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Sociolinguistic Challenges in Introducing English at the Primary School Level in Algeria:

A Case Study of Three Primary Schools in Saida

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partial fulfillment of the requirements for the degree of Master in Didactics

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Declaration of Originality

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

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Dedications

I dedicate this work to my beloved parents, whose unconditional love, endless sacrifices, and prayers have been my greatest source of strength. This achievement would not have been possible without them.

To my dear siblings, thank you for your love, encouragement, and constant support throughout this journey.

To my dear friend Kaouthar, thank you for sharing with me the most memorable moments of university life and for your friendship, love, and support.

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Abstract

The introduction of English at the primary school level in Algeria represents an important educational reform within a multilingual context where Arabic and French coexist alongside English. This study seeks to identify the main sociolinguistic factors affecting the implementation of English at the primary level and to explore how these factors influence the teaching and learning process. A mixed-methods approach was adopted, combining questionnaires administered to inspectors, interviews conducted with primary school English teachers, and classroom observations carried out during English language classes. This allowed for a comprehensive analysis of the phenomenon from both practitioners' perspectives and direct classroom practices. The findings show that the implementation of English is influenced by several interconnected challenges, including multilingualism and language interference, particularly from French. The results also reveal the impact of French in both facilitating and hindering learning. In addition, learners' performance is affected by socioeconomic factors, especially parental educational level, as well as institutional constraints such as overcrowded classrooms, lack of teaching resources, insufficient training, and limited instructional time, with a slight influence of cultural and ideological factors. These sociolinguistic challenges are interrelated and significantly affect the implementation of English teaching in Algerian primary schools, highlighting the need to address them to ensure the effective introduction of English at the primary level.

Keywords: English teaching, language policy, multilingualism, primary school, sociolinguistics.

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List of Abbreviations

<i>Abbreviation</i>	<i>Signification</i>
<i>EFL</i>	English as a Foreign Language
<i>L1</i>	First Language
<i>L2</i>	Second Language
<i>SES</i>	Socioeconomic Status

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General introduction

In a globalized world, the role of language in education has become significantly important. English has become the lingua franca, widely used in international communication, science, technology, and academic research (Crystal, 2003). Consequently, many countries have introduced English at earlier stages of education to enhance learners' opportunities and facilitate access to global knowledge. In recent years, English has been introduced in Algerian primary schools as part of educational reforms aimed at responding to globalization and the needs of international communication. However, the early introduction of English takes place in a complex sociolinguistic context. The Algerian linguistic landscape is characterized by the coexistence of Arabic, Tamazight, and French, each of which occupies a specific function and carries distinct social and symbolic values (Benrabah, 2013). In such a multilingual environment, the introduction of English is not only a policy decision but also has sociolinguistic dimensions (Holmes, 2013).

Although English is seen as an important global language, its introduction in Algerian primary schools is associated with many concerns. One of the major concerns is related to French as the main foreign language, which can affect the acceptance of English, especially by pupils and their parents. Although English is seen as an important global language, its introduction in Algerian primary schools is associated with many concerns. One of the important issues is related to French as the main foreign language, which can affect the acceptance of English, especially by pupils and their parents. Concerning cultural and ideological aspects, English can be viewed as a threat to local languages, while it can also be seen as a language of modernity and globalization by others. In addition, socioeconomic differences between social groups can affect the language learning process. These sociolinguistic issues are also compounded by some institutional limitations, including insufficient teacher training, lack of teaching materials, and limited experience in English teaching. Consequently, these issues can raise questions about the effectiveness of the reform.

In light of these issues, the present study aims to explore the sociolinguistic challenges associated with introducing English at the primary school level in Algeria and to examine how these challenges affect its actual implementation in the classroom. By identifying the main issues and analyzing their impact, the research intends to contribute to enhancing English language teaching at the level of primary school in the Algerian context. It also focuses to offer

insights that may help policymakers and educators better address the challenges related to multilingual education and ensure a more effective implementation of English in primary schools.

This study is guided by two main research questions:

- What are the main sociolinguistic challenges affecting the introduction of English in Algerian primary schools?
- How do these sociolinguistic challenges affect the implementation of English teaching at the primary school level in Algeria?

To answer these research questions, two hypotheses are formulated:

1. The introduction of English in Algerian primary schools is affected by sociolinguistic challenges such as the influence of French, cultural and ideological concerns, socioeconomic differences, and some institutional issues.

2. Institutional and pedagogical constraints, such as insufficient teacher training and limited teaching resources, negatively affect the effective teaching of English at the primary level.

To address the research questions and test the hypotheses, a mixed-method approach was adopted, which combines both quantitative and qualitative data. A semi-structured questionnaire was used as a quantitative data-collection method administered to primary school inspectors. It allows the collection of standardized data regarding institutional and sociolinguistic challenges. Meanwhile, qualitative data were collected through semi-structured interviews with teachers, in addition to classroom observations, providing deeper insights about teachers' experiences, classroom realities, and the actual implementation of English teaching in primary school.

Combining these tools allows for data triangulation, which enhances the validity and the reliability of this research by addressing the research problem from different perspectives.

The research is structured into three main chapters. The first chapter provides a review of the relevant literature, addressing the previous studies on the challenges related to introducing English in similar contexts. The second chapter focuses on the research methodology, detailing the research design, data collection instruments, sample selection, and procedures of analysis. The third chapter presents the results of the study, their interpretation and the general discussion

of the findings in relation to the research questions and the existing literature. Finally, a set of recommendations is proposed to achieve a more effective implementation of the English language at the level of primary schools.

The present study is significant for multiple reasons. It contributes to the field of sociolinguistics theoretically and practically. Theoretically, it enriches the understanding of the influence of sociolinguistic factors on language policy implementation in a multilingual environment. Practically, it provides valuable insights about the key challenges that can hinder the introduction of English at the level of primary school. Thus, the findings can help policy makers and educators to improve language planning and implementation strategies by addressing all the sociolinguistic challenges associated with the policy reform. Finally, the study adds to the limited body of research that focuses specifically on English teaching at the Algerian primary school level, aiming to support the successful integration of English in the Algerian educational system and to enhance learners' opportunities in this globalized world.

Like any research paper, this study has confronted several limitations in its process. First, some difficulties were faced in getting access to certain resources due to their paid nature. Moreover, the sample size was relatively small. It is important to acknowledge that a large sample size could have provided more accurate results. Therefore, the results should be interpreted cautiously. This was due to the lack of time and the fact that certain participants were not cooperative as they should have been. Also, the study is limited to a specific area (Saida), which may not fully reflect the situation in other regions in Algeria.

Overall, the introduction of English at the primary school level in Algeria is an important educational reform that can have major effects on education and society. While it offers new opportunities for learners, its success largely depends on addressing the sociolinguistic, institutional, and pedagogical challenges that accompany it. By studying these challenges and their effects, this research aims to improve understanding of the situation and support more effective language teaching practices.

Chapter One : Literature Review

1.1 Introduction

The introduction of English in primary schools in Algeria has been related to a number of sociolinguistic challenges due to the diversity of the country's linguistic, cultural, and educational landscape. These issues relate directly to historical, socioeconomic, cultural, and ideological factors, as well as language policy choices and institutional and pedagogical contexts. The following chapter seeks to critically examine the literature on these sociolinguistic challenges so as to provide a theoretical and contextual background for the current research. This chapter is structured as follows: it starts with an introduction to sociolinguistics and its relationship to language education. It continues with an overview about the historical background of the Algerian linguistic situation, as well as cultural, ideological, and socioeconomic issues, in addition to language policy and implementation matters. It then addresses institutional and pedagogical issues, followed by a discussion of the review findings before identifying the research gap.

1.2 Sociolinguistics and Language Education

1.2.1 Definition of Sociolinguistics

Labov (1972) defines sociolinguistics as the study of language in use in its social context. The field examines variations of linguistic properties in different social groups. Sociolinguists are concerned with understanding linguistic structure and how individuals use language to develop their social identity (Holmes, 2013).

According to Khaghaninejad (2024), educational sociolinguistics is a branch of sociolinguistics that investigates the link between language and education. It promotes the perception of language as a social practice closely related with culture. From this perspective, language learning is not only about teaching grammar and vocabulary, but also about imparting cultural meanings, social norms and pragmatic uses. Teaching approaches can therefore include authentic materials from different socio-cultural backgrounds, thereby allowing learners to consider language as a fluid and dynamic resource, which is determined by social interaction. Moreover, understanding the sociocultural aspects of literacy increases learners' involvement and makes language acquisition meaningful and relevant to their real-life experiences (Khaghaninejad, 2024).

1.2.2 Sociolinguistic Factors in Foreign Language Learning

Sociolinguistic research has shown that foreign language learning is a social, cultural and contextual process, not only a linguistic one. Afonina et al. (2024) affirm that language learning is considerably affected by learners' attitudes, motivation, social background, and the social status within society. Their study highlights that sociolinguistic components such as perceived usefulness, prestige, and opportunities for real-life communication can play a significant role in developing motivation to learn a foreign language. Moreover, it has been confirmed that learners' attitudes consist of cognitive, affective, and behavioral dimensions, which influence engagement and achievement in language learning. This perspective emphasized that effective foreign language teaching requires the full consideration of the learners' sociocultural environments and multilingual realities. Ignoring these sociolinguistic factors may result in low motivation and limited effectiveness, whereas integrating them can definitely enhance learners' recognition of the foreign language and improve learning outcomes.

This sociolinguistic viewpoint is particularly relevant when introducing English at the primary school level, where learners' language attitudes, cultural identity, and early socialization play a crucial role in shaping their engagement with the foreign language.

1.3 Historical background of the language situation in Algeria

1.3.1 The linguistic landscape of Algeria

Algeria's history has led to a complicated multilingual landscape. The linguistic diversity is due to the numerous civilizations that have impacted the region. As Benrabah (2013, p. 23) notes:

“Against the context of this loose imperialism, pre-1830 Algeria was the site of many languages: Ottoman Turkish, literary or classical Arabic, local Arabic colloquial, Berber variants, and, on the coast, even *sabir*, a ‘medieval Mediterranean pidgin’, the blended elements of Arabic, Spanish, Provençal, and other Mediterranean languages.”

The current linguistic situation in Algeria is characterized by the coexistence of multiple languages that serve different social and functional roles: Arabic, Tamazight, French, and, increasingly, English (Benrabah, 2013; Haddam-Bouabdallah, 2022).

Arabic occupies a major position within this landscape existing in two main forms: modern standard Arabic, which is referred to be the official language of the state and the medium of formal education and administration, from the other hand, Algerian Arabic, which serves as the main spoken language for everyday communication. Tamazight varieties—such as Kabyle, Chaoui, Mozabite, and Tamashekt—are spoken by significant parts of the population, which have gained official recognition, contributing in reinforcing Algeria's multilingual identity (Soulimane-Benhabib, 2019).

