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**The Implementation of English in Primary Schools: A Case study
of Challenges and Perspectives in Rebahia**

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Didactics.

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Declaration of Originality

I hereby declare that this thesis is based on my original work except for citations and quotations, which have been acknowledged. I also declare that it has not been previously and concurrently submitted for any other degree or award at any university or institution except for Dr.Moulay Tahar University of Saida.



Dedication

To God before all and above all

I am grateful beyond what words can hold

To my family, my source of warmth and grounding
To my parents, my sisters, and my brothers.

To the little girl who once dreamed with wide eyes, and to the woman she became.
The teacher who never stopped believing.

To my mother, my anchor, my healer, this work, this version of me is all because of
you.

To my Supervisor, whose guidance was gentle and whose understanding was maternal.
Thank you for your patience and your encouragement. thank you for being more than a
supervisor.

To the teachers and parents who shared their knowledge in this work, your voices
helped shape what these pages became. Thank you for being part of this with open
minds and open hearts.

And to all the teachers at the University of Saida, you were more than instructors.
You were true providers of knowledge, patient guides, and models of what teaching
should be: wise, kind, and endlessly giving.

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To Teacher Ghembaza, some teachers teach with knowledge, and then there are those rare few who teach with soul. You are the kind of teacher whose impact is impossible to forget, whose presence in a classroom transforms it.

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Abstract

This study examines the implementation of English in Algerian primary schools, exploring the challenges and the perspectives of parents and teachers toward such implementation. Since the introduction of English in primary education, various issues have emerged, particularly related to parents' attitudes and their acceptance of this project, time allotment, training, materials, and the coexistence of multiple languages (namely French and English) in the classroom. To gain a deeper understanding of the situation, this study employed a mixed-methods approach. Quantitative data were collected through a questionnaire completed by 76 parents and analyzed using SPSS version 25 software to uncover patterns and correlations related to their attitudes and suggestions. In parallel, qualitative data from 13 primary school teachers were analyzed using thematic analysis to highlight repeated themes and shared experiences. The findings reveal a marked motivation among instructors and caregivers to see English succeed in early education. While teachers pointed out the need for better training, more time, and enhanced resources, parents emphasized the value of early exposure to modern languages.

Keywords: English in primary education, parental attitudes, SPSS, time allotment, thematic analysis.

المخلص

تُحلّل هذه الدراسة تنفيذ اللغة الإنجليزية في المدارس الابتدائية الجزائرية، مع التركيز على التحديات ووجهات نظر أولياء منذ إدخال اللغة الإنجليزية في التعليم الابتدائي، ظهرت عدة مشكلات، لا سيما تلك الأمور والمعلمين تجاه هذا التنفيذ المتعلقة بتخصيص الوقت، والتكوين، والمواد التعليمية، وتعايش عدة لغات في الفصل (خاصة الفرنسية والإنجليزية). من أجل فهم أعمق للوضع، اعتمدت هذه الدراسة منهجية مزدوجة. تم جمع البيانات الكمية من خلال استبيان شارك فيه 76 الإصدار 25 لاكتشاف الأنماط والارتباطات المتعلقة بمواقفهم واقتراحاتهم. SPSS ولي أمر، وتم تحليلها باستخدام برنامج وفي الوقت ذاته، تم تحليل البيانات النوعية المستخلصة من مقابلات مع 13 معلّمًا في المدارس الابتدائية باستخدام التحليل الموضوعي لتسليط الضوء على المواضيع المتكررة والتجارب المشتركة. أظهرت النتائج الأخيرة وجود دافع قوي لدى المعلمين وأولياء الأمور لدعم نجاح اللغة الإنجليزية في التعليم المبكر. وبينما أشار المعلمون إلى الحاجة إلى تدريب أفضل، ووقت أكثر، وموارد محسّنة، شدّد أولياء الأمور على أهمية التعرّض المبكر للغات الحديثة.

الكلمات المفتاحية: تخصيص الوقت، التحليل الموضوعي، SPSS، اللغة الإنجليزية في التعليم الابتدائي، مواقف الأولياء

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List of Abbreviations



AA: Algerian Arabic

AP: Acquisition Planning

CP: Corpus Planning

EMI: English as a Medium of Instruction

MSA: Modern Standard Arabic

SP: Status Planning

General introduction

Language is an essential tool of education. In other words, language is the vehicle of knowledge and also the transmission of culture and identity. In multilingual countries, the way languages are managed and taught within education is often the result of deliberate language planning. In recent years, Algeria has taken significant steps toward integrating English into the primary school education system, marking a shift in its language policy. The introduction of English at an early age aims to prepare future generations with global communication skills and improve their access to knowledge and economic opportunities. However, implementing this policy presents various sociolinguistic and cultural challenges. For instance, teachers' readiness, students' linguistic background, parental perception, and the intricate interplay between English, Arabic, and Tamazight within Algeria's linguistic landscape. As Algeria aligns its language policies with globalization, the role of English is not only adjusting linguistic hierarchies but also influencing identity formation and public perceptions. Thus, intending to investigate the above-mentioned issues, the researcher asks. The following research questions :

1. What are parents' and teachers' attitudes towards the implementation of English in primary schools, and why do they hold these attitudes?
2. What are the difficulties that may be confronted by teachers and educational policy makers when implementing English in Algerian primary schools, and how do these challenges impact the effectiveness of the implementation?
1. What are the key requirements to ensure that the plan is successful, and how these be effectively addressed by policymakers and educators?

Given that, the following research hypotheses have been formulated:

1. Parents and teachers hold a positive attitude toward the implementation of English in primary schools due to their belief in its importance for future academic and professional opportunities
2. Teachers and educational policymakers may face several challenges, such as insufficient training, lack of teaching materials, and unclear educational policy guidelines, which negatively affect the effectiveness of English language implementation in primary schools.

3. The successful implementation of English in Algerian primary schools depends on adequate teacher training, well-designed curricula, appropriate classroom resources, and consistent policy support.

This study aims to explore the challenges and issues associated with the implementation of English in Algerian primary education. It seeks to understand the attitudes of parents and teachers, address key challenges in the process, and suggest practical solutions to support effective policy application.

Given these objectives, it is crucial to take into consideration the broader implications of this educational reform. This study is significant as it provides a valuable understanding of the early stages of the integration of English in primary schools, a major educational reform. It offers rich insights into the practical needs of teachers and expectations of parents, contributing to informed decision-making for future policy adjustments and teacher training programs. This research study is organized into three main chapters. Chapter one provides the theoretical background, focusing on language planning and language policy, and discusses the status of languages in Algeria with special attention to the recent integration of English in primary education. Chapter Two outlines the description of the research methodology, including the design, participants, tools of data collection, and methods of analysis. Chapter Three presents and interprets the findings, combining both qualitative and quantitative data, and concludes with practical recommendations to support the effective implementation of English in Algerian primary schools.

CHAPTER I

Literature review

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1.1. Introduction

Algeria is a culturally rich and linguistically diverse country. From north to south, its society is shaped by a wide range of languages that reflect its complex history and vibrant identity. In its modern standard form and its dialectal variations, Arabic plays the role of the official language and the primary medium of communication. Classical Arabic, the language of the Holy Quran, holds deep spiritual and cultural importance in addition to Arabic, Tamazight, officially accepted as a national and official language representing the indigenous Amazigh identity that came before Arab influence. Additionally, due to Algeria's colonial past, the French maintain a strong presence in administration, education, media, and daily life.

This diverse multilingual country didn't happen by chance, it has been affected over time by deliberate language policy and planning decisions made by the Algerian government. These are intentional efforts to manage how languages are used, taught, and valued in society.

In the case of Algeria, previous policymakers focused heavily on Arabization, encouraging the use of Arabic as the language of identity and unity while still keeping French in fields like science and technology.

Nowadays, we are witnessing a noticeable shift, which is the growing interest in English, especially in education, reveals that Algeria is reconsidering its language priorities and embracing new linguistic orientations that reflect global trends. This shift became more evident in 2022, when the Algerian Ministry of Education took a significant step by officially integrating English into primary school. This decision reflects not only the country's acknowledgment of English as a global lingua franca but also its commitment to preparing younger generations for future academic and vocational opportunities in an increasingly interconnected world.

This chapter begins with an overview of language planning, its types, and goals, followed by a comparison between language planning and policy. Then, exploring language policy and planning in Algeria, including the status of Modern Standard Arabic, Algerian Arabic, Tamazight, French, and English. It also investigates the implementation of English in Primary Education, supported by a historical background of the language policy in Algeria. Finally, it addresses previous attempts to introduce English and concludes with recent governmental decisions and their implications, including the emerging role of English as a medium of instruction.

1.2 Definitions of Language Planning

In the realm of sociolinguistics, language planning is a crucial concept since language is much more than just a tool for communication; it shows identity, culture, and power. The way people speak, the languages they learn, and the ones used in schools or government all reflect deeper social decisions.

Moreover, Language planning is about the choices made by the government or higher institutions to guide, design, and shape how languages are used in a society. Mainly in multilingual countries, it becomes a way to bring people together, preserve heritage, and respond to global shifts.

