

**People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Tlemcen**



**Faculty of Letters and Languages
Department of English**

**Pupils' and Parents' Attitudes towards the Recent Implementation of
English in the Algerian School.**

Dissertation Submitted to the Department of English as a Partial Fulfilment
of the Requirements for Master's Degree in Didactics of Foreign Languages.

Presented by

Nesrine Benyelles

Supervised by

Dr. Youcef Messaoudi

Board of Examiners

Prof. Hafida Hamzaoui

President

Dr. Youcef Messaoudi

Supervisor

Dr. Taoufik Djennane

Examiner

2022 - 2023

Dedication

This work is dedicated to my family and friends, especially my sister Nadia.

Acknowledgment

I share the credit of my work with my supervisor Dr. Messaoudi for his invaluable guidance, feedback and support during my master's research journey.

Thanks and gratitude should also go to the members of the jury, Prof. Hamzaoui and Dr. Djennane for their time and effort reading my work and for their constructive comments and remarks.

Special recognition are also devoted to the participants, teachers and parents, who shared information without any hesitation and responded to the questions during the research, without forgetting to thank my classmates for their help and support in a way or another in this research.

Abstract

Parents' involvement has a significant role in their children educational process. More than that, their attitudes towards educational reforms and change have a huge impact on creating positive or negative attitudes among pupils in learning a new subject. This research aims to explore the parents' and pupils' attitudes towards the implementation of English in primary schools in Algeria. Besides, the study also sheds light on these attitudes influence on the pupils' motivation and achievement at early age. For this purpose, an exploratory case study was conducted addressing third year EFL pupils. To fulfil the aim of the current study, the researcher has adopted a direct method to measure the attitudes of the agents through two main instruments: a questionnaire addressed to ninety four parents, as well as a semi-structured interview with six EFL teachers who were selected according to their accessibility. The data collected has been analysed in quantitative and qualitative way. The latter revealed several results about positive attitudes of both parents and pupils towards the introduction of new foreign language at early age due to number of factors. Furthermore, the results showed that the parents' and pupils' positive attitudes increased the motivation and had better learning outcomes. Based on the findings of this present research and the previous literature, some recommendations were provided to avoid any constraints and enlightening the teaching learning process.

Key words: Attitudes, Educational Reforms, EFL Teaching and Learning, EFL Pupils, Parents

List of Abbreviations

CPH: Critical Period Hypothesis

EFL: English as Foreign Language

LAD: Language Acquisition Device

L2: Second Language

LIEP: Language in Education Policy

LPP: Language Planning and Policy

SLA: Second Language Acquisition

Table of Content

Dedication	I
Acknowledgment	II
Abstract	III
List of Abbreviations.....	IV
Table of Content.....	V
List of Figures	VII
List of Tables.....	VIII
General Introduction	1

CHAPTER ONE : LITERATURE REVIEW

1.1	Introduction	5
1.2	Language Planning and Policy in Algeria	5
1.2.1	Types of Language Planning	6
1.2.2	Competition between Foreign Languages in Algeria	9
1.3	English Language in Algerian Primary Schools	14
1.3.1	The Requirements of Successful Change in Education.....	14
1.3.2	The Importance of Attitudes.....	16
1.3.3	Parents Attitudes toward the Change	18
1.3.4	Second Language Acquisition vs. Critical Period Hypothesis	20
1.3.5	The Challenges of Teaching English in the Algerian Primary Schools	30
1.3.6	The Dominance of English Language in the World.....	33
1.4	Conclusion.....	35

CHAPTER TWO: RESEARCH PROCEDURES AND FINDINGS

2.1	Introduction	37
2.2	Research Design	37
2.3	Sample.....	38
2.4	Data Analysis	39
2.4.1	Parents' Questionnaire	39
2.4.2	Teachers' Interview.....	56

2.4.3 Interpretation of the Results	64
General Conclusion	68
Appendix A: The questionnaire	79
الإستبيان	84
Appendix B: The Interview	88

List of Figures

Figure 1.1. The Hierarchical Model of Attitude.....	p17
Figure 1.2. Comprehensible Input in Second Language Acquisition	p24
Figure 2.1. The Age of Parents.....	p40
Figure 2.2. Parents' Opinions about Teaching Foreign Languages in Primary Schools.....	p47
Figure 2.3. Parents' Preferences toward Foreign Languages in Primary Schools	p48
Figure 2.4. Parents' Attitudes towards Implementing the English Language in Primary Schools.....	p49
Figure 2.5. Parents' Participation in their Child Education	p50
Figure 2.6. Difficulty Rate in Learning New Languages	p51
Figure 2.7. Difficulties in Learning New Languages	p52
Figure 2.8. Teaching Two Foreign Languages	p53

List of Tables

Table 1.1: Haugen’s (1983:275) revisited model of language planning	p08
Table 1.2: The Difference between Language Acquisition and Language Learning	p21
Table 1.3: Examples of Activities that Adress Multiple Intelegences	p27-28
Table 1.4: The World's Most Spoken Languages In 2022	p34
Table 2.1: Frequencies –Percentages of Parents’ Educational Level.....	p41
Table 2.2: Parents’ Occupations.....	p42
Table 2.3: Languages Spoken by Parents.....	p44
Table 2.4: Ranking the Languages According Their Importance for Parents	p46
Table 2.5: Suggestions of Parents for Sufficient Time to Teach English	p55

General Introduction

Through years, the Algerian government dictated new reforms and change in the educational system. One of these reforms is the introduction of English in Algerian schools. English language is the third most spoken language in the world. It is the official language of 53 nations, and it is spoken and taught in more than 118 countries, including China, Russia, Spain, and Germany, where it is taught as a foreign language (Crystal, 2003). Also, Algeria considers English as a foreign language that is taught as a schools subject after revising the entire educational policy before 1999. President Abd el Aziz Bouteflika (1999) declares: “it is unthinkable.....to spend ten years studying in Arabic pure science when it would only take one year in English” (Benrabah 2013, p. 75). Introducing the English language in secondary and middle schools as a foreign language along with the French language was the first step towards the reform process. Moreover, policymakers attempted to go beyond the expectations of the community and implemented English in primary schools in 1990’s, when pupils were free to choose between English or French as a mandatory foreign language. This policy was soon discarded because of no qualified teachers were provided to deal with children and teach them a foreign language at early age. Also, the number of families who selected English as foreign language to study in primary schools was between 0.33% and 1.28% of the total population. In 2022, president Tebboune launched a new reform of introducing English in primary schools as a new step toward the change and a better future.

The above-mentioned situation motivates the researcher to launch the current study and raise some questions to investigate. This research seeks to identify the pupils’ and parents’ attitudes towards the implementation of English in primary schools and the learning of foreign languages at early age. In addition, the influence of parents’ attitudes on their children’s learning achievement is also to investigate. Our objectives can be, therefore, restated as following attitudes of two important stakeholders of society (parents and EFL pupils) towards teaching English at primary schools, and the value of the English language in the Algerian community.

In order to attain these objectives, the researcher strives to answer the following questions:

1. What are the parents' attitudes towards the implementation of English in primary school?
2. What are the pupils' attitudes in their first experience in EFL classroom?
3. How can the pupils' and parents' attitudes affect the learning of English in primary schools?

The aforementioned questions prompted the formation of the following hypotheses:

- 1) Algerian parents have positive attitudes towards the implementation of English in primary schools.
- 2) Pupils will have positive attitudes towards the implementation of English in primary schools regardless the difficulties they may face during their first experience in an EFL classroom.
- 3) Positive attitudes of both pupils and their parents lead to high motivation and better learning outcomes in early age.

To provide answers for the above-mentioned research questions and test the hypotheses validity, an exploratory case study is conducted to collect and analyze the necessary data. This case study is meant to study the target issues through investigating teaching English in six primary schools in Tlemcen. It is accomplished through adopting two research tools: a questionnaire for parents and a semi-structured interview with teachers. This variety of instruments yields both quantitative and qualitative data which will be analysed using direct method.

The current work is divided into two chapters. The first chapter provides theoretical framework and encompasses two sections, the first of which discusses related terms to language planning and policy, along with the competition of two foreign languages in Algeria. The second section provides an overview of relevant literature on the requirements of successful change in education and parents' attitudes towards change. In addition to the concepts related to learning and acquisition, learners diversity. For the second chapter, it represents the practical side

of the study. It covers the research methodology, the research tools that were implemented, the data analysis and interpretation of the findings for both the questionnaire and the semi-structured interview. This work concludes with a discussion of the findings, a list of study limitations, and some recommendations for further research in this field.

CHAPTER ONE :

LITERATURE

REVIEW

1.1 Introduction

Language planning and policy, or LPP, is a relatively new field that got its start in the 1960s, introduced by Haugen. Along with that, LPP seeks to solve a problematic issue concerning which language will be suitable for a community as an official national, second, or foreign language, as well as try to put an end to linguistic conflicts.

The beginning of this section attempts to define language policy, planning, and the types of LPP. Next, the researchers have introduced the competition between the foreign languages in Algeria, especially French vs. English. The last section sheds light on the requirements of successful change and parents attitudes towards change. In addition to second language acquisition and critical period hypothesis, concepts that tackles the feasibility of learning at an early age. Along with the reasons led to the unsuccessful implementation of English in Algerian primary schools in 1993. The last part deals with the dominance of the English language and its status in the world.

1.2 Language Planning and Policy in Algeria

There have been several attempts to define these terms, language planning and language policy, but it is necessary to cover different definitions. In recent decades, some researchers, such as Kaplan and Baldauf (1997, as cited in Johnson 2013, p. 4), have defined language policy as "a body of ideas, laws, regulations, rules, and practises intended to achieve the planned language change in the societies, group or system." (p.xi). From Spolsky's perspective (2004), language policy "is a set of managed and planned interventions supported and enforced by law and implemented by a government agency" (p.05).He also adds that the term "language policy" can be used to describe all of a community's or polity's "language practices, beliefs, and management decisions" (p. 09). According to Baldauf (1994), the process of implementing language policy across all feasible areas of language use that the policy might cover was known as language planning. Spolsky (2012, p. 3) has mentioned that language policy is a result of language planning. Despite how widely used the term "language planning" is in some research works, like Spolsky

(2004, p. 08), some have used the term "language management, language engineering, or treatment" instead of language planning.

Although there has been some discussion regarding the connection between "language policy" and "language planning," as well as numerous attempts to distinguish between the two terms, Hornberger (2006, as cited in Stemper & King, 2017) asserts that the two are "inextricably related". In other words, they are fundamentally linked. In fact, there is no clear difference between planning and policy. For one thing, some claimed that policy "planning subsumes policy" (Fettes 1997; Kaplan and Baldauf 1997), while others believed that "policy subsumes planning" (Ricento 2000; Schiffman 1996) (cited in Stemper & King, 2017).

To end this misconception, Fettes (1997 as cited in Djennane 2016) suggests the idea of "language policy and planning", or "LPP," due to the controversy over which field encompasses the other one.

1.2.1 Types of Language Planning

Language planning as a concept consists of four main types of planning, including corpus planning, status planning, acquisition planning, and prestige planning.

1.2.1.1 Corpus Planning

Corpus planning refers to all the changes that occur in the form and structure of the language or variety. It deals with "language form" rather than "language use" (Djennane, 2016, p. 14). In other words, it refers to language structure. In corpus planning, the process is attained by changing existing words or expressions from a language and inventing new ones; i.e., it may involve activities like creating a dictionary to serve as a reference for authors and speakers within a particular speech community (Haugen, 1959). Further, a new writing system may also be introduced for languages that did not previously have one, as well as the inclusion of foreign words. For instance, Djennane (2016, p. 110) demonstrated the fact that Tamazight only existed orally in the past; there was no written form. Now, the Tamazight has a writing system, and it is taught in some schools as a fundamental subject.

1.2.1.2 Status Planning

Status planning refers to all official decisions taken to select an adequate use of language. As stated by Djennane (2016, p. 12), governments and other authorities are primarily responsible for status allocation. As a result, status planning typically takes the form of top-down political legislation highlighting the languages that are required or allowed in particular situations. Although the term "status planning" is frequently used in the domain, linguists do not universally accept it. Fishman (1980) and Cobbarubias (1983) have favoured "allocation of function" over status planning, while Rubin (1979) uses "allocation of use" (cited in Djennane, 2016, p. 12). Such planning necessitates steps to follow, Haugen (1983, as cited in Djennane 2016) suggested for language planners the following steps: selection, codification, implementation (dissemination), and elaboration in his model, which was revised later on in the 1980s. As for selection and implementation, they are related to status planning, whereas codification and elaboration are part of corpus planning.

Haugen (*ibid.*) explained that in his framework of planning, selection refers to making a decision or choosing a language variety for the purpose of fulfilling some basic function in society. Codification is concerned with the creation of languages' systems like writing systems, rules, and vocabulary. To have effective language planning, the above steps of Haugen should be joined with implementation and elaboration. Implementation comes mostly in the form of textbooks, newspapers, and books that are helping to spread the codified language to the community. Besides, elaboration covers the development of language use that aims to satisfy the demands of modern communication.

Table 1.1: Haugen's (1983:275) revisited model of language planning ,cited in Djennane, 2016.

	Form (policy planning)	Function (language cultivation)
status planning	1. Selection (decision procedures) a. Problem identification b. allocation of norms	3. Implementation (educational spread) a. correction procedures b. evaluation
corpus planning	2. Codification (standardization procedures) a. graphisation b. grammatication c. lexication	4. Elaboration (functional development) a. terminological modernisation b. stylistic development c. internationalisation

1.2.1.3 Acquisition Planning

It focuses on the teaching and learning of languages, whether they are first, second, or foreign languages. For instance, French and English are used in the Algerian education system. A simple definition is given as " processes of natural acquisition and conscious and deliberate teaching or learning of language(s), whether national or second or foreign, in the home, community, or education sectors" (Djennane, 2016, p. 18).

In later studies, such as Kaplan and Baldauf (1997), the term "language in education policy" (hence LIEP) was used instead of acquisition planning because acquisition planning has picked up steam as a notion commonly associated with language teaching and learning in schools (language education policy in Spolsky, 2004).