French has been a dominant language despite its colonial origins. It is widely used in education, media, administration, and scientific and technical domains, functioning as a key language of socioeconomic mobility (Benrabah, 2007; Soulimane-Benhabib, 2019). In recent decades, English has become an additional language, especially in education and among the young generations, in response to the globalization demands and its connection with science, technology and international communication (Haddam & Bouabdallah, 2022).

The linguistic diversity of the country has contributed to the appearance of sociolinguistic phenomena such as diglossia, code-switching and code-mixing, particularly between Algerian Arabic and French. These linguistic patterns show that languages in Algeria serve different social functions, emphasizing the country's multilingual profile (Soulimane & Benhabib, 2019).

1.3.2 Impact of French Colonization on Language Use

Benrabah (2007) argues that French colonization (1830-1962) played a key role in setting up the hierarchy of languages in Algeria. French was promoted by colonial language policies as the only language of administration, education and the public sphere. At the same time, Arabic was neglected and excluded from the official domains. This linguistic policy was not merely for communication, but for cultural and ideological conquest.

It was indicated that throughout the colonial period, Arabic was mainly restricted to religious settings and that French was associated with power and institutional authority. Tamazight variations were suppressed socially and politically, without official recognition and institutional support (Benrabah, 2013). Haddam & Bouabdallah (2022) noted that education has been extensively utilized as a significant method of linguistic control, guaranteeing the French language domination over generations.

This colonial language heritage lasted even after Algeria's independence in 1962 and the adoption of initiatives to reestablish Arabic. There has been a huge gap between the official language policy and actual language practice as French remained the language of choice in major sectors especially in higher education, research and technology (Benrabah, 2007). This can illustrate how colonial linguistic hierarchies were institutionalized and difficult to change.

1.4 Cultural and Ideological Issues in Introducing English in Algeria

1.4.1 Language, Identity and Culture

To understand the sociolinguistic challenges in teaching English in primary schools, the relationship between language, identity and culture should be explored. Culture has been defined in many ways as a system of shared beliefs and customs within a social group.

Weeks (1990) describes identity as a sense of belonging and differentiating oneself from others, emphasizing its social dimension. Norton (as cited in Nunan & Choi, 2010) goes on to expand on this view and contends that identity is continuously negotiated through social contact. In this way, each communication act contributes to the continuous reconstruction of an individual's identity in the larger social context. Thus, identity may be regarded as a dynamic process of construction through linguistic and cultural interaction.

Language is vital in mediating culture and identity. Kramsch (2004) believes that language learning is not only about cognitive acquisition but a process shaped by social context. In this process, teachers and learners are required to build meaning together by bringing their unique cultural backgrounds and communication experiences. Thus, learning a new language involves interaction with new cultural meanings and identities.

The relationship between language, culture and mind is illustrated by the Sapir–Whorf hypothesis. According to Sapir, linguistic groups possess collective cognitive tendencies influenced by language and culture (Nunan, 2007). Whorf built on this theory, stated that people's perceptions of reality are shaped by their language. While strong linguistic determinism has been widely discredited, the idea is nonetheless useful by drawing attention to the ways in which language can influence expression and meaning-making (Nunan, 2007).

From this point of view, the introduction of English in primary schools has cultural and ideological implications. This presents important sociolinguistic issues that may affect the learners' perceptions about their own language identity as well as their cultural belonging.

1.4.2 Cultural Preservation versus Globalization

The introduction of English language in the educational institutions across the world has created a dilemma between cultural preservation and globalization. Different research works have studied the influence of the worldwide spread of English language on the cultural identity, native languages and traditional practices, demonstrating the benefits and drawbacks of linguistic globalization.

Mohammed (2020) studies the importance of English in the context of globalization and its major impacts on cultural identity. The dominance of English on a worldwide scale leads learners to prefer English over their mother tongue, which may result in the gradual erosion of cultural identity. English globalization has been conceptualized in three dimensions; English as an economic resource, as a tool for intercultural communication and as a global lingua franca. According to Mohammed (2020), the widespread use of English may lead to less individuals' attachment to their native languages, which are important in forming identity.

The effects of globalization on cultural identity and linguistic variety are multifaceted (Urbaite, 2021; Nurahmad, 2022). Urbaite (2021) noted that globalization can have a paradoxical influence on the cultural life of communities. Globalization can increase cultural awareness and contribute to the homogenization of culture through dominant global languages and western media. Within the framework of this idea, Nurahmad (2022) suggests that the spread of the global languages can result in the marginalization of local languages and indigenous cultures. Yet, in both cases, scholars state that the mentioned effects are not fully negative, since effective policies, revitalization programs, and modern technology can play a critical role in cultural preservation.

1.5 Socioeconomic challenges

Many studies have shown that socioeconomic status (SES) plays an important role in language learning. Bernstein, through his "Code Theory" and the "Deficit Hypothesis," argued that a student's social class affects both language skills and educational achievement, demonstrating that lower-class students often have less language proficiency than their middle-class peers (Khaghaninejad, 2024). This perspective emphasizes the existence of language inequalities and points out that a student's social class can strongly affect how they learn a new language.

Much empirical study in recent years has supported Bernstein's theoretical approach. Abdelkader (2024) notes that children from low SES backgrounds tend to learn languages at a slower pace. This is due to poor parental involvement, ineffective communication with their parents, and a lack of educational supplies. Similarly, Koumondji (2025) found that higher SES is associated to more access to language learning tools, more exposure to cultural resources, and higher levels of foreign language acquisition competency. From the other hand, learners from low SES face several institutional challenges, including limited access to educational resources, reduced exposure to the target language, and fewer possibilities of learning experiences such as travel or immersion.

Other studies confirm that SES impact language learning through multiple processes. Abdullaeva Gaybulloevna and Sobirovna (2024) suggest that high SES afford chances for supplemental instruction, immersion programs, and supportive community environments. Lower SES typically limits these kinds of opportunities for the development of language. This has been supported by Akol (2024) especially in the preschool context setting. This shows that lower socioeconomic level leads to slower language development and poor linguistic skills. The study also implies that theoretical frameworks such as social interactionist theory, cultural capital theory and ecological systems theory provide a useful understanding of the influence of socioeconomic status on language development.

Dsouza (2025) acknowledges that the lack of parental support, limited learning resources, and poor learning environments reduce English proficiency among low SES pupils, pointing to the necessity for specific policies and equal learning opportunities.

In the Algerian context, the introduction of English at the primary school level could be considered as being associated with socioeconomic disparities. Specific approaches need to be implemented to address this issue through policy changes, management of learning resources and instructors training.

1.6 Language Policy and Implementation Issues in Algeria

1.6.1 Language Policy and Language Planning

Language planning is defined as political activities utilized in an attempt to exercise intentional and targeted influence on social communication systems, either to promote desirable changes or to prevent bad changes. In other terms, it refers to an intentional, realistic language policy (De Cillia & Busch, 2006).

Like many other language matters, language policy does not have a general definition or strategy. Bernard Spolsky's theory of language policy can be applied to a wider range of contexts. According to his definition, language policy encompasses "all the language practices, beliefs, and management decisions of a community or polity". When we look closely at the term, we see that the architects of language policy are not limited to government officials or politicians; they can be any member or members of a certain speech community (Kieu, 2022).

1.6.2 Foreign Language Policy in the Algerian Education System

After the independence in 1962, Algerian policymakers considered language planning as a priority of their nation-building process. Arabization, as Benrabah (2007) suggests, was to recover the national identity by decreasing French hegemony and enhancing social equity. Arabic was reinstated as the language of instruction at the primary and secondary levels, while French was phased out from official educational policy.

Nevertheless, Arabization faced serious structural barriers. The lack of qualified professors, limited teaching materials, and the sudden change in teaching language consequently resulted in low-quality education. Despite these measures, French continued to be the language used in scientific works and higher education (ibid).

Benrabah (ibid) highlighted a fundamental paradox of Algerian language-in-education policy; Arabic was promoted as being the dominant medium, but French continued to operate as the language that controlled power and success in gaining access to social mobility. Universities, scientific research, and administrative institutions continued to use French heavily, institutionalizing a linguistic gap between what is learned and applied in school and in higher education.

This led to educational inequalities, where pupils who studied only in Arabic faced problems when passing on to French instruction at the university level. Benrabah pointed out that this discrepancy is illustrative of a general lack of correspondence between language policy and pedagogical practices.

Benrabah (ibid) affirms that there is a considerable gap between language policies and linguistic practice. Although Arabic is given priority as an official language, Algerian society remained multilingual, with a significant use of Algerian Arabic, Tamazight, and French in daily life. Language planning has often failed to consider these factors and has regularly led to

unsuccessful implementation. This has often been a source of debates regarding language choices in education, and it has hindered later changes, notably the introduction of English.

Algeria's foreign language strategy is greatly influenced by globalization. According to Abdat-Hadjadj and Choayb (2023), English is the lingua franca in science, technology, business and higher education. English is gradually recognized to be an important instrument for academic success and global mobility. In this regard, English is perceived as a pragmatic and non-political linguistic alternative to French.

The change brought to light profound ideological divisions. According to Cherifi (2024), the French language is seen in two main ways: as a significant resource for social mobility and as an imperial language connected with colonial domination. On the other hand, English is seen as a neutral and economically beneficial language detached from colonial associations.

1.6.3 Policy–Practice Gap in English Language Education

Despite growing ideological and political support for English, several studies indicate a persistent gap between policy goals and classroom realities. According to Kouicem (2019), the development of English in Algeria faced historical, political, educational, economic, and cultural difficulties. English has become an important language for education across the world but in schools the main subjects are still being taught in French which limits the use of English. Structural problems are also quite important.

Evidence of a significant gap between general language policies and actual teaching practices has been shown by Cherifi (2024). The teachers commonly use Darja to solve the literacy problems resulting from diglossia, although Modern Standard Arabic has an ideological dominance due to its symbolic and religious value. This highlights the shortcomings of one-sided language planning in a multilingual and diglossic setting. Teachers' views further point out these difficulties.

Cherifi (2024) mentions the lack of teacher training, heavy workloads in curricula, and a shortage of teaching resources. These features demonstrate that language reforms cannot succeed without sufficient planning, institutional backing and awareness of the realities of local language.

Overall, these findings suggest that the introduction of English in Algeria is not only a matter of curriculum reform but instead it is a complex process influenced by historical factors, ideological struggles and institutional difficulties.