Language planning is a deliberate, problem-solving effort to influence language use, often on a national scale. It emerged as a scholarly field in the mid-20th century, particularly in response to newly independent African and Asian states' challenges in forming a national language and improving literacy.

According to Cooper(1989), “ Language planning is a deliberate effort to influence the behavior of others with respect to the acquisition, structure, or functional allocation of their language codes”.

In this quote, Cooper introduces three critical dimensions of language planning:

Acquisition: how languages are learned or mastered

Structure: the linguistic form or grammar.

Function: the roles languages play in society.

Fishman (1974) defines language planning as “the organized pursuit of solutions to language problems, typically at the national level.” In this definition, the focus is placed on the role of formal& higher institutions, particularly governments, in managing linguistic issues to achieve political and social goals.

Similarly, Cooper (1989) defines language planning as “deliberate efforts to influence the behavior of others concerning the acquisition, structure, or functional allocation of their language codes.” Unlike Fishman, Cooper focuses more specifically on the behavioral aspect, underlining how language planning seeks to shape language practices within a community.

Moreover, Haugen (1959) offers a more technical perspective, defining language planning as “the development of a normative orthography, grammar, and dictionary for a language and the attempt to standardize the language for use in education and

government.” Here, the focus shifts towards the processes of codification and standardization, particularly with educational and governmental functions.

Finally, Rubin and Jernudd (1971) define language planning as “an activity deliberately designed to influence the function, structure, or acquisition of languages or language variety within a speech community.” This definition presents a more comprehensive view, encompassing not only structural and functional aspects but also language learning and transmission.

When comparing these definitions, it becomes clear that there are important points of convergence. Most notably, all scholars agree that language planning involves deliberate and systematic efforts to influence language use. However, differences emerge in the areas of focus. While Fishman (1974) emphasizes national-level intervention, Haugen (1959) concentrates on technical codification. Meanwhile, Cooper (1989), Kaplan and Baldauf (1997), and Rubin and Jernudd (1971) adopt a broader view, paying attention to behavioral changes and language acquisition within communities.

Thus, while these definitions overlap in recognizing the intentional nature of language planning, they vary in the weight they assign to political, social, or technical aspects. It is also important to note that although language planning and language policy are often treated as interchangeable terms, a distinction between the two concepts does exist.

1.3 Types of language planning

Language planning consists of four main types.

1.3.1 Status Planning

Status planning (SP) refers to the part of language planning that deals with social and political issues related to language use. It focuses on external factors rather than the internal structure of a language. Specifically, it involves decisions about which language(s) should be chosen for official or public use (language selection) and how these languages are implemented in society (language implementation).

As Kaplan and Baldauf state:

"Status planning can be defined as those aspects of language planning which reflect primarily social issues and concerns and hence are external to the language(s) being planned. The two status issues which make up the model are language selection and language implementation."

Status Planning concerns the social positioning and official recognition of a language, especially in relation to governments and language communities. According to Robert

1.3.2 Corpus planning

Corpus planning (CP) refers to cases in which the attributed status of a language or a variety is changed. According to Haugen (1959), corpus planning is defined as “ the development of a normative orthography, grammar, and dictionary for a language and the attempt to standardize the language for use in education and government.” In other words, it's about giving a language the tools it needs to function formally and officially in society.

The process is essential for making a language not only preserved but also practical and respected. For instance, the development of Tamazight (Berber) orthography in Algeria is an act of corpus planning aimed at standardizing and implementing the language.

1.3.3 Acquisition planning

Acquisition planning refers to efforts made to guarantee that people learn the language, whether it is a mother tongue, a second language, or a foreign language. The way planning is done here is closely related to policymakers. Making decisions about what languages are taught in schools, at what age, with what resources, and by whom.

Cooper (1989) defines this planning method as part of the broader aim to shape “the behavior of others with respect to the acquisition, structure, or functional allocation of their language codes” (p.33). That is to say, it's about making sure and verifying people are learning the right languages in ways that support the goal of the country.

1.3.4 Prestige planning

Prestige planning is the most effective of language planning. It's not focused on the language people use, but also the way it is perceived and valued by its speakers. Prestige planning aims to raise, present the social value or prestige of a language in the eyes of people, mainly if that language has been neglected or underrepresented.

According to Rubin and Jernudd (1971), language planning is demonstrated as a way to “influence the function, structure, or acquisition of languages or language variety within a speech community.” Prestige planning is strongly associated with the function of the language, and how people feel about it, whether they see it as prestigious, useful, or valuable.

For instance, the use of Tamazight in official documents or TV programs helps people see it as valuable, just as introducing English in primary schools involves prestige planning. Formulating English as a language of science and technology.

1.4 Goals of language planning

Like any other field of study, language planning is guided by clear objectives. Over the years, various scholars have devised multiple frameworks to demonstrate their aims. Rubin and Jernudd (1971) classify the aims of language planning as: linguistic aims, semi-linguistic aims, and extra-linguistic aims. It is important to tackle each of them separately.

1.4.1 Linguistic aims:

Linguistic aims are concerned with the internal structure of a language (the language itself). These include establishing or standardizing writing systems, grammar rules, orthography, and terminology. The goal is to prepare the language for use in formal domains such as education, science, and government. In Algeria, for example, the official acceptance of Tamazight in 2016 produced efforts in corpus planning, like developing dictionaries, teaching materials, and a standardized script for different Berber varieties. The same goes for Modern Standard Arabic continues to develop new vocabulary. All these efforts fall under linguistic aims since

They encompass working directly on the language and making it valuable and useful.

1.4.2 Semi-linguistic aims:

Refers to how languages are used functionally in society. These goals involve decisions about which languages should be taught and learned in schools, used in social media, or spoken in professional settings. The aim is to manage language use in ways that coordinate with national goals. The Arabization policy shows a semi-linguistic aim, encouraging people to use Arabic in all public places and eradicating the dominance of French. Recently, the integration of English in primary schools is another example of educational shifts in how language is valued.

1.4.3 Extra-linguistic aims:

Include broader ideological and political goals, such as building national unity, maintaining cultural identity, and improving economic development. These goals contribute to the deeper motivations behind language policy decisions. The initial efforts of Algeria for Arabic after independence were an extra linguistic aim to revive and restate Arab Islamic identity. The implementation of English nowadays has come to respond to new extra-linguistic demands and the need to prepare young generation students for international opportunities.

1.5 Language policy

Before discussing language policy in Algeria, it is important to define what is meant by language policy. Kaplan and Baldauf (1997) define Language policy as “a body of ideas, laws, regulations, rules, and practices intended to achieve the planned language change in the society’s group or system.” This means that language policy is made up of small parts that work together, about what role a language should play in a society. Laws that make certain language official, and how languages should be used in schools, governments, and everyday practice, all of these complete a system that forms how language functions in a country, and the goal is to guide the planned change. Language policy can influence various aspects of daily life, from the language of instruction in schools to the language used in vocational settings, social media, and government. It aims to balance the needs of the majority and minority language speakers. After the independence of Algeria from France in 1962, the government made decisive moves to replace French (the colonial language) with Arabic, as the official and national language. Arabic was viewed not only as a means of communication but as a core symbol of national identity and sovereignty. This policy was also a reflection of the country’s desire to affirm its cultural independence and reclaim its linguistic autonomy. In the decades that followed, Algeria adopted a language policy that simultaneously supported Arabic and Berber, while managing the continued influence of French. However, it wasn’t until 2002 that Berber (Tamazight) was recognized as an official language alongside Arabic, marking an important move toward linguistic diversity and inclusivity. Nowadays, the language policy in Algeria continues to evolve, particularly with the integration of English into the educational system. English was once seen as a foreign language, but is now considered crucial for global integration, especially in fields such as science, technology, and international business. The introduction of English as a mandatory subject in primary schools starting in 2022 reflects this shift in policy.

1.6 Comparison between language planning& policy

The terms language planning and language policy are always used interchangeably. Scholars have concluded that a clear distinction exists between the two concepts. Language planning typically refers to the process of creating and proposing changes in language use, meanwhile language policy reflects the official decisions and actions taken to implement those changes. Language planning is the deliberate process of developing goals, methods, and actions related to language use. It is usually undertaken by linguists, planning agencies, and it can take place even before a formal policy exists. Language policy is the actual set of rules or practices that result from planning. It represents the official framework through which authorities or higher

institutions control the use of language in professional domains, for instance, education, administration, etc. According to Hornberg (2006), these relationships are explained clearly, while planning is about “how” language should be shaped. Policy is about “what” is implemented. In other words, planning guides the vision, and policy delivers the action.

Aspect	Language planning	Language policy
definition	A deliberate process aimed at creating and designing strategies for language development.	The official decisions or actions taken to regulate language use.
The focus	Concerned with how language change is designed and planned.	Concerned with what is officially implemented and practiced.
Process	Represents the planning and proposal stage of language reform.	Represents the concrete rules, laws, or practices resulting from that planning.
Interchangeable use	Used interchangeably with language policy, but has a distinct role.	Overlaps with language planning, yet reveals action.
Scholarly supported	Hornberger (2006); planning is about “how” change is designed.	Hornberger (2006): Policy is about “what” is implemented.

