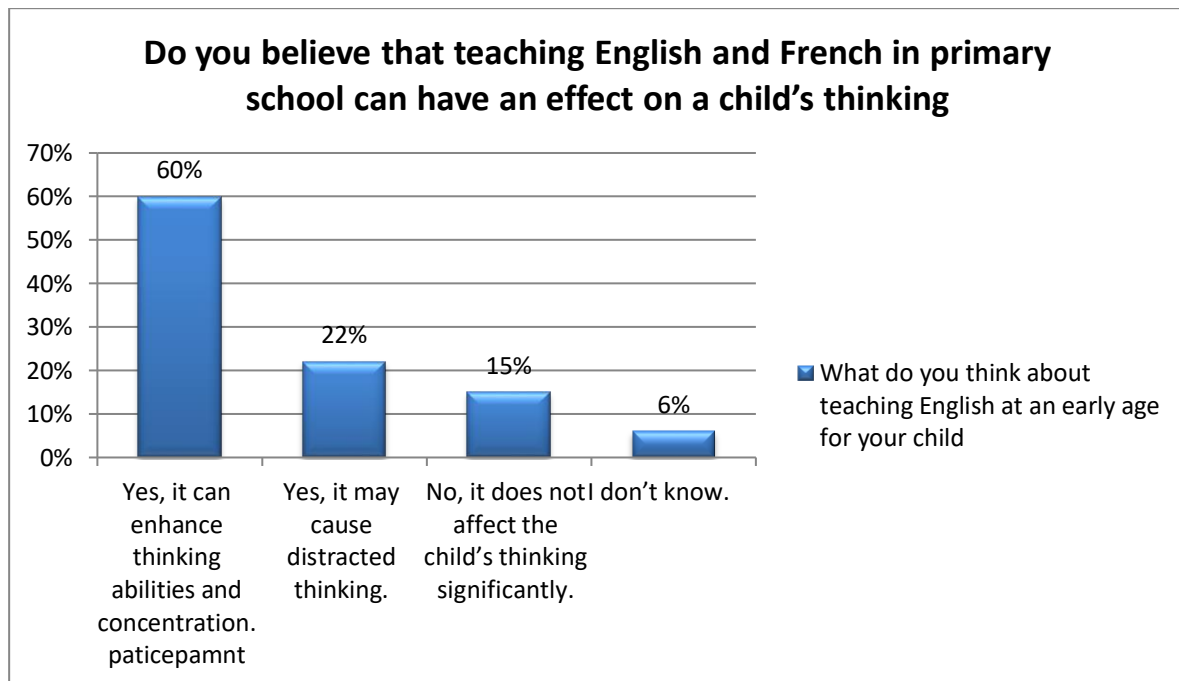
**Q09: do you agree with integrating English language teaching at the primary?**



**Figure07: Parents' Attitudes Toward English Language Integration in Primary Schools**

The results of the above table indicate that the majority of parents' responses are in favour of integrating English language teaching in primary schools, with 48 parents strongly agreeing and 39 respondents agreeing, which means that 87 out of 100 support this new integration, while a few of them are neutral at 6%, five people are opposed, and two are strongly opposed to this integration. These statistics show that teaching English at the primary level has been widely accepted, as it shows that everyone recognises the importance of the English language in today's time of development and technology.

**Q10: Do you believe that teaching English and French in primary school can have an effect on a child's thinking?**



**Figure 08: Parental Beliefs on the Cognitive Impact of Learning English and French.**

Question 10 aimed to find out the parents' expectations about the cognitive impact of teaching two languages, French and English, at the primary level. The first option (Yes, it can enhance thinking abilities and concentration.) was the most selected with 60 responses out of 100, which shows that the majority of parents believe that teaching two languages at the same stage, especially for children at an early age, improves cognitive functions such as concentration and thinking.

While a large minority chose the second option of (yes, it may cause distractions), which shows that this group is concerned about learning multiple languages at one stage that may cause mental distractions and concentration (22 out of 100).

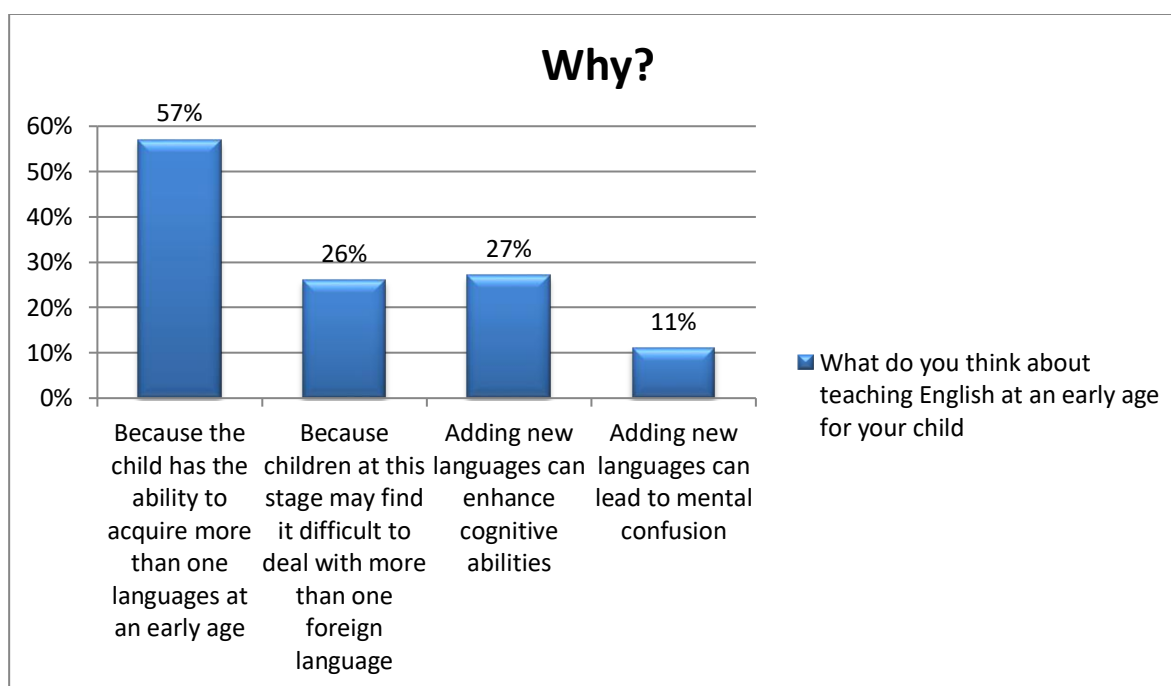
As for the third option (No, it does not affect the child's thinking significantly), 15% out of 100% believe that learning two languages at the same time may not have a significant

cognitive impact, as this option is considered a neutral position where they do not see this teaching system as a concern.

The last option( no, I don't know), at 6 per cent, shows that this percentage of respondents have no idea about the topic, and do not even have enough information to confirm their choice of the previous answers.

The results show that most people prefer to learn two languages, English and French, so that it can improve mental skills. This data shows that most are in favour of this curriculum design, and everyone is aware of its importance.

### Q11: Why?



**Figure 09: Reasons Behind Parents Opinion.**

This question is a continuation of question 10, justification for learning two languages in one command, either positively affecting the child's thinking based on the first percentage (57 out of 100) of respondents, which is: 'because the child has the ability to acquire more than one language at an early age', which is the most selected. This shows that the majority believe that children acquire multiple languages naturally during the critical stage. This means that the majority believe that children at this stage are always ready to learn multiple languages, since children's brains are able to absorb the sounds and linguistic structures of more than two

languages, more than adults, and possibly based on the critical period theory, the appropriate age for language acquisition is often before puberty.