1.7 Institutional and Pedagogical Challenges

A growing number of international and local research suggest that institutional problems and pedagogical inadequacies are substantial barriers to effective English language teaching. At the institutional level, a lack of resources and structural issues repeatedly emerge as barriers. In a mixed-methods study in four public high schools in Cambodia, Boy (2023) revealed that teaching English was severely limited by an outdated curriculum, overcrowded classrooms, fixed furniture, limited teaching tools, and the lack of opportunities for professional development. These structural issues reduced teachers' capacity to adopt student-centered and communicative approaches, which lowered the quality of education. Similar results were obtained in Pakistan. Khan et al. (2024) observed that English teachers in 13 government schools in Quetta encountered large class size, pressure to cover long syllabi, a lack of trained teachers, and inconsistencies between language policies and classroom practices.

In India, Suar et al. (2025) studied the English language skills and teaching skills of future teachers in Odisha and discovered low average results (42.36% in English language competency and 46.36% in pedagogical competency). Their qualitative findings indicated over-reliance on old approaches such as Grammar Translation Method, low usage of technology and weak communication skills of the trainee teachers. Such problems were found in all the teacher education institutes showing that there were deficiencies of teacher training.

Algeria faces similar institutional and instructional issues. Mousse (2024) states that the recent introduction of English at the primary level has imposed a significant burden on the educational system, especially on teachers who have to deal with changes in the curriculum without proper preparation or resources. The study identified deficiencies in teacher training, curriculum design and student preparedness as major impediments to effective implementation. Specifically, Algerian primary school curricula are characterized by an excess of content, limited teaching time, and the absence of clear procedures (Ministry of National Education, 2022–2023), quoted in Mousse (2024). Textbooks are focused on speaking, but they do not provide the visual and material support beginners need, like illustrations in the “My Picdictionary” part. In addition, students have to acquire more than one phonetic element in a single class which is beyond their cognitive and verbal ability. Pedagogically, the simultaneous introduction of French and English

in primary schools is confusing as pupils have difficulty differentiating between sound systems and spelling rules. Teaching is still mostly traditional, teacher-centered and focused on assessment rather than communication skills. In addition, the curriculum's quick speed limits flexibility in teaching approaches and reduces opportunities for meaningful practice.

Challenges related to teachers make these problems even worse. According to reports, many English teachers in Algerian primary schools do not have the needed language proficiency, formal training and technology skills, and rarely use English outside the classroom. Overcrowded classrooms, limited instruction durations, school disruptions and heavy workloads hinder effective learning. Hence, pupils who do not have a fundamental language foundation find it difficult to express themselves orally which results in low participation and bad performance.

Overall, the success of English implementation in Cambodia, India, Pakistan or Algeria is not just about policy choices but also about institutional readiness, the quality of teacher preparation, curricular consistency and the availability of resources. Without addressing institutional and teaching difficulties, reforms are likely to be symbolic rather than actually helpful in enhancing teaching and learning results.

1.8 Conclusion

The literature shows that the introduction of English at particular levels is not only a change of curriculum. It's a complicated process, determined by history, ideological battles and institutional challenges. Most studies focus on language policy, globalization and higher education while primary education and classroom experiences are underexplored. There is not enough research on the actual teaching and learning of English in Algerian primary schools. This gap justifies the present study, which seeks to explore the sociolinguistic challenges of introducing English in primary schools in Algeria.

Building on the insights of the literature review, the next chapter explains the methodological approach used to explore the sociolinguistic challenges in introducing English at the primary school level.

Chapter two:

Research Methodology

2.1 Introduction

The present chapter provides the methodological framework adopted to study the sociolinguistic challenges in introducing English at the primary school level in Algeria. It presents the research design, setting, population and sampling, data collection instruments, procedures, methods of data analysis, as well as ethical considerations and limitations of the study.

This chapter seeks to provide a clear vision of how the data were collected and analyzed in order to answer the research questions, verify the hypotheses, and ensure the reliability and validity of the findings.

2.2 Research Design

The present work uses a mixed-methods approach that combines quantitative and qualitative data. This design provides numerical data with detailed qualitative insights that can ensure a clear and comprehensible understanding of the research problem.

A semi-structured questionnaire was adopted as a quantitative data-collection method administered to primary school inspectors. It allows the collection of standardized data regarding institutional and sociolinguistic challenges. Meanwhile, qualitative data were collected through semi-structured interviews with teachers, in addition to classroom observations, providing deeper insights about teachers' experiences, classroom realities, and the actual implementation of English teaching in primary school.

The combination of these tools allows for data triangulation that enhances the credibility and validity of the study by examining the research problem from different perspectives. Therefore, the mixed method design enables the researcher to explore complex sociolinguistic phenomena within an educational context.

2.3 Research Setting

The research was conducted in three different primary schools in Saida, Algeria. These schools were selected in order to explore different teaching environments and to get a better understanding of how English is introduced at the primary level. the selection was based on

accessibility, existing collaboration with the school administrations, and the diversity of teaching environments.

The Algerian educational context is characterized by a multilingual situation where Arabic, Tamazight, French, and recently English coexist. The recent introduction of English at the primary school level has been associated with several pedagogical and sociolinguistic challenges, which this study aims to explore within real classroom settings.

2.4 Population and Sampling

2.4.1 Target Population

The target population of this study consists of:

- Primary school inspectors of English
- Primary school English teachers
- Primary school pupils

This population was targeted due to its significant role in the implementation of English language teaching at the primary level.

2.4.2 Sample

This study employed a purposive sampling technique, which is a non-probability sampling method. Participants were selected based on their relevance to the research's main objectives.

The sample involved:

- ✓ Two inspectors of English, who were selected for their expertise and contribution in supervising English teaching at the primary level.
- ✓ Three primary school teachers; each one of them was from a different school, in order to capture different teaching experiences and contexts.
- ✓ English classroom sessions in three different primary levels, which were observed to examine teaching practices and classroom realities.

2.5 Research Instruments

In order to collect relevant and reliable data, three research instruments were employed: a semi-structured questionnaire, semi-structured interviews, and classroom observation. Each instrument was selected to gather different types of information that contributed to a deeper understanding of the research topic. The use of multiple resources helped in strengthening the validity of the study by allowing the researcher to compare and confirm the data collected from different sources.

2.5.1 Semi-Structured Questionnaire for Inspectors

The questionnaire was designed to gather data from primary school inspectors regarding the main challenges associated with the introduction of English at the primary level.

It is described as semi-structured because it includes both:

- Close-ended questions, which allow for quantifiable data and facilitate comparison.
- Open-ended questions, which allow participants to elaborate on their answers and express themselves freely.

The questionnaire is organized into several sections addressing key aspects:

- Language Policy and Implementation
- French Influence
- Cultural and Ideological Issues
- Socioeconomic Challenges
- Institutional Challenges

This instrument was selected because it enables the collection of inspectors' perspectives in a structured manner about the implementation of English in primary schools. It ensures consistency and helps in gathering valuable responses to understand policy implementation and institutional limitations.

2.5.2 Semi-Structured Interviews with Teachers

In addition to the questionnaire, semi-structured interviews were conducted with three primary school teachers. This type of interview was selected because it allows for flexibility while maintaining a clear focus on the research objectives. The interviewer follows a set of guiding questions, but may be asked other questions to explore other interesting areas of the topic.

The interviews focused on several key areas, including:

- General experience
- French Influence
- Cultural and Ideological Issues
- Socioeconomic Challenges
- Institutional Challenges
- Teaching practices
- Language Policy and Implementation

The use of semi structured interviews allowed for the collection of rich and detailed data, which reflect teachers lived experiences and personal perspectives.

2.5.3 Classroom Observation

Classroom observation was used as a third data collection tool in order to examine the actual implementation of English teaching in real classroom settings. The study employed a non-participant observation approach, where the researcher attended classroom sessions without interfering in the teaching process. This allowed for an objective recording of classroom practices and interactions. Observations were done in three different primary levels (3rd year, 4th year and 5th year) in the three different primary schools with a total of 13 sessions, with particular attention paid to:

- Teacher-student interaction

- Pupils' responses and participation
- Teaching methods and classroom management
- Institutional challenges
- Sociolinguistic aspects such as the languages used during instruction, code switching practices and the influence of learners' multilingual backgrounds on classroom communication and engagement.

This instrument was very essential in providing direct evidence of classroom realities and in validating the data obtained from questionnaires and interviews.

2.6 Data Collection Procedures

The data collection process was carried out in many stages. First, official permission has been taken in order to have access to the selected schools and have contact with the participants. Once the approval was obtained, the researcher proceeded with the administration of the questionnaires to the inspectors, and later on collected them after completion.

Second, the interviews were conducted with the selected teachers in each primary school. Each interview took place in a suitable environment to ensure comfort, anonymity, and confidentiality. The interviews were guided by a prepared set of questions and lasted approximately 20 to 30 minutes.

Third, classroom observations were carried out by attending English sessions in 3 different primary levels in the 3 selected schools. Notes were taken during each session, recording all the relevant data related to classroom atmosphere and teaching practices.

During the data collection process, accuracy and consistency were ensured through the careful administration of the research instruments and the systematic organization of the collected data, which helped in reducing possible bias that might occur.

2.7 Data Analysis Methods

The data collected with the different instruments were analyzed quantitatively and qualitatively. First, the responses gathered from the questionnaires were analyzed with a

descriptive technique, particularly frequencies and percentages for the closed-ended questions, and a thematic analysis for the open-ended questions. This allowed for a clearer understanding of the implementation of English at the primary school.

Second, the data collected from interviews with teachers were analyzed thematically. This method involves identifying, categorizing and interpreting the recurring themes. It enables the researcher to extract meaningful and relevant insights from teachers' responses.

Classroom observations were analyzed quantitatively and qualitatively. Quantitative analysis was employed to examine observable and measurable aspects of classroom practices, whereas qualitative analysis was used to provide a clear description of the classroom reality. The observations were added as a complementary tool to the data gathered from the interviews and the questionnaires.

2.8 Ethical Considerations

In the present work, ethical principles have been taken into consideration throughout the whole process of data collection.

- ✓ Informed consent was obtained from all the participants.
- ✓ Anonymity and confidentiality were ensured.
- ✓ Participants were informed about the purpose of the study and their right to withdraw at any time.
- ✓ The data collected was solely used for academic purposes.

These measures were taken to ensure that the study aligns with ethical standards in educational research.

2.9 Limitations of the Study

As any research paper, this study has confronted several limitations in its process. First, significant difficulties were faced in getting access to certain resources due to their paid nature. Moreover, the sample size was relatively small. It is important to acknowledge that a large sample size could have provided more accurate results. Therefore, the results should be interpreted cautiously. This was due to the lack of time and the fact that certain participants

were not cooperative as they should have been. Also, the study is limited to a specific area (Saïda) which may not fully reflect the situation in other regions in Algeria.

Nevertheless, these limitations do not undermine the value of the study, which definitely provides significant insights about the sociolinguistic challenges associated with the introduction of English at the primary level.