Tableau 1. Table summary of the distinction between Language planning and language policy

1.7 Historical background

Following Algeria’s independence in 1962, the country had to overcome obstacles in creating a unified national identity amidst its multilingual and multicultural society. The influence of the French language left a deep impact on Algeria’s linguistic landscape, as French was the dominant language of administration, education, and public life (Amor, 2014). Arabic, which had been suppressed during the colonial period, was reinstated as the official language, symbolizing a break from colonial rule and an assertion of Arab and Islamic identity (Benrabah, 2007).

However, the presence of French continued to be widespread in higher education, administration, and the media. The coexistence of two languages created a complex sociolinguistic environment (Hachimi, 2014). In the early years, after independence, the government sought to introduce Arabic as the dominant language in the public sector

and educational system, to reinforce the role of Arabic while gradually diminishing the influence of French (Benrabah,2007).

In the 1970s, Arabic was declared the primary language of instruction, and efforts were made to incorporate it into all levels of education. However, the dominance of French in scientific domains contributed to disparities in educational access, especially for students who sought to be involved with global academic and professional opportunities (Chaker,2002). French continued to play a significant role, particularly in fields such as engineering, medicine, and economics (Benrabah,2007).

Throughout the 1980s and 1990s, Algeria's language policies became more complex, with debates surrounding the role of French, Arabic, and the Berber language (Tamazight). In 1996, Tamazight was recognized as a national language, mirroring the country's efforts to admit its indigenous heritage (Amor,2014). Regardless of this, French remained the dominant second language for many Algerians, especially in urban areas and within the professional sectors (Hachimi, 2014).

In recent years, the Algerian government has recognized the increasing significance of English in a globalized world. The international spread of English, as a lingua franca in business, science, and international diplomacy, has led to transformations in language education policy (Grin,2003). The decision to introduce English into the primary school curriculum in 2022 marks a major shift from historical language practices. It reflects the broader international trend of early English language instruction and acknowledges the need for Algerian students to acquire English proficiency to compete in the global economy (Amor,2014)

This movement also brings challenges. While Arabic and French maintain strong cultural and practical value, the increasing prominence of English in education and professional life reflects the country's evolving priorities in adapting to global linguistic demands. The current language policies reflect a careful balance between upholding national identity through Arabic and Tamazight, and preparing future generations for international engagement through English.

1.8 The status of languages in Algeria

Nowadays, the linguistic situation in Algeria is marked by complexity and diversity, where various languages coexist, such as Modern Standard Arabic (MSA), Algerian Arabic (AA), Tamazight (Berber), French, and English. Each one of them plays a crucial role.

1.8.1 Modern standard Arabic

Modern Standard Arabic is the official language of Arabic, unlike Classical Arabic, which is more complex and not typically used in everyday speech. Moreover,

Modern Standard Arabic is commonly used in professional settings such as education, media, poetry, and official documents. It is also taught in schools. According to Ennaji(2005, as cited in Soulim & Si Tayeb,2024), “Standard Arabic is widely used in the media and education to the extent that it has become less archaic than Classical Arabic and accessible to the majority of schooled people.”(p.54).

1.8.2 Algerian Arabic

Also known as (Darija), which is the Algerian dialect, Kerma 2018 has claimed that “Algerian Arabic is the mother tongue of the vast majority of the Algerian people. It refers to the variety that Algerians use in oral communication. It is a Colloquial Arabic used for everyday-life situations and all interpersonal interactions.” It is informal, widely used in social life and everyday communication. It included borrowed vocabulary from several languages, including Spanish, Turkish, and French, reflecting Algeria’s diverse historical and cultural influences.

1.8.3 Berber

Tamazight is what the Berbers called their language or dialect. It is considered one of the oldest languages in human history. According to Achab (2001), “In Algeria, the Tamazight-speaking zones in Algeria are less homogenous than in Morocco. Starting from the north, Kabylia represents one of the most important areas where the language is still in use. This is also the area where linguistic and cultural awareness is highly developed among the population.” The Berbers have maintained their language despite centuries of foreign rule and Arabization. Moreover, in 2016, Tamazight was officially recognized as an official language of Algeria.

1.8.4 Foreign languages

French and English are important in daily life, despite being the national and official languages. These two languages have become widely used as a result of historical and global developments. The use of French was maintained in sectors like education, administration. While English is gaining more importance in schools and professional fields. The following paragraphs describe the current role and influence of both languages in the Algerian context.

- **French**

The involvement of the French in Algeria traces back centuries, starting with the French colonization of the country in 1830. This long period of colonial domination left a long-term impact on Algeria's linguistic landscape. As a result, a variety of francophone communities exist in Algeria nowadays. The majority of Algerians are capable of understanding French and even speak it fluently. Zahaf (2022) stated that French was widely learnt and used after 1962 despite the government's attempts to Arabise the whole population. Its use became a prerequisite in many fields, and the number of French users increased gradually in the decades after independence.

- **English**

Nowadays, English has become the dominant global language (*lingua franca*). It is hard to imagine anyone engaging in international communication, whether in business, education, travel, or even on social media, without using English. According to Crystal (2003) the global language is defined as follows:

“English is a global language, they would say. You hear it on television spoken by politicians from all over the world. Wherever you travel, you see English signs and advertisements. Wherever you enter a hotel or restaurant in a foreign city, they will understand English, and there will be an English menu.”

Furthermore, “English is gaining more and more territory in Algeria to stay tuned with Globalisation. Moreover, it has started to be recognised within Algerian society, especially among the young generation. “ and “It is clearly understood that Globalisation significantly affects the Algerian nation. In this regard, English tends to gain more power and importance in Algeria thanks to its global status instead of French, whose status in the world continues to decline.” As Haddam Bouabdallah (2022) stated.

1.9 Overview of English implementation in Primary education

Over the past few years, the role of English in global education has attained extraordinary importance. English is increasingly regarded as one of the primary means to access global developments in science, technology, education, and communication. In response to this growing importance, many educational systems worldwide have begun introducing English at earlier stages of schooling. This trend is supported by research suggesting that early exposure to a second language enhances learners' linguistic proficiency and cognitive development. According to the Critical Period Hypothesis, there is perfect timing in childhood when language acquisition occurs more naturally and effectively (Lenneberg, 1967).

Algeria's decision to implement English into its primary education curriculum in 2022 reflects this international movement towards early language education. Creating

opportunities to explore its potential impact on the development of linguistic identities and the broader sociolinguistic dynamics within the Algerian educational system

1.10 The role of the government and policymakers

The Arabization policy, initiated just before Algeria gained independence in 1962, sought to replace French with Arabic in public life and re-establish Arabic as the national language. This policy was driven by the idea that Arabic represents cultural autonomy, religious identity through Islam, and unity within the Arab world (McDougall, 2006, as cited in Gherzouli, 2019, p.32)

Subsequently, Tamazight (Berber) was recognized as a national and official language, showing political and cultural considerations. At the same time, French has remained dominant in fields such as science, medicine, and technology, making the Algerian linguistic environment more complex.

These policies display the government's active role in shaping national identity and responding to internal diversity and external influences. While Arabic and Berber were promoted as symbols of heritage and unity, the presence of French showed a practical openness to foreign languages for educational and professional advancement.

In this case, the introduction of English was not a sudden or random decision. Rather, these earlier policies gradually paved the way for a broader acceptance of multilingualism in Algeria. The Arabization movement established strong state control over language planning, the recognition of Tamazight showed sensitivity to identity and inclusion, and the persistence of French demonstrated a recognition of global practicality. Together, these experiences prepared the ground for English to be accepted not as a cultural threat, but as a strategic necessity in a globalized world.

In June 2022, President Abdelmadjid Tebboune decreed that English would be taught in primary schools, commencing from the third grade. This policy has not gained national attention, as well as increased the demand for English language instruction. It reflects a broader societal recognition of English as the language of science, technology, and global communication.

1.11 Previous attempts to introduce English in primary education

Although English was officially introduced into the educational system in 2022, it is important to bear in mind that this was not the first attempt to integrate the language at this level. Earlier efforts were made during the early 1990s, particularly in 1990 and 1993, when English was piloted in some primary schools.

However, these previous initiatives were short-lived and eventually unsuccessful as a result of various challenges, including a lack of resources, inadequate teacher

training, and limited institutional support. Therefore, the implementation was abandoned, and French remained the dominant foreign language in primary education for decades.

Ali Ben Mohamed served as Algeria's minister of education, aiming to reduce the dominance of French and improve Algeria's integration into the international academic and scientific community. However, the plan encountered political obstacles and was discontinued.

In an interview with Al Jazeera Arabia in 2015, Ali Ben Mohamed reflected on the initiative and clarified that the project did not fail for pedagogical reasons but rather as a result of political decisions. He highlighted that the introduction of English in primary education was not allowed to develop fully because of shifting policy priorities at the time. This historical experience reveals the importance of political will and consistent planning in language policy reform.