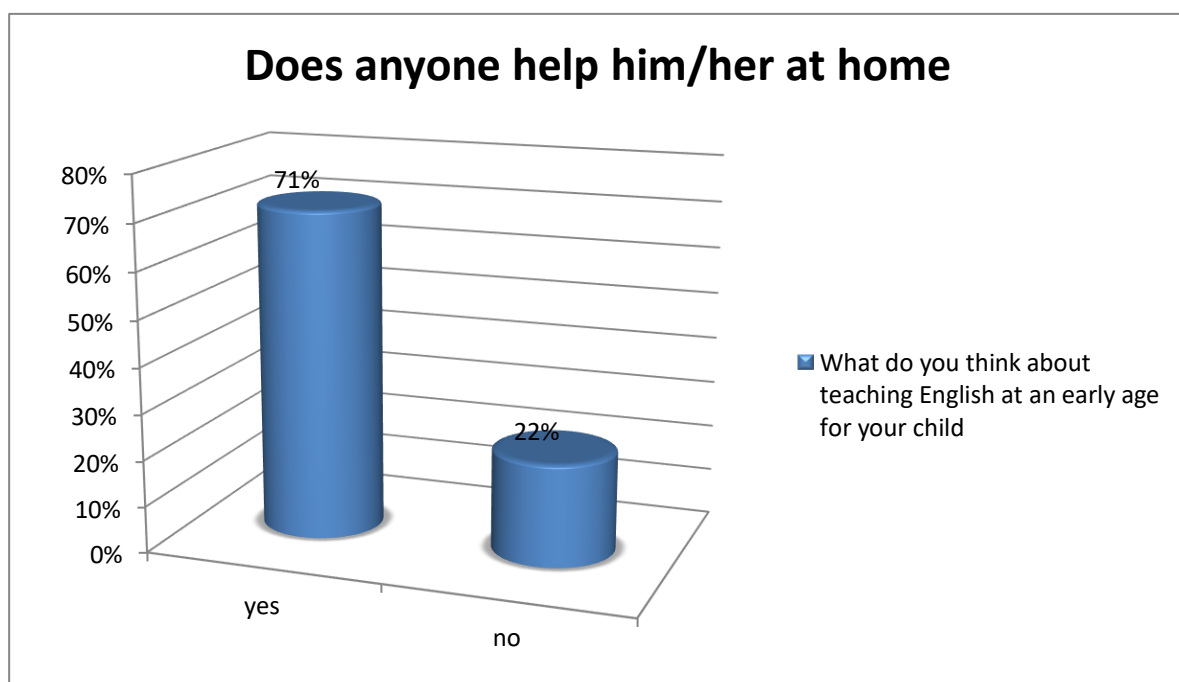
The second answer was chosen because it states: ‘because children at this stage find it difficult to deal with more than one foreign language’, showing that parents believe that the stage is intellectually the same due to the educational pressure of several languages.

The third answer: ‘Adding new languages can enhance cognitive abilities’ was chosen in a similar proportion to the second answer (27 out of 100 respondents), showing that multilingualism positively affects cognitive abilities.

Finally, the last answer was chosen: ‘Adding a new language can lead to mental confusion’, the opposite of the third answer, was chosen by (11 out of 100) participants, as this answer shows their concern about over-teaching languages, which may cause mental and intellectual confusion and even concentration.

The responses revealed that all parents have an overall positive attitude towards teaching two languages at an early age and at the same stage, as children have a strong comprehension capacity compared to adults, although some have concerns about teaching that may cause mental load and distractions in concentration.

#### Q12: Does anyone help him/her at home?

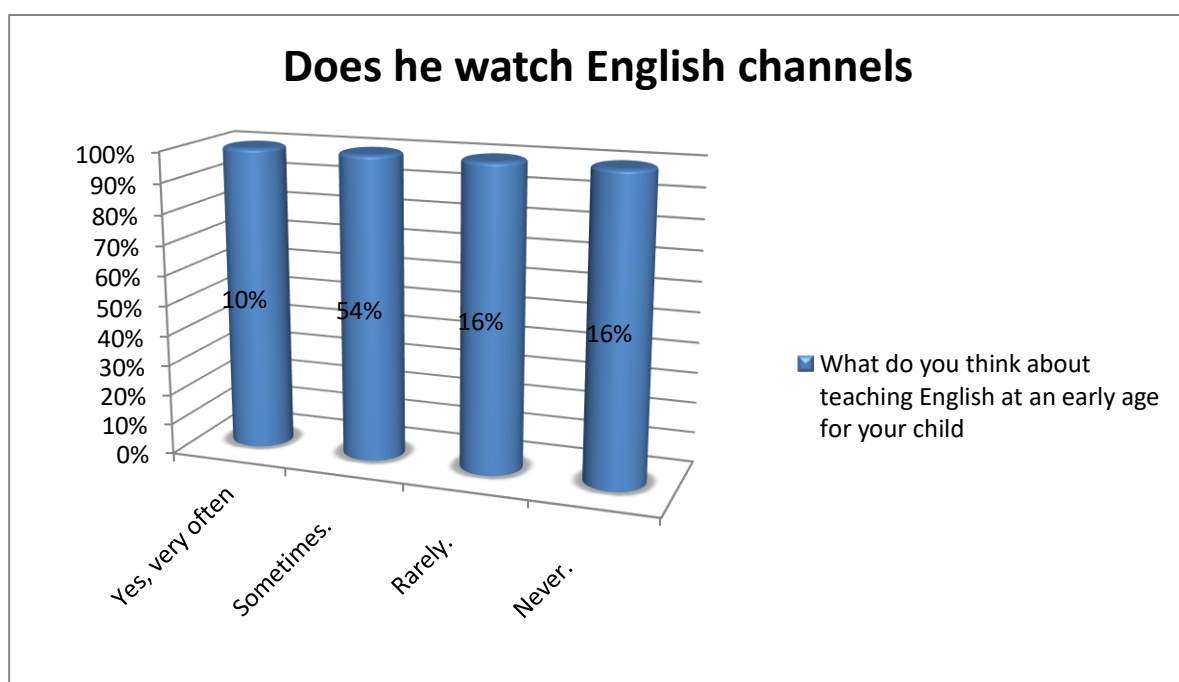


**Figure 10: Home Support Provided to the Child for English Learning at Home.**

The above data indicates that most of the participants answered yes, (71 out of 100) participants. This shows that their children receive home support and assistance from home members, whether from parents or even siblings, and this shows that parents have a positive attitude towards their children's language learning, whether outside or inside the educational institution, and this support can be either in helping them with homework, training them to read and write, helping them in support classes, or even providing moral support to continue learning. While 22% reported that their children do not receive any support and motivation at home, this may be due to parents' lack of time due to work or that the educational level in English is poor, or even parents may not give value to attention and encouragement, which makes educational institutions make extra efforts to equalise the educational level of students. The remaining 7% did not answer the question, which is likely due to reasons such as not disclosing personal information or lack of interest in answering the questions throughout the questionnaire.

Home support is essential to completing a successful academic pathway, and the minority who answered no may lack awareness of the importance and benefits of support.

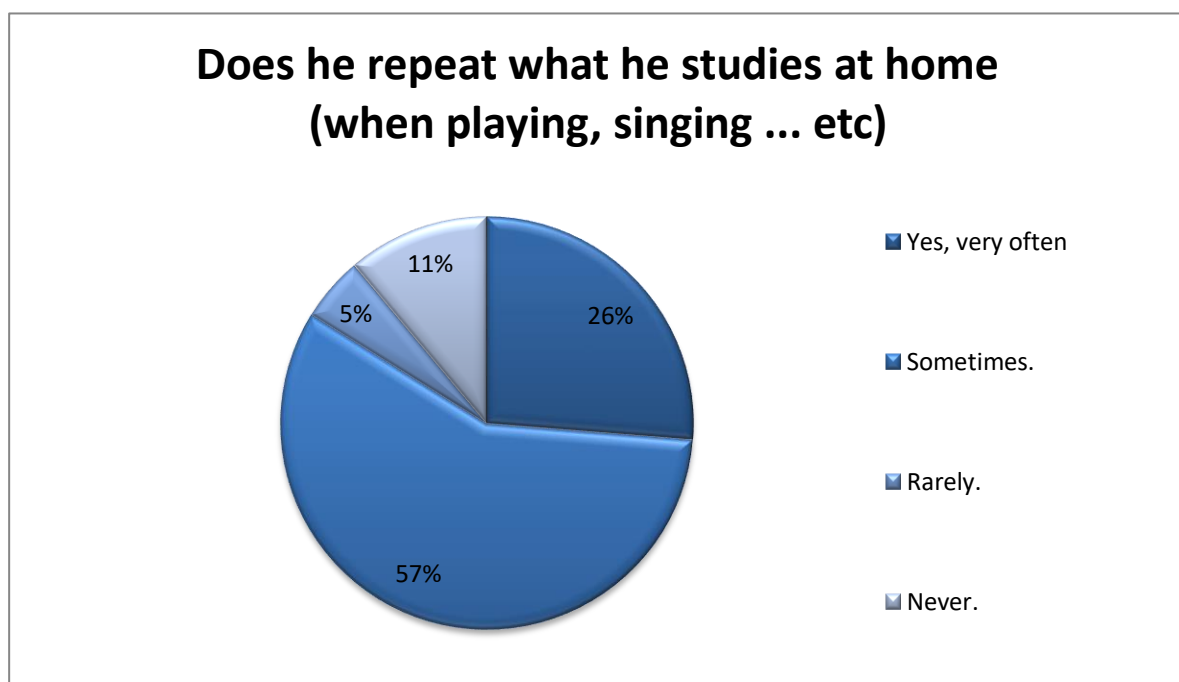
### Q13: Does he watch English channels?