1.2.1.4 Prestige Planning

Prestige can be loosely described as giving value or position to something over others. For Ager (2005), prestige urged for the target language to be viewed as seductive and/or superior to the language(s) with which it was contrasted. In simple words, prestige planning basically aims to increase the glory of any given language

in order to influence members of the targeted speech community to view it favourably. Ager (2005) used the term “image planning”. More than that, Ager (2005, p. 33) says "prestige planning requires there to be a ‘baddie’ as well as a ‘goodie’: for one language to be preferred, there must exist at least one other language, speaker, or group of speakers who is to be decried, attacked, or condemned". Some individuals may see status and prestige planning as sharing the same role. In fact, they are two distinctive concepts. According to Baldauf (2006, as cited in Djennane 2016), status planning is a result of legislation, while prestige planning is a result of people's attitudes towards a language or variety.

1.2.2 Competition between Foreign Languages in Algeria

Algeria is considered a country full of history and antiquities that date back to prehistoric and postcolonial times. Up until now, Algeria has tended to be a multilingual nation, and the language situation is a result of many years of conquest and occupation, namely by Turks, Islamic occupations, and French colonisation. Benrabah (2014) mentioned that from the ancient past to 1962, Algeria was easy to colonise and settle due to the Berbers' inability to govern the territories of the Berbers, the natives of Algeria. This led to several conquests and occupations. However, our concern is the French colonisation and its influence on Algerian identity in the past and present, particularly the impact of colonisation on language policy and planning for a multilingual community. Along with, English was introduced as a competitor language for French.

1.2.2.1 French Language Dominance

Back in time, from 1830 until 1962, Algeria was colonized by the French army, which attempted to remove any aspects of Islam, Algerian culture, and their language. Rezig (2011) stated that Algerians were required to learn French as their national language during the French conquest. Although Arabic and various dialects of that time were not taught in schools, they served as markers of national identity.

Further, the French conquest led to the birth of "modern Algeria" (Benrabah, 2014, p. 44). The French strived to impose their own culture, religion, and language

through missions. For instance, Gallagher (1968, p. 132–133, as cited in Benrabah, 2014) wrote about those missions: they launched an assimilationist programme of complete franchification in order to accomplish their "civilising mission". Gallagher (ibid.) added that the occupiers firmly conceived the idea of the superiority of their language and culture. Such missionaries went from language to religion for the purpose of spreading Christianity in Algeria and beating Islam. Djennane (2016) pointed out that French colonisers were fully conscious that religion was a real barrier to the implementation of their assimilation policy because Islam was or is the predominant religion in Algeria. Indeed, a war against Islam must also be pursued against Arabic, the language of Islam.

The Algerian population faced a radical change in the education system, spoken languages, and culture, which were the reasons behind French colonisation. Maamri (2009, p. 79, as cited in Djennane 2016) asserts that "a whole new orientation in education that is a re-structuration of the Algerian school along French lines and the eradication of the Arabic and Islamic roots of the conquered land in order to produce a man free from culture, easy to manipulate". Despite 132 years of intruders in Algeria, the identity, language (Arabic), and culture have never been lost. According to Djennane (2016, p. 120–121), the resistance was due to five main factors:

1. "Arabic was a *written* and *standard* language. Other African countries which had a number of non-standard varieties with only an oral tradition could not resist the French supremacy. After independence, most of them crowned French as an/the official language of the state (e.g. Senegal).
2. Arabic is deeply rooted in the Algerian society due to its religious value (the language of the Quran).
3. Although they were subject to control during the colonial era, religious schools (e.g. *al-kuttāb*, *Zaouïas* and *Medersas*) did not cease their enlightening role. Such schools offered literacy in the city and the village as well, focusing on teaching the Quran and the basic principles of Islamic faith; this could be furnished in Standard Arabic.

4. Algerian families have maintained the use of Dialectal Arabic at home. Thus, the linguistic transmission from one generation to the other was not impaired.
5. The majority of Algerians were deprived from their right of schooling during the colonial rule. Therefore, French could not oust Dialectal Arabic which remained the day-to-day vehicle of communication between the Algerians (recall that bilingualism is one way to language death).”

Nowadays, the Algerian education system is based on teaching all the subjects in schools from primary to secondary level in Arabic, except for foreign languages. Djennane (2016) confirmed the idea of a total Arabization process in that the military, judiciary system, and (pre-university) education system had been completely arabized. Initiative against French through the implementation of the Arabization linguistic policy, which aimed to make Standard Arabic the only language used in all sectors. Since then, Arabic has largely displaced French in several domains. Since 1989, primary, middle, and secondary schools have offered only Arabic as a language of instruction. Since the fourth grade, French has been a "subject of instruction" (foreign language) rather than the "language of instruction," losing its previous role.

1.2.2.2 English Evolution in Algerian Schools

In the last decades, the English language has seen an impressive demand for learning in various fields around the world. In the present time, English is considered a "global language" (Crystal, 2003, p. 1). The status given to this language is significant around the world. Crystal (2003) mentioned in his book the main factors that make a language internationally powerful in terms of political, military, and even economic power, followed by technological advancement. Such a spread of language was due to two powerful countries: Britain and America. The world is divided into three categories according to Kachrou (cited in Crystal 2003), who has proposed the following division of nations that are learning English differently around the world: The first category is the inner circle," in which all countries like the USA, UK, Canada, Australia, Ireland, and New Zealand are "the traditional bases of English" (p. 53) or consider English their native language. The

second one refers to the outer circle, involving countries such as India, Singapore, and Malawi. English plays a significant role as a second language in those territories. The third and last circle is an expanding circle; it includes countries such as China, Japan, Poland, and Greece. In those territories, English is a foreign language in the educational system.

The concern is the adoption of English in Algeria, where English is in a "competitive linguistic environment" (Belmihoub, 2018:p. 05). In the early 2000s, the government officially announced that bilingual education (teaching the subjects in two languages) was necessary due to economic development, technological advancement, and commercial expansion. As a result, the monosystem or Arabization process put on hold and never been completed again in modern Algeria. (Benrabah 2007b, p. 29; cited in Benrabah 2014, p. 50).

To have an overview of how the English language emerges in Algeria, one should have a look before and after the 1990s, which represent the status of this foreign language in Algeria. From 1988 till now, French was/is taught as a subject of instruction and as the first mandatory foreign language, starting in the third grade in the primary cycle. English was the second foreign language introduced in the eighth grade (Benrabah 2014, p. 50). At that time, the widespread use of British course books in English language instruction during the post-independence era (Marouf & Moulay, 2017). Those commercial textbooks were not focused on any specific home cultures or educational practises; instead, they were made for general learners. The majority of the illusionary texts that presented English's lexical and linguistic aspects served as their main source of cultural input. The New Concept English Series of L.G. Language pattern, sentence structure, and paragraph writing proficiency were the main topics of Alexander's (1967) textbooks. For instance, secondary schools used textbooks such as "Practise and Progress," intended for pre-intermediate level, which represented 1st and 2nd AS students, and "Developing Skills," intended for intermediate level, which corresponded to 3rd AS students.

The target goal behind the introduction of English in Algerian schools (middle and secondary) was practical. According to the National Ministry of Education's

statement, "English is to help the pupil acquire a new language and not to accumulate knowledge of another culture, which has no real use in the context of our needs today" (I.P.N. 85/86; p. 10, cited in Marouf & Moulay, 2017, p. 25). In the 1990s, there was an attempt to introduce the English language in Algerian middle schools. However, this step was stopped and brought about a socio-political issue that created a kind of resistance among two main categories of people: those who wanted English to be language of the world and those who wanted to eliminate French by any means necessary. While, those who still supported the French language, adding the continuation of French instruction in elementary schools (Marouf & Moulay, 2017). On the one hand, the first category considered English to be the language of the future, while French belonged to the past. Pupils should learn the most in-demand language. In contrast, the second category asserted that a child who was used to speaking French in everyday situations would be able to learn it easily in school rather than the English language, which could only be used in classrooms. Another category was against any modification and called themselves "the traditionalists" (ibid., 2017, p. 26). They feared that this reform would destabilise the educational system and left countless victims with uncertain futures (Marouf & Moulay, 2017). For middle grades, the famous books used to teach English language were "Success With English", course book 1 was meant for beginners, and course book 2 was made by E.G. Broughton in 1965 for general learners.

Eventually, the above groups, which favoured French or English in middle school, were not an obstacle for the authorities (government) to try implementing English in primary schools as a second foreign language. Although the government attempted to find a middle ground for the community and educational sectors, foreign languages in Algeria had been a central debate for years. Language planning and policies in Algeria were only a set of decisions to overcome French colonialism and create "Modern Algeria" without a French touch. The decision to implement English in primary school was taken by the government in 1993. The following section will discuss this point further.

1.3 English Language in Algerian Primary Schools

Introducing English in primary schools should be based on some characteristics that lead to successful implementation. In the following section, it tackles the requirements for a successful change in education, parental position towards the change, and the difference between two concepts: second language acquisition and the critical period hypothesis. Then, the qualities of a successful learner differ from one pupil to another. To end this section, the review of the implementation of English in primary school in 1993.

1.3.1 The Requirements of Successful Change in Education

"Change requires an awareness of context, and every stakeholder must have a clear understanding of the different dimensions, as well as the intent, of the change" (Alshumaimeri, 2022, p. 51). Clearly, any change needs a previous study of the future project or decision that will be implemented, especially when it comes to the educational sector. When mentioning stakeholders, not only the authorities or government members are included but also teachers and pupils.

The context of education consists of three main aspects: "people, place, and time" (Wedell & Malderez, 2013 as cited in Alshumaimeri, 2022). The context has to find a balance among the abilities of every individual engaged, including teachers, pupils, schools, and the curriculum objectives (Alshumaimeri, 2022). That is to say, the context has a significant impact on the change when it is understood and has positive outcomes for the decision taken.

A. People (teachers and learners)

One of the major components of context is the people who play an essential role in planning and implementing it, especially learners and teachers. Starting with learners, their mental capacities vary (see more in 1.3.3.3), and instructors frequently have to deal with all of them in the same class. Pupils tend to behave differently since they think distinctly as a consequence of their various experiences with a certain subject (Wedell, 2009, as cited in Alshumaimeri, 2022). Here, the teacher has had training to understand his role and is well prepared for all situations to deal with learners. They will have developed their own strategies and techniques

of teaching as well as be equipped to address the needs of learners. It is necessary to mention that effective English teaching "occurs under ideal circumstances in which teachers have received the right type of training on teaching methodologies and ways of monitoring students to determine the proper method for them to enhance their strengths and address their weaknesses" (Alshumaimeri, 2022, p. 53).

The scope of teacher education can be established in accordance with the various levels of the educational system. Programmes for EFL teachers should consider the specific expected outcomes for each stage because teaching demands and learner needs vary from one level to the next. According to Ravi (2016, p. 8 as cited in Messaoudi, 2017), "teacher education is concerned with aspects such as who (teacher educator), whom (student-teacher), and how (teaching strategy)" and that "none of these aspects are secondary or optional." In addition to the benefits of teacher education, which can be mutual, teachers gain knowledge about how to deal with and manage the classroom and relationships with learners and parents, in addition to professional growth. Teacher education is an important element in planning for educational change, according to Sagar (2019), to organize instructional materials, conduct effective interaction during class, and evaluate learning outcomes. Sagar (2019) also added the need to implement adequate education programmes, respond to special needs, guide students, encourage environmental awareness, and develop efficient teaching strategies.

It is crucial to design a specific programme for primary levels, which deal with very young learners. The purpose of creating a training programme is to help aspire teachers achieve excellence and professionalism in their future careers (Messaoudi, 2017). There is a huge lack of combination between the real setting of teaching and the theoretical background during the pre-service training. Messaoudi (2017, p. 16) confirms the idea: "A qualified teacher is one who matches units of theory and practise". In other words, a good teacher should build a bridge between the theoretical and practical sides. Mair (2006, as cited in Messaoudi, 2017) stated that teacher education had a significant impact on learning quality and the form of the next generation. To that end, teacher education should be given an essential position in national educational planning and reforms.

B. Place (environment and classroom management)

Social setting, or simply the place, is the second component of context. The term "place refers not only to the physical setting, such as a classroom or school, but also to other aspects like language used for teaching and culture, which impact how individuals act and view things (Harris & Jones, 2018). In addition, the place that represents the school, or more precisely, the classroom environment, should meet the requirements of both learners and teachers by designing a comfortable atmosphere by not exceeding 20 seats and providing necessary materials like visual aids, projectors, and technology to prepare pupils for learning and teaching as well. As Alshumaimeri (2022) mentioned, that happened when authorities recognised and responded to the conditions and trends in the learning environment.

C. Time (future expectations)

Taking into account how people behave or think, as well as the environments in which they serve, the element of time is always pertinent. Teaching and learning processes occurred at a specific point in time, which must be considered when attempting to gain a complete picture (Feu-Gelis & Torrent Font, 2019). The timing allotted to teaching, especially in learning a foreign language, is linked to the objectives of the curriculum imposed by the educational ministry. For instance, according to the Foreign Service Institute (2023), learning the English language takes 600–750 hours to reach proficiency. Without time, teaching and learning processes would be haphazard because timelines would be undetermined. This could have a negative impact on learning outcomes, such as when the timeline was unrealistic and unreasonable expectations were set that could not be met within the time frame allotted (Alshumaimeri, 2022). The time should be taken as an important element in educational change for achieving positive expectations and outcomes.

1.3.2 The Importance of Attitudes

Humans react to their surroundings in an evaluative manner. They assess and select leaders, allocate resources, and plan for the futures they desire. These covert and overt actions frequently involve evaluations of whether objects, events, self and others are favourable or unfavourable, and even good or bad. Some researchers who study attitudes investigate factors involved in these evaluations: how they are

formed, changed, and converted into beliefs, motives, and behaviours (Albarracin et al., 2005). First, Eagly and Chaiken (1993, p. 1) define attitude as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour" (cited in Albarracin et al., 2005). Another definition provided by Allport (1935, cited in Baker 1992, p.11), attitude is "a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related". More than that, McGuire (1985, cited in Baker 1992, p.11) defined attitudes as objects of thought based on judgement dimensions such as language, and links them to attitude measurement, such as valuing specific objects, people, institutions, or events. From another angle, Baker (1992, p.11) states that "attitudes cannot be directly observed. A person's thoughts, processing system and feelings are hidden. Therefore attitudes are latent, inferred from the direction and persistence of external behaviour."