1.12 Recent governmental decisions and their implications

The recent shift towards English can be seen as a result of deliberate governmental efforts to respond to global pressures. According to Bouabdesselam (2022,p.29), "The introduction of English education and the use of English in particular social spheres is a relatively recent phenomenon that is linked with political influences, economic opportunity, development, and globalization."

Bouabdesselam (2022) argued that English has become essential for Algeria's modernization and integration into the global economy, particularly in the science and technology sectors. He notes that the country's youth, educated under the Arabized system, increasingly recognize the practical benefits of English for academic and professional advancement. This shift shows a broader governmental strategy to improve Algeria's international competitiveness and move beyond the colonial legacy associated with the French language.

The government's decision to implement English at the primary schools, led by President Tebboune, reveals a commitment to educational reform and global engagement. This policy not only addresses linguistic needs but also aims to enhance the nation's global profile through the adoption of a widely spoken language (Bouabdesselam,2022).

Furthermore, the introduction of English to young learners shows the rising presence of English in Algerian social life. Young Algerians are exposed to the English language more than before. The government is not acting ahead of time, yet paying attention and responding to what is happening in Algerian society, aligned with what

people are already experiencing. Algeria is attempting to prepare the young generation with the tools they need to access global knowledge and compete internationally.

One of the most important implications of this shift is the increasing dialogue around English as a Medium of Instruction (EMI).

According to Macaro (2018), English as a medium of Instruction is “the use of the English language to teach academic subjects in countries where the first language of the majority of the population is not English.”

Although English is being taught as a foreign language, there are increasing discussions about using it to teach other academic subjects, particularly in science and technology. This reflects a deeper ambition, helping to open doors to modern knowledge and innovation. If EMI is adopted in the future, it could reshape how subjects are taught in Algerian schools and universities, positioning English as a bridge to academic achievement and international engagement.

These decisions highlight a broader transformation in Algeria's language planning. Leaving behind the linguistic challenges, the country is now moving forward with global integration, digital fluency, and educational reform. Whether this shift will fully materialize depends on implementation, training, and public support. But the direction is clear that Algeria is opening new doors in its language journey, and English is taking a central role in it.

1.13 Conclusion

This chapter has provided an idea about the current language planning and policy, particularly to the growing demand for English. Starting with the exploration of language planning, including its four main types... status, corpus, acquisition, and prestige planning as well as its goals, which was developed and examined by Rubin and Jernudd's (1971) classification into linguistic, semi-linguistic, and extra-linguistic aims connected to the context of Algeria.

Then, moving to clarify the concept of language policy, highlighting the main difference between planning and policy. A table was included to compare the two concepts. From this, the emphasis moved to the status of languages in Algeria with a clear description of Modern Standard Arabic, Tamazight, and foreign languages.

Finally, the chapter examined the role of policymakers in shaping language, showing that language decisions are related to national identity. Then presented a historical background about previous attempts to integrate English into the educational system, Finally, it discussed recent governmental decisions, including the directive by President Abdelmadjid Tebboune to implement English at the primary schools, and the motivations behind this reform, which also opened the door for using English as a medium of instruction in the Algerian education system.

CHAPTER II

Description of Research Methodology

Chapter Two: Description of Research Methodology

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2.1 Introduction

This study was conducted to investigate the challenges and perspectives for both parents and teachers regarding the implementation of English in primary schools. To attain this, a mixed method was adopted, merging both qualitative and quantitative techniques. In particular, a questionnaire was distributed to 76 parents to gather quantitative data about their perceptions and attitudes toward implementing English in primary schools. Meanwhile, a semi-structured interview was conducted with 13 primary school teachers to collect qualitative findings. This chapter also provides the research setting, the sampling procedures, the design of the research instruments, the methods of data collection, as well as the ethical considerations and limitations taken into account throughout the exploration process.

2.2 Research Design

The current study adopts a mixed-methods approach, combining both quantitative and qualitative research methods. This design was chosen to present a comprehensive understanding of the research problem by collecting numerical data through questionnaires and in-depth qualitative data through interviews. The mixed-methods approach ensures triangulation of data, enhancing the reliability and validity of the findings. Quantitative data provides measurable trends and patterns, while qualitative insights offer depth and context to these patterns.

According to Creswell (2014), “a mixed methods design is useful when both quantitative and qualitative data, together, provide a better understanding of a research problem than either type alone” (p.4).

Therefore, this chapter details the research design, population, sampling, research sites, instruments, ethical considerations, and study limitations. It focuses on methodological details and the steps taken to ensure the reliability and validity of the findings.

As Creswell and Plano Clark (2011) note, “the central premise of mixed method research is that the combination of qualitative and quantitative approaches provides a more complete understanding of research problems than either approach alone” (p.5). The quantitative component involved a questionnaire distributed to 76 parents, while the qualitative part included 13 semi-structured interviews with teachers.

The mixed methods approach assures data triangulation, facilitating an increase in both internal validity and the richness of the data. Quantitative data provide general patterns, while qualitative interviews offer an understanding of teachers’ perceptions, their

attitudes, challenges, and experiences. This convergence of the findings improve the interpretative clarity of the study.

2.3 Research Population and Sample

2.3.1 Target population

The target population included:

- Caregivers (parents or guardians) of primary school pupils.
- Primary school teachers (who are involved in the early implementation of English as a subject.

These two groups were purposefully selected since they directly engage with and are affected by this recent educational reform.

2.3.2 Sampling Strategy:

For the caregivers, Participants are selected using a convenience sampling approach, facilitated by the researcher's familiarity with the selected school. A total of 76 completed questionnaires were collected. For teachers, purposive sampling was adopted. According to Cohen, Manion, and Morrison (2018), purposive sampling allows researchers to "build up a sample that is satisfactory to their specific needs" (p.213). All 13 teachers interviewed were actively teaching English at the primary schools.

The research population consists of parents of primary school pupils and educational professionals, such as primary school teachers, involved in the implementation of English at the primary level. The sample includes 76 caregivers who responded to a questionnaire and 13 teachers who participated in interviews. The selection of caregivers was conducted in a way that aimed to be as inclusive as possible. Questionnaires were distributed to primary school pupils to their caregivers. All caregivers had an equal opportunity to participate, and those who responded represent a range of educational and occupational backgrounds. For the interviews, purposive sampling was used to select participants who are directly involved in the teaching and supervision of English in primary schools, ensuring that the information gathered is relevant and insightful. This combined sampling approach enabled the researcher to gather compatible and complementary perspectives from both participants.

2.4 Research Site

The study was conducted in a randomly selected public primary school located in Saïda, specifically in Rebahia. These schools were chosen based on accessibility and the researcher's prior familiarity with the environment. As Yin (2014) emphasizes, a familiar environment enhances researchers access and trust, facilitating smoother data collection. Furthermore, having previous teaching experience at the selected primary school, the researcher found it relatively easy to return for this study. The strong relationships established with colleagues and members of the school community contributed to a welcoming and supportive atmosphere. The teacher who had replaced the researcher also expressed support for the study and willingly participated in an interview. This reciprocal trust and cooperation ensured that the data collection took place without obstacles. Additionally, the distribution of the questionnaires was carried out successfully without any issues or delays, due to the assistance provided by the school's administration.

In addition to the main research site, several schools in Rebahia are visited in order to ensure data diversity. The variety of schools allowed for a broader perspective on the topic and to compare responses across different institutional settings. Although the implementation of English in primary schools is part of a national policy adopted nationwide across Algeria, visiting different schools helped illustrate how this policy is being experienced in practice from one setting to another. Although the reform is national in scope, in different schools it is applied in another manner. For instance, one school might have more trained teachers, while another school might still struggle to find materials or staff

2.5 Research Instruments

To collect data, two primary tools were used: a questionnaire and a semi-structured interview guide.

2.5.1 Questionnaire

The questionnaire aimed to collect structured data from parents. It included:

- 1- Demographic section (age, education, occupation)
- 2- Likert scale questions (to measure attitudes and perceptions toward English)
- 3- Open-ended questions (to permit expressive, personalized responses from parents)

The questionnaire was designed to gather quantitative data from caregivers. It consisted of three sections. The first section collected demographic information such as age,

education level, and occupation. The second section included Likert scale questions to assess caregivers' attitudes towards English being introduced in primary education. The third section contained open-ended questions allowing respondents to express their views and experiences.

The questionnaire was distributed in printed form through primary school pupils, who were asked to give it to their caregivers. This indirect distribution method ensured a broad reach while maintaining convenience for the participants. However, not all caregivers were willing to respond, and some were hesitant to engage with the survey. Those who did respond provided rich and varied insights, which were valuable for the analysis.