**Figure 11: Child's exposure to English media**

The data showed that more than half of the participants (54%) stated that their children watch English channels and programmes sometimes, indicating that students are exposed to English through the media at a moderate rate, which means that the home environment is exposed to English but in an irregular manner. While 10 per cent said that their children are exposed to English on a regular and intensive basis, which may provide the learner with opportunities to practice both listening and speaking skills. As for the last two answers “rarely” and “never”, 16% answered “rarely” and 16% answered “never”, which may indicate that they are only exposed to English within the educational institution, and this delays them in developing their spoken English skills. Finally, the remaining 4% did not express any opinion on this question, which may indicate the small percentage of parents who do not care about their children at all, which is one of the challenges that students face from their parents. These answers showed that the lack of exposure to the language all the time, especially in the home environment, is caused by the lack of awareness of parents as a main reason, as parents have a role in educating their children, and this lack may lead to accumulations and negative effects on the learner, and the lack of this kind of encouragement and support leads to poor learning and building the child's skills and confidence in the use of this language.

**Q14: Does he repeat what he studies at home (when playing, singing ... etc)?**



**Figure 12: Child's Use of English Outside the Classroom.**

The data shows that the majority of parents (57%) and (26%) acknowledged that their children repeat what they study at school, which indicates that the child is interested in learning English and indicates continuous repetition, which in turn enhances the child's memory in memorising and storing the language continuously. The small percentage of 5% admitted that their children rarely repeat their lessons, which indicates that the children are not interested in this language, or they may not be receiving the lessons well, or the teacher's delivery method may be ineffective and unattractive in the classroom, or the reason may be shyness. The same is the case with the 11 per cent who said 'never', which could be the same reasons mentioned with the previous category. As for the one person who did not answer the question, although the question is clear and easy, but it may indicate that this person may be disinterested or not monitoring their children continuously, and not interested in what they are learning, the majority of children incorporate English into their home activities on a permanent basis, which may indicate that the acquisition is going well and healthy, while children who do not show any interest or do not repeat the language in their daily life may negatively affect their language acquisition.

**Q15: What are the difficulties that your child faces in learning the English language?**

According to the table shown, it was found that the participants' children suffer and face issues and difficulties to varying degrees, including 26 participants, i.e. only 26%, who confirmed that their children do not face or suffer any difficulties in learning the English language, and stressed that this is due to their learning the language at an early age by watching educational programmes and songs in English, as well as the child's love for the language due to his/her internal motivation to learn it, and the availability of a sound and stimulating environment inside and outside educational institutions, which is a major and essential motivation for minimising the difficulties.

As for the 66% of respondents who indicated that their children suffer and face difficulties in learning the language, some of them mentioned that the difficulties faced by children are related to pronunciation and distinguishing between sounds, as they may find it difficult to distinguish between similar sounds or letters, such as compound sounds, which are considered somewhat difficult to master. The overall comprehension of lessons and texts is also one of



the difficulties faced by students, and this is due to lexical weakness, which affects comprehension, reading comprehension and the formation of useful sentences, as well as weakness in oral and written expression, which creates difficulty in forming simple and useful sentences.

Parents also emphasised that the biggest challenge their children may face is multilingualism, which is common, and acknowledged that mixing English and French can lead to language confusion and poor learning.

In addition to psychological and behavioural factors, such as shyness and fear of sharing ideas and participating in solving educational issues, as well as poor concentration, which makes language acquisition difficult. A small percentage emphasised that environmental and social factors have a role in creating pressures on children, for example, we find through some statements that the lack of language practice in the home environment may hinder the acquisition of language skills, as a result of the lack of family support, as well as the lack of resources and the distance of the place of residence from the school, which has a role in the low results of students, and may cause fatigue and fatigue in accessing educational tools that facilitate the learning process.

As for the small percentage (8%) who did not answer the question, this may be due to their continuous neglect of their children, or parents' ignorance of their children's level, and it may also be due to the lack of communication between parents and the school and checking their children's level.

#### **Q16: How do you as a parent help your child learn English and how do you deal with difficulties?**

This question received several answers, and we also derived sub-answers as follows:

##### **1. Personal help:**

Parents emphasised their diligence in teaching their children, as they are already proficient in the language. They mentioned that they help them to translate words and add words to their language repertoire by using them in daily life. Another section indicated that their personal help is limited to reviewing lessons and texts that have been read before, i.e. it is personalised help with the help of the internet. This answer applies to parents who do not have a good

command of the language and use the internet to communicate information to their children, whether by using a translator or following lessons on YouTube. Some indicated that they do not teach their children directly, but provide them with videos to help them acquire the language. What they all have in common is their keenness to repeat their children's lessons and their persistence in helping them to achieve the goal of language acquisition.

## 2. Support lessons:

Some parents are completely dependent on tutoring, as they emphasised that they are keen to support their children with tutoring, although they did not say why. It is hypothesised that they resort to these lessons due to their lack of mastery of the language or due to lack of time and availability.

## 3. Combine personalised help with support classes:

Some parents help their children by providing support lessons, in addition to their own diligence, without relying solely on private lessons. The reason is also not mentioned, but from the data it can be said that the lack of time does not allow parents to teach their children whenever they need, so they resort to private lessons. Their lack of total reliance on tutoring may also be due to their desire to repeat information to their children in order to solidify it in their minds and make sure they benefit from it. The common factor in this category is the use of support classes as a way to help children learn the language.

As for the third answer, through the phone, YouTube and the Internet in general:

some parents confirmed that they provide their children with content from YouTube and the phone in general to help them learn the language, in addition to providing programmes that help them acquire the language well, with total reliance on these means. The reason for this may be their lack of understanding of the language.

The phone with support classes:

Some parents emphasised that they do not personally intervene in their children's education, but rely on the phone and support classes. The reason for this could be lack of time, lack of mastery of the language, or lack of knowledge of teaching methods.

The common denominator among these responses was the lack of personal involvement in their children's education.

#### Psychological support

Some parents confirmed that they encourage their children to learn English by providing psychological and moral support, recognising its importance as a global language. This support helps children build self-confidence, overcome the fear of learning the language, and enable them to identify their strengths and weaknesses in their language level, which contributes to improving their performance and acceptance of the language in a positive way.

Some parents reported that they help their children through psychological support, in addition to private lessons and the use of the internet. Others relied on private lessons and educational videos and limited their personal role to providing psychological support only.

For the fifth answer, some parents admitted that they do not help their children at all, neither psychologically, nor through private lessons, nor even through personal diligence, and stated clearly: 'I don't help him'.

The reasons for this varied: some of them are not proficient in the language and explained that they will later resort to support classes, others do not intervene because they believe that their child is proficient in the language and does not face difficulties, some let the child rely on himself and resort to the Internet, while some did not mention the reason.

Based on some hypotheses, we can say that the possible reasons for this may be: Lack of time, not knowing how to communicate the information, or lack of financial means that prevent them from resorting to private lessons.

Only one participant indicated that he rarely helps his son, due to work pressure and lack of time.

Parents try in different ways to teach their children and help them acquire this language at a young age, and the lack of special help is due to several reasons, including the previously mentioned, and other reasons such as lack of time, lack of interest, indifference, lack of

mastery of the language, lack of acceptance of the language as it is new, or lack of material possibilities.