When deeply investigating about the term attitude, it can be composed of three elements "cognitive, affective and readiness for action" (Baker, 1992, p.12). Thoughts and beliefs are addressed in the cognitive component. The affective component is concerned with feelings about how one views an object. The action or conative component of attitudes refers to a willingness to act. It is a behavioural intention or plan to take action which takes place in particular situations and conditions (Baker, 1992). The best way to draw the link between these terms and attitude is in a hierarchical model as shown in Figure 1.1 (Ajzen, 1988; Rosenberg & Hovland, 1960; Ajzen & Fishbein, 1980):

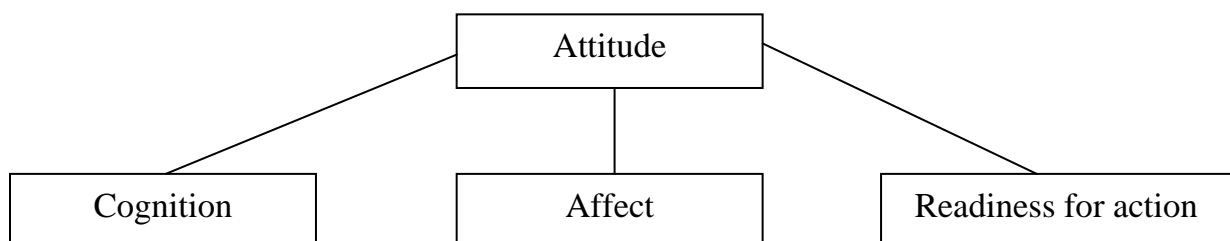


Figure 1.1. The Hierarchical Model of Attitude

Note: cited in Baker (1992)

What is the role of attitude in the research or any field of study, this question can cover most important part of the literature. Baker (1992) summarised the importance of attitudes in three points. First of all, the connection of individual with construction of system i.e. the use of the term in different domains including research, practice, theories and policy. In other words, the term is used between social psychologist and the public to allow chains of intercommunication. For the second reason, the value given in psychology theory and importance of a language is most often measured by attitudes to that language specifically. As for the third and last reason, it lies in its “proven utility”. From religion to race, sport to sex, and languages, attitudes have been relied upon as a key variable of explanation.

1.3.3 Parents Attitudes toward the Change

Parents are a vital segment of our society and educational sector. Any change in the educational system or implementation of new reforms has an impact on the success of the educational reforms. Their attitudes about the change can lead to better learning outcomes and motivation. Turnbull (1983, as cited in Lisbdnetwork, 2022) recognised four main parental roles: parents as educational decision-makers, parents as parents, teachers, and supporters. Therefore, to meet the needs of the pupils, the home (parents) and school must collaborate. Since the role of parents is not limited, their influence on their child shapes what they believe in, how they behave and think towards something, and in this case, towards the English language.

What shapes and changes parents’ attitudes can simply be some factors that influence their feelings and thoughts. According to Baker (1992), the factors mentioned below helped to develop a favourable or unfavourable attitude towards an object or event in our context of language and educational change:

A. Age changes

Growing up, a person changes physically and mentally. Such a change has an effect on his or her attitudes. According to Baker (1992), language attitudes appear to evolve with age. Individuals developed new attitudes towards an object over

time. From adolescence to adulthood, people change their perspective and view the world differently.

B. Dramatic experiences/previous experiences

Experiences and events might have a significant effect on a person's attitude towards a particular language. Baker (1992) focused on attitude changes that appeared slowly and gradually. They raised rather than changed dramatically and quickly.

C. Community effects

The integration of individuals in society has an impact on their attitudes towards the language. Taking into account the powerful sources, which include parents, family, and peers, in the construction of attitudes, motivation, and change of attitudes, Baker (1992) confirmed that communities were unable to influence attitude change unless the requirements for incorporation and intimacy were met.

D. Institutional effects

The prestige and power of language in society have an effect on the formation of positive or negative attitudes. The usefulness of the language shapes individuals attitudes. For instance, the English language has wider utility and function around the world. In schools, teaching the language fosters positive attitudes and gives it high status. Baker (1992) affirmed that raising a language's prestige via institutional activity in that language created opportunities for the emergence of more favourable attitudes.

E. Mass media effects

With the advance of technology, the internet, television, and radio became a way to shape people's attitudes. Even though Baker (1992) believed that teenagers were more reinforced by these mass media than others, it is true because of the time spent on social media, for example, using language like English as a means to communicate with others.

Depending on these variables and others like personality, beliefs about learning, educational experience, and occupations, parents may have varying attitudes towards change. Some people tend to be more open to modification and willing to try something new, i.e., they are engaged in new approaches to schooling

and innovations, while other individuals are more resistant and prefer to stick to familiar activities. It is critical to include parents in discussions about potential educational changes and to observe their opinions and worries. This may assist in the development of confidence and encourage new initiatives.

As an important segment of a child's educational process, parental influence can be either negative or positive. Parents' negative perspectives towards education and schooling may prevent their children from receiving a proper education. With less parental support in school activities, children's low levels of motivation and self-esteem can have a negative result. However, parents' positive attitudes can be beneficial to their children and can be reflected in an improvement in class achievement, building interest among pupils to learn, and greater academic success in literacy (Lisbdnetwork, 2022).

Yilmaz Bodur and Aktan (2021) confirmed this idea with their research on the relationship between parental attitudes, students' academic motivation, and personal responsibility. According to the study's findings, parental attitudes influence pupils' motivation by 25.7%. The attitudes that students will develop towards their lessons in order to get the approval of their families will cause the development of motivation over time and lead to higher achievement in the lessons. The support provided by the family for students also draws attention as a factor that improves students' sense of responsibility. Yilmaz Bodur & Aktan (ibid.) added that the views of learners towards their studies in order to gain acceptance from their families had created a gradual growth of motivation, leading to higher success in the subjects they were studying. The family's support for pupils was also highlighted as a factor that fosters pupils' feelings of responsibility.

1.3.4 Second Language Acquisition vs. Critical Period Hypothesis

Several studies have explored the effect of learning and acquiring at an early age on a child. Understanding the following concepts: second language acquisition (SLA) and critical period hypothesis (CPH), and defining each term with the necessary evidence to prove if learning a foreign language or two is beyond the capacity of the child at this age (8 or 9 years old).

1.3.4.1 Definitions

Second language acquisition, or SLA, is how individuals pick up languages other than their native language. Krashen (1983) clarified some terms such as acquisition which refers to a subconscious process, and learning which is a conscious one. Hoque (2017) explained in detail that language learning is the process of studying a language formally in a school setting. Language acquisition refers to picking up a language in the absence of any formal education. One could do this by engaging with natives on a daily basis in green spaces, markets, and work spaces. In other words, the acquisition occurs in a natural setting like home, a park, or even a supermarket, but learning takes place in a formal setting like school, coaching sessions, and so on. The table below compares language acquisition and learning according to Hoque (2017):

Table 1.2: The difference between Language Acquisition and Language Learning, Adapted from Hoque, 2017, p2-3.

Acquisition	Learning
unconscious process	intentional process
does not presuppose teaching	presupposes teaching
the child controls the pace	the teacher controls the pace

As far as the Critical Period Hypothesis is concerned, it is concerned with language acquisition and the age that are biologically related. According to this, learning a language could result in achieving full native competence between early childhood and adolescence. There is strong evidence to back up the idea those L2 learners who start their studies as adults could not become proficient in either grammar or pronunciation like native speakers (Hoque, 2017). This idea was first put forth by Penfield and Roberts in 1959 and developed by Lenneberg in 1967. The disposition for some cognitive functions to predominate in one hemisphere more than the other is known as this. Lenneberg (1967) claimed that this theory focused on the concept of "automatic acquisition" in immersion contexts. After adolescence, learning a foreign language is still possible, but it will take much more work and likely yield less success. The tendency for some cognitive processes to be more dominant in one hemisphere than the other is referred to as the lateralization process of the brain, which is a complicated and ongoing process (Hoque, 2017).

According to Lenneberg (1967 as cited in Hoque, 2017), lateralization is a gradual process that starts around the age of two and ends around puberty. The left hemisphere of the brain appears to be where most intellectual, logical, and analytical abilities are concentrated. While the right hemisphere is in charge of tasks that relate to social and emotional needs.

Several researchers have been in debate concerning the existence of the CPH in L2, but some scholars have proved the idea, such as Scovel (1988, as cited in Singleton, 2003), who stated that pupils after the age of 12 could not reach the native speakers in a phonological way even if they were exposed to L2. A conceptually similar idea has also been carried out by Long (1990, as cited in Singleton, 2003), in which he asserted that exposure to L2 before the age of 15 was necessary for the development of L2 morphology and syntax to native levels. To have a clear vision of the CPH, the study conducted by Johnson and Newport (1989) presumed that once children developed general problem-solving strategies, their ability to learn new languages declined. Their main evidence is summed up in two studies. Johnson and Newport (1989) used a small sample of 46 native Chinese and Korean learners of English as a second language in the first study. Due to age differences, those students were divided into two groups. The first group included early learners who arrived in the United States before the age of 15, while the second group included latecomers who came to the United States after the age of 17. The results obtained from the tests of morphology and syntax indicated that learners who started learning English earlier performed much better than those who began learning the language later, proving the existence of the critical period.

CPH has been characterized by two main versions highlighted by Johnson and Newport (1989): in the first version, the human in his early life innately has the higher capacity of acquiring languages, but only if this capacity is trained during the first decade. The second version states that humans have a higher ability to acquire a language; this ability diminishes with the second decade of life, which means during puberty.

1.3.4.2 Krashen's Hypotheses

In the previous title, we tackled second language acquisition, critical period hypothesis definitions, and some studies. In this part, we are interested in introducing the hypotheses presented by Krashen in the 1970s that are based on five hypotheses: the acquisition-learning hypothesis, the monitor hypothesis, the input hypothesis, the affective filter hypothesis, and the natural order hypothesis.

In line with Krashen's thoughts, adult students have two options for internalizing the language effectively. The first is "acquisition," similar to the child's pick-up of language. The second option is "learning" which means "knowing about the language", i.e., learners pay attention to form, decode rules, and are fully cognizant of their own learning process (Hoque, 2017). The two processes play a significant role in picking up a language, especially a second or foreign language. Learning or acquiring the language went in a specific order, or what Krashen named the Natural Order Hypothesis. This hypothesis claims that we learn linguistic forms in a predictable order, with some rules typically starting early and others later. In Brown's discovery on acquiring function words, the auxiliary system, questions, and inflections in English, for instance, the learner acquires the grammatical structure of yes/no questions before WH questions as well as for present simple before past simple. According to Krashen's research, following a "natural" order is the basic source of support for the Natural Order Hypothesis (Krashen & Terrell, 1983).

Krashen and Terrell (Ibid.) added the idea of self-correction that represented the "Monitor". "It is a device for watch dogging one's output "(Hoque 2017; p06), which meant that after the utterance you might change some forms or words pronunciation. Put it in simple words as "self repair", and this may happen before we speak or write also. Krashen and Terrell (1983) mentioned three requirements in order to use and reach a successful monitor, including:

1. The learner has enough time to think about the rules, especially the difficult ones.
2. The learner has to focus on the form, which means that we spend the majority of the time focusing on what we are saying rather than on how we are saying it.
- 3: The learner has encountered the rule before; in other words, the learner should know the rule to correct himself after.

Following these requirements, "efficient monitor users will rarely get it wrong in writing, in prepared speech, or on other occasions when monitoring is a relatively simple task" (Krashen & Terrell, 1983, p. 32). Many individuals think that we acquire knowledge in different ways. However, language is acquired only in one way: when the person receives the input that could be written or spoken and understands the language, this is called "comprehensive input" (Krashen & Terrell, 1983). The input is slightly above the level of the learner. The following figure will explain the next paragraph:

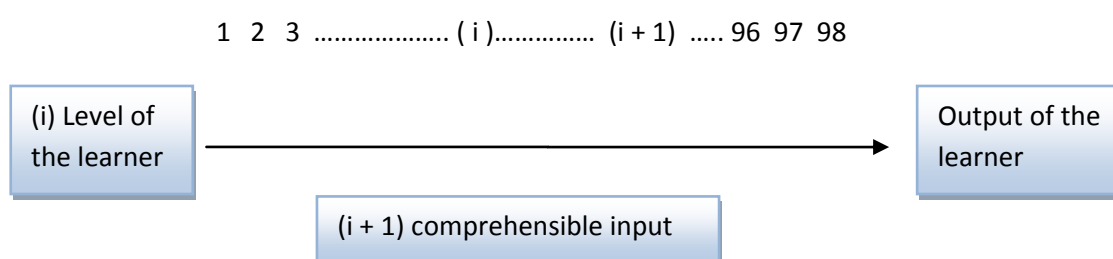


Figure 1.2. Comprehensible input in second language acquisition

Note. The figure is adapted and formulated in another way from Krashen and Terrell 1983, p 33.

During language teaching, the learner is in the stage of (i) his current level, moving from stage (i) to stage (i+1), which refers to the acquired input, in which the learner acquires only the input while he does not know the rule. In the output stage, the learner automatically uses the structure when he speaks (Krashen & Terrell, 1983). The input is concerned only with acquisition and not the learning process. Krashen provided a clear example of caretakers like mothers, fathers, and so on who, when they spoke to their children, simplified their speech. This way was helpful for children to acquire as many words as possible. For those who encountered the second language, the results were the same. The simplification of input helped the child acquire knowledge faster than others (Krashen & Terrell, 1983). Successful communication means the input (spoken) is understood.