2.10 Conclusion

In conclusion, this chapter has outlined the methodological frameworks adopted to explore the sociolinguistic challenges associated with the introduction of English at the primary school, including the research design, participant selection, data collection instruments, and analysis procedures. The combination of the three research instruments (questionnaire, interview, and classroom observation) allowed for the collection of both quantitative and qualitative data that enriched the findings of the study.

Overall, the methodology adopted in this study sought to provide reliable and valid data that can support the analysis and discussion in the following chapter. The next chapter will present the findings, their interpretation and discussion, in addition to the recommendations in relation to the research problem.

Chapter Three:

Data Analysis and Discussion

3.1 Introduction

This chapter presents the data analysis and discussion of the collected data in order to investigate the sociolinguistic challenges associated with the introduction of English at the primary school. The data were collected through 3 main tools: questionnaires addressed to inspectors, interviews conducted with teachers, and classroom observations.

The chapter is structured as follows: it starts with presenting and interpreting the findings obtained from questionnaires, interviews, and classroom observations. Then, the discussion of these results takes place in relation to the research questions and the existing literature. Finally, a set of recommendations is proposed to achieve a more effective implementation of the English language at the level of primary schools.

3.2 Inspectors' Questionnaire: Findings and Interpretation

A semi-structured questionnaire was administered to two inspectors in Saida, whose professional expertise and official roles provided valuable insights about the implementation of English at the primary school level and the main sociolinguistic challenges associated. The following section presents the findings of the questionnaires and their interpretation.

Section 1 : Professional Information

- This section presents the professional background of each inspector, including their years of experience and the number of schools they supervise. the results are summarized in the following table:

Item	Inspector 1	Inspector 2
Years of experience	Less than 5 years	Less than 5 years
Number of schools supervised	110	115

Table 01 : Inspectors' Professional Background

Interpretation:

Both inspectors reported having less than 5 years of experience; this suggests that they were selected within their roles in the recent educational reforms, including the introduction of English at the primary level. Despite their limited experience, they supervise a large number of schools, which expose them to different educational and sociolinguistic contexts. This broad supervision raises their awareness about the challenges faced by primary schools and allows them to provide valuable insights about the implementation of English.

Section 2: Language Policy and Implementation

- This section presents inspectors' views on the language policy and its implementation in primary schools. Both inspectors considered the implementation of English at the level of primary school as successful. They also agreed that the policy of introducing English was well prepared. In addition, both inspectors confirmed that the official objectives of the English language curriculum in primary schools were clearly defined and understandable for teachers. The findings are summarized in the following table :

Question	Inspector 1	Inspector 2
Introduction of English in primary schools	Successful	Successful
Preparation of the policy	agree	Strongly agree
Clarity of curriculum objectives	yes	yes

Table 02: Inspectors' Views on Language Policy and Implementation

Interpretation:

The findings indicate that the inspectors hold a positive evaluation of the language policy and its implementation. Their agreement about the success of the introduction of English at the primary level suggests that they perceive the reform as satisfactory. Both inspectors consider the policy as well prepared; this reflects confidence in the reform 'planning and organization.

Chapter Three: Data Analysis and Discussion

Furthermore, their confirmation that curriculum objectives are clearly defined and understandable implies that the policy provides guidance for teachers, which may facilitate its implementation in schools.

Section 3: French influence

- This section presents the inspectors' views on whether French affects English learning, and how it can affect it. Both inspectors agreed that French can have an impact on English learning. One inspector stated that French can hinder the learning process; because pupils may mix between the two languages, use French pronunciation when speaking English, or rely on direct translation, which can lead to errors. On the other hand, the second inspector noted that it can facilitate and hinder learning at the same time, depending on how learners transfer their knowledge from one language to another. The following table summarizes the findings of this section:

Question	Inspector 1	Inspector 2
French affects English learning	Agree	Agree
Role of French in learning English	Hinders learning	Facilitates and hinders at the same time

Table 03: Summary of Inspectors' Views on French Influence

Interpretation:

The findings suggest that French has a significant role in the process of English learning at the primary level. The inspectors' views indicate that this influence can be positive and negative at the same time, depending on how learners manage the interaction between the two languages. The challenges cited, such as mixing between the two languages, transferring pronunciation, and direct translation, indicate a negative transfer, which can hinder the language learning process. On the other hand, noting that French may facilitate language learning identify the

possibility of positive transfer, where similarities between the two languages can help pupils understand easily.

Section 4 : Cultural and ideological issues

- This section presents the inspectors' views about the cultural and ideological issues related to introducing English at the primary school. The two inspectors agree that English is a language of globalization and modernity in Algerian society. In addition, both of them strongly agree that English is perceived as more useful than French for pupils' future. However, both inspectors disagree with the idea that English is seen as a threat to local languages such as Arabic or Tamazight. The findings of this section are summarized in the following table:

Statements	Inspector 1	Inspector 2
English as a language of globalization and modernity	Agree	Strongly agree
English is more useful than French for pupils' future	Strongly agree	Strongly agree
English as a threat to local languages	Disagree	Disagree

Table 04: Inspectors' Views on Cultural and Ideological Issues

Interpretation:

The findings reflect a positive perception of English at the cultural and ideological level. Perceiving English as a language of globalization and modernity shows its association with progress and international communication. The strong agreement on the usefulness of English for the future of pupils indicates that inspectors view it as a language of educational and professional opportunities. On the other hand, the fact that both inspectors reject the idea that English threatens local languages indicates that they do not perceive it as a risk to the linguistic identity.

Section 5: Socioeconomic challenges

- This section examines the socioeconomic factors that can affect English learning at the level of primary schools. Concerning the influence of parental educational level, both inspectors strongly agree that it affects pupils' success in English. However, when they were asked whether families with higher socio-economic status provide more support for English learning, one inspector disagreed, whereas the other expressed a neutral position. The findings of this section are summarized in the following table:

Question	Inspector 1	Inspector 2
Influence of parental educational level	Strongly agree	Strongly agree
Families with higher socio-economic status provide more support	Disagree	Neutral

Table 05: Summary of Inspectors' Views on Socioeconomic Challenges

Interpretation:

The results indicate that the parental educational level is an important factor that can influence pupils' success in English learning, as both inspectors strongly agree on its impact. This suggests that families with higher educational level may be better equipped to support their children's learning process. However, there is no clear agreement regarding the role of socioeconomic status in providing additional support for English learning, as one inspector disagree while the other remains neutral. This show that the relationship between socioeconomic status and support for English learning is not clear and may depend on other contextual factors.

Section 6 : Institutional Challenges

- This section explores institutional factors that affect the implementation of English at the level of primary schools. Both inspectors agree that teachers are adequately trained to teach English at this level. However, both of them indicate that the number of hours

Chapter Three: Data Analysis and Discussion

devoted to teaching English is not sufficient. In addition, both inspectors agree that the curriculum is appropriate. Concerning access to teaching aids, one inspector reports that these aids are often available, whereas the other indicates that they are never available. The findings of this section are summarized in the following table:

Question	Inspector 1	Inspector 2
Teachers are adequately trained	Agree	Agree
Number of hours is sufficient	No	No
Curriculum is appropriate	Agree	Agree
Access to teaching aids	Often	Never

Table 06: Inspectors' Views on Institutional Challenges

Interpretation:

The findings suggest that the implementation of English at the level of primary school is associated with some institutional challenges. Although both teachers agreed that teachers are adequately trained and that the curriculum is appropriate, they emphasized that the number of hours devoted to teaching English is insufficient. In addition, the unavailability of materials in many schools hinders effective implementation. This reflects that, while some teaching frameworks are satisfactory in terms of content and training, some practical conditions still make English implementation difficult.

Section 7: Suggestions

Findings and interpretation:

The inspectors' answers highlighted several improvements that can lead to a more effective implementation of English at the level of primary school. Both inspectors emphasized the need for in-service training in order to enhance teachers' linguistic and pedagogical skills. This shows the importance of teachers' preparation for successful English teaching.

Also, inspectors expressed a high demand for teaching materials such as audiovisual aids and digital tools, which can make learning motivating and create a more engaging environment. Additionally, they suggested increasing the number of hours devoted to teaching English; this can allow for better exposure to the language and better learning outcomes. Finally, the importance of administrative support was indicated as an important element that can help teachers implement the curriculum effectively. Overall, these suggestions show that teacher training, resources, sufficient exposure, and administrative support are key factors for a successful implementation of English at the level of primary school.

3.3 Teachers' interview: findings and interpretation

A semi-structured interview was conducted with 3 teachers in 3 different primary schools in Saida. Their teaching experience and direct involvement in English teaching provided important perspectives about the implementation of English at the primary school level and the main sociolinguistic challenges associated with it.

The following section presents the findings of each section of the interview and their interpretation.

Section A: General experience

Findings:

The interviewed teachers stated that they have less than three years of teaching experience. Regarding the teaching experience in primary school, they expressed positive attitudes and reported that they enjoy teaching at this level despite the challenges they may face. It is also worth noting that these teachers had not used English for a long period (approximately 15 years) before they started teaching English, which may influence their teaching practices.

Interpretation:

These findings suggest that although the teachers hold positive attitudes towards English teaching at the primary level, their limited teaching experience, combined with a lack of language practice for a long period of time, may affect their linguistic performance and instructional effectiveness. However, their positive attitudes may help in making them motivated and engaged in the teaching process despite these constraints.

Section B: French influence

Findings:

The three teachers emphasized the influence French has on learners' English teaching. They reported that students tend to mix the two languages mainly in speaking. Notably, one teacher pointed out that this tendency is present more among the third-year level pupils, stating: "Third year students tend to mix French and English more frequently, producing forms such as "sameday", which combines *samedi* and *Sunday*."

This influence was identified as having positive and negative effects. On the one hand, teachers reported that French can facilitate learning by providing familiar vocabulary and structures. One teacher provided the example of "agency ", noting that it was translated as "agence" in French to students to facilitate their understanding. On the other hand, they noted that it can hinder the learning process, primarily at the level of pronunciation. This interference is reflected in the types of errors pupils make, as they tend to pronounce certain letters according to French pronunciation rules.

Interpretation:

These findings reveal the influence of French (L2) on the English learning process in a multilingual context. Language transfer was reflected in pupils' tendency to mix French and English, particularly in speaking, as they relied on their prior linguistic knowledge when learning a new language. While positive transfer was observed in the use of familiar vocabulary and structures, negative transfer occurred in pronunciation, where learners applied French phonological rules to English, resulting in errors. The example provided by the teacher illustrates this interference. Hence, French influence can enhance and hinder the English learning process at the same time, showing the complex nature of cross-linguistic influence.