In addition, the questionnaire was originally written in English and Arabic, with the English version on the left side of the page and the Arabic translation on the right. This bilingual format was chosen in consideration of linguistic context in Algeria, where Arabization has shaped the education system, and not all caregivers are fluent in English. Translating the questionnaire aimed to ensure comprehensibility and inclusiveness, allowing participants to pick the language they were most at ease with. An important observation, most respondents chose to reply in Arabic, which shows that the dominant language while a few used Algerian Arabic (derja) in their open-ended answers. Which means that the natural linguistic behavior of participants when expressing themselves more freely. Including both languages in the instrument helped ensure clarity and accessibility. As Brislin (1970) affirms, “a well-translated instrument contributes to the reliability and validity of cross-cultural research.”

A full copy of the questionnaire is provided in the Appendix

2.5.2 Interview

The interview guide was semi-structured to allow flexibility in exploring various themes while ensuring consistency in key areas of inquiry. Interviews were conducted with 13 participants. Questions focused on:

- Their experiences and the challenges.
- Perspectives regarding the implementation of English in the primary school curriculum.
- Support from administration
- Professional training

Conducting interviews also presented certain challenges. In many schools, there was only one English teacher assigned to two or more primary levels, which made it difficult to schedule interviews with multiple teachers. While some participants were cooperative and open, others were less enthusiastic. All participants were informed that the interviews would be recorded and that their responses would be treated confidentially and used only for academic purposes.

According to Mackey and Gass (2016), semi-structured interviews as “particularly useful in exploratory studies, where researchers seek to understand phenomena in context and from the participants’ perspectives” (P. 233).

Although the research was conducted in English, the majority of the teachers expressed themselves in Arabic during the interviews. This was done to show their comfort and fluency and to convey their thoughts more clearly. All the interviews were transcribed and translated into English for analysis. Taking into account the original meaning and tone of the participant's responses.

Sample interview questions included:

"What are the main challenges you face when teaching English in primary school?"

- "How do you perceive the recent decision to introduce English in Algerian primary schools?"

These questions aimed to gather detailed responses that could provide deeper insights into the practical realities of English language teaching at the primary level.

2.6 Data Collection Procedures

Data collection occurred for one month. The questionnaires were distributed to students and also with the help of the teachers to pass on to their caregivers(via pupils), with clear instructions and a deadline for completion. Responses were collected through the schools. A total of 76 completed responses were collected.

Interviews were conducted in person, either at the schools or at another convenient location for the participants. Each interview lasted between 10 to 20 minutes and was recorded with the participant's consent. Despite initial hesitation from some teachers and caregivers, explaining the purpose and ensuring confidentiality helped in gaining their trust and participation. This aligns with Babbie’s (2016) assertion that “ rapport between researcher and participants increases the quality of data” (p.54).

2.7 Data Analysis Procedures

In accordance with the mixed-methods nature of this study, the collected data were analyzed using both quantitative and qualitative procedures. Each method was chosen to align with the type of data collected and to ensure that the findings were as accurate, meaningful, and representative as possible. The integration of statistical software (SPSS) for quantitative data and thematic analysis for qualitative data enabled a comprehensive understanding of the research problem.

2.7.1 Quantitative Data Analysis Using SPSS

The quantitative data obtained from the caregivers' questionnaire were analyzed using the Statistical Package for the Social Sciences (SPSS), Version 25. SPSS was selected due to its ability to handle large datasets and provide clear statistical results. Before the analysis began, the data were carefully reviewed, cleaned, and coded. Likert-scale responses were converted into numerical values to facilitate the analysis.

The following techniques were applied:

- **Descriptive Statistics:** Frequency tables, percentages, means, and standard deviations were used to summarize demographic data and overall response patterns. These statistics helped in identifying general trends in parents' attitudes toward the introduction of English in primary schools.

Reliability Analysis (Cronbach's Alpha): This test was used to assess the internal consistency of the Likert-scale items. A Cronbach's Alpha value above 0.70 was considered acceptable, confirming that the questionnaire items were measuring the same underlying concept with reliability.

- **Pearson Correlation Coefficient:** To examine the relationships between variables such as parents' level of education and their attitude toward English, Pearson correlation was calculated. This test helped determine the direction and strength of associations between selected variables.

- **Hypothesis Testing:** Independent samples t-tests and one-way ANOVA were used, where appropriate, to determine if there were statistically significant differences between groups of respondents (e.g., based on education or employment status). These inferential statistics added rigor to the interpretation of the data.

SPSS allowed for an objective analysis of numerical data and supported the identification of trends that would not have been evident through qualitative methods

alone. The results provided a strong quantitative foundation for interpreting the views of the caregivers.

2.7.2 Qualitative Data Analysis (Thematic Analysis)

The qualitative data were derived from 13 semi-structured interviews with primary school teachers. These data were analyzed manually using thematic analysis, a widely accepted method for identifying patterns and themes within qualitative data. This approach was suitable for capturing the lived experiences, thoughts, and emotions of the participants regarding the implementation of English in primary education.

The thematic analysis followed Braun and Clarke's (2006) six-step model:

1. Familiarization with the Data: All interview recordings were transcribed by the researcher, and transcripts were read multiple times to gain a deep understanding of the content.

2. Generating Initial Codes: Meaningful units of text were coded line by line. Codes represented recurring ideas or significant points expressed by participants (e.g., "no training," "students are curious," "heavy workload").

3. Searching for Themes: Codes were grouped into broader themes that captured key aspects of the participants' perspectives. For example, various codes related to lack of preparation and materials were combined into a theme called "Institutional Challenges."

4. Reviewing Themes: Themes were cross-checked against the original transcripts to ensure they accurately represented the data and did not overlap unnecessarily.

5. Defining and Naming Themes: Each theme was clearly defined and named to reflect its essence. Key themes included: Teacher Preparedness, Parental Support, Policy Awareness, and Classroom Realities.

6. Producing the Report: The final stage involved organizing the themes into a clear, coherent narrative, supported by direct quotes from the teachers. These quotes added depth and authenticity to the interpretation.

This qualitative analysis was essential for understanding the emotional, practical, and contextual realities faced by teachers. It complemented the statistical findings by giving voice to the human dimension of the reform process.

2.7.3 Integration of Findings

After the separate analyses were completed, the findings from the SPSS analysis of the questionnaire and the thematic analysis of the interviews were compared and integrated. This triangulation helped validate the results and offered a richer, more nuanced interpretation. For example, while quantitative data indicated that many parents were supportive of English instruction, the qualitative data revealed that some teachers felt overwhelmed due to a lack of training and support. This integration allowed for a more holistic understanding of the situation. As Creswell (2014) affirms, “the strength of a mixed-methods study lies in its ability to offer both breadth and depth by combining quantitative generalizability with qualitative detail” (p. 220).

2.8 Ethical Considerations

Ethical considerations were carefully observed throughout the research process. Participants were informed about the purpose of the study and assured that their participation was voluntary and anonymous. Consent was obtained prior to data collection, and participants were informed that they can withdraw at any point. All data were kept confidential and used solely for academic purposes. Both parents and teachers were informed that the interviews and questionnaire responses would be handled with strict confidentiality.

2.9 Limitations of the Study

While every effort was made to ensure the reliability and validity of the study, certain limitations must be acknowledged.

The sample size, while sufficient for the study's aims, may not fully represent the diverse perspectives of all Algerian caregivers and educators.

the indirect distribution of questionnaires through pupils presented challenges, as many parents were not responsive or hesitant to participate.

CHAPTER III

Data Analysis and Interpretation

Chapter Three: Data Analysis and Interpretation

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3.1 Introduction

This chapter highlights the main findings of the study and offers a deep investigation of the collected data. The aim is to interpret and discuss the responses gathered from parents and teachers concerning the implementation of English in primary schools. The data are analyzed through both quantitative and qualitative approaches, based on the mixed-method design of the study. The chapter is composed of two sections, the first examines the statistical analysis of the parents' questionnaire using SPSS, while the second deals with the thematic analysis of the teacher interviews. Given the findings, practical recommendations are also suggested and proposed to contribute to the effectiveness of implementing English in primary schools.

3.2 Method and Tools Used in the Study: Overview of the fieldwork methodology

In order to determine the research problem and validate the hypotheses of the study, the researcher adopted both deductive and inductive approaches. A descriptive statistical method was combined with inferential statistics, using the SPSS version 25 software for data analysis.

3.4 Data Collection Procedures and Analytical Tools:

To ensure the reliability and validity of the data collected through the questionnaire, the following procedures and tools were used:

- Reliability testing using Cronbach's Alpha
- Validity testing using Pearson's Bivariate Correlation
- Descriptive statistics (frequencies, percentages, means, and standard deviations)
- Hypothesis testing using correlation analysis and t-tests

3.5 Instrument reliability: Cronbach's Alpha coefficient

The reliability coefficient known as Cronbach's Alpha, named after the scholar Cronbach, is considered one of the most important methods for measuring internal consistency. Its values range between 0 and 1, where values closer to 1 indicate a high level of reliability, and values closer to 0 indicate low reliability.

To assess the internal consistency of the questionnaire, Cronbach's Alpha was measured. The result was 0.559, indicating a moderate level of reliability. While this value does not reach the conventional threshold of 0.70 for high reliability, it is acceptable for exploratory research. Therefore, the instrument can be considered sufficiently reliable for this study.