"A mental block is caused by affective factors that prevent input from reaching the language acquisition device" (Krashen & Terrell, 1983, p. 100). Sometimes, there is no comprehensible input, and this is caused by a mental block,

or what is called an affective filter, which means second-language learners may not use understandable input if there is an obstacle that prevents them from reaching the level of the output. If the filter is "down," the input passes through and becomes an acquired skill. When the filter is set to "up", the input is blocked before it can reach the language acquisition device (LAD). Krashen & Terrell (1983) argued that in order for input to reach the LAD, acquirers must be receptive to it. If the affective was heightened, the learner might comprehend what was seen and read; that happened when the acquirer lacked motivation, confidence, or was simply anxious. Krashen's ideas are easily applied in the classroom, especially in second language teaching, using techniques that are useful to help learners achieve some kind of proficiency as native speakers.

1.3.4.3 Learners Diversity

“To teach students well, we need to understand the important ways that they differ among themselves and when or how the differences really matter for their education” (Seifert & Sutton, 2009, p.66). In other words, pupils differ from one to another and the teacher should know each individual his way of learning or understanding the information given to him/her. These distinctions in learning make a huge impact in education.

A. Learning styles

Everybody, including the students in EFL classes, has a preferred method of learning. Although this term may imply that students are more consistent in different situations than is actually the case, we all prefer certain methods of learning, and teachers frequently refer to these variations as learning styles. For instance, one student might enjoy drawing diagrams to help him or her remember a particular subject, while another might choose to write a brief summary in its place (Seifert & Sutton, 2009). The best way to satisfy students' learning preferences is to take a balanced or middle-of-the-road approach. It is advisable to support students' preferred learning strategies, but only when it is feasible and applicable to do so (Seifert & Sutton, 2009). Visual, auditory, kinaesthetic, and tactile are the four basic types of learning preferences. However, each student may have a mix of learning

styles, or he or she may have only one dominant method of learning a new language or subject (Ministry of National Education, 2022).

Starting with visual learners, who absorb information better when it is introduced to them through graphic form, like arrows, charts, diagrams, symbols, and more to emphasise specific design elements. They like the teacher who writes or draws on the board more than he or she talks in the classroom (Ministry of National Education, 2022). Another type of learner is an auditory learner, also known as an aural learner; they tend to pay attention to information presented to them verbally. These students perform well in group settings with vocal collaboration and may also genuinely love interactions with other students (Ministry of National Education, 2022). Last but not least, there is a kind of student who prefers to learn through movement or physical activities, mainly science experiments, puzzles, wooden numbers and letters, games, and maps. They are known as tactile or kinaesthetic learners. They enjoy role-playing but lack handwriting ability. They excel when they engage all of their senses during the course, taking a physically active role (Ministry of National Education, 2022).

Satisfying each student with his or her preferred style will be a challenging task, especially with overcrowded classes in Algeria. However, teachers should vary their teaching techniques and materials to accomplish the goal of the lesson. "Teachers can incorporate these learning styles into their curriculum activities so that students are able to succeed in their classes" (Pourhossein Gilakjani, 2012, p. 104).

B. Multiple intelligences

Even with a preference for a way to learn a subject, human beings have skills in different domains to achieve some tasks, which education experts and psychologists have argued over the nature of the word "intelligence". Many traditional definitions of the term have a tendency to define intelligence as one overall skill that enables a person to solve or complete a variety of tasks, or at least a variety of academic tasks like reading, vocabulary knowledge, and problem-solving (Garlick, 2002, as cited in Seifert & Sutton, 2009). Determining intelligence as a single general ability, however, has drawbacks as well, including putting it

outside the control of teachers and making it challenging to develop (Seifert & Sutton, 2009). Although it is difficult to develop students' abilities in general, providing educators with a framework and tools that will enable them to better meet the needs of the various categories of students existing in every EFL classroom

Howard Gardner (Woolfolk, 2019) has identified eight distinct types of intelligences that develop in all children: linguistic (verbal), musical, spatial, logical-mathematical, and bodily-kinaesthetic (movement), interpersonal (understanding others), intrapersonal (understanding oneself), and naturalist (observing and comprehending patterns and systems created by humans and the natural world). Individuals may excel in one of these eight areas but have no exceptional skills, or even problems, in the other seven, as Gardner has personally observed in his early research with veterans and students. The table below demonstrates the variety of activities that are suitable for each type of intelligence in teaching class:

Table 1.3: Examples of activities that address Multiple Intelligences

Intelligence Type	Capability and Perception	Sample Activities
<i>Verbal/Linguistic</i>	words and language, speak on a subject, write a speech	Let's talk. Let's write. Write the questions. You want to make a cake. Write what you need and what you don't need? Name the game pieces. Say what you do and what you don't do yourself?
<i>Logical-Mathematical</i>	logic and numbers, create a process	Number the parts. Put the sentences in order. Do you know any words with two meanings in English? Do the puzzle. Unscramble the sentences. Choose the right answer. Recognize the beginning sound of each

		word
<i>Musical</i>	music, sound, rhythm	Let's sing. Listen to the numbers and sing. Chant.
<i>Bodily-Kinesthetic</i>	body movement control, touch and feel	Clap once for each syllable. Give commands and do the action. Let's act. Let's play. Walk, run, jump.
<i>Visual-Spatial</i>	images and space, design a table	Draw gifts. Match the sentences. Join the dots to help the animal find its home. Make the same picture and color. Listen and draw hands on the clock.
<i>Interpersonal</i>	Other people's feelings, communication, team work.	Work in pairs, ask and answer. Talk to your family members and write their opinions. Do you know a riddle? Ask your friend. Interview your grandparents to find out more about them
<i>Intrapersonal</i>	self-awareness, self-discovery	Write about what you want to be in future. Describe yourself (How do you look like?). Write fruits and vegetables you like the most.
<i>Naturalist</i>	natural environment	Look outside the classroom window. What's the weather like?

Note. The table is adapted from Didactic Guide of English for 3rd Year Primary Education p 28-29.

In a nutshell, this theory holds that each person has unique learning styles and intelligences that they employ in their routine. According to Gardner's theory, teachers need not teach the same content to the rest of the class, instead choosing to

individualise directions by recognising students' weaknesses as well as their strengths. Offering a multiple intelligence assessment / activities is one method for determining students' strengths and weaknesses.

C. Characteristics of Young Learners

From the age of 7 to 11 years old, the child starts developing other abilities than exploring the environment with his senses and concrete situations, such as logical thinking, or what Piaget (1976, as cited in Seifert & Sutton, 2009) nominates as "concrete operational thinking". In elementary school, children learn to portray ideas and events more flexibly and logically, allowing them to solve problems more systematically and succeed in academic tasks (Seifert & Sutton, 2009). Another way to say it is that a child at this stage starts using logic and has two sides: the adult side and the childish one. The child begins to solve issues in a more logical manner, but these issues can only be solved by applying concrete situations.

Concrete operational thinking consists of two main concepts: reversibility, which means the ability to think about the steps involved in any sequence, and decentration, or the capacity to concentrate on more than one element of an issue at once (Seifert & Sutton, 2009). For example, a teacher provides students with an activity to make a list of words in a story that they do not know, then discover the new vocabulary by finding their meanings, and finally get a friend to test them on their list. Following these instructions is quite possible for a concrete operational student, as long as they remember to move back and forth between the second and first steps (Seifert & Sutton, 2009). Reversibility and decentration frequently coexist in actual classroom activities. Piaget's conservation experiments demonstrate that an amount or quantity remains the same even if its apparent size or shape changes. Concrete operational skills assist students in performing basic academic tasks, making regular schoolwork possible (Seifert & Sutton, 2009).

At this age, from 7 to 11 years old, the child is growing up with curiosity towards learning about the world. According to Scott and Ytreberg (1990, p. 3–4), the child is constantly asking questions and uses both the spoken word and gestures to convey meaning. He or she can collaborate with and learn from others. When children develop their native language, they instantly become competent users.

They can understand abstract forms and symbols, for example. In the case of learning a foreign language, the child is still acquiring new vocabulary and rules and getting familiar with this new language, especially if it differs from the linguistic system of the mother language.

1.3.5 The Challenges of Teaching English in the Algerian Primary Schools

It is possible to mention that there are three major challenges that made difficult to teach English in Algerian elementary schools as an alternative foreign language to French, namely the purpose behind the project, the sociolinguistic situation in 1993, and improving education standards.

1.3.5.1 The Purpose behind the Project

In 1993, there was an attempt to introduce English in primary schools in Algeria. The reason behind this was not for educational purposes; instead, it aimed to remove any aspect of the French language following the Arabization process.

Through the Arabization Policy, a group of people attempted to eradicate elements of Algerian identity, such as the French language. French eventually surpassed English as the dominant language. Although French was the first foreign language taught in Algerian elementary schools, its prestige was rapidly declining due to its importance in international business, trade, access to knowledge, science, and technology. To promote positive attitudes towards the English language, a systematic language policy designed to encourage towards, and efforts to boost its prestige should be encouraged in local contexts (Marouf & Moulay, 2017, p. 28–29). However, the Algerian government did not reach the ultimate objective, which led to difficulties in teaching English as a second language in Algerian primary schools.

1.3.5.2 The Sociolinguistic Situation

After more than 100 years of colonisation, Algerians had a strong bond with the French language. However, despite the nation's decolonization, Algerians were still more familiar with the French language than other languages like English. They could not eradicate this language, which is deeply ingrained in the routines.

According to Marouf and Moulay (2017), when English was offered alongside French as a second option, only 15% of people selected it. However, some Wilaya, including Tiziouzzou and Bedjaya, never made the decision.

At that time, Algeria became the second-largest French community in the world after France by the end of the 1990s (Djennane, 2016). It was certainly not unexpected that they gave their colonial language preference. Algerians believed that French was more crucial to communication on a national and international level. In some regions of Algeria, it serves as a communication tool for people from various linguistic and racial backgrounds (Marouf & Moulay, 2017). In schools, pupils who accessed grade four (8–9 years old) had to choose between French and English as the first mandatory foreign language (Bennoune 2000, 303; Benrabah 2007d, 194). Unexpectedly, the competition between the two foreign languages had turned in favour of French. Between 1993 and 1997, out of two million schoolchildren in the fourth grade, the total number of those who chose English was insignificant between 0.33% and 1.28% (Miliani, 2000, p. 23; Queffelec et al., 2002, p. 38) (cited in Benrabah, 2014, p. 51).

1.3.5.3 Improving Education Standards

For any decision, especially for educational planning, there should be pre-planning for all the procedures to follow and taking into account all the negative aspects, namely, teachers and materials like textbook. Teacher qualification and textbook quality were significant factors in teaching English in primary schools. Neither the project's details nor explanations of the students' future academic paths were provided (Marouf & Moulay, 2017). These students were unable to fill out a form in French in a country where it is widely spoken in public places like banks, post offices, and workplaces. The issue was grave, and the students perceived deceit in this circumstance. On the other hand, their level of English proficiency was also low. As a result, they were unable to master either French or English (Marouf & Moulay, 2017).

Obviously, a child between the ages of 8 and 10 has the capacity to learn many things, even new languages. However, in 1993, learning English at an early age was

unrealistic because it necessitated adequate materials and efforts that were lacking in Algerian schools. The problems faced Algeria at that time was unqualified teachers and textbook quality. A good level of English, ranging from B1 to B2, is typical among English graduates with degrees in the language. Although many graduates lacked the pedagogical expertise required to teach EFL to children, these minimal and ideal levels did not imply that they were qualified to teach children a foreign language (Marouf & Moulay, 2017). Middle school or high school teachers with the appropriate training typically have a strong command of the language, strong pedagogical abilities, and knowledge of ELT techniques. However, they tended to paint with a broad brush their teaching techniques that were effective with older learners but did not specifically work with younger learners, just as in the case of Slovakia, where many lower secondary level teachers also taught at primary schools. According to Straková (2015, p. 2439), "these teachers frequently neglected the difference between the acquisition and learning processes and expected that young learners would illustrate the same abilities as older learners." They also "remained unaware of the age sensitivity of primary learners."

Furthermore, text books were not designed adequately to teach at the primary level. There is no doubt that the textbook is highly essential. It is regarded as the primary teaching resource for any teacher. It is essential to every child's learning process. Juarez (2013) stated that it was crucial to conduct a thorough pedagogical evaluation of the quality and features of textbooks. She supported this claim by pointing out that since these books were intended for children, they should adhere to the existing curriculum. Designing a textbook should be based on psychology books about how children learn foreign languages as well as any other materials. Juárez (2013, p. 19) highlights that "designing materials, and particularly textbooks, should not be based on what we think might be true or what we want to believe about children. Instead, this practise should be informed by what we know from theory and literature about how children develop and learn foreign languages".

Such a poor quality of textbook could be a complicated issue for the future generation, especially in building a modern nation. A number of factors related to children's education, psychology, and culture must be taken into account when

creating high-quality textbooks. Textbooks are crucial and can enhance or degrade the standard of learning. Additionally, they have the power to affect kids' perspectives and attitudes. It is also not the responsibility of one organisation to create a textbook that is appropriate for children. As a result, anyone who could make a valuable contribution, including teachers, textbook designers, inspectors, and child psychologists, is responsible for creating these textbooks.

In conclusion, the issues described above are direct consequences of the project's poor planning. Unlike other nations that conducted the same experiment, the Algerian government did not consider language-in-education policy structures such as community policy and resource policy, among other design features, when implementing a new language project (Marouf & Moulay, 2017). Language use planning entails a high level of consideration of present-day educational features in regard to what is needed for success.

1.3.6 The Dominance of English Language in the World

One of the consequences of making English a global language is that it will no longer be owned by anyone but rather by everyone who learns it (Crystal, 2003). There are approximately 6,500 languages in the world today. However, in many countries, English is now the first foreign language taught.

English has gained the titles "global language" and "world language" because of some indicators like Fishman et al. (1977, as cited in Benrabah, 2014), who mentioned nine indicators for the spread of English around the world. For instance, military imposition, economic and educational development, religious composition, and political affiliation. Another example by Mockey (1973, p. 5–6; 1976, p. 213–214), who selected other parameters like the number of speakers, geographical disposition, which means different areas of the world opted for English as a tool for communication, mobility, and cultural indicators like publishing books and novels (cited in Benrabah, 2014). All the above-mentioned parameters picked by the two authors were based on the number of speakers, economic growth, political power, and cultural or scientific power.