Section C: Cultural and Ideological Issues

Findings:

The three teachers confirmed that the majority of pupils like English, noting that they show interest and enthusiasm during classroom activities. Concerning cultural identity, teachers agreed that learning English can affect pupils' cultural identity. However, they emphasized

that pupils do not face difficulties in understanding English cultural content, indicating that the material taught at the primary level remains basic and does not consist of complex cultural aspects. In addition, teachers indicated that they do not actively adapt cultural content to the Algerian context, as pupils are still beginners and their focus is mainly on acquiring fundamental language skills. Regarding parents' perceptions, respondents affirmed that the majority of parents have positive attitudes towards the introduction of English at the primary level. Nevertheless, one teacher mentioned an exceptional case in which a parent expressed negative opposition to English learning, associating it with foreign influence and cultural concerns.

Interpretation:

These findings suggest that English is positively perceived by both pupils and their parents, which reflects a supportive environment for its introduction at the primary level. Admitting the fact that learning English can affect pupils' cultural identity reflects the awareness of sociolinguistic Implications of learning a universal language. The absence of significant challenges in understanding cultural content can be explained by the simplicity of the curriculum, which limits exposure to cultural aspects at this level. Furthermore, the absence of cultural adaptation suggests that instructional focus is mainly linguistic rather than cultural. Finally, the exceptional case of parental opposition to English indicates that, despite the general positive perception of its introduction, some ideological concerns related to foreign influence remain present within the social context.

Section D: Socioeconomic challenges

Findings:

The interview results have shown that the majority of pupils do not receive help to learn English at home, while a few of them receive support from their parents. Additionally, Teachers reported significant differences in English learning between pupils from different social backgrounds. In particular, pupils with educated parents who practice foreign languages with them at home tend to perform better in English than others. One teacher provided an example of a brilliant student whose mother is a French teacher and who regularly practices English with her at home, resulting in excellent outcomes. Regarding private tutoring, teachers confirmed that there are some pupils who take private English lessons. However, their views differed

concerning its effectiveness. While two teachers indicated that pupils who attend private lessons tend to have more advanced language skills, another one argued that the difference is not significant and that learners' academic achievement depends primarily on their individual effort and willingness to learn rather than external support.

Interpretation:

These findings point out that socioeconomic factors play a significant role in determining pupils' English learning outcomes. The lack of support at home can limit learners' exposure to the language and reduce opportunities for practice outside the classroom. The observed differences between pupils from different social backgrounds suggest that parental education, language use at home, and access to educational resources play a role in unequal learning opportunities. The different views regarding private tutoring highlight that, although additional instruction may enhance some pupils' performance, it is not the only determining factor of success. Instead, individual efforts and willingness serve as crucial factors for pupils' academic achievements. Overall, these results emphasized the impact of social and environmental conditions on the effectiveness of English learning at the primary school.

Section E: Institutional challenges

Findings:

The data collected from the three teachers reveal a set of several institutional challenges that affect the introduction of English at the level of primary school. Regarding training, all teachers reported that they had received training before starting teaching English; however, this training took place only one week before the beginning of the academic year, and it was described as short and intensive. Consequently, teachers found it difficult to fully benefit from it, which made their first year of teaching very challenging. This difficulty was further intensified by the fact that they had not practiced English for a long time, requiring them to make additional personal efforts to enhance their language proficiency and teaching skills. Concerning the suitability of textbooks, all teachers agreed that the fourth-year textbook is appropriate for the learners' level and needs. However, their opinions differed regarding the other levels. One teacher stated that the third-year textbook includes random and not pedagogically effective tasks, while another one argued that the fifth-year textbook consists of texts with complex vocabulary and activities that are beyond pupils' level. In terms of institutional challenges, two

teachers reported that a large class is considered as a major issue, making classroom management difficult and time-consuming, which in turn reduces effective teaching time. While one hour was considered sufficient for third year classes, the 45-minute sessions designated for fourth and fifth years were seen as insufficient. Additionally, teachers reported a lack of administrative and parental support. Also, a significant lack of teaching materials was emphasized; all teachers reported that they personally fund resources such as photocopies, flashcards, and colored materials. Only one teacher mentioned having access to a data projector, whereas the others did not. Furthermore, teachers often purchase basic tools such as speakers for classroom activities, and one teacher even reported that he often buys markers for students who could not afford them. Teachers also reported that the official curriculum is heavy and time-consuming, where sometimes they need to merge two lessons in one session to cover the entire program.

Interpretation:

These findings emphasize that teachers do not receive enough institutional support to teach English effectively at the primary level. Although they had received training, its short duration and timing made it less useful, making the teachers feel insufficiently prepared, especially in their first year. This lack of training led the teachers to compensate with their personal efforts, which may affect both their confidence and teaching quality. In addition, the differences in opinions regarding the suitability of textbooks for different grade levels point out that teaching materials are not consistently adapted to pupils' cognitive and linguistic abilities. Large classes and insufficient instructional time restrict interaction and practice, which are key elements in the process of early language learning. The challenges are compounded by a lack of administrative and parental support, which increases the burden on teachers. Most notably, the lack of materials and the dependence on the teacher's own financial contributions indicate an under-resourcing problem. This can certainly affect teachers' motivation and their sustainability in the long run. In addition, the heavy curriculum puts pressure on teachers to cover the entire program despite the insufficiency of instructional time. This can affect the quality of the language learning process and limit teaching practices. Overall, these results indicate that the successful implementation of English at the primary level requires more institutional support, including better-planned training, appropriate teaching materials, and improved working conditions.

Section F: Teaching practice

Findings:

The interview results showed that teachers use a variety of teaching methods at the primary school level. These methods include the use of visual aids such as flashcards and pictures, as well as songs at the beginning of the session to engage pupils. Teachers also reported that using interactive techniques such as role plays, dialogues, and Total Physical Response activities facilitates learning and keeps the pupils engaged. Concerning effective practices, teachers emphasized that motivational strategies, particularly rewarding, contribute positively to pupils' engagement and participation. In contrast, they indicated that punishment approaches, especially when applied randomly, are ineffective, as pupils tend not to respond positively to such methods.

Interpretation:

The findings suggest that teachers adopt a learner-centered approach that emphasizes interaction, engagement, and the use of different teaching strategies, which are suitable for young learners. The effectiveness of rewards shows the importance of motivation in the learning process. While positive reinforcement encourages participation and enhances learners' interest in English, random punishment may hinder engagement and reduce learners' interest. Thus, these results prove that teachers should use supportive, interactive methods to create a positive classroom environment.

Section G: Policy Implementation

Findings:

All interviewed teachers agreed that English should be taught at an earlier stage. They justified their opinion that English became a universal language, highlighting its importance for communication, future academic opportunities, and access to knowledge. According to them, early exposure gives learners the chance to build foundational competence that will benefit them later in their education. However, teachers' perceptions differed in evaluating the success of the implementation of English at the primary school level. Two teachers described the introduction of English as moderately successful, indicating that the initiative is a positive step,

but it has not achieved its full potential. In contrast, one teacher considered the implementation generally successful, but noted the presence of several challenges that affect its effectiveness.

Interpretation:

The findings show that teachers strongly support the introduction of English at the level of primary school, due to its global status. This suggests that instructors hold positive attitudes towards the policy itself. Yet, their differing evaluations of English implementation highlight a gap between the policy's objectives and the classroom reality. Overall, the introduction of English is viewed positively, but its implementation appears to be faced with several challenges. Perceiving the English implementation at the primary level as average, possibly due to insufficient preparation and lack of support. These results suggest that a successful implementation of English depends on addressing the different sociolinguistic and institutional challenges.

Section H: Suggestions

Findings:

The teachers proposed several improvements to enhance the effectiveness of English language implementation at the primary school level. All participants emphasized the need for training programs and seminars not only for trainee English teachers, but also for the tenured teachers, that addresses both linguistic competence and pedagogical skills. Also, they highlighted the importance of providing adequate teaching materials and resources. In addition, teachers suggested increasing pupils' exposure to English by allocating more instructional time, as the current time is considered insufficient for effective learning. Furthermore, they reported the need for administrative support to facilitate classroom practices and reduce the faced challenges. Finally, teachers pointed out the Importance of parental involvement, encouraging parents to take a more active role in supporting their children's learning of English.

Interpretation:

These suggestions reflect the need for many improvements in order to enhance the implementation of English at the primary school level. The emphasis on training indicates that the current training programs are not truly sufficient to equip teachers with linguistic and pedagogical skills. Also, the demand for materials highlights the huge limitations in providing

teaching resources that affect the process of learning, as they personally fund them. Additionally, calling for increasing exposure suggests the insufficiency of the instructional time for effective language learning. Furthermore, the need for administrative support shows that teachers require more guidance and assistance in their work environment. Finally, parents' involvement can certainly foster the academic outcomes, showing that learning is not limited to the classroom.

3.4 Classroom Observation: Findings and Interpretation

The classroom observation represented an important research instrument in the present study, as it provided direct insights about the actual teaching and learning practices related to the implementation of English at the level of primary school. Through 13 observed sessions conducted in three different primary schools, the researcher was able to examine several pedagogical, institutional, and sociolinguistic aspects in the classroom environment. The findings obtained from the observations were analyzed quantitatively and qualitatively in order to identify recurring patterns, interpret classroom behaviors and interactions, and better understand the challenges influencing the implementation of English at the level of primary schools.

3.4.1 Observed Sessions and Classroom Context

Findings:

The classroom observation was conducted through 13 sessions in three primary schools:

- ✓ Ziani Khadidja
- ✓ Benzerrouki Ahmed
- ✓ Lot Mohamed
- The following table and figure present the number of observed sessions and the approximate class sizes in each school.

School	Number of Observed Sessions	Minimum Class Size	Maximum Class Size
Ziani Khadidja	4	20	25
Benzerrouki Ahmed	4	24	26
Lot Mohamed	5	30	35

Table 07: Number of Observed Sessions and Class Sizes in the Three Primary Schools

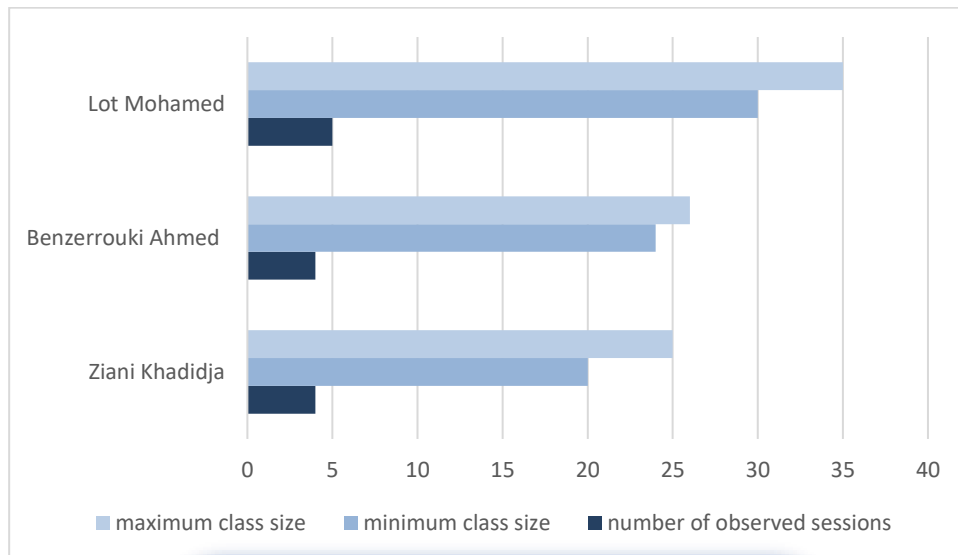


Figure 01: Observed Sessions and Class Sizes in the Three Primary Schools

Interpretation:

The variation in class size seemed to influence the teaching and learning process. Moderate-sized classes facilitated classroom management, learner participation, and teacher–student interaction. In contrast, larger classes created difficulties related to discipline, time management, and individualized attention.