Alpha de Cronbach	Number elements
.559	5

Tableau 2: Cronbach's Alpha Coefficients for the Study Variables

Alpha de Cronbach	Number elements	
0,559	05	All questions

Source: Table prepared by the researcher based on the output of SPSS (version 25).

It is clear from the table above that the Cronbach's Alpha value is high, reaching 0.559, which indicates that the study tool has a strong and high reliability coefficient. This reflects its ability to serve the purposes of the study, its suitability for analyzing results, answering the research questions, and testing the hypotheses.

3.6 Internal Consistency Validity

A/- parents' attitude and perception			
Correlations Parents' attitude and perception	Correlation de 1		
	Pearson		
	Sig. (two-tailed)		
	N		76
	Correlation de	.023	
	Pearson		

1- How important do you think learning English is for a child's future?	Sig. (two-tailed)	.845
	N	76
2. Do you believe that English should be introduced early in primary schools?	Correlation de Pearson	.175
	Sig. (two-tailed)	.131
	N	76
3- What do you think are the main benefits of learning English at a young age?	Correlation de Pearson	.154
	Sig. (two-tailed)	.184
	N	76
4- Have you noticed any difficulties your child faces in learning English?	Correlation de Pearson	.160
	Sig. (two-tailed)	.167
	N	76

Tableau 3 : Pearson Correlation Value for the Study Items

B/- section two: Parental support and recommendations

Correlations		
Parental support and recommendations	Correlation de Pearson	1
	Sig. (two-tailed)	
	N	76
1- Do you help your child with their English studies at home?	Correlation de Pearson	.308**
	Sig. (two-tailed)	.007
	N	76

Source: Table prepared by the researcher based on the output of SPSS (version 25).

**. The correlation is significant at the 0,01 level (two-tailed).

*. The correlation is significant at the 0,05 level (two-tailed).

The table above shows that the correlation coefficients of the items are statistically significant. Five items were retained, as all of them showed significant correlations, with

values ranging between 0.308 and 0.023. Therefore, these 13 items are considered valid for use in the current study.

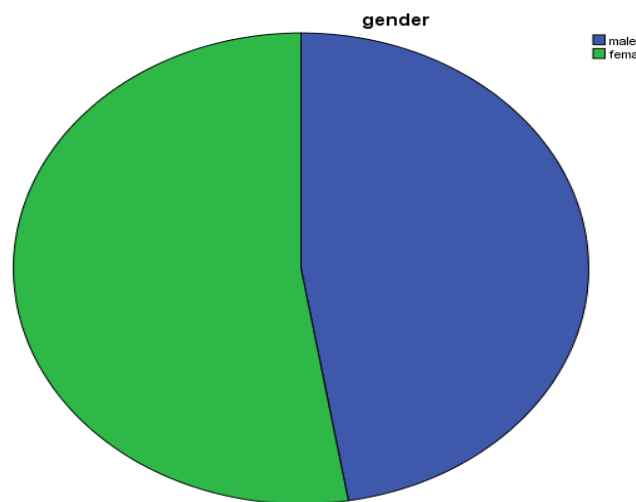
3.7 Statistical Analysis and Interpretation of Questionnaire Data and Hypothesis Testing

1/- Gender:

A/- gender		
	Frequency	Percentage
male	36	47.4
female	40	52.6
Total	76	100.0

Tableau 4 : Distribution of the Study Sample by Gender

Gender Distribution:

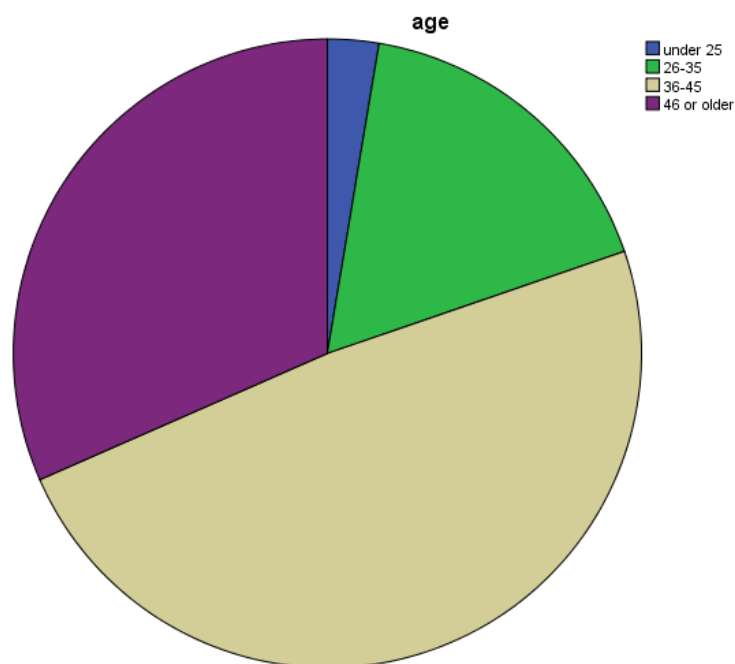


Source: Table prepared by the researcher based on the output of SPSS (version 25).

The sample consists of a total of 76 participants, with a relatively balanced gender distribution. Among them, 40 participants (52.6%) are female, while 36 participants (47.4%) are male. This indicates a slight predominance of females in the sample, although the difference is not substantial. The nearly even distribution between male and female participants suggests that the sample is gender-representative, allowing for comparisons between genders if required in the analysis.

2/- Age:

	Frequency	Percentage
under 25	2	2.6
26-35	13	17.1
36-45	37	48.7
46 or older	24	31.6
Total	76	100.0

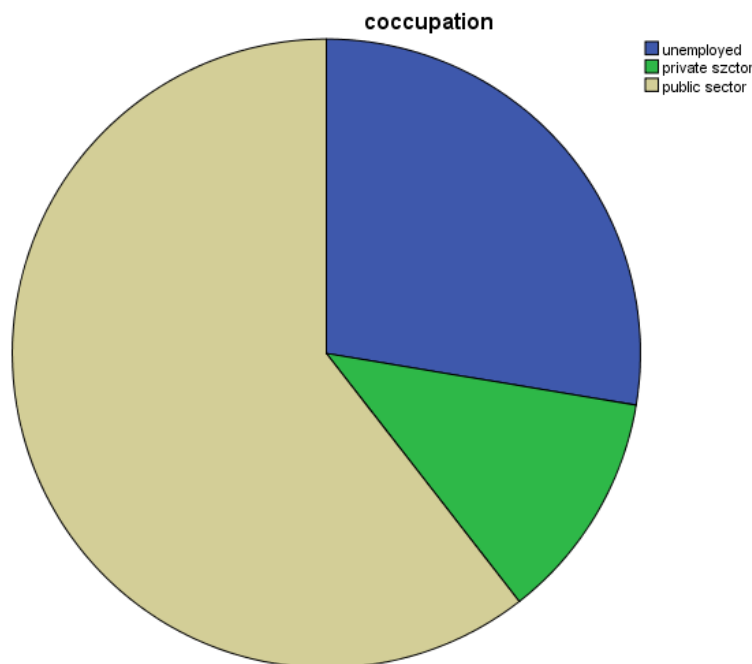
Tableau 5: Distribution of the Study Sample by Gender

Source: Table prepared by the researcher based on the output of SPSS (version 25).

The data in Table 04 illustrate the age distribution of the study sample. The majority of participants fall within the 36–45 age group (48.7%), followed by those 46 or older (31.6%). Participants aged 26–35 represent 17.1% of the sample, while only 2.6% are under 25. This distribution indicates that the sample is predominantly composed of individuals aged 36 and above, which may have implications for the study findings, especially if age influences the variables being examined.

3/- occupation:

	Frequency		Percentage
unemployed	21		27.6
private sector	9		11.8
public sector	46		60.5
Total	76		100.0

Tableau 6: Distribution of the Study Sample by Occupation

Source: Table prepared by the researcher based on the output of SPSS (version 25).

The data indicate the employment status distribution of the study sample. The majority of participants are employed in the public sector (60.5%), while 27.6% are unemployed, and 11.8% work in the private sector. This distribution suggests that the sample is largely composed of public sector employees, which may reflect specific perspectives or experiences relevant to the study and should be taken into account when interpreting the results.

3.7 Descriptive Statistics of the Questionnaire Items:

Descriptive Statistics		
	Mean	Standard Deviation
Parents' attitude and perception	2.1162	1.00527
1- How important do you think learning English is for a child's future?	3.1842	1.13971
2- Do you believe that English should be introduced at an early age in primary schools?	2.5132	.64277
3- What do you think are the main benefits of learning English at a young age?	4.1053	.94628
4- Have you noticed any difficulties your child faces in learning English?	4.7500	1.21244
Parental support and recommendations	2.5132	1.62885
1- Do you help your child with their English studies at home?	2.8026	.81682
The Implementation of English and Primary School	1.8673	.58253

Tableau 7 Mean & Standard deviation of questions:

Source: Table prepared by the researcher based on the output of SPSS (version 25).