### **Q17: Does your child shows any interest in learning English? How?**

The results of the data showed that the majority of children are very interested in learning the English language. 76 out of 100 participants confirmed that their children love the English language and are interested in learning it, while 12 participants confirmed that their children are interested in learning it, but to different degrees, some of them said that their children rarely show interest, others said sometimes, while some participants stated that their children are not interested in learning English at all. Finally, 10 people refused to answer the question even with a 'yes'.

From this data, it is clear that children show an interest in English. Many of them express their love for the language through English songs and rhymes, as well as watching English-language videos and entertainment programmes. They also use a range of simple words and phrases in their daily lives such as: 'yes', 'okay', 'please'.

Many of the answers also confirmed that children make a personal effort to learn English, such as trying to use the words they have learnt in institutions in their home environment, translating words and texts into Arabic and memorising them, which shows that children have a great love and strong motivation that makes them learn the language well.

From the parents' point of view, they believe that their children's learning of the English language is due to the importance of this language, as some of them mentioned that it is the language of the age and technology, and that it is easier to understand compared to the French language. This shows that parents are aware of the importance of the English language for their children, especially in the academic and professional field in the future.

Some parents mentioned that their children's love for the language was because they were greatly influenced by their teacher and her style, and their children's good results in this subject played a big role in motivating them to continue their education and develop their English language skills.

Despite all these positive responses, the results showed that a few respondents said that their children do not show any interest, or that their interest in the language is limited or almost

non-existent. This may be due to teaching methods or the lack of encouragement and motivation from parents, especially from schools, which are two key factors in creating an environment conducive to learning.

### **3.7. Conclusion**

The third chapter of this research presented the methodological basis of this study, where it addressed the research context, introduced the participants, defined the method and the reasons for following it, and detailed the data collection methods used, namely the questionnaire, interviews and observations within the department, which were essential to collect sufficient information for the purpose of the research. This chapter concluded with a comprehensive presentation of the information obtained in order to analyse and discuss it in the next chapter by drawing on the two previous theoretical chapters.

**Chapter Four**  
**Discussion of findings,**  
**Limitations, and**  
**recommendation**

## 4.1. Introduction

This chapter presents a discussion of the main findings obtained from the analyses of the classroom observations, teacher interviews, and the questionnaire addressed to the pupils' parents, which are related to the integration of teaching English at the primary and the challenges faced by teachers and pupils in particular. It also addresses the confirmation or rejection of the hypotheses put forward at the beginning of the research, in addition to the limitations and difficulties that this research has faced since its inception, as well as some suggestions and recommendations that can solve the issues of integrating English language learning and teaching in Algerian primary schools.

## 4.2. Discussion of finding

### 4.2.1. Observation

Based on the researcher's observations and analysis of the three schools: Mohamed Maghrabi, Mazouni Abdelkader, and Kias Fatima, there were significant and clear findings regarding the integration of English in primary schools.

√ The atmosphere in the three schools was calm and Supportive, and the the teachers were patient and kind with their students.

For example, in Mohammed Maghrabi and Kias Fatima schools, teachers maintained classroom discipline by raising their voices and using corporal punishment to curb disruptive behaviour, and while this method is somewhat effective, it is controversial.

√ In contrast, in Mazouni Abdelkader the teacher used motivating methods such as singing and body language to gain the attention of her pupils, making it easier for them to understand and for her to teach.

In terms of pupil engagement and participation, each having different levels of engagement and self-confidence. Pupils demonstrated good memorisation and pronunciation skills without switching between languages. For example, in Mazouni Abdelkader School, their level was very high as they had high self-confidence, considering mistakes as learning opportunities, indicating that the school provides a positive learning atmosphere.

√ In Mohamed Maghrabi and Kias Fatima schools, most of the students were at a good level, but there was a group that had the problem of shyness and anxiety. It was also observed that

the pupils of Mohamed Maghrabi school interfered between French and English, which indicates difficulties faced by these pupils and a lack of self-confidence.

√ It is clear that this weakness is partly due to the teachers and their teaching methods. For example, it was observed that the teacher of Mazouni Abdelkader School instilled positive values and self-confidence in her pupils, unlike the teachers in the other two schools, some of whom belittled their pupils, which led to their feelings of vulnerability, and this became one of the difficulties that gradually hindered the educational process.

Although the number of pupils suffering from this issue is still limited, its persistence may lead to its Increase over time, making it difficult to control later.

√ The methods of using teaching aids also differed between the three schools. At Mohammed Magrabi School, the teacher relied mostly on a whiteboard rather than pre-prepared and printed worksheets. Although this method may be effective on the one hand, it may lead to wasted time on the other hand. This is due to the lack of teaching aids, forcing the teacher to rely on the pedagogical manual and personal efforts to compensate for this shortage.

√ In Mazouni Abdelkader School, the teacher supported the educational process through various teaching aids and personal efforts, despite the lack of official resources. In the case of Kias Fatima School, he used a type of copybook provided by the Ministry for a nominal amount. This copybook, called the "class copybook", was a suitable solution for the school's students, as it compensated for the lack of educational resources, containing pictures, exercises, and short texts that helped fill this void.

### **4.2.1.1. Teacher's challenges**

Indeed, throughout the investigation the researcher has noticed that teachers of English are facing a set of challenges that they cannot overcome unless serious measures are taken into consideration, they are as follow:

1. Difficulty in managing disruptive behaviour that requires disciplinary methods.
2. The insufficient time allocated to English language classes compared to French language classes has led to obstacles in teaching writing, reading and pronunciation skills.
3. lack of official teaching aids and the need to compensate for them with resources from the



efforts of teachers.

4. Problems of overlapping French and English languages.

5. The need for more training.

### **4.2.1.2. Pupils' Difficulties**

Observations conducted in the three schools revealed several challenges in the ability of pupils to learn and acquire English effectively, and these challenges are categorized into psychological, pedagogical and other factors.

♣ The first challenge that may hinder pupils language learning at an early age is the lack of support, especially for pupils with learning difficulties, as most teachers focus on pupils who are high achievers or more engaged, while ignoring pupils with low levels or those with health issues or congenital disabilities. This fact has led to a lack of understanding and frustration of weak learners, which has led to their lack of motivation and interest in learning and improving their level.

♣ Learners find it difficult to participate in oral activities or even answer questions, most of which are easy, and are embarrassed in front of their peers. This behaviour created an environment full of stress and anxiety, with teachers publicly commenting and reprimanding them for wrong answers.

♣ The use of activities, which are considered one of the effective and entertaining methods that motivate learners to learn, especially at this stage of life, and skipping this type of methods may reduce the effectiveness of teaching and learning, make lessons boring, and make pupils feel bored and lack of concentration, especially those with low concentration.

♣ Lack of confidence is also very common, and may grow with the child as a psychological complex. This issue is caused by many factors related to the child's environment, and the teacher's negative comments and lack of attention, generating a negative, unsupportive and unsafe environment, which makes many pupils silent even if their answers are correct.

♣ The methods of translation into Arabic have a major impact on their learning. Instead of encouraging learners to understand and respond in English, the teacher translates the text for comprehension. This may help for quick comprehension, but it reduces exposure to the language and direct practice, which delays the development of their language skills.

♣ Similarly, teachers used the same lesson and the same methods for all pupils, but neglecting to take into account low-level students led to their falling behind, instead of using alternative methods for their progress and the integration of the whole class.

### 4.2.2. Interview

After conducting interviews with English language teachers in primary schools, the investigator came up with a summary of the professional backgrounds of each teacher and their work environment, the difficulties they face in teaching English and communicating information to children, as well as the strategies used in performing their work.

Through the interview, it became clear that there was a clear difference between the two teachers in their level of education and work experience, as well as in terms of certificates, as the first teacher has a master's degree in English literature and civilization and had worked at different school levels up to university, while the second teacher has a bachelor's degree in English language and has limited teaching experience.

√ Both teachers have the right to teach, since their files have the necessary conditions to teach legally, but the difference between the two teachers, especially in terms of experience, has a great impact on how they deal with students in the classroom, thanks to the close experience and pedagogical competence.

√ Both teachers confirmed that they face the same difficulties, namely overcrowding and large numbers of students, which hinders their ability to communicate information clearly and in the way they see fit, and that they use the same method of teaching at all three levels.

√ The first teacher stated that he teaches nine sections, and the number of students in each section may reach 35 students, and this large number does not allow the teacher to use individualized support and effective interaction.