3.4.2 Teacher-Student Interaction

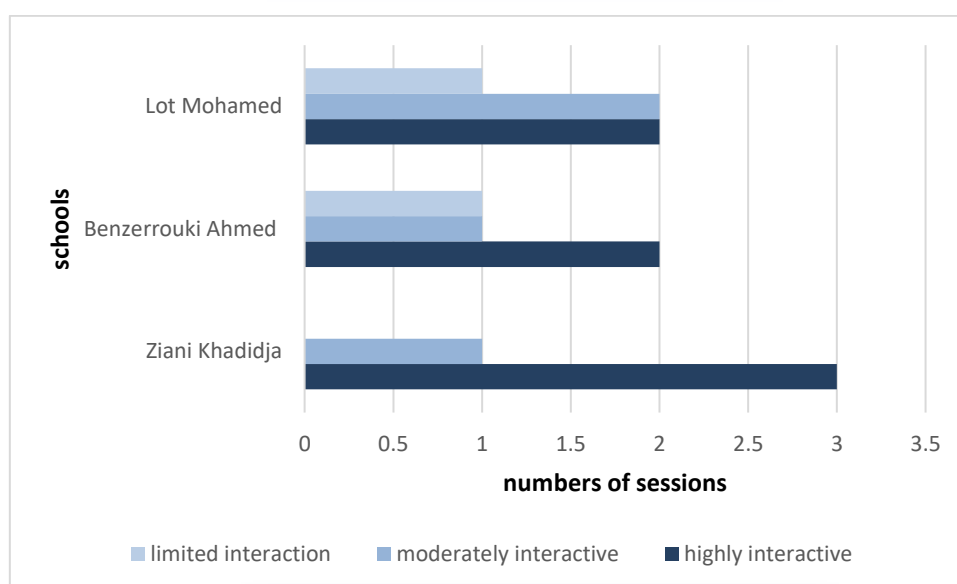
Findings

The observations revealed generally positive teacher–student interaction in the three schools. Teachers were motivated and supportive, while pupils showed enthusiasm toward learning English as a new language. However, interactions differed according to classroom conditions and class size.

- The following table and figure present the levels of teacher-student interaction observed in the three primary schools during the classroom observation sessions.

interaction level	Ziani Khadidja	Benzerrouki Ahmed	Lot Mohamed
Highly interactive	3	2	2
Moderately interactive	1	1	2
Limited interaction	0	1	1

**Table 08: Teacher-Student
Interaction level in Each School**



**Figure 02: Level of Teacher-Student
Interaction level in Each School**

Interpretation:

Teacher–student interaction was more effective in moderately sized classes, especially in Ziani Khadidja primary school, where the classroom atmosphere was organized and disciplined. In larger classes, classroom management difficulties occasionally reduced opportunities for individual interaction and affected the effectiveness of communication between teachers and pupils.

3.4.3 Pupils’ Responses and Participation

Findings:

A significant number of pupils in the three schools actively participated in the English sessions and responded positively to the instructions. However, there were some sessions with low participation and reduced engagement, in which several pupils were providing out-of-context responses and made noticeable mistakes.

Interpretation:

The findings suggest that most pupils in the three primary schools hold positive attitudes towards English learning. The variation in participation might be influenced by the classroom environment, learners’ confidence and class size. The observed mistakes made by pupils reflect a natural process of learning a foreign language at a young age.

3.4.4 Teaching Methods and Classroom Management

Findings:

Teachers in the three primary schools followed similar teaching procedures during the observed sessions. Lessons began with warm-up activities such as songs and motivational tasks to attract pupils’ attention and maintain engagement. This was followed by a lesson presentation and finally assessment activities. Teachers also used to employ Total Physical Response (TPR) activities to facilitate comprehension and interaction.

Additionally, the observations revealed the use of role plays and dialogues to encourage oral communication and vocabulary learning. Throughout all the observed sessions, the focus was primarily on developing speaking skills, whereas writing was assigned a brief time at the end

of the session. Grammar was taught implicitly, without an explicit explanation of any rule. Teachers also relied on several audiovisual teaching aids, including flashcards, pictures, speakers for playing songs, to support learners' understanding and motivation.

Teaching method	Frequency
songs	7
role plays	5
dialogues	8
TPR activities	9
flashcards/pictures	10

Table 09: Frequency of Teaching Methods in the Primary Schools

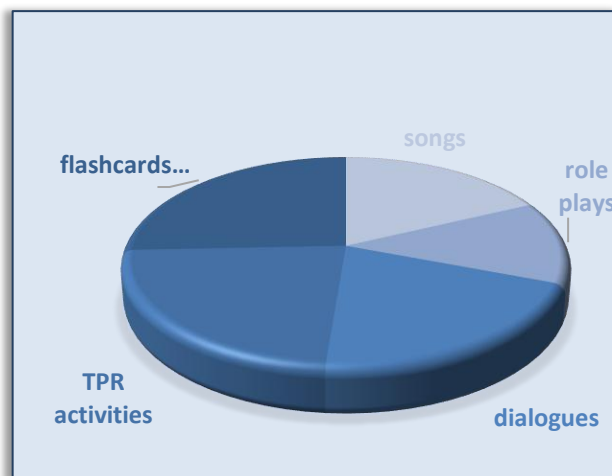


Figure 03: The Different Teaching Methods Used in the Primary Schools

Regarding classroom management, it differed from one school to another. In Ziani Khadidja, the classroom atmosphere was disciplined and well-organized, allowing all learners to be involved and participate actively. On the other hand, teachers in larger classes faced difficulties in classroom management and had insufficient time to complete assessment tasks.

Interpretation:

The findings reflected teachers' efforts to make English learning more effective for young learners. Using interactive teaching methods contributed positively to learners' engagement and participation. Additionally, Audiovisual materials and teaching aids helped in creating a motivating classroom environment. In contrast, classroom management challenges in larger classes negatively affected time management and the effectiveness of assessment activities.

3.4.5 Sociolinguistic Aspects:

Findings:

The classroom observations revealed that multiple languages were used during instruction: English, Arabic, and French. Code-switching was frequently observed, as teachers

tended to switch from English to Arabic (L1) or French (L2) in order to facilitate understanding and maintain communication with pupils. For example, one teacher explained some English terms with French equivalents, such as forest through “forêt” and mountain through “montagne”. The mother tongue was also present during classroom interaction to explain some instructions. Negative transfer from French to English pronunciation occurred repeatedly among pupils. For instance, the word “animals” was pronounced according to French pronunciation rules by many pupils as /a.ni.mal/, farm was pronounced as “ferme”, and April was pronounced as /avril/.

Interpretation:

The findings reflected the multilingual reality of the Algerian primary schools where Arabic, French, and English coexist. Some Sociolinguistic phenomena were observed inside the classroom. Code switching functioned as a tool to facilitate the understanding of instructions and vocabulary more easily. At the same time, the observations demonstrated the strong influence of French on pupils’ English learning. The repeated pronunciation errors illustrated cases of negative language transfer, where learners applied French phonological rules to English words. This confirms that French may support and hinder the process of introducing English at the primary school level.

3.4.6 Institutional Challenges

Findings:

There are several institutional challenges that were identified during the classroom observations. In the three primary schools, most of the teaching materials and classroom resources, including flashcards, photocopies, colored materials, and audiovisual aids, were funded by teachers. Also, Large class sizes represented a major challenge, particularly in Lot Mohammed Primary School. In addition, limited instructional time prevented teachers from completing all lesson stages in some sessions, especially assessment activities.

The observations also revealed some linguistic inaccuracies by teachers in pronunciation and writing during instruction. These difficulties appeared despite the teachers’ motivation and engagement throughout the lessons. Furthermore, teachers had to combine two lessons in a single session so that they could cover the entire syllabus.

Interpretation:

The findings highlighted the institutional challenges associated with introducing English at the primary level. The lack of sufficient materials increased teachers' responsibilities and negatively affected the quality of English instruction. Furthermore, overcrowded classrooms and insufficient instructional time reduced opportunities for individualized attention, classroom interaction, and effective assessment.

The observed linguistic inaccuracies may also reflect the need for additional professional and linguistic training for primary school English teachers. This suggests that teachers need continuous training and stronger institutional support. Also, the need to merge two lessons in one session clearly shows that teachers are working under pressure because of the large amount of content they have to cover, combined with insufficient time. This makes teaching less effective since it limits time for adequate practice and interaction.

3.5 General discussion of the findings

The present study aimed to investigate the sociolinguistic challenges associated with introducing English at the primary school level in Algeria and to examine how these challenges affect the process of teaching English. It addresses two main research questions:

What are the main sociolinguistic challenges affecting the introduction of English in Algerian primary schools?

How do these sociolinguistic challenges affect the implementation of English teaching at the primary school level in Algeria?

The results obtained through inspectors' questionnaires, teachers' interviews, and classroom observations revealed that the introduction of English at the primary school level in Algeria is associated with a set of sociolinguistic challenges rooted in the country's multilingual reality, historical linguistic situation, cultural perceptions, socioeconomic inequalities, and institutional conditions.

One of the main challenges identified in the findings is the multilingual nature of the Algerian linguistic context. The classroom observations, teachers' interviews, and inspectors' questionnaires all confirmed the coexistence of Arabic, French, and English during classroom

interaction. Code-switching between the three languages was frequently observed, especially when teachers used Arabic or French to facilitate understanding. Pupils also tended to mix between English and French, particularly in pronunciation and vocabulary. This was identified when pupils pronounced some English words according to French phonological rules, such as “animals,” or replaced an English word with a French one, such as Avril instead of April. Furthermore, the example provided by the teacher during the interview, in which he stated that some pupils tend to produce hybrid forms like “sameday,” illustrates the strong influence of French on English learning.