Even with other world languages like French, Arabic, Spanish, and German, English is still the hypercentral language, with more than 58 countries speaking it and 39 countries recognising it as an official language (Worlddata.info, n.d.). Around 1.5 billion people worldwide spoke English either first or as a second language in 2022, slightly more than Mandarin Chinese speakers, according to the survey. That year, Hindi and Spanish were the third and fourth most widely spoken languages, respectively. The table below gives some more details:

Table 1.4: The world's most spoken languages in 2022.

Languages	Speakers by millions
English	1500
Chinese (Mandarin)	1100
Hindi	602.2
Spanish	548.3
French	274.1
Arabic (standard)	274
Bengali	272.2
Russian	258.2
Portuguese	257.7
Urdu	231.3
Indonesian	199
German (standard)	134.6
Japanese	125.4
Nigerian Pidgin	120.7
Marathi	99.1

Note. The table is adapted from Statista Research Department, The most spoken languages worldwide 2022.

Nowadays, English is always recommended as the first foreign language; it used to be French that ranked first. Recently, many countries have decided to switch to English, even if it is not the dominant colonial language, such as Spain and Turkey, as well as many countries that had never used the English language in the past (Cenoz & Jessner, 2000). Other countries, such as Scandinavia and large parts of Germany, have shifted in the last 50 years. Aside from Italy, it has recently been announced that it will be implemented in all primary schools (Cenoz & Jessner, 2000).

1.4 Conclusion

Teaching English as the first foreign language in Algeria necessitates significant changes at the primary school level. Taking into account the criteria for selecting foreign languages Also, parents and teachers should be mindful of the crucial variables that influence the learning of second languages, such as motivation, language competence, learning profiles, learning strategies, social background, learning materials, social interaction, and teachers' skills and experience. As a result, age is not the sole feature that impacts the process.

CHAPTER TWO:
RESEARCH
PROCEDURES AND
FINDINGS

2.1 Introduction

This chapter outlines the steps of the investigation conducted on third-year primary pupils and their parents at primary schools in Tlemcen. Exploring parents' and pupils' attitudes towards English help to see the influence of these attitudes on the learning English at early age.

In this chapter, the sample population and research tools are introduced, as well as the justification of selecting participants. The current chapter also offers a thorough examination of the data analysis process in both quantitative and qualitative methods. Finally, it concludes by summarizing the main results and mentioning some limitations discovered during the research study.

2.2 Research Design

This study was designed with the intention of exploring attitudes of pupils and parents towards the implementation of English in primary schools. The three research questions clearly indicate this goal:

1. What are the parents' attitudes towards the implementation of English in primary school?
2. What are the pupils' attitudes in their first experience in EFL classroom?
3. How can the pupils' and parents' attitudes affect the learning of English in primary schools?

In order to present and attain an effective framework, an case study was conducted using the direct method to collect the necessary data (quantitative and qualitative) in the form of a questionnaire and a semi-structured interview. The direct method employs a series of explicit and direct questions written in the form of a questionnaire or interviews (Garrett, 2010, p. 39; McKenzie, 2010, p. 37 , cited in Kherbache, 2017).It is designed to assess respondents' cognitive, behavioural, and affective levels because they are expected to express their attitudes. In other words, this method expands the understanding of the attitudes of participants and solves the issue which is currently submitted.

2.3 Sample

Teaching a foreign language is based on healthy learning environment. This can happen when two important agents who are parents and teachers take care of the pupils and prepare a suitable atmosphere. The individuals of interest for the purpose of this study are teachers and parents of primary schools at Tlemcen. Choosing convenience sampling because our target population are parents of third-year primary school and teachers who will be selected based on their accessibility for the data collection.

To Measure pupils' attitudes in realistic setting that would be quite impossible without involvement of teachers who regularly interact with their pupils from different sides, who are more familiar with their pupils because they have already taught them and are in touch with their capacity and can estimate the pupils' attitudes in the classroom. The teachers can observe, assess and evaluate their pupils in implicit or explicit way. Thus, they can be for one a source of gathering data through interview better than observing directly the pupils. The six teachers were selected according to their accessibility because each teacher has 3 to 4 schools to work with, the following primary schools are:

- Zouad Mohamed primary school
- Pasteur fille primary school
- El-Abili primary school
- Dar El-Feth private school
- Kedroussi Mohamed primary school
- Bouabdallah private school

As for parents' educational attitudes have a significant impact on children's academic journey by offering them social and emotional support. Having an idea about the implementation decision outside the educational sectors will add a value to the research especially that parents play an important role in the society.

180 questionnaires that were distributed, but only 120 were received, and only 94 of them were valid to be analysed and measured. Therefore, ninety-four questionnaires were completely returned by the parents, and six teachers were asked to be interviewed.

2.4 Data Analysis

Following data collection, various results were available for analysis and measurement in order to answer the research questions and verify the hypotheses. These findings are organized into two parts based on the research instruments: parents' questionnaires and teachers' interviews.

2.4.1 Parents' Questionnaire

One of the most common tools for academic research is the questionnaire. The questionnaire was generated for parents of third-year students at Tlemcen primary schools. Because parents represent a large proportion of the target population in this case study, their attitudes about integrating the English language in learning at early age are a critical component of this research. The questionnaire used in this study is a mixed-type questionnaire as it includes a variety of questions. Thus, both qualitative and quantitative data were produced through large size sample. In addition, the original questionnaire is written in the English language, but translated for parents to the Arabic language which is the language that the respondents are fluent in. The benefits behind selecting the questionnaire according to Wray and Bloomer (2006, p.146-150), is that questionnaires have confirmed to be prevalent for such studies because they are simple to describe and analyse and can be administered in a wide range of settings. The questionnaire also provides sufficient time for respondents to respond while maintaining the population's autonomy.

The questionnaire implemented in the current study consists of 16 questions and is partitioned and arranged into distinct rubrics. Each rubric aims to convey a specific idea. (See Appendix A)

Rubric One: Demographic Information

The first section of the questionnaire (questions 1-5) seeks to explore the following details: parent's age, educational level, occupation, and language (s) spoken by the parents and importance.

Question 01: What is your age?

The first question aimed to identify the parents educational era where if they belongs to French education or Arabized education. As pie chart (2.1) illustrates 5.32 % of parents are between the age of 25-30, and between 31-40 represent 37.23%. For parents between 41-50 represent the high percentage of 43.62% and the last one above 51 denote 13.83% of the total target population.

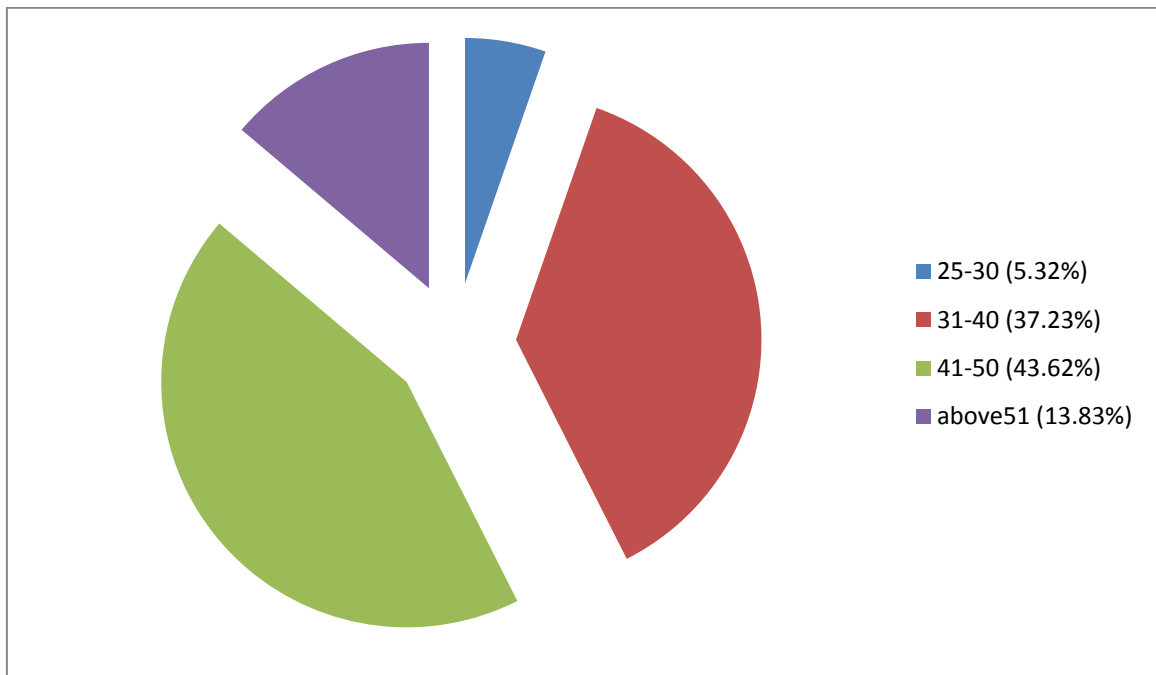


Figure 2.1. The Age of Parents

Question 02: What is the highest degree or level of education you have completed?

This question is related to the educational level of parents. Table 2.6 shows that (09) of the parents have not completed their studies, while (21.3%) are literate but do not have a university degree, they are only graduated from high school. (23.4%) Parents have Licence's degree, (23.4%) Master's degree and (7.45%) Magister's degree. In addition, parent with professional certificate or training represent (6.4%) and (7.45%) Doctorate degree. One (1%) did not respond to any of the option mentioned, however, the parent has mentioned Ecole Normale Superieure.

Table 2.1: Frequencies –Percentages of Parents' Educational Level

Level of education	Frequency	Percentage
No schooling completed	9	9.6%
Baccalaureate Holders	20	21.3%
Licence's degree	22	23.4%
Master's degree	22	23.4%
Magister's degree	7	7.45%
Professional certificate or training	6	6.4%
Doctorate degree	7	7.45%
Ecole Normale Superieure	1 (was mentioned by a parent)	1%
Total	94	100%

Question 03: What is your current occupation?

This question is asked in order to determine whether their attitudes towards teaching English in general, and teaching English in primary schools specifically, were influenced by socioeconomic status. The socioeconomic statuses of parents are diverse, which is apparent from the table below. The diversity of occupations shows what the role of foreign language in their field is. For instance, (06) traders, foreign language play a communicative tool.

Table 2.2: Parents' Occupations

Occupation	Frequency	Percentage
The national trade registration centre	1	1.06%
Teacher	10	10.64%
Clinical laboratory technician	3	3.19%
Public servant	7	7.44%
Administrative assistant	2	2.13%
Bank employee	3	3.19%
Company manager	1	1.06%
Paramedical	2	2.13%
Craftsman	3	3.19%
mechanic	1	1.06%
Clinical psychologist	2	2.13%
Human resources manager	1	1.06%
Pharmaceutical marketing	2	2.13%
Customs officer	1	1.06%
Engineer in communication	1	1.06%
Pharmacist / chemist	2	2.13%
Trader	6	6.38%
Specialist	2	2.13%
Guard	1	1.06%
Health personnel	1	1.06%
Notary	1	1.06%

National park manager	1	1.06%
Educational supervisor	1	1.06%
Unemployed	28	29.78%
Retired	2	2.13%
Inspector	2	2.13%
Administrator	1	1.06%
Fire-fighter	1	1.06%
Senior engineer	1	1.06%
Surveyor of taxes	2	2.13%
Entrepreneur	1	1.06%
Cars technician	1	1.06%

Question 04: What are the languages you speak?

This question is meant to identify the languages that parents speak, they may choose more than one answers. The results are illustrated in form of tables that each one represents the number of the languages that parents speak. The highest percentage with four languages (French/ Dialect Arabic/English/ Standard Arabic) which represents 25.5% .Some parents have listed other languages like Spanish and German.

Table 2.3: Languages Spoken by Parents

One Language	Frequency	Percentage
French	01	1.06%
Standard Arabic	05	5.31%
Dialect Arabic	07	7.44%

Two Languages	Frequency	Percentage
Std Arabic / Dial Arabic	02	2.12%
French/ Dial Arabic	15	15.95%
Std Arabic /English	02	2.12%
French/ Std Arabic	05	5.31%

Three languages	Frequency	Percentage
French/ Std Arabic/ Dial Arabic	19	20.21%
French/ Dial Arabic/ English	03	3.19%
French/ Std Arabic / English	02	2.12%

Four languages	Frequency	Percentage
French/Std Arabic/Dial Arabic/Other Langs	01	1.06%
French/ Dial Arabic/English/Other Langs	01	1.06%
French/ Dial Arabic/English/ Std Arabic	24	25.5%

Five languages	Frequency	Percentage
French/Std Arabic/Dial Arabic/English/Other Langs	07	7.44%

Std = Standard, Dial = Dialect, Langs = languages

Question 05: Would you classify them according to their importance for you?

This question leads to explore parents' preferences between French, English, Arabic and other languages. The option (Arabic/English/French/other languages) is the highest arranged option by parents with 45.76%, followed by the option (Arabic/French/English/other languages) that parents selected. Then, option (English/Arabic/French/other languages) which is ranked by 4.25% of parents. After that came the option (French/English/Arabic/other languages) with 3.19%, followed by (English/French/Arabic/other languages) and (Arabic/English/other languages/French) in the same rank with 2.13% each.

Finally, options (Arabic/French/other languages/English) and (English/ other languages/Arabic/French) rank by 1.06% each. Through asking this question the researcher wanted to know the rank that parents would give to English. The table 2.4 represents the ranking of languages by the parents according to their importance.

As it is presented in table 2.4 that the highest ranking option is (Arabic/English/French/other languages) which clearly show the English language position over the French, and the importance given to English rather than French.