√The second teacher had the same idea, although he did not elaborate or provide any details about it. This issue is one of the factors that negatively affect the quality of education in Algeria.

√The most important reason that makes pupils want to learn English is the interactive methods such as games, storytelling and songs, which makes the learner highly motivated, in addition to participation, so these methods should be followed since they are effective and make the student maintain his interest and motivation.

√Teachers also use of methods when comprehension was difficult. These strategies included linguistic simplification, visual aids, and sometimes resorting to play to re-explain the lesson, which are called flexible strategies that reflect awareness of learners' needs.

√Pupils' difficulties were often in memorizing vocabulary and pronunciation, and sometimes understanding grammar, and teachers found ways to communicate information flexibly such as storytelling, play, simulation activities, as well as communicative and participatory methods. Besides, the major problem teachers faced was the handwriting, pupils could have not yet a complete control over their hands in writing and this require an experienced teacher to do so.

√As for pupils assessment, the first teacher explained in detail that it relies on quizzes, class participation, group work, interaction, and oral activities, while the second teacher emphasized the need for assessment but without any details, which shows the basics of assessment in a varied and frequent manner.

√As for motivation, both teachers work to motivate their students in several ways, such as verbal motivation or providing certificates, and this motivation yields positive results, especially in the early stages of education.

Through this interview, it became clear that both teachers are highly professional, but experience plays a key role in teaching methods, and they differ in this matter, but despite the difficulties they face such as insufficient time and a large number of pupils, they try as much as possible to adhere to interactive methods, motivation and support in all forms for the success of English language at the primary level in Algeria.

### 4.2.3. Questionnaire

√ Through analyzing the questionnaire, it was found that several findings that illustrate the perceptions, opinions and attitudes of parents regarding English language learning at the primary level. As a first result, the demographic data showed that the proportions of mothers and fathers were equal, and their educational level is good, with most of them holding secondary or higher degrees, which indicates that the participating parents are capable and aware enough to support their children and their education. The results also indicated that the family size of the participants is mostly average, with between two and four children, which is a good thing for parents, as it allows them enough space and time to carefully track and educate their children.

√ Regarding the parents' level of English language, most of them have an intermediate level, and a few said that they are fluent in English. It is clear that all parents have an acceptable level that may or may not help them teach their children, but despite their level, parents are still aware of the importance of the English language, and everyone tries in every way to support their children regardless of their level of education.

√ As the results show, all parents are in favour of teaching English at an early age, and most of them express positive attitudes towards language learning, especially at a young age, and they expressed the importance of language acquisition at this age. Most of them believe that the appropriate age for language acquisition is between 5 and 10 years old, which is in line with the theory of the critical period of language acquisition in early childhood.

√ Parents considered this language as a language of technology and cultural openness in addition to education and future work, so it is very important in the child's life and at all stages of life, and it is also said that it is not only a subject, but they classify it as a necessary life skill in the globalised world.

√ 87% of the parents who responded to the questionnaire considered the integration of French and English a successful project and supported this integration because it has a major reason for enhancing the thinking and concentration abilities of children, while a small minority rejected this project because they feared mental distraction and confusion of the mind due to learning two foreign languages other than the mother tongue at the same time.

After these statistics, it becomes clear that most students receive home support from their family members, whether parents or siblings, and this support appeared in several forms, such

as psychological and moral support, as well as it helps with assignments, in addition to providing digital resources, and a group of them emphasised the inability to help their children due to several reasons, including lack of time and lack of resources, in addition to their poor level in this language.

√ It appeared that the exposure to this language outside the home was moderate due to the children watching English language programs from time to time and most of the students repeat what they studied previously and what the teacher gave them inside the classroom in the middle of their play or in the form of songs, which confirms the good interaction with the English language outside the classroom.

√ Also, 66% of parents confirmed that their children suffer from learning this language and face many difficulties in distinguishing sounds, pronunciation and understanding in general, and the reason for these difficulties is the lack of linguistic stock and the effect of multilingualism, and the psychological aspect may be influential, such as shyness and poor concentration, in addition to environmental and social factors represented in the lack of practice at home and the distance of the school from home.

√ Despite the difficulties faced by the English language, it has received great interaction and love by the pupils, and the reason may be due to the teacher or entertainment programs in English, and there are several reactions by the pupils that confirm the natural interaction with this language, such as the strong motivation to learn it and their use of simple words and short phrases in their daily lives.

√ Parents believe that their children's love for the English language is due to their awareness of its importance in the field of education and work, and some stressed that it is much easier compared to English, as the teacher has an essential and effective role in motivating children through his method and their results, so the love of the subject from the love of the teacher.

√ Despite these positive indicators, some children confirmed that they are not interested in this language and are indifferent to it, which may be due to the lack of teaching methods and the lack of continuous stimulation of the child by the school, teacher and family, which are essential factors for building an effective learning environment.

Finally, the results confirmed that Algerian parents are convinced that children need to learn English at an early stage, recognise its importance in the future and want to teach it to their children, however, there are still language difficulties and the amount of home support, which should be addressed for an effective and equitable education for all children.

Based on the researcher's findings through data collection, observations confirmed that children have good memorization and pronunciation abilities, and parents' opinions support language acquisition at this age, which ranges from five to ten years old. These findings are in line with the "critical period" theory of language acquisition, so these data confirm the validity of the first hypothesis.

The results of the interview revealed that there are many challenges facing teachers in the classroom, such as overcrowding, lack of teaching aids, lack of time, and linguistic overlap, with their need for formal training and the use of necessary strategies such as linguistic simplification, play, and audio-visual aids. Through these results, the second hypothesis is confirmed and conforms to reality.

Finally, the results of the parents' questionnaire showed that all of them agree and support teaching English at an early age and recognize its importance in various fields, such as education, work and technology. Although they face difficulties in helping their children personally, they consider English to be an essential life skill. Based on these findings, the third hypothesis is also confirmed.

### **4.3.Limitations**

This research faced several difficulties and limitations, as with any primary research

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√ The first challenge the researcher faced was the unavailability of books and documents in the library.

√ in addition to the fact that most of the scientific sources on the Internet were not free.

√The researcher also faced difficulty in obtaining a licence from the Directorate of Education, although he had a licence from the university, but the schools did not agree to receive him without the official licence from the Directorate.

√ the researcher faced difficulty in interviewing the teachers due to their busy schedules. Only two teachers were interviewed, while the third teacher was not interviewed due to

multiple reasons provided by him, and the interview questions were answered online by the other teachers.

√The spring holidays also contributed to a slight delay in the research.

### **4.4.Suggestions and Recommendations**

The aim of this research was to investigate the challenges and difficulties faced by pupils, as well as teachers since their challenges would certainly affect pupils' learning. To overcome these difficulties, several suggestions and recommendations can be made and that should be taken into consideration by teachers and policy makers to improve the process of teaching English in primary schools:

- Providing English language teachers with specialised training and appropriate pedagogical training, including strategies for motivating students, managing classrooms, and focusing on child psychology.
- Increasing the number of hours of English language teaching, as teachers believe that limited time negatively affects the development of pupils' reading, writing and pronunciation skills, so the ministry should allocate additional hours, especially in the early years, for the benefit of children who are receiving education for the first time.
- Providing the necessary teaching aids, as the lack of which forces teachers to rely on their own efforts. Motivational tools for students, such as prizes and certificates, should also be provided.
- Adopt differentiated learning strategies, as they are effective in supporting low-level pupils, by including them in activities such as solving assignments in groups, simple activities, and joint final projects.
- Finally, address the issue of linguistic overlap between French and English by avoiding translation into Arabic and encouraging students to speak and write directly in English.

#### **4.4.      Conclusion**

This chapter confirms through the discussion of the findings that the decision to integrate English in primary schools was the right one, as pupils at an early age have excellent abilities in memorization and vocabulary acquisition, which showed that this stage of life is suitable for language acquisition, and the great support of the pupils' parents for this integration also contributed to its success. Despite this, teachers still face significant challenges that may also be a hindrance to the pupils in learning and acquiring the English language, which requires solutions and reforms.