These findings support the literature reviewed in Chapter One concerning the multilingual situation in Algeria. Benrabah (2013) and Soulimane-Benhabib (2019) explained that Algeria is characterized by linguistic diversity where Arabic, Tamazight, French, and increasingly English coexist and serve different social functions. The observed code-switching practices confirm the sociolinguistic phenomena described by these scholars.

In addition, the results highlighted the mixed effect of French on English learning. While one inspector and two teachers agreed that French hinders the learning process, the other participants argued that it can facilitate and hinder the English learning process simultaneously. This was proved in the classroom observations, where both positive and negative transfer were identified. Positive transfer occurred when pupils relied on familiar French vocabulary to understand English words, whereas negative transfer was mainly shown in pronunciation errors.

These findings were supported in Mousse’s (2024) work, suggesting that introducing French and English at the same time in primary school can make pupils confused, due to the differences in pronunciation systems and spelling rules. In a similar vein, Kouicem (2019) highlighted that the historical dominance of French in Algeria is still influencing the implementation of English. Therefore, the current study demonstrates that French remains a major sociolinguistic factor that affects the implementation of English at the primary level.

Regarding cultural and ideological aspects, both inspectors and teachers expressed positive attitudes. They view English as a language of globalization and future academic opportunities. This positive perception may facilitate learners’ motivation and acceptance of English within Algerian society. Inspectors reported that they do not perceive English as a threat to local languages. While also teachers noted that there are no significant cultural challenges due to the simplicity of the instructions at the level of primary school, which focus on

foundational language skills and do not address cultural aspects. During the observed sessions, Pupils showed motivation and enthusiasm toward learning English. The finding confirms Afonina et al. (2024), who argue that positive attitudes and a positive perception of a language strongly influence motivation and engagement in foreign language learning. Although the positive attitudes that were identified, some concerns related to cultural identity and foreign influence were still present, in particular, the exceptional case of parental opposition reported by one teacher.

The findings revealed that there is a complex relationship between socioeconomic factors and English language learning. Teachers and inspectors agreed that parental educational level strongly influences pupils' learning outcomes. Pupils with educated parents who have knowledge of foreign languages and receive support at home show better performance and participation in the classroom. In contrast, pupils with less supportive educational environments had fewer opportunities to practice English outside the classroom, leading to unsatisfactory outcomes. However, inspectors did not agree on the broader impact of socioeconomic status. While one rejected its direct influence on English learning, the other remained neutral. This reflects a different perception of socioeconomic factors compared to the literature review, which mentions that social class plays an important role in defining English learning success, whereas inspectors acknowledged the role of SES only in specific aspects, such as parental education.

Teachers indicated that pupils who attend private lessons show advanced language skills, although individual effort and willingness were emphasized more than external support by one teacher. These findings are compatible with the previous research works, which emphasize that learners from higher socioeconomic backgrounds can benefit from more access to educational resources and learning opportunities. Notably, Dsouza (2025) highlights that the lack of parental support and insufficient learning resources reduce English proficiency.

Institutional aspects were recognized as one of the most important sociolinguistic challenges that affect English implementation in Algerian primary schools. Teachers reported several challenges, including the insufficiency of training programs, large class sizes, lack of teaching materials, and weak administrative support. Classroom observations confirmed these difficulties, particularly in larger classes where classroom management and individualized interaction became more difficult. In addition, teachers had to personally fund teaching materials such as flashcards, photocopies, speakers, and classroom supplies. Also, both

inspectors and teachers considered instructional time insufficient for a good exposure to the language. This was proven in the classroom observations, where teachers could not complete assessment tasks in some sessions.

The findings are consistent with the literature reviewed previously. Boy (2023), Khan et al. (2024), and Mousse (2024) confirmed that the lack of teaching materials, overcrowded classrooms, and insufficient teacher preparation reduce the effectiveness of language teaching reforms. Benrabah (2007) indicated that institutional aspects are often neglected when implementing a language reform in Algeria.

Furthermore, the classroom observations revealed some linguistic inaccuracies in writing and pronunciation by teachers. This suggests that teachers might need more training to enhance their linguistic and pedagogical skills in order to effectively teach English at the level of primary school. These findings align with Suar et al. (2025), who highlighted weaknesses in teachers' linguistic and pedagogical competence in teaching a foreign language, showing that these weaknesses affect pupils' performance and teaching quality.

Overall, the findings indicate that the sociolinguistic challenges associated with introducing English at the primary level are interconnected. They involve multilingualism, French linguistic influence, ideological perceptions, socioeconomic inequalities, and institutional limitations. These challenges reflect the complexity of implementing language reforms within the Algerian sociolinguistic context.

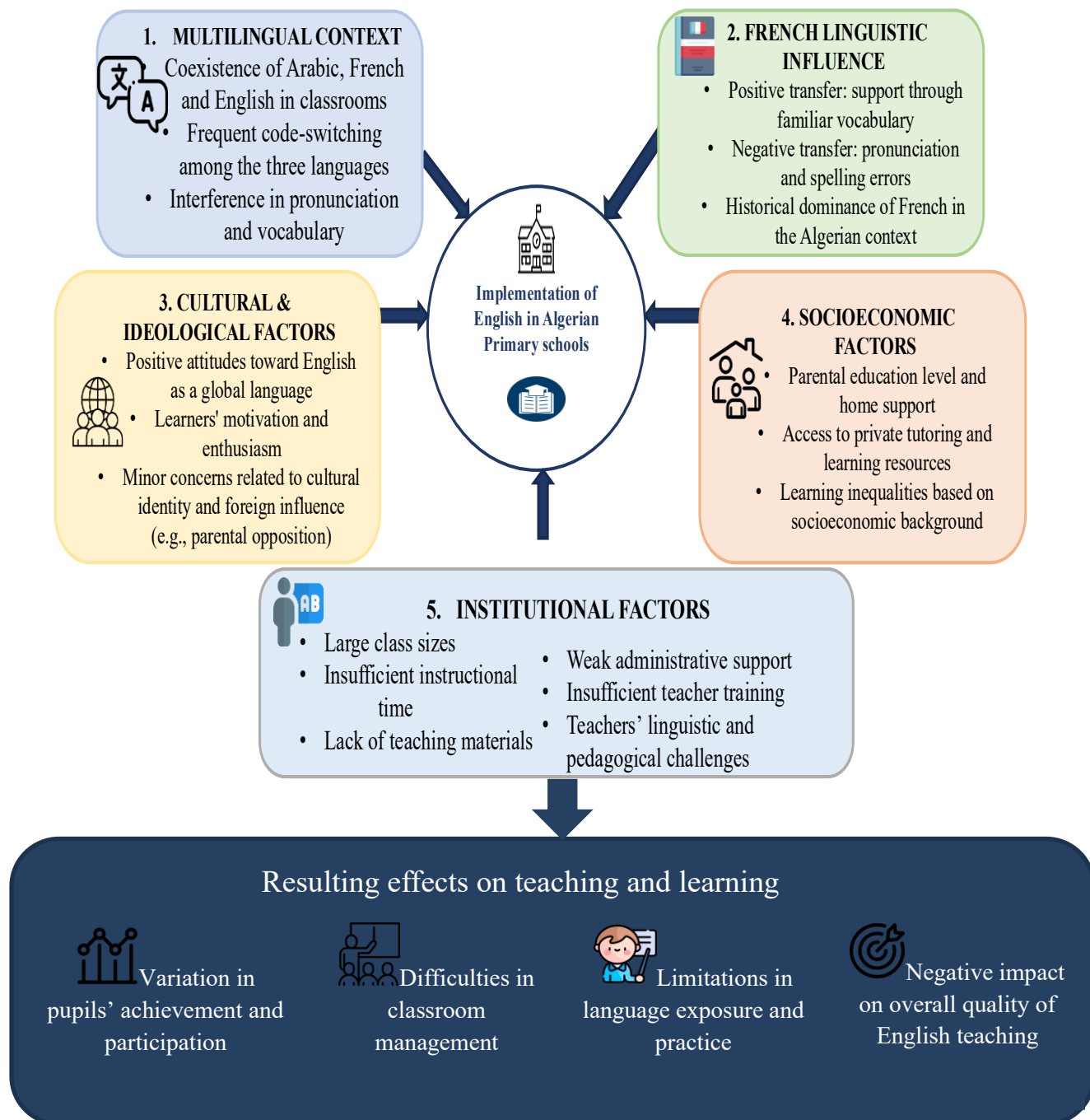


Figure 04: Sociolinguistic Factors Influencing the Introduction of English at the Algerian Primary School

3.6 Recommendations

Based on the findings of the present study, several recommendations can be proposed in order to improve the implementation of English teaching at the primary school level in Algeria and to reduce the sociolinguistic challenges associated with this educational reform. These recommendations are addressed to policymakers, curriculum designers, school administrations, teachers, parents, and future researchers.

3.6.1 Providing More Effective Teacher Training

One of the major issues that was noted in this study is the insufficiency of teacher training. There is an ultimate need for organizing continuous professional training programs for English teachers at the level of primary school, since teaching young learners requires specific pedagogical skills. These training programs should not focus only on pedagogical skills but also on developing linguistic skills. Training sessions must provide information regarding classroom management strategies, especially for large classes, modern methods of teaching, communicative techniques that encourage interaction and participation, and children's psychology. In addition, teachers should receive guidance on how to deal with multilingual classrooms where Arabic, French, and English coexist. Also, there must be special emphasis on teaching pronunciation, building vocabulary, and strategies that can simplify language learning for pupils.

2. Improving Educational Resources and Classroom Conditions

The findings of the study revealed that overcrowded classrooms and the lack of teaching resources hinder the implementation of English teaching in primary schools. This calls for the need to provide schools with adequate learning materials suitable for children's learning process. These materials should include flashcards, posters, digital resources, audio materials, and interactive activities that facilitate language acquisition. Primary schools also need to be equipped with technological tools that support language learning, such as projectors, computers, and audio devices. Using technology in the teaching of languages will motivate students in the learning process and help in creating a more engaging environment.

In addition, efforts should be made to reduce overcrowded classrooms because large class sizes limit interaction between teachers and pupils and make classroom management more

difficult. Moderate classes make classroom management easier, allow teachers to use interactive methods more effectively, and provide individual attention for learners.

3. Raising Parents' Awareness and Strengthening School–Family Cooperation

The study showed that parental educational level and attitudes towards English may influence pupils' motivation and learning experiences. For this reason, schools and educational authorities should organize awareness campaigns and meetings to explain the importance of English in the modern world and its role in education, communication, science, and professional opportunities.