3.7.1 Descriptive Statistical Analysis of Survey Items:

The descriptive statistics reveal varying parental attitudes, perceptions, and support concerning English language learning for children at the primary level.

- The dimension "Parents' attitude and perception" has a mean score of 2.12 (SD = 1.01), suggesting generally low to moderate positive attitudes toward English learning.
 - Notably, the item "How important do you think learning English is for your child's future?" scored relatively high (M = 3.18), reflecting a moderate acknowledgment of its importance.
 - On the other hand, "Do you believe that English should be introduced at an early age in primary schools?" had a lower mean (M = 2.51), indicating less support for early integration.
 - A high mean (M = 4.11) was recorded for "What do you think are the main benefits of learning English at a young age?", which shows that parents recognize tangible advantages.

- Interestingly, the highest mean ($M = 4.75$) was for the item “Have you noticed any difficulties your child faces in learning English?”, suggesting that despite recognizing the benefits, parents are highly aware of the challenges their children face.
- For the "Parental support and recommendations" dimension, the mean score is 2.51 ($SD = 1.63$), indicating limited active engagement from parents in supporting English learning at home.
- The item “Do you help your child with their English studies at home?” shows a slightly higher average ($M = 2.80$), pointing to some degree of parental involvement.
- The third dimension, "The implementation of English in primary school", had the lowest mean ($M = 1.87$, $SD = 0.58$), suggesting overall dissatisfaction or low confidence in how English is currently being implemented in primary education.

3.8 Hypothesis Testing

❖ The proposed hypothesis N°01:

Is there a statistically significant difference attributed to the gender variable?

H0: There is a statistically significant difference attributed to the gender variable.

H1: There is no statistically significant difference attributed to the gender variable.

Descriptive statistics of the sample				
	Mean	N	Standard deviation	Standard error of the mean
Parents' attitude and perception	2.1162	76	1.00527	.11531
Parental support and recommendations	2.5132	76	1.62885	.18684

Tableau 8: Test T

Correlation analysis between parents' attitudes and support variables			
	N	Correlation	Sig.
Parents' attitude and perception	76	-.200-	.084
Parental support and recommendations			

Source: Table prepared by the researcher based on the output of SPSS (version 25).

Paired

Samples

Correlations

The correlation between parents' attitude and perception and parental support and recommendations is -0.200, which indicates a weak negative correlation. The significance value (Sig. = 0.084) suggests that the correlation is not statistically significant at the 0.05 level.

❖ Second

Hypothesis:

Is there a statistically significant correlation between Parents' attitude and perception and Parental support and recommendations?

H01: Is there a significant correlation between Parents' attitude and perception and Parental support and recommendations?

H02: Is there no significant correlation between Parents' attitude and perception and Parental support and recommendations?

Correlation		The Implemen tation of_english _and_pri mary	parents_a ttitude_a nd_prece ption	parental_ support_a nd_recom mendatio ns
The Implementation of English and primary	Corrélation de Pearson	1	.795**	.038
	Sig. (2-tailed)		.000	.747
	N	76	76	76
parents_attitude_a nd_preception	Corrélation de Pearson	.795**	1	-.200-
	Sig. (2-tailed)	.000		.084
	N	76	76	76
parental_support_ and_recommenda tions	Corrélation de Pearson	.038	-.200-	1
	Sig. (2-tailed)	.747	.084	
	N	76	76	76
**. La corrélation est significative au niveau 0,01 (bilatéral).				

Tableau 9: Correlation

Source: Table prepared by the researcher based on the output of SPSS (version 25).

- There is a strong positive correlation between “The Implementation of English in Primary School” and “Parents’ Attitude and Perception,” with a Pearson

correlation value of 0.795. This correlation is statistically significant at the 0.01 level (Sig. = 0.000), which means that when parents have a more positive attitude, they are also more likely to view the implementation of English in schools positively.

- The correlation between “The Implementation of English” and “Parental Support and Recommendations” is very weak (0.038) and not statistically significant (Sig. = 0.747). This shows that how English is implemented in schools has little connection with the amount of support parents provide at home.

- There is also a weak negative correlation (-0.200) between “Parents’ Attitude and Perception” and “Parental Support and Recommendations”, and this result is not statistically significant (Sig. = 0.084).

3.9 Interview Analysis

This section aims to present, analyze, and interpret the gathered data from qualitative (semi-structured interviews) conducted by the teachers, analyzed through a thematic analysis approach. The qualitative analysis of the thirteen interviews conducted with primary school teachers of English reveals shared perspectives and collective experience shaped by the recent implementation of English in Algerian primary education since 2022.

Theme 01: Time Constraints and Curriculum Load

One of the most consistent concerns voiced by all teachers was the limited time allocated for English instruction in the current curriculum. A lot of teachers expressed frustration with the imbalance between English and French; one stated, “Giving English one hour and a half and French three hours is not a good way to instill English as a second language.” Another teacher stated, “45 minutes is not enough, especially for the fifth grade, they start writing paragraphs and dialogues.” Another supported this sentiment by recommending that “either French and English should not be taught on the same day, or French should be removed from the primary curriculum altogether.” This shows an issue about competing foreign languages and the impact on young learners’ comprehension.

Theme 2: Optimism for the Future of English in Algeria

Regardless of these challenges, the teachers were hopeful about the future of English in Algerian education. Many noted that learners were open to the experience and showed strong motivation. One teacher remarked: “I see the future of English in Algeria very bright because the learners have welcomed it and there are already results.” Others described the experience as “very good,” even though “it is not 100% pink and rosy.” These responses indicate a growing acceptance and love of English among both students and educators and a belief in its potential if proper support is provided.

Theme 3: Lack of Teacher Training and Professional Development

Another repeated theme was the need for training and support for teachers of English. Participants called for pedagogical formation to help them adapt to the demands of primary education. One teacher clearly stated: “We need formation; the program is easy, but if there is enough time and good training, we can succeed.” The teachers highlighted that while the program is manageable, success depends heavily on the teacher’s ability to implement it using appropriate methods and updated teaching tools.

Theme 4: Students’ Positive Attitude and Engagement

The teacher's consistency mentioned the positive attitude of students toward English. Many instructors observed that children were more excited to learn English

than French, and this enthusiasm made teaching rewarding. One teacher shared: “Students like English more than French. They are curious and eager to speak it.” This natural engagement is seen as a strong start.

Theme 5: Recommendations for Policy Improvement

All teachers offered valuable recommendations for improving and enhancing the teaching of English, including better time allocation, reduced emphasis on French, and structured teacher support. They emphasized that governmental decisions must reflect classroom realities, with one teacher asserting: “The future will be bright only if they take our suggestions into consideration.” The inclusion of teacher voices in educational reform was seen as essential to the long-term success of English instruction in Algeria. Another teacher drew attention to the importance of having model lessons or expert demonstrations, which they called “ندوات”, similar to what is done for Arabic and French. As one teacher pointed out about teaching grammar implicitly, “We have to see how teachers do it in the classroom... not just talk theoretically.”

3.10 Recommendations

Based on our research findings, the present study offers some pedagogical recommendations that the teachers and the parents proposed:

•1. Increase the Time Allotted to English Classes

One of the most consistent recommendations voiced by both teachers and parents is the need to increase the number of instructional hours dedicated to English. Teachers expressed that the current 45-minute weekly session is insufficient to meet curriculum goals or support young learners’ gradual language acquisition. As one teacher explained, “Either increase the time or decrease the program”, reflecting the need for alignment between time and content. Similarly, many parents emphasized that “زيادة الحجم الساعي” (increasing the instructional time) would allow for more practical and effective language learning, particularly if paired with applied activities that suit children’s developmental stages.

•2. Improve Teacher Training and Professional Development

Both groups stressed the importance of quality teacher training. Parents recommended “formation efficace aux enseignants” (effective training for teachers), suggesting it should go beyond theory and include pedagogical and psychological readiness. Teachers themselves echoed this, emphasizing the need for practical training sessions where they can observe and model real classroom scenarios, rather than rely solely on theory. One parent proposed “تشجيع الأساتذة بمنحهم عطل علمية بالخارج لتحسين مستواهم” (encouraging teachers with academic sabbaticals abroad to improve their level and stay

updated), highlighting the importance of international exposure and ongoing development.

•3. Provide Resources and Materials

Several teachers reported a lack of teaching aids, technological support, and even basic materials such as paper. One teacher remarked, “Our schools are very poor... if we have materials, teaching will be easier.” Parents shared this concern and recommended incorporating technology, interactive activities, and age-appropriate materials, along with gamification strategies to maintain children’s interest and engagement. These suggestions underscore the necessity of equipping classrooms with the tools to make learning enjoyable and effective.

•4. Prioritize Communication and Oral Skills

Parents showed a strong preference for programs that emphasize speaking, listening, reading, and writing in a balanced way, especially focusing on communication skills. One parent wrote in French, “les programmes doivent être concentrés sur les activités de l’oral, la lecture et l’écriture.” This reflects a broader pedagogical trend toward communicative language teaching and away from rote memorization or grammar-only approaches.