Table 2.4: Ranking the Languages According Their Importance for Parents

Ranking options	Frequency	percentage
1. English/Arabic/French/ other.	4	4.25%
2. English/French/Arabic/ other.	2	2.13%
3. Arabic/English/French/other.	43	45.76%
4. Arabic /English/other/French	2	2.13%
5. Arabic/French/English/other.	15	15.95%
6. French/English/Arabic/other.	3	3.19%
7. Arabic/ French/ other/ English	1	1.06%
8. English/other /Arabic/French.	1	1.06%
Missing answers	23	24.47%
Total	94	100%

Rubric Two: Importance of English for Their Child

The second section of the questionnaire (questions 6- 8) attempts to identify other details such as decision concerning the implementation of French and English in primary schools ,adequate level for learning foreign language and their perspective towards the implementation of English in primary level.

Question 06: Do you agree on teaching foreign languages in primary school?

The above mentioned question attends to elicit parents' opinions about teaching of foreign language in primary schools. The figure 2.2 indicated a high percentage in which parents agree on teaching foreign languages in primary schools with 53.19 % then 38.3% strongly agree with it. However, only 4.25% is against teaching foreign languages in primary levels and with 2.13% strongly disagree with implementing teaching foreign languages in primary levels. The figure indicates a positive result toward the introduction of foreign languages in primary schools.

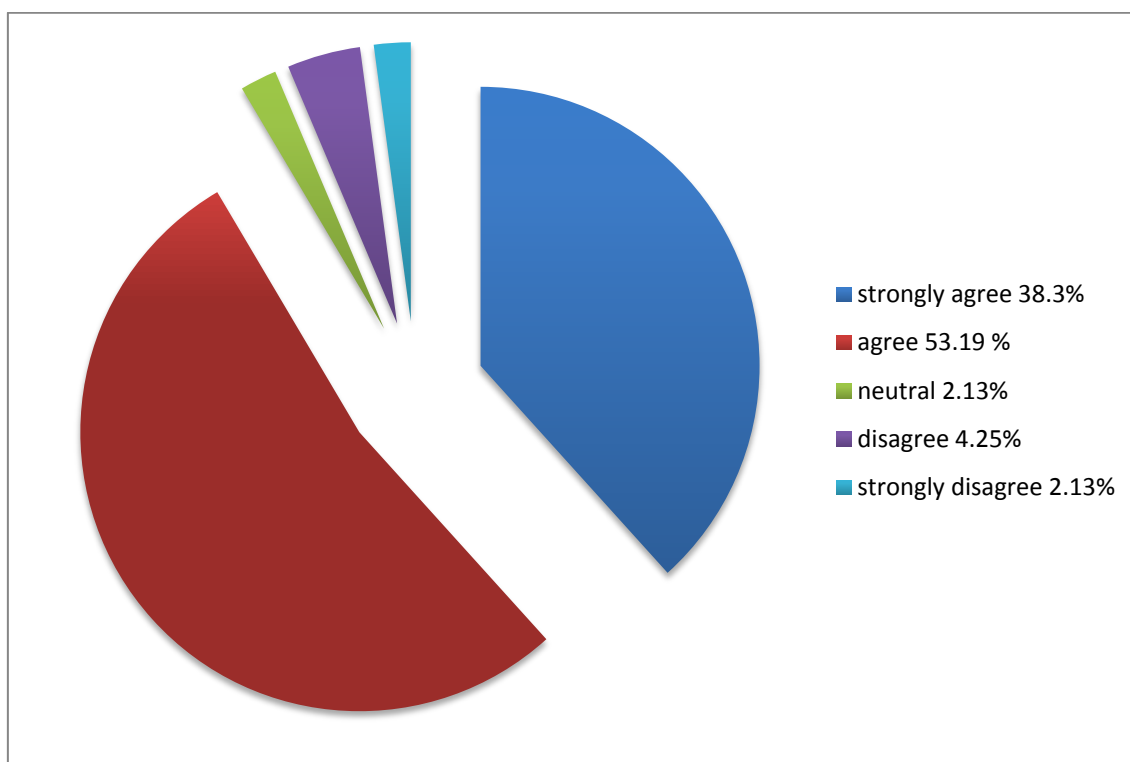


Figure 2.2. Parents' Opinions about Teaching Foreign Languages in Primary Schools.

Question 07: Which foreign language(s) do you think is (are) adequate for primary school?

The question seeks to select appropriate foreign language(s) according to parents. The options are French /English /or both of them. Parents have selected the option “Both” which represents 55.32%. The English language option came in second with 35.1%, followed by French with 9.57%. The results are clearly shown in the below pie chart, the majority of parents agree on introducing the two foreign languages.

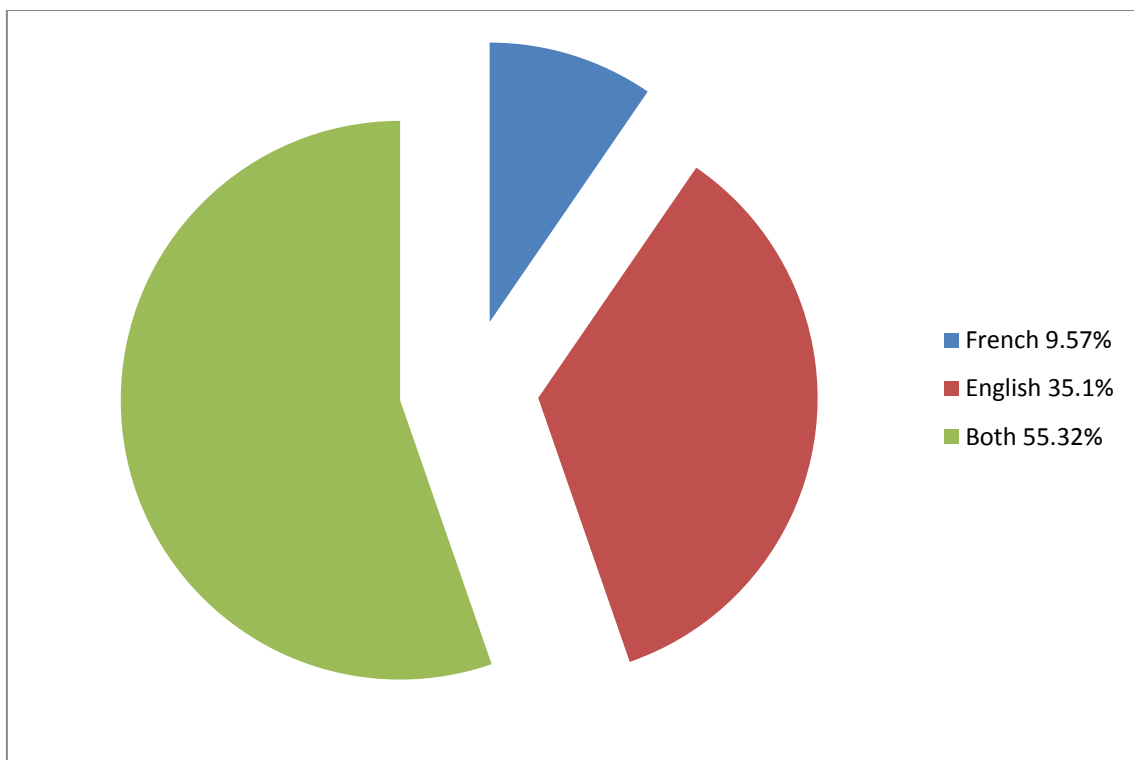


Figure 2.3. Parents’ Preferences toward Foreign Languages in Primary Schools

Question 08: Do you agree on teaching English language in primary school?

The question above attempts to explore the preferences of parents toward the teaching of English in primary school. With 58.51%, the majority of parents agree on teaching English in primary schools, and 30.85% strongly agree with implementation. Although 8.51% of parents disagree and 2.13% strongly disagree, the results demonstrate a clear acceptance among parents on the introduction of English in primary schools.

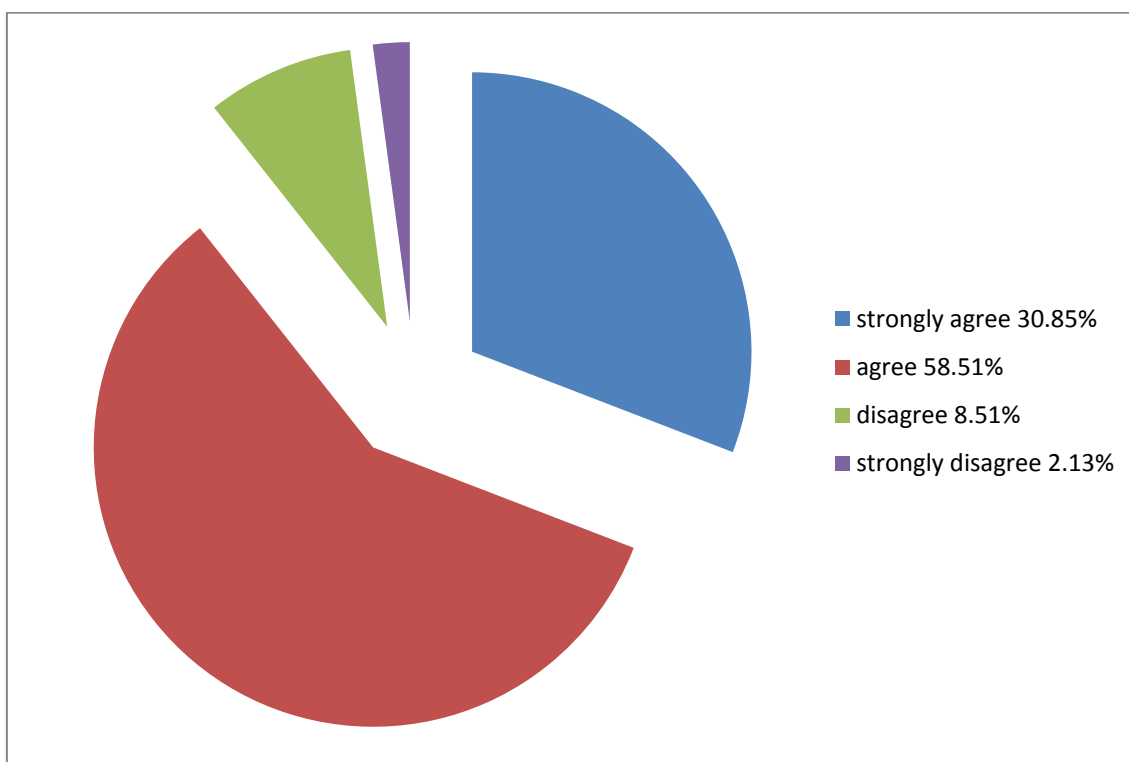


Figure 2.4. Parents' Attitudes towards Implementing the English Language in Primary Schools

- If you (strongly) disagree, which level you see is appropriate?

However, for parents who have negative view, have been asked to propose adequate level for teaching English and their suggestions are: (2 out of 10) claim it is appropriate for fifth grade in primary school, others (6 out of 10) have said it is clear for middle school level; two do not mention which level is adequate.

Rubric Three: Parents' Involvement in Their Child Education

The third and last section of the questionnaire (questions 9- 16) consist of some open-ended questions and close-ended one that seek to find-out the following details: parents' participation in their child learning, identification of difficulties that their child encounter, the advantages of learning English, timing and parents' journey with their child progress and learning.

Question 09: Do you participate in the educational process of your child?

Asking such a question was meant to know if parents have been involved and participated in their child education. The majority of parents 82.97% opt for the answer 'yes', followed by 57.44% which represents the portion of parents that sometimes are involved in their process, but 1% is not included. What can be concluded from this question is parents play a huge role in their child educational process.

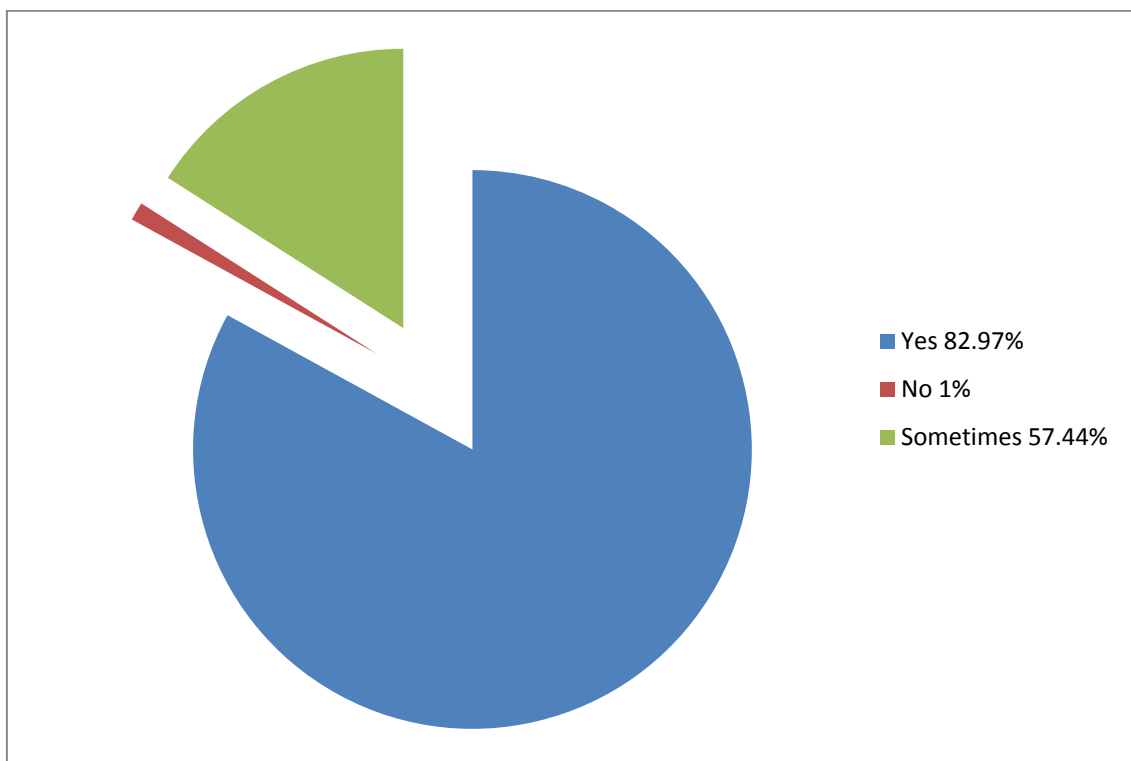


Figure 2.5. Parents' Participation in Their Child Education

Question 10: Do you see that your child has some difficulties in learning new languages?