## **General Conclusion**

# General conclusion

The integration of teaching/learning English in primary schools is a new reform adapted by the government during the last three years. Because of the status of the English language and its importance, being the most widespread language in the world and its dominance in all fields: Science, technology and international communication, and as it has become a language shared by all countries of the world and an open door to the contemporary world, its inclusion in the Algerian educational system has become crucial. The main target is to prepare future generations able to speak a language that helps them interact with the developed world, and reflect its urgent desires to keep pace with the development of the world.

As Algeria is a multilingual country with two official languages, Arabic and Amazigh, and French is taught as the first foreign language due to the colonial legacy, English has begun to occupy an important place in the Algerian state, and has become one of the languages that keep pace with development and openness. Indeed, the educational system in Algeria has witnessed a remarkable development, as new reforms have been added to the new school curricula in all subjects and at all stages of education. Algeria tried to introduce English language education in primary schools in 1993, which was met with rejection from parents and society, but the Algerian authorities, due to the growing awareness of the importance of teaching English, began to step forward by taking serious decisions in this context.

Previous studies have investigated the challenges that teachers face in teaching English in primary schools in an attempt to achieve the teaching objectives, but this research aims to focus and study from all aspects that can have an impact on pupils' learning process, namely the challenges that have effects on both pupils and teachers as well as the views of parents.

In fact, this reform cannot be a complete success on the first attempt, and faces several difficulties and obstacles: the difficulties faced by pupils and teachers, as well as parental support, which play an important role in the successful integration of English language teaching at an early age. This research endeavors to examine in depth the difficulties faced by pupils, as well as the views of parents and the barriers faced by teachers. Therefore, this research is divided into two main sections: A theoretical part that consists of previous studies, and an applied part that aims to collect data on the topic to answer the research questions.

## General conclusion

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From a methodological perspective, a descriptive approach has been adopted in order to have a deep sight in this issue. Both quantitative and qualitative methods have been used for the analysis of the gathered data. As for data collection, three instruments have been used: a questionnaire that was addressed to parents, a semi-structured interview that has been conducted with three teachers of English and a class observation that has been done in three schools.

The thesis comprised four chapters, the first chapter dealt with a historical overview of the English language from its inception to its development into a global language, also discussed the emergence of the new ESP domain, In addition, he recounted the incorporation of English language teaching in primary schools in the 1990s and the reasons behind its failure in the first attempt. While the second chapter dealt with the critical period theory in language learning, A look at the primary school curriculum for all three stages from the third year of primary school to the fifth year of primary school .Finally, he discussed previous studies on the challenges and the views of both teachers and parents.

The third chapter dealt with the applied part of this study, addressing the research methodology, Research instruments including: observation classroom, teachers' interview, and parents' questionnaire, Moreover, detailed analysis of the data. The fourth chapter dealt with the discussion of the results. Indeed, this research seeks to study the reality in primary schools in depth, and to come up with findings that benefit teachers and learners, as well as recommendations for policy makers in order to get rid of these difficulties and avoid their occurrence in the future.

In conclusion, the research revealed that although English language teaching faces several obstacles, they can be solved by following appropriate strategies and providing the necessary educational resources, as well as the great support of parents, which has a hand in the success of this reform. The results confirm the validity of the hypotheses and that English language teaching faces many obstacles on the part of pupils and teachers, and that parents recognize the importance of learning this language and are very supportive of this decision.

Based on the results, the three hypotheses put forward at the beginning of the research are confirmed, and this confirms the success of integrating English language teaching in primary schools as a result of careful planning and the cooperation received from teachers and parents.

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# **Appendices**

# Appendices

## Appendices

### Appendix 01

#### Observation checklist

Teacher:.....

School:.....

Pupils number:.....

Date:.....

Time started:.....

Time ended:.....

N= Needs attention    G= Good

S= Satisfactory    N.A= Not applicable

Data points	N	S	G	N.A
<b>1. Classroom management</b>				
Check the pupils attendees and assignments.				
Preserve the classroom's cleanliness and order.				
Gaining the pupils attention.				
Large number of the pupils.				
Teacher's feedback on pupils Behaviour.				
<b>2. Preparation for the lesson</b>				
The contents of the lesson is appropriate for their age.				
Lesson objectives are clearly defined.				
Equipment and materials are available.				
<b>3. During lesson explanation</b>				
Recap previous lesson.				
Activate the pupils prior conceptions.(through activities)				
Provide brief introduction of the lesson.				
Explaining the lesson in clear way.				
Combining Arabic and English during explanation.				
Using body language.				
Pupils participation and engagement.				
Pupils understand the lesson.				

## Appendices

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Using adequate materials.				
Pupils confusion and mixing between French and English.(oral skill)				
Teacher's patience with his pupils.				
Using physicalpunishment.				
Pupils have public fear and anxieity				
All participate in given activities.				
Pupils have expression problems.				
Lack of concentration.				
Comprehension problems.				
Calling pupils by their name.				
Pupils have a problem in writing and handwriting.				
Memorizing vocabulary.				
Memorizing simple sentences.				
Teaching by using games and songs				
Time is sufficient for the whole lesson and activities.				

### Appendix 02

#### Teachers' Interview

##### **Section 01 : Teacher's Profile**

1. what is your academic degree ?
2. Is it your first experience to teach English? If no, where did you teach?
3. Have you undergone teaching before?
4. Who trained you?

##### **Section 02: Working Environment**

5. How many classes you are in charge with?
6. What are the levels you are in charge with?
7. Are the classes over crowded?
8. How many sessions do you have with each level?

##### **Section 03 :**

9. Did your pupils like learning English?
10. Are they motivated during the session? How?
11. What strategies do you adopt to engage pupils who are unmotivated or inactive?
12. What do you do if your pupils don't understand the lesson?
13. What are the difficulties your pupils face while learning English?
14. Which techniques have been effective in your teaching?
15. Can you give an example of successful lesson you delivered?
16. In your teaching, how do you integrate the four skills?
17. Are your pupils good at memorizing vocabulary & sentences?
18. Do you give them homeworks?
19. Do you give them a final project?
20. Do you regularly assess your pupils?
21. On what basis you assess them?
22. Do you offer them rewards on their results?

# Appendices

## Appendix 03

Dear parents,

Would you please answer the questions below and put an **X** in the selected box, more than one answer can be selected if necessary.

### Section 1: Demographic Information

1. What is your relationship to the child?

Mother ☐ Father ☐ Other: \_\_\_\_\_

2. What is your level of education?

High school ☐ Bachelor's degree ☐ Master's degree ☐

Doctorate ☐ Other: \_\_\_\_\_.

3. How many children do you have?

.....

4. What is your child's age?

5-6 years ☐ 7-8 years ☐ ☐ 9 years

### Section 2: Importance of Learning English

5. How well do you understand spoken and written English?

☐ Not at all.

☐ A little.

☐ Well.

☐ Very well.

☐ Fluently.

6. What do you think about teaching English at an early age for your child?

☐ Very important

☐ Important

☐ Somewhat important

☐ Not important

## Appendices

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7. What age do you think is the appropriate for a child to learn English?

☐ Before age 5

☐ Ages 5-7

☐ Ages 8-10

☐ After age 10

8. Why is it important to you that your child learns English?

☐ Because it will help him/her with future education.

☐ Because it will give him/her better job opportunities.

☐ Because it will allow him/her to travel and experience other cultures.

☐ Because it is the language of technology.

### Section03:

9. do you agree with integrating English language teaching at the primary?

☐ Strongly agree.

☐ Agree.

☐ Neutral.

☐ Disagree.

☐ Strongly disagree.

10. Do you believe that teaching English and French in primary school can have an effect on a child's thinking?

☐ Yes, it can enhance thinking abilities and concentration.

☐ Yes, it may cause distracted thinking.

☐ No, it does not affect the child's thinking significantly.

☐ I don't know.

## Appendices

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11. Why?

- ☐ Because the child has the ability to acquire more than one languages at an early age.
- ☐ Because children at this stage may find it difficult to deal with more than one foreign language.
- ☐ Adding new languages can enhance cognitive abilities.
- ☐ Adding new languages can lead to mental confusion.

12. Does anyone help him/her at home?

- ☐ Yes.
- ☐ No.

13. Does he watch English channels?

- ☐ Yes, very often.
- ☐ Sometimes.
- ☐ Rarely.
- ☐ Never.

14. Does he repeat what he studies at home (when playing, singing ... etc)?

- ☐ Yes, very often.
- ☐ Sometimes.
- ☐ Rarely.
- ☐ Never.