•5. Address Language Confusion and Policy on Foreign Languages

Both parents and teachers expressed concern about the simultaneous introduction of French and English in the same academic year (typically in the 3rd year). Many noted that this creates confusion among learners, especially in pronunciation and vocabulary. A teacher explained, “They often confuse French and English, especially with the letters.” Several parents proposed postponing the introduction of French or even making English the primary foreign language, with French introduced later in middle school. Suggestions such as “استبدال اللغة الفرنسية باللغة الإنجليزية لأنها لغة العالم” (replacing French with English because it is the language of the world), or “teaching French in 3PS and English in 4PS” were common. These highlight an emerging societal preference and a shift in parents’ attitudes toward the global importance of English.

•6. Encourage Student Motivation and Realia

Teachers noticed high initial motivation among students, which tends to decrease with curriculum difficulty. Parents recommended strategies to sustain learners’ interest, such as using playful activities, increasing communicative opportunities, and

encouraging children to “speak English as a future-oriented skill”. One parent stressed the need to “ترغيب التلميذ في تعلم اللغة الإنجليزية كخيار مستقبلي نحو الانفتاح على العالم” (encourage the pupil to learn English as a future option to open up to the world), showing a hopeful vision of English as a door to opportunity.

3.11 Conclusion

In this chapter, the parents and teachers came together to paint a clearer picture of the reality of teaching English in Algerian primary schools. Through their responses, it was revealed that while there is enthusiasm and motivation for English being implemented,

there are also real struggles that cannot be ignored. Teachers spoke honestly about the lack of time, resources, and practical training. Meanwhile, parents showed strong interest in their children learning English, hoping for methods that are modern, engaging, and suited to their child's age and needs. Regardless of the difficulties, what was most important was the shared sense of hope. Many participants see a bright future for English in Algeria if certain changes are made, including more time, more support, and more careful planning.

General conclusion

General conclusion

This study investigated the implementation of English as a foreign language in Algerian primary schools after the government decided to introduce English at an early stage of education in 2022. Taking place in a linguistically diverse context where Arabic, Tamazight, and French already play major roles, this reform brought with it a range of questions and concerns related to feasibility, readiness, and long-term sustainability.

The research aimed to explore the challenges and perceptions concerning this reform, focusing specifically on the perspectives of primary school teachers and parents. The findings revealed that both groups generally welcomed the introduction of English, knowing its global importance and the opportunities it may offer to the younger generation.

However, the study also identified obstacles that hinder the effective implementation of the reform. Teachers reported a lack of specialized training, insufficient teaching materials, and a heavy workload, especially in cases where one teacher was responsible for teaching English in multiple schools. Parents, while hopeful, expressed uncertainty about how to support their children in a language they may not have studied. These challenges highlight a noticeable gap between policy objectives and the realities on the ground.

Although the reform is aligned with global language trends and the growing demand for English, its rushed implementation and lack of institutional preparedness have led to confusion and strain in the school environment. For a language policy to succeed, careful planning, adequate training, and community involvement are essential. The study aimed to assess the sociolinguistic effects of this new policy and to determine whether the conditions for success are currently in place.

Based on data collected from 76 parent questionnaires and 13 teacher interviews, the findings suggest that while the reform is welcomed, the education system is not yet fully equipped to support it. This partially confirms the research hypothesis: although there is broad support for English, structural barriers remain significant. Theoretically, the study contributes to the field of language planning in multilingual contexts to show that successful language reform depends on policymakers, teachers, and communities who are appropriately prepared to implement it. In policy terms, the findings highlight the need for increased investment in teacher training, resource development, and improved communication between policymakers and practitioners. However, several limitations affected the scope of this study. Due to time constraints and institutional barriers, access was limited to schools already familiar to the researcher, primarily those where previous teaching experience had occurred.

General Conclusion

Furthermore, in many cases, a single English teacher was responsible for covering multiple schools, making data collection and coordination more difficult. These factors limited the breadth of the sample and the generalizability of the results.

Future research could benefit from a broader, more diverse sample across different regions in Algeria. It would also be valuable to include students and policymakers in the investigation to provide a more comprehensive picture of the reform's impact. Longitudinal studies that follow the progress of learners over several years could offer richer knowledge of the outcomes of early English education. Moreover, further research into the role of digital tools, community involvement, and teacher development programs could help improve how English is taught and used in Algerian primary schools.

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Appendices

Parents questionnaire

Dear Parents,

Your participation in this questionnaire is greatly appreciated as it contributes to the research for the master dissertation titled " The Implementation of English in primary school: Challenges and perspectives". Be assured, your responses will be treated with confidentiality and privately, and analyzed strictly for academic purposes.

Thank you so much for your time.

أعزائي الآباء:

إن مشاركتك في هذا الاستبيان محل تقدير كبير لأنها تساهم في البحث عن أطروحة الماجستير بعنوان "إدراج اللغة الإنجليزية في المدرسة الابتدائية: التحديات وجهات النظر". كن مطمئنا، سيتم التعامل مع ردودك بسرية وخصوصية، وتحليلها بدقة لأغراض أكاديمية

شكرا على وقتكم

Section one : General information

1/- What is your gender ?

- Male
- Female

☐
☐

1/- ما هو جنسك ؟

- ذكر
- أنثى

2/- What is your age ?

- Under 25
- 26-35
- 36-45
- 46 or older

☐
☐
☐
☐

2/- ما هو عمرك ؟

- أقل من 25 سنة
- من 26 إلى 35 سنة
- من 36 إلى 45 سنة
- أكثر من 46 سنة

3/- What is your occupation ?

- Unemployed
- Private sector
- Public sector

☐
☐
☐

3/- ما هي مهنتك ؟

- عاطل عن العمل
- القطاع الخاص
- القطاع العام

Section two : Parents attitude and perception

1/- How important do you think learning English for your child's future ?

- Very important
- Important
- Slightly important
- Not important

☐
☐
☐
☐

1/- ما مدى أهمية تعلم اللغة الانجليزية لمستقبل طفلك؟

- مهم جدا
- مهم
- مهم إلى حد ما
- غير مهم

2/- Do you believe that English should be introduced at an early age in primary schools ?

- Yes
- No
- Maybe

☐
☐
☐

2/- هل تعتقد ان اللغة الانجليزية يجي ان تدرس في سن مبكر في المدارس الابتدائية ؟

- نعم
- لا
- ربما

3/- What do you think are the main benefits of learning English at a young age ?

- Better carrer opportunities in the future ☐
- Improved cognitive and learning skills ☐
- Easier access to global knowledge and media ☐
- Stronger communication skills ☐
- others ☐

4/- Have you noticed any difficulties your child faces in learning English ?

- Lack exposure of a spoken langugae ☐
- Influence of Arabic and French on English learning ☐
- English is not commonly spoken in our community ☐
- Limited access to English learning resources (books, media, internet) ☐
- No, my child does not face any challenges ☐
- Others ☐

5/- What challenges do you think schools face in teaching English effectively ?

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Section Three : Parental support and recommendations

1/- Do you help your child with their English studies at home ?

- Yes, I actively help with homework and studying ☐
- Yes, but occasionally ☐
- No, I don't have time to help ? ☐
- Others ☐

2/- Would you be interested in attending school programs or workshops designed to help parents support their children's English learning ?

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3/- ما هي برأيك الفوائد الرئيسية لتعلم اللغة الإنجليزية في سن مبكرة؟

- فرص عمل أفضل في المستقبل
- تحسين المهارات الإدراكية والتعلمية
- وصول أسهل إلى المعرفة العالمية ووسائل الإعلام
- مهارات تواصل أقوى
- شيء آخر

4/- هل لاحظت أي صعوبات يواجهها طفلك في تعلم اللغة الإنجليزية؟

- عدم التعرض للغة المنطوقة
- تأثير اللغتين العربية والفرنسية على تعلم اللغة الإنجليزية
- اللغة الإنجليزية ليست شائعة الاستخدام في مجتمعنا
- قلة الوصول إلى موارد تعلم اللغة الإنجليزية (الكتب، وسائل الإعلام، الإنترنت)
- لا، لا يواجه طفلي أي تحديات
- شيء آخر

5/- ما هي التحديات التي تعتقد أن المدارس تواجهها في تدريس اللغة الإنجليزية بشكل فعال؟

3/- هل لديك أي اقتراحات حول كيفية تحسين تعليم اللغة الإنجليزية في المدرسة الابتدائية؟
3/- Do you have any suggestions on how English education in primary school can be improved ?

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Teachers interview

1. Can you describe your experience teaching English in primary school, including the challenges you face with young learners?
2. How do students respond to learning English at a young age, and how does their home language (Arabic, Berber, French) influence their learning?
3. What are your thoughts on the introduction of English in Algerian primary schools, and how do you think it affects the role of Arabic and Berber in education?
4. Do you feel prepared to address linguistic diversity in your classroom, and what kind of support or training would help you manage it more effectively?
5. In your opinion, how can the teaching of English in primary schools be improved, and what do you see for its future in Algeria?