This question was generated to see if there are some difficulties in learning new languages for the child with three options (yes, no, sometimes). The result was approximately the same. Parents had opted for the answer No with 35.10% (see the figure 2.6). Then, 34.04% of parents select the option of sometimes. Finally as for option yes which refers to 30.85% of the total population.

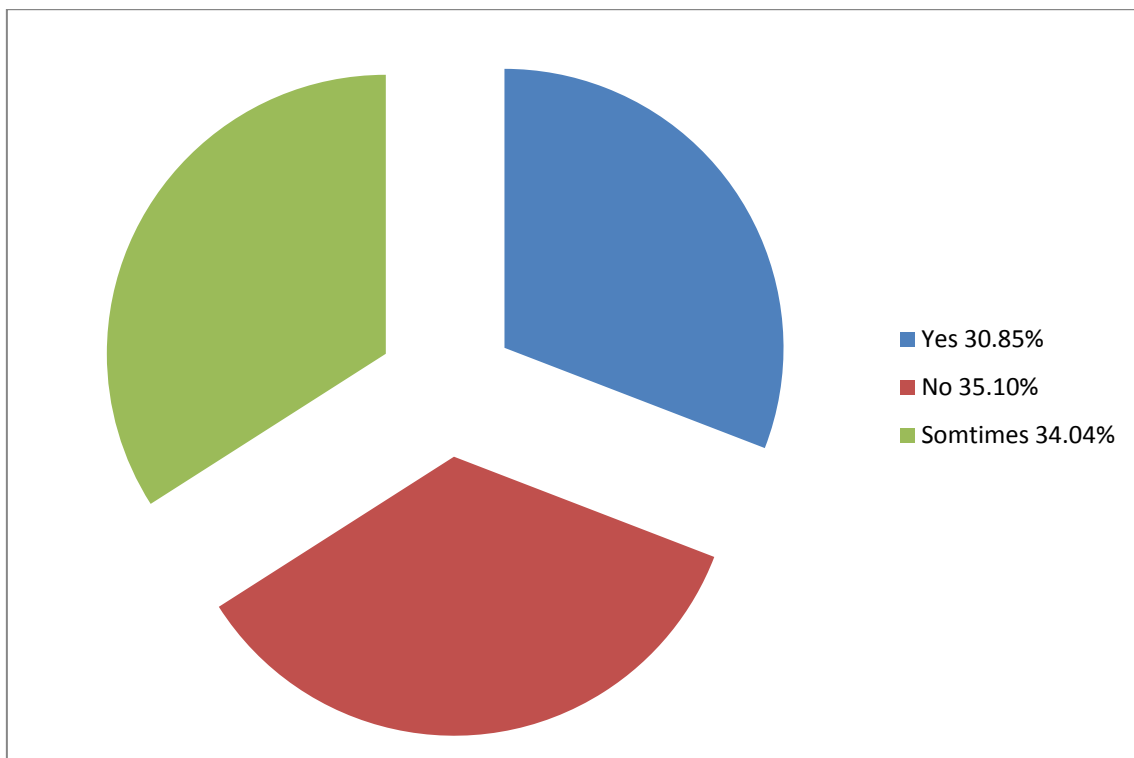


Figure 2.6. Difficulty Rate in Learning New Languages

Question 11: If yes, what are these difficulties? (You may choose more than one answer)

This question was addressed only who answered the previous question by selecting “yes” as the option (29 out of 94). This question have listed some difficulties as prepositions namely comprehension , teaching techniques , two languages at the same time, teacher proficiency and other difficulties that would be mentioned by some parents. Parents have noticed some difficulties in learning two languages simultaneously (21 out of 29) that the most chosen option among others. For the option (other difficulties) they mentioned as follow: pronunciation and writing form, lack of time and intensive program or schedule, the intellectual and comprehension level is unable to absorb two languages.

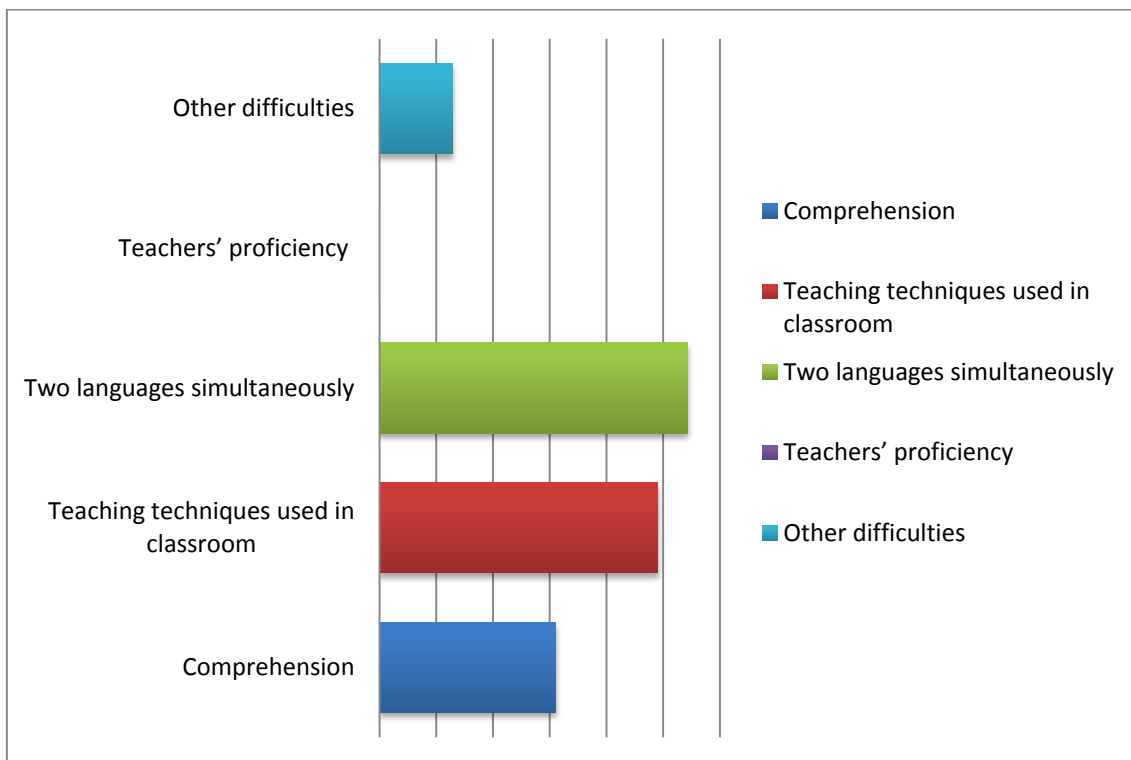


Figure 2.7. Difficulties in Learning New Languages

Question 12: Teaching two languages simultaneously can bring for your child an over-pressure or even confusion in acquiring the languages.

This question is formulated to know the opinions of parents about teaching two foreign languages simultaneously with selecting one of the options (strongly agrees, agree, disagree and strongly disagree). The figure shows that 40.42% agree with the statement. Followed by the two options (strongly agree and disagree) in the same rate 24.46%. Although high percentages (40.42%) of parents agree with statement, 10.64% of parents strongly disagree. Such result obtained from this question confirms the struggle that the children encounter in learning two foreign languages simultaneously.

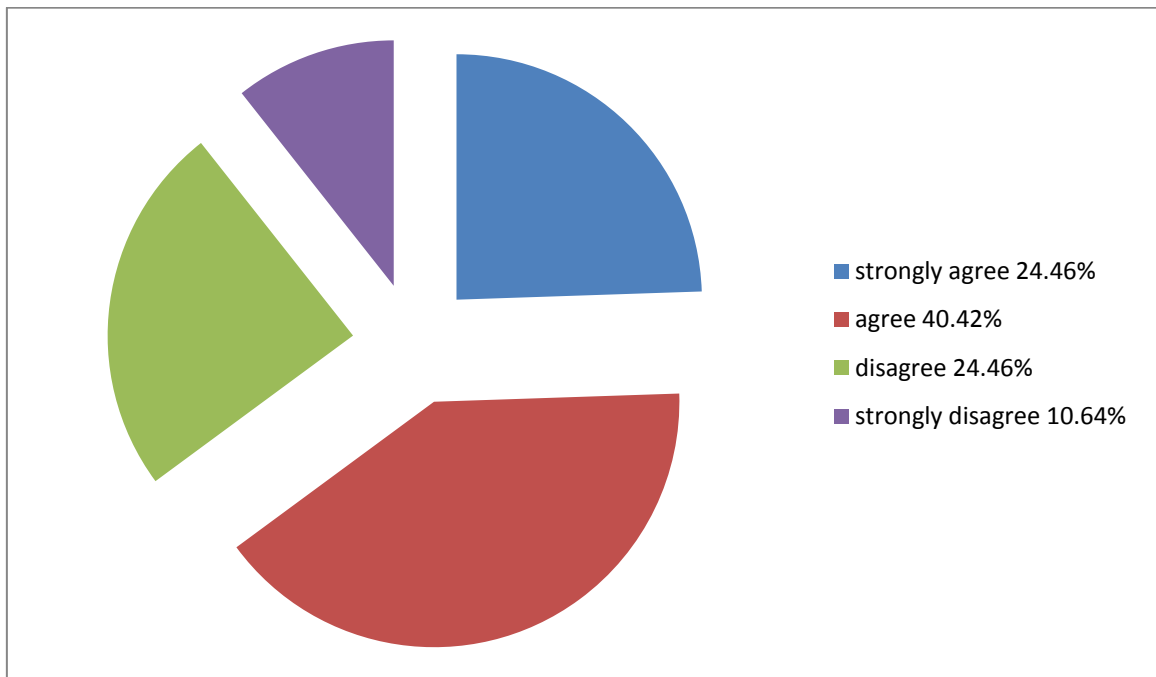


Figure 2.8. Teaching Two Foreign Languages

Question 13: As parent, how do you help your child first from psychological side (motivation) and from educational side (homework/activities)?

In this question, parents are asked to give some of their tips to encourage and help their child in their studies from both educational and psychological side. Only 67 out of 94 have answered this question. On one hand, psychological side, Most of parents have mentioned that helping their child through encouraging him/her by gifts and new games. Others maintain through creating a suitable atmosphere for studying. They added also buying for them short stories and books to foster their vocabulary in English. Moreover, parents try to enhance their child's self confidence, positive energy and responsibility instead of getting anxious and intimidated from learning new things. On the other hand, educational side, parents have agreed on the idea of creating funny tools to motivate them in studying like watching cartoons in English as well as practicing sport. Nevertheless, parents persist following the classical method by revising with their child by solving new activities, tasks, explaining the necessary lectures and having coaching services.

Question 14: Learning English will open doors for your child to study or work abroad. According to you, what does your child gain from learning English?

Through asking this question, we can figure out whether or not parents are aware of the advantages of learning English rather than only having opportunity to study and work abroad. . Parents consider English as an international language which makes their children have possibility to meet people around the world; therefore, they will come across with new cultures. They confirm that English will enable them to communicate with the largest possible number of people especially in their studies and opportunity to join world universities and get good job. Other benefit that is mentioned is that English will develop linguistic, intellectual and innovative capacities. Some parents have proclaimed that learning English: “whoever learns a language of people, he becomes safe from their wickedness.”

Question 15: The time allotted for teaching English language to third year primary pupils is 1h30 per week. Is it enough?

Asking about timing is important especially in primary grades; the child needs to learn new subjects with the right timing and environment. The graph below shows approximately similar result, majority of parents have selected “yes” with 45.74% and other portion of the parents have answered “ no” with 53.19% .One participant did not select any of the options and claimed that this question was dedicated to experts.

- If your answer is “no”, would you like to suggest the time allotted for?

Parents (50 out of 94) who disagreed with the statement have suggested the amount of hours in the week which would be better illustrated in form of table:

Table 2.5: Suggestions of Parents for Sufficient Time to Teach English

Suggestions	Frequency
Three hours peer a week.	22
Two hours and half peer a week.	2
Four hours peer a week.	7
Two hours peer a week.	3
One hour each day.	3
Five hours peer a week	1
Tuesday evening open day where pupils learn English through games and theatre.	1
Same number of hours as French language.	1
Missing answers	10
Total	50

Question 16: Parenting is learning through life with your children, can you describe in few words your experience with your kids learning and their progressing in life.

This space is given to parents, offering them a chance to express their feelings and experiences with their children education and process in general. The result can be presented as follow: most parents tend to complain about having a curriculum and program not adapt for children at their age. More precisely they want adaption of curriculum, including interesting topics and omitting unnecessary subjects like geography and history and replacement of French by English. In addition, parents have noticed that there is no sufficient time for sports and suggested to make handcraft sessions for instance drawing and artistic works. Moreover, significant amount of parents claim that they have issue concerning how to maintain a discussion with their children. Others define parenting as education, accompaniment, guidance and love from both sides of parents to their child. They added that persisting and motivating them to have good life as well as challenging the difficulties.

2.4.2 Teachers' Interview

This interview was conducted with third-year primary teachers in order to collect information regarding pupils' attitudes towards the English language. As Kothari (2004) mentions, semi-structured interview can help to have:

- More details, and more in-depth information, can be obtained.
- This method can also be used to easily obtain personal information.
- The language of the interview can be adapted to the ability or educational level of the person being interviewed, avoiding misunderstandings of questions.
- The interviewer can gather additional information about the respondent's personal characteristics and environment, which is frequently useful in interpreting results.

Teachers' interview consists of 14 questions with some clarification questions. The questions are categorized into rubrics and each rubric deals with a particular idea (See Appendix B for more information).