Parents should also be encouraged to support their children's language learning at home through simple practices such as encouraging reading, listening to educational content, and practicing simple English conversations. Even parents who do not master English can contribute by encouraging their children and showing interest in their academic performance. Moreover, strengthening communication between schools and families may help identify pupils' difficulties at an early stage and provide appropriate support.

4. Revising and Adapting the Curriculum to Young Learners' Needs

The English curriculum should be revised and adapted according to the needs, cognitive abilities, and learning pace of pupils at the primary level. Teachers reported that the current curriculum is overloaded, which often forces them to combine two lessons within a single session in order to complete the program on time. Therefore, reducing the density of the curriculum and selecting content that is more suitable for pupils' age and proficiency level would contribute to improving understanding and the overall effectiveness of English language instruction.

5. Strengthening Administrative Support and Efficiency

Strengthening administrative support for teachers in primary schools can play an important role in enhancing the implementation of English. It has been noted that teachers did not receive enough administrative support, thereby increasing their responsibilities and making them less able to concentrate on their teaching. Coordination between the administration and teachers, along with creating support systems for them, would help reduce pressure on them. Moreover, a more efficient administration that provides the required learning materials to teachers and

responds to their requests will help create a better environment for teaching and enable teachers to perform their duties more effectively.

6. Encouraging Interactive and Motivating Teaching Practices

The results of the study showed that most pupils hold positive attitudes towards learning English. Therefore, teachers should benefit from this motivation by adopting interactive and learner-centered teaching practices that make language learning enjoyable and meaningful. Activities such as songs, games, storytelling, role play, group work, and oral communication tasks can increase pupils' participation and help them develop confidence in using English. Classroom activities should focus more on communication, since learners tend to learn better through interaction and entertainment. Teachers should also create supportive classroom environments where pupils feel comfortable expressing themselves without fear of making mistakes. Positive reinforcement and encouragement can help in improving learners' motivation and performance.

7. Taking Algeria's Sociolinguistic Reality into Consideration

Since Algeria is characterized by linguistic diversity, the policy of language reform should consider the sociolinguistic background of the learners. Coexistence of the Arabic language, French, Tamazight, and English may cause interference and confusion for some pupils. Therefore, curriculum designers should develop teaching methodologies that acknowledge multilingualism as a reality rather than treating languages as completely separate systems. More emphasis should be placed on helping pupils understand the differences between the pronunciation systems, spelling rules, and structures of the languages they learn. Furthermore, teaching materials should respect Algerian cultural identity while encouraging the learning of foreign languages. This balance may help minimize ideological concerns and encourage a more positive perception of English learning within society.

7. Conducting Further Research on English Teaching in Algerian Primary Schools

Additional research should be conducted to shed light on the possible impact that teaching English in primary schools in Algeria may have on its learners in the long run. Such research might look into the language development of these students, the efficiency of current teaching materials, and the impact of multilingualism on language learning. Researchers might also consider the differences between different regions in Algeria concerning their use of the English

language in primary schools, as well as parental, administrative, and policymakers' views about this matter. Furthermore, these studies might help understand the impact of early English learning on these pupils' academic performance and future language proficiency. This kind of research may contribute to improving language policy reforms and developing more effective strategies for teaching English in Algerian primary schools.

3.7 Conclusion

This chapter has reviewed the findings of the study and their discussion concerning the sociolinguistic challenges of introducing English at the primary school level in Algeria. The analysis has shown that there are several sociolinguistic, institutional, and pedagogical challenges involved in implementing English at the primary school, among which are multilingualism, lack of professional training for teachers, insufficient teaching materials, crowded classes, and limited time for teaching.

Based on these findings, several recommendations were proposed aiming to improve the quality of English teaching in primary schools. These recommendations included the consideration of the sociolinguistic situation in Algeria, continuous teachers' professional training, improvement of teaching resources, strengthening the administrative support, and parents' engagement in learning languages.

Overall, this study highlighted the complexity of introducing English in the Algerian primary education system and stressed the need for effective educational strategies that consider both sociolinguistic realities and classroom need

General conclusion

The introduction of English in primary schools in Algeria is seen as an important educational reform, emphasizing the importance of English as an international language of communication, education, science and technology. This research aims to study the sociolinguistic challenges associated with the introduction of English at the primary school level in Algeria, and to explore the ways in which these challenges affect the teaching of English. The research was guided by two main hypotheses. The first hypothesis states that the introduction of English in Algerian primary schools is affected by sociolinguistic challenges such as the influence of French, cultural and ideological concerns, socioeconomic differences, and some institutional issues. The second hypothesis indicates that institutional and pedagogical constraints, including insufficient teacher training and limited teaching resources, negatively affect the effective teaching of English at the primary level.

Based on the data collected from teachers' interviews, inspectors' questionnaires, and classroom observations, the findings of the study confirm both hypotheses. The results show that the implementation of English in Algerian primary schools is not only a pedagogical process; it is also a multi-faceted socio-educational one.

Concerning the sociolinguistic dimension, the findings show that the multilingual reality of Algeria plays a central role in shaping English language learning. The coexistence of Arabic, French, and English in the classroom creates a dynamic but challenging linguistic environment. Code-switching was frequently observed, with teachers and pupils switching languages to facilitate understanding and maintain interaction. Learners often transferred French phonological and lexical patterns to English, which resulted in pronunciation errors and hybrid forms. This confirms that the introduction of English is influenced by French, which continues to have a powerful impact on learners' language production.

In addition, cultural and ideological perceptions were found to play a generally positive role in the introduction of English. Both teachers and inspectors had positive attitudes toward English, considering it a language of globalization, and future academic opportunities. Pupils also were motivated during classroom observations, which indicates a positive reception of English at the primary level. Nevertheless, despite the overall positive attitude, isolated concerns related to cultural identity were noted, suggesting that ideological acceptance is not entirely uniform in the whole society.

The study also confirmed the importance of socioeconomic factors in shaping pupils' performance in English. The results have shown that parental educational background influences learners' achievement. Pupils who have educated parents and practice languages at home tend to perform better, as they get additional support at home. However, learners from low socioeconomic backgrounds lack exposure to the language outside the classroom, which limits their progress. Although inspectors had differing views regarding the overall impact of socioeconomic status, but the interviews' findings suggest that inequality in access to linguistic support contributes to differences in learning outcomes.

Furthermore, institutional and pedagogical constraints were identified as a major obstacle to the effective implementation of English in primary schools. The findings have shown that insufficient teacher training, crowded classrooms, lack of teaching materials, and limited instructional time significantly affect the quality of English teaching. Teachers often face difficulties in managing large classes and in providing individualized support to learners. In addition, teachers reported the need to personally fund teaching resources, which reflects a lack of institutional support. Classroom observations also showed that time constraints sometimes prevent teachers from completing assessment activities. Observed linguistic inaccuracies indicate the need for additional training. Without proper support, teachers may struggle to fully implement curriculum objectives, which directly affects learners' outcomes.

Overall, the findings of this study show that introducing English at the primary school level in Algeria is shaped by interrelated sociolinguistic and institutional factors. These factors interact in complex ways that influence both teaching practices and learning outcomes. Multilingualism, the influence of French, socioeconomic disparities, generally positive but sometimes mixed cultural and ideological perceptions, and institutional constraints together shape the context in which English is implemented.

In conclusion, this study confirms that the successful introduction of English in Algerian primary schools cannot be achieved through curriculum reform alone. It requires a comprehensive approach that takes into account the sociolinguistic reality of learners and strengthens institutional support. Addressing these challenges can help in creating more balanced and efficient environment for early English language teaching in Algeria.

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Appendix: Teachers' Questionnaire

This questionnaire is part of a Master's research project on the sociolinguistic challenges of introducing English in primary schools in Algeria. It aims to collect inspectors' views about the implementation of English in primary schools and the difficulties encountered.

All responses will remain confidential and will be used only for research purposes. Your cooperation is highly appreciated.

Section A : Professional Information

1. Years of experience as inspector:

☐ 1–5 years

☐ 6–10 years

☐ >10 years

2. How many schools do you supervise?

Section B: Language Policy and Implementation

3. The introduction of English in primary schools is:

☐ Very successful

☐ Successful

☐ Average

☐ difficult

4. The policy of introducing English at the primary school was well prepared:

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

5.Are the official objectives of the English language curriculum in primary school clearly defined and understandable for teachers?

☐ Yes

☐ No

If no, please what was ambiguous.

Section C: French Influence

6.French affects English learning:

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

7.Do you think that French can facilitate or hinder the process of learning English and why?

Section D: Cultural and Ideological Issues

8. English is considered as a language of globalization and modernity in Algerian society:

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

9. English is perceived as more useful than French for the future of pupils:

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

10. Some families see English as a threat to local languages (Arabic or Tamazight):

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

Section E: Socioeconomic Challenges

11. Parents' educational level influences pupils' success in English:

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

12. Families with higher socioeconomic status provide more support for English learning:

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

Section F: Institutional Challenges

13. Most schools have access to teaching aids (audio, pictures, digital tools):

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

14. Teachers are adequately trained to teach English at the primary school:

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

15. The number of hours devoted to English instruction in primary school is sufficient.

☐ Yes

☐ No

16. The curriculum is appropriate:

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

Section G: Suggestions

18. What improvements do you suggest?

Interview guide

This interview is part of a Master's research project on the sociolinguistic challenges in introducing English in Algerian primary schools. It aims to collect teachers' opinions and experiences about English teaching and learning at the primary level.

All information will remain confidential and will be used only for research purposes.

Thank you for your cooperation.

Part 1: General Experience

1. How long have you been teaching English?
2. How do you feel about teaching English in primary school?

Part 2: French Influence

4. Do pupils use French when learning English?
5. Does French help or confuse pupils? how?
6. What types of errors do pupils make due to the influence of french?

Part 3: Cultural and Ideological Issues

7. Do pupils like English?
8. Do you think English affects pupils' cultural identity?
9. Do pupils have difficulties understanding English cultural content? Examples?
10. How do parents perceive English teaching?
11. Do you adapt cultural content to Algerian culture? How?

Part 4: Socioeconomic Challenges

12. Do pupils receive help with learning English at home?

13. Do you notice differences in learning English between pupils from different social backgrounds?

Examples?

14. Do pupils take private English lessons? Are these pupils better in English?

Part 5: Institutional Challenges

15. Did you receive training before teaching English?

17. Are the English textbooks suitable for the pupils' level and learning needs?

18. What institutional challenges do you face?

Examples:

- Lack of time
- Lack of support
- Lack of materials
- Large classes

Part 6: Teaching Practice

19. What kind of teaching methods do you use?

20. What works best?

21. What does not work?

Part 7: Policy implementation

22. Do you think English should be taught earlier?

23. To what extent do you consider the introduction of English is successful?

Part 8: Suggestions

24. What do you think should be improved for a more effective implementation of English at the primary schools?