15. What are the difficulties that your child faces in learning the English language?

.....

.....

.....

.....

.....

16. How do you as a parent help your child learn English and how do you deal with difficulties?



## Appendices

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17. Does your child shows any interest in learning English? How?

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.....

### Appendix 04

#### الأباء الأعزاء،

هذا الاستبيان جزء من البحث للحصول على شهادة الماجستير في تخصص تعليمات اللغة الانجليزية، يهدف هذا البحث لدراسة مساهمة الاباء في اطار ادماج تدريس اللغة الانجليزية في المدارس الابتدائية. ومناجاة تحقيق ذلك من فضلك اجب عن هذا الاستبيان بكل صدق مصداقية هو شكر اعلنتعاونك.

يرجى الإجابة على الأسئلة أدناه ووضع علامة X في المربع المحدد، ويمكن اختيار أكثر من إجابة واحدة إذا لزم الأمر.

#### الجزء الأول : المعلومات الديمغرافية

1. ما هي علاقتك بالطفل ؟

الأم ☐ الأب ☐ غير ذلك:.....

2. ما هو مستواك الدراسي ؟

ثانوي ☐ بكالوريا. ☐ ماستر. ☐ دكتوراه ☐ غير ذلك:.....

3. ما هو عدد اطفال؟

.....

4. ما هو عمر طفلك الذي يدرس اللغة الإنجليزية في الابتدائي؟

5-6 سنوات. ☐ 7-8 سنوات. ☐ 9-10 سنوات. ☐

#### الجزء الثاني : أهمية تعلم اللغة الإنجليزية

5. ما مدى فهمك للغة الإنجليزية المنطوقة و المكتوبة ؟

على الإطلاق ☐

قليلا ☐

جيد جدا ☐

بطلاقة ☐

6. ما هو رأيك حول تعلم طفلك اللغة الإنجليزية في سن مبكر ؟

مهم جداً. ☐

## Appendices

☐ مهم .

☐ مهم إلى حد ما .

☐ ليس مهماً.

7. برأيك، ما هو السن المناسب للطفك ان يتعلم اللغة الإنجليزية ؟

☐ قبل سن 5

☐ ما بين سن 5-7

☐ ما بين سن 8-10

☐ ما بعد سن 10

8. لماذا من المهم لطفك ان يتعلم اللغة الإنجليزية ؟

☐ لأن ذلك سيساعده/ها في التعليم في المستقبل.

☐ لأنها ستمنحه فرص عمل أفضل.

☐ لأنها ستتيح له/لها السفر وتجربة ثقافات أخرى.

☐ لأنها لغة التكنولوجيا.

**الجزء الثالث:**

9. هل أنت موافق على دمج تدري اللغة الإنجليزية في المدارس الابتدائية ؟

☐ افق بشدة.

☐ أوافق.

☐ محايد.

☐ غير موافق.

☐ غير موافق بشدة.

10. هل تعتقد ان تدريس اللغة الإنجليزية و الفرنسية في المرحلة الابتدائية يمكن ان يكون له تأثير عل تفكير الطفل ؟

☐ نعم، يمكن ان يعزز قدرات التفكير و التركيز.

☐ نعم، قد يتسبب في تشتيت التفكير.

☐ لا، لا يؤثر على تفكير الطفل بشكر كبير.

☐ لا أعلم.

11. لماذا؟

☐ لأن الطفل لديه قدرات على إكتساب أكثر من لغة في سن مبكر.

☐ لأن الأطفال في هذه المرحلة قد يجدون صعوبة في التعامل مع أكثر من لغة أجنبية واحدة .

☐

## Appendices

يمكن أن تؤدي إضافة لغات جديدة إلى تعزيز القدرات المعرفية.

يمكن أن تؤدي إضافة لغات جديدة إلى التشويش الذهني. ☐

12. هل يساعده أي شخص على التعلم في المنزل؟

☐ نعم .

☐ لا .

13. هل يشاهد القنوات الإنجليزية ؟

☐ في الكثير من الأحيان.

☐ في بعض الأحيان.

☐ نادراً.

☐ مطلقاً.

14. هل يكرر ما يدرسه في المنزل ( عند اللعب، الغناء،....الخ)؟

☐ الكثير من الأحيان .

☐ في بعض الأحيان.

☐ نادراً.

☐ مطلقاً.

15. ما هي الصعوبات التي يواجهها طفلك في تعلم اللغة الإنجليزية؟

.....

.....

.....

.....

.....

.....

16. كيف تساعد طفلك كوالد او كوالدة في تعلم اللغة الإنجليزية؟ و كيف تتعاملين مع الصعوبات التي يواجهها؟

.....

.....

.....

.....

.....

.....

.....

.....

17. هل يبدي طفلك أي إهتمام بتعلم اللغة الإنجليزية ؟ كيف ؟

.....

.....

## Appendices

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### Appendix 05

## Appendices

Name: .....

**I get ready**

Date: ...../...../.....

Class: 5PS....

**Task 01:** Tick the correct answer.

- The text is about: ☐ Hobbies.
- ☐ Holidays and travelling.
- ☐ Means of transport.

**Task 02:** Circle the means of transport mentioned in the text.



**Reading text:**



It is **winter**. We are on **holidays**. It's **cold** and **snowy**. A travel agency organizes a trip to The **Tikjda Mountains**. We are travelling by **bus**. It's cool! We want to **play with snow**, **take photos** and share them with friends.

**Task 03:** Read the text and answer the following question:


- Is the text about a trip to Assalam park? .....

**Task 04:** Read the text and complete the following table:

Season 	Weather 	Destination 	Means of transport 	Activity 
.....	.....	.....	.....	.....

**Task 05:** Use information in the following table and write a paragraph.

Season	Weather	Destination	Means of transport	Activity
autumn	windy	Gouri park	bike	fly my kite



It is autumn.....

.....

.....

.....

.....

Teacher: Djedei Abderrahman

## Appendix 06



الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التعليم العالي والبحث العلمي  
جامعة سعيدة - د. مولاي الطاهر



كلية الآداب و اللغات و الفنون  
قسم اللغة الانجليزية

2025-3-2

سعيدة في

### ترخيص

يرخص قسم اللغة الانجليزية الطالبة طاهري اكرام خيرة , طالبة في القسم سنة ثانية  
ماسترتخصص تعليمية اللغة الانجليزية  
بزيارة ابتدائية محمد مغربي / كياس فاطمة / مازوني عبد القادر  
ودلك لغرض دراسة حالة البحث الخاصة ببحثها الموسوم

Investigating Teaching English to Primary School Pupils Challenges  
and Perspectives The Case of Saida Primary Schools a-Mohamed  
Magharbi, b- Kies Fatima, c- Mazouni Abdelkader

تقبلوا منا كل الاحترام والتقدير

قسم اللغة الانجليزية



## Appendices

الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التربية الوطنية

سعيدة في : 2025/04/10

مديرية التربية لولاية سعيدة

مصلحة التكوين و التفتيش

الرقم : 2025 / 015 / 713

مديرة التربية

إلى

الأنسة : طاهري اكرام خيرة

طالبة بكلية الآداب واللغات و الفنون

جامعة الدكتور مولاي الطاهر

/ سعيدة

الموضوع : رخصة لإجراء تربص ميداني

المرجع : مراسلة جامعة الدكتور مولاي الطاهر - سعيدة - كلية الآداب و اللغات و الفنون

- قسم اللغة الإنجليزية - السنة الجامعية : 2025/2024

بناء على المراسلة المشار إليها في المرجع أعلاه، يشرفني أن أنهي إلى

علمكم أنه يمكنكم الالتحاق بالمدارس الابتدائية التالية :

مغربي محمد / سعيدة

كياس فاطيمة "

مازوني عبد القادر "

و ذلك لإجراء بحث ميداني في إطار انجاز مذكرة تخرج لنيل شهادة ماستر . "

ع/ مديرية التربية  
عن مديرية التربية وبتفويض من  
الأمين العام  
خ. غماري

## Appendix 08



## Appendices

الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التربية الوطنية

سعيدة في : 2025/04/10

مديرية التربية لولاية سعيدة  
مصلحة التكوين و التفتيش  
الرقم : 13/7 /015 /2025

مديرية التربية  
إلى

السيد(ة) مدير(ة) : المدرسة الابتدائية  
مغربي محمد / كياس فاطمة  
مازوني عبد القادر / سعيدة (للتنفيذ)  
السيد : مفتش التعليم الابتدائي لإدارة  
المدارس الابتدائية مقاطعة / سعيدة  
(للمتابعة)

الموضوع : رخصة لإجراء تربص ميداني

المرجع : مراسلة جامعة الدكتور مولاي الطاهر - سعيدة - كلية الآداب و اللغات و الفنون  
- قسم اللغة الإنجليزية - السنة الجامعية : 2025/2024

بناء على المراسلة المشار إليها في المرجع أعلاه ، يشرفني أن أطلب منكم  
السماح للطالبة : طاهري إكرام خيرة تخصص - تعليمية اللغة الإنجليزية - و ذلك  
لإجراء بحث ميداني في إطار انجاز مذكرة تخرج لنيل شهادة ماستر .

ع / مديرية التربية  
عن مديرية التربية و بتفويض منها  
النيّمين العام  
خ - غماري  
الأمينة العامة

## **Abstract**

English, which has imposed its dominance everywhere in the world and in all fields, has at last grounded itself as an important language in Algeria. Being dominated by the French language for a long time, policy makers have at last recognized that no progress will be reached since English is nowadays the language of science and technology and without which Algeria will not step forward unless deep reforms will be adopted mainly in education which is the key domain for any future plans. This research is centred on the study of English language integration in Algerian primary schools. Yet, as any new reforms there are advantages and drawbacks that need review. Hence, the current investigation is an attempt to shed light on the main challenges and obstacles that pupils face in learning English as a second foreign language. Besides, this work highlights the difficulties, teachers encounter in their teaching since this has direct effects on their pupils' feedback. It also seeks to examine the views of parents regarding the implementation of English language teaching to their children at an early age. For that sake, the study has adopted a mixed-method approach, combining both quantitative and qualitative methods. As for data collection tools, a questionnaire was addressed to parents, a semi-structured interview was conducted with three English teachers from different primary schools in addition to a class observation. The research findings revealed that despite the support received from parents and that children have a distinctive ability to acquire and learn English at an early age, especially when using effective and appropriate strategies to their age, there are some difficulties and obstacles that hinder against their improvement. These challenges include lack of teaching resources, lack of teacher training, overcrowded classrooms, and the linguistic mixing that pupils experience when studying two languages at the same stage. Therefore, the present investigation attempts to suggest some fruitful strategies that may help overcome these challenges and pave the way for further works to tackle this issue from different perspectives.

### ***Keywords:***

English language, teaching/learning, pupils, teachers, parents, primary schools, challenges and obstacles

## الملخص:

إن اللغة الإنجليزية التي فرضت هيمنتها في كل مكان في العالم وفي جميع المجالات، فرضت نفسها أخيراً كلغة مهمة في الجزائر. فبعد أن هيمنت اللغة الفرنسية لفترة طويلة من الزمن، أدرك صناع القرار أخيراً أنه لا يمكن تحقيق أي تقدم في هذا المجال لأن اللغة الإنجليزية هي لغة العلم والتكنولوجيا في الوقت الحاضر، وبدونها لن تتقدم الجزائر إلى الأمام ما لم يتم تبني إصلاحات عميقة خاصة في مجال التعليم الذي يعد المجال الأساسي لأي خطط مستقبلية. يتمحور هذا البحث حول دراسة دمج اللغة الإنجليزية في المدارس الابتدائية الجزائرية. ومع ذلك، وكأي إصلاحات جديدة هناك مزايا وعيوب تحتاج إلى مراجعة. وبالتالي، فإن التحقيق الحالي هو محاولة لتسليط الضوء على التحديات والعقبات الرئيسية التي تواجه التلاميذ في تعلم اللغة الإنجليزية كلغة أجنبية ثانية. إلى جانب ذلك، يسلط هذا العمل الضوء على الصعوبات التي يواجهها المعلمون في تدريسهم لما لذلك من آثار مباشرة على ردود فعل تلاميذهم. كما تسعى الدراسة أيضاً إلى دراسة آراء أولياء الأمور فيما يتعلق بتطبيق تدريس اللغة الإنجليزية لأطفالهم في سن مبكرة. ومن أجل ذلك، اعتمدت الدراسة منهجاً مختلطاً يجمع بين المنهجين الكمي والنوعي. أما بالنسبة لأدوات جمع البيانات، فقد تم توجيه استبيان لأولياء الأمور، وأجريت مقابلة شبه منظمة مع ثلاثة معلمين للغة الإنجليزية من مدارس ابتدائية مختلفة بالإضافة إلى ملاحظة الصف. كشفت نتائج البحث أنه على الرغم من الدعم الذي يتلقاه الأطفال من أولياء الأمور وأن الأطفال لديهم قدرة مميزة على اكتساب وتعلم اللغة الإنجليزية في سن مبكرة، خاصة عند استخدام استراتيجيات فعالة ومناسبة لأعمارهم، إلا أن هناك بعض الصعوبات والعقبات التي تعيق تحسنهم. وتشمل هذه التحديات نقص موارد التدريس، ونقص تدريب المعلمين، واكتظاظ الفصول الدراسية، والاختلاط اللغوي الذي يعاني منه التلاميذ عند دراسة لغتين في نفس المرحلة. ولذلك، يحاول هذا البحث اقتراح بعض الاستراتيجيات المثمرة التي قد تساعد في التغلب على هذه التحديات وتمهيد الطريق لمزيد من الأعمال لمعالجة هذه المشكلة من وجهات نظر مختلفة.

## الكلمات المفتاحية:

اللغة الإنجليزية، التدريس/التعليم/التعلم، التلاميذ، المعلمون، أولياء الأمور، المدارس الابتدائية، التحديات والعقبات

## **Résumé :**

La langue anglaise, qui a dominé partout dans le monde et dans tous les domaines, s'est finalement imposée comme une langue importante en Algérie. Après la domination du français pendant une longue période, les décideurs ont finalement réalisé qu'aucun progrès ne peut être fait dans ce domaine parce que l'anglais est la langue de la science et de la technologie aujourd'hui, et sans lui, l'Algérie n'avancera pas à moins que de profondes réformes ne soient adoptées, en particulier dans le domaine de l'éducation, qui est le domaine central de tout projet futur. Cette recherche est centrée sur l'étude de l'intégration de l'anglais dans les écoles primaires algériennes. Cependant, comme pour toute nouvelle réforme, il existe des avantages et des inconvénients qui doivent être examinés. Ainsi, la présente enquête tente de mettre en lumière les principaux défis et obstacles auxquels les élèves sont confrontés dans l'apprentissage de l'anglais comme deuxième langue étrangère. En outre, ce travail met en lumière les difficultés auxquelles les enseignants sont confrontés dans leur enseignement, ce qui a des implications directes sur les réactions de leurs élèves. L'étude cherche également à examiner les points de vue des parents concernant la mise en œuvre de l'enseignement de l'anglais pour leurs enfants dès leur plus jeune âge. À cette fin, l'étude a adopté une méthodologie mixte qui combine des approches quantitatives et qualitatives. En ce qui concerne les outils de collecte des données, un questionnaire a été administré aux parents, un entretien semi-structuré a été mené avec trois professeurs d'anglais de différentes écoles primaires, ainsi qu'une observation de la classe. Les résultats de la recherche ont révélé qu'en dépit du soutien que les enfants reçoivent de leurs parents et de leur capacité particulière à acquérir et à apprendre l'anglais à un âge précoce, en particulier lorsqu'ils utilisent des stratégies efficaces et adaptées à leur âge, il existe des difficultés et des obstacles qui entravent leur progression. Ces difficultés comprennent le manque de ressources pédagogiques, le manque de formation des enseignants, les classes surchargées et le mélange linguistique auquel les élèves sont confrontés lorsqu'ils étudient deux langues au même stade. Par conséquent, cette recherche tente de proposer quelques stratégies fructueuses qui pourraient aider à surmonter ces défis et ouvrir la voie à d'autres travaux visant à aborder cette question sous différents angles.

## **Mots-clés:**

Langue anglaise, enseignement/apprentissage, élèves, enseignants, parents, écoles primaires, défis et obstacles