Section One: Teachers Experience

The five questions in this section intend to know whether or not teachers have taught before, and years of experience as EFL teachers. In addition, the questions aim to know which language used during the teaching and the involvement of learners on what to learn, and the techniques used that gained during pre service training.

- 1- Are you a new teacher or have you an experience in teaching?
- 2- Years of experience (if there is)

Only two of the six teachers interviewed have experience. One of them was retired with 27 years of experience, and the other interviewee has two years of experience. They both taught in middle school and now work in private schools. The remaining teachers (04 out of 06) are new to public school teaching.

- 3- What is the most language you use for explaining or giving instructions in class?

In this question, three out of six were using the English language; however, they stated that if there was a misunderstanding or no sign of survival they switched to the Arabic language as an alternative option. The three other participants used the English language as the target language and if they did not understand they opted for other ways to facilitate the instruction such as gestures, visual aids. One participant encouraged me to use drawing on the board and flashcards to explain easily. The participant said: "I use only the target language (English) if they don't understand some words; I use gestures, drawing on the board or the flashcards".

4- Do you involve your pupils to decide about what to learn in classroom?

All teachers misunderstood this question, and the researcher was obliged to reformulate the question again. The formulated question is: do you follow the curriculum imposed by educational ministry or not?

They all agreed on following the yearly planning received from the educational ministry. Although the strict laws imposed by the educational system, two out of six teachers had some ways to involve their learners in their process. One teacher mentioned that she tried to involve their pupils on deciding which game they wanted to play. Another interviewee confirmed by saying: “not to involve them deciding what to do but I try to involve them getting what is the lesson about to keep following the planning that we have received from the educational ministry.”

5- What are the techniques you have learnt during your training that you use now?

This question aims to know the potential of the training to have qualified teachers in primary schools. Four teachers received training (pre-service training) to teach in the primary schools. All teachers (06) listed some techniques used in their teaching such as visual aids (flashcards, pictures and drawing), games, songs, slates, mimic and group work. One teacher claimed that “a professional teacher has to attract their pupils with different techniques”.

During the interview, one of the teachers had recounted a day where she had used a game called “listen carefully” to motivate pupils and she had grouped pupils into 04 groups and gave them some words to practice sounds /ei/ and /ai/. They were evaluated and the winners got rewards at the end of the game.

Section Two: Learners Environment

This section encompasses four questions to gather information about learners behaviour in the English language sessions and to know whether they are responsible for own learning. The two last questions are designed to explore and identify pupils’ reactions in their first EFL session and obstacles that may encounter

during the teaching-learning process. In addition, follow up questions are asked to clear the floor for teachers and avoid any misunderstanding.

- 1- How do you describe your pupils' behaviour in your English sessions?
 - Are they listening to the teacher during the sessions?
 - Are they doing their tasks and the activities that you provide for them?
 - Do they participate in a project works?

The above question attempts to describe pupils' behaviour towards English in class. With some follow up questions that helps to describe their behaviours. The majority of teachers had clearly noticed positive attitudes of pupils towards the language. One of the teachers described his pupils as hyperactive pupils, jumping from their seats, and attentive. They had shown good results in participating in projects like family tree and home plan.

Another teacher said that English teaching sessions with primary school learners must be maintained with positive classroom behaviours. The teacher added "I encourage them to participate in their activities and projects which develop their capacities". Then, another participant who had been asked the same questions, he honestly believed that showing respect and be patient with such too young learners would bring a positive behaviour in classroom, and lead to motivate pupils and be active, enthusiastic and attentive towards the language.

A totally different answer was provided by the sixth teacher who affirmed by negative behaviour of pupils during the interview. The teacher had drawn a clear picture about her pupils. They were careless, even among them, there were some smart and good pupils, and the majority of them were impolite, not disciplined and rude. They participated in projects, but some pupils relied on the others in the groups, they revealed careless and laziness manners which made some of projects failed. The teacher noticed also other kind of behaviours such as reserved and talkative as well.

Therefore, the majority of the interviewees (5 out of 6) clearly noticed positive behaviour of pupils toward English.

2- What do you think of pupils being responsible for their own learning and why?

This question aims to see whether pupils in early age 8-9 years old aware of their responsibility in learning the language. Three out of six teachers agreed on the idea that pupils were responsible for their own learning. They were aware of English importance. One of the three teachers pointed out: “some pupils even started learning the language during the holidays, and watching cartoon and films in the English language to learn more.”

Different opinions highlighted by the two other teachers which made more sense and justified their perspectives. They were not responsible for their own learning simply because for two reasons. It was imposed by educational system and the second one was their young age. One of the two teachers clarified her idea by saying: “pupils in their age are like empty boxes and as teacher I need to fill in by providing them with necessary knowledge.”

The last participant supported the idea of pupils were responsible until these aspects were validated: “they understand their role as agent over their own feelings, thinking and learning behaviours, there are more likely to take responsibility for their studies. For autonomous learners, however, they need to have some actual choice and control.”

To sum up, this question includes that some pupils are aware of their responsibilities and importance of the language nowadays.

3- What were their reactions concerning the first session in learning English at this age?

Asking this question is supposed to lead us to see pupils’ reactions in their first day encountering the new foreign language. Teachers were observing during their first meeting that some pupils were curious about the new subject, excited to write down, explore the writing system and some of them were fearless. Even among these pupils, there were some pupils who were anxious, nervous as well as retiring. One of the teachers illustrated through offering a few tips about creating a pleasant atmosphere for them, such as always smiling, never punish, especially negative

punishment, and she added by saying: “they need just a push to start talking or reacting. That is all.”

As mentioned above, pupils had been enthusiastic to learn new language even some of them had been worried but their curiosity was the key to start learning.

- 4- What are the obstacles that you have encounter during your teaching?
- Do they understand your instructions?
 - Do they have any difficulties in learning two foreign languages simultaneously?
 - Are there available materials or technologies as visual aids?

Through this question, one may identify the obstacles that teachers have noticed during their teaching sessions. The following-up questions are asked only to facilitate and list some common difficulties.

Five out of six teachers struggled with pupils in improving their writing. One of the participants had evidence of his pupils’ exams copies .They did not know how to write their names in English or French, Even with the high scores in the tests and exams. Even worse, the teacher found some pupils writing their names in Arabic from the left to right. Another participant complained about the same problem by adding: “there is even an issue to tackle with mixing between the two foreign languages and pronunciation of alphabets.” Another example was provided by different teacher which was confusion of pupils in handwriting/scripts of French and English.

The sixth teacher did not have a difficulty with two languages because she revealed that in the private schools, they started learning French language at the second grade. In addition, understanding the instructions according to four teachers could reach 60% with using gestures, drawing and flashcards. One of these participants explained more by saying: “they have a lecture about common English instructions like listen, write, colour and match”. Repetition of these instructions frequently would be memorized by the pupils.

For materials and technology stuff used in teaching English, only one of two teachers who work in private schools have this privilege namely television, projectors. They are useful materials to encourage learning and make it easier and

motivated. Other teachers complained about the lack of these devices and materials. In brief, the lack of new material and technology might decrease the interest of pupils in learning especially foreign languages.

Asking a question about the obstacles that might a teacher encounter during his/her teaching has raised another subject which is the training for teachers before entering primary schools. One teacher mentioned: “ambiguity about how to teach and handle some situations. Especially for me, it is my first experience. The training was based only on theoretical part concerning pedagogy, psychology and teaching changes. After the teaching takes place, the seminars and online meetings with the British council get fruitful results.”

Section Three: Educational System

This section contains five questions. It is devoted to find out about whether time allotted is adequate from teacher point of view, and if not enough teachers may suggest the appropriate amount of hours for English sessions. Moreover, whether text book context is suitable for learners and reflect Competency based approach principles in developing autonomous and active learners. The last question is about the class size in Algerian schools which can be a factor in teaching and learning outcomes.

1- English session is 1h30min per week is it enough or not and why?

Almost all teachers agreed on the idea of 45min were not enough to teach 9 years old pupils. The reason was difficult to organize, especially when having to follow the restricted timing. One of the teachers had given example by split the 45min into: “5-8min to warm up, 10 min for introducing the lecture, then 15 min for explaining and repeating again and 15min for activities and tasks required ,for last minutes added is for correction and revision.”

In the same line of thought, another teacher stated that pupils had dialogues practice. If all the class participated, it would take half an hour for. Different teacher said: “I waste my time only by saying shut, sit-down, listen to me and raise your hands please.”

However, one teacher chose a middle ground not answering by no or yes. He picked up carefully his words, and believed that by organizing your time and structuring your lesson plan well .One could reach the lectures objectives even with restricted timing.

2- If the answer is no, would you suggest the amount of hours they need peer week?

The five teachers suggested teaching English in good circumstances necessitate one hour. Some of them added that at least three sessions peer week to achieve the teaching-learning outcomes.

3- Is the text book context reflecting the CBA principles to develop autonomous and active learners?

This question has answered only by five out of six participants. Three teachers agreed on the idea of the textbook reflect the CBA principles, however, their young age did not raise autonomous learners.

Another teacher claimed that textbook context did not reflect all the aspects of CBA and emphasised on two important skills listening and speaking skills. Moreover, different teacher neither mentioned yes or no as final answer but she stated: “I think that the text book helps to raise pupils’ competences and the use of the language in real life situations which they may face at their age”.

4- Is the content of the textbook suitable for the learners?

Through this question, one may figure out whether the content of textbook is adequate for young pupils or not. From four teachers’ angle, they asserted that not all the content was appropriate for their age. There were some difficult tasks and unclear instructions. One justified by given example about phonetics transcription and sounds. Then, another interviewee mentioned the possessive (‘s/s’) lesson and activities. She added that it was difficult to explain for them the rule at their age.

Different answer was provided by two other teachers who noted that the content was suitable for learners but did not rely much on the textbook. They managed to plan for other activities but still following the syllabus provided by the educational ministry.

5- Do you think that large class sizes can affect the learning process?

Asking a question related to overcrowded classes may have some influence on the learning process. All teachers agreed with the statement. The interviewees mentioned that large class led to a chaotic environment and disorder that was more difficult for the teacher to manage.

Furthermore, one of the teachers blamed the responsible in charge of such stuff, more than 30 pupils in class and even worse some classes exceed 40 individuals. He personally said: “sometimes I don’t have control over them, and the work get hard.”

In addition, one of experienced teacher made a comparison between working in public and private schools by stating that there was a huge difference between the two environments. In public sector, I needed to educate them before teaching them and had the right to punish them. Whereas, in private school, I discovered that any kind of punishment was not allowed.

Despite the fact that most Algerian schools are overcrowded, one may find small classes. One teacher claimed that she worked in small classes but the issue was the room size. Even with 21 seats, the class seems small and overcrowded. She mentioned:” large classes has some constraints and challenges like giving attention to every pupils at their age, it is difficult and can lead to noisy class and challenging to control and keep them focusing on their activities or lesson.”

Therefore, a negative environment has the impacts not only on the student but also the whole teaching –learning process.

2.4.3 Interpretation of the Results

The following part consists of the main interpretation of two instruments used to collect the data.

2.4.3.1 Interpretation of Parents’ Questionnaire

The aim of this questionnaire is to identify parent’s attitudes toward the introduction of English in primary schools. At the same time, the influence of these attitudes on their child learning achievement is another aim to be mentioned.

The questionnaire responses reveal an interesting finding, as it is contrary to what the result was from previous implementation of English in 1993. Parents have clearly recognised the idea of teaching English in primary schools, the evidence represented above in the questionnaire analysis drive a positive attitudes toward introducing English in primary schools namely the significant questions such question 07 and 08 which directly measure their opinions (see figure 2.3 and 2.4). Unlike in the previous attempt of introducing English in 1993, only 0.33% -1.28% had selected English for their children, and only 15% had agreed with the decision in implementing English in primary schools. Additionally, according to parents' importance, the ranking of languages in which English is the second most vital language after the Arabic language. Besides that the parent's background has a huge impact on their attitudes shaped nowadays the age, educational level and their occupations (see the questions 1, 2, 3). Most of parents' age between (31- 40) and (41-50) belong to the period of Arabized education and they are more open to change than others ,especially when it comes to the introduction of English in primary schools. Moreover, some of parents have licence, master or even magister degrees. These educational levels direct parents attitudes towards the change positively and their views towards learning new languages nowadays. When it comes for occupations, parents' socioeconomic statuses show the role of foreign language in their fields. For instance, the traders use the English language as communicative tool. The demographic information helped to drive parents' positive attitudes towards the language. While the English position in 1993 was underestimated because of the French dominance (previous experience) and no clear details about the project. Along with the timing to learn English suggested by 50 parents out of 94 (see table 2.10) that clearly show the parents' interest towards the language and carrying for their children amelioration.

The involvement of parents in their children educational process helps easily to draw the difficulties that pupils may encounter in learning new foreign languages. The results obtain from questions 09, 10, 11 and 12 reveal the hidden part of this study. Despite the positive parents' attitudes; there is a small group of parents who are not in favour of English being instructed in primary schools. They link their

decision to the substantial function that French plays in Algerian society (see table 2.8). According to the literature and this minority group, French was and still more important for national and international communication.

Finally, for the questions 13, 14 and 16, parent's motivation is the key to push their child leaning English by providing everything they require such short stories books and cartoon because they know that this will motivate them to learn English and improve it by time. The previous study held by Yilmaz Bodour and Aktan (2021) have uncovered that parental attitudes have a 25.7% influence on student motivation. Along with parents 'supplies, they are aware of the English language benefits like being culturally, intellectually developed and of course have connection outside our own geographical zone(see question 14). Even with some negative aspect mentioned by parents in the question 16 like heavy schedule and program, unnecessary subject and problem of maintaining a good discussion with their own child, still the parent support learning English at early age. This clearly demonstrates that parents have urge to reach better achievements. Parents' positive attitudes lead to high motivation and great outcomes.

2.4.3.2 Interpretation of Teachers' Interview

The results of this interview show that, despite the fact that two (02) of the teachers interviewed have been teaching for more than two years, only the new teachers have attended seminars and online learning on pedagogy ,psychology and teaching changes(see questions in section one :01 and 02, section two:04). This implies that the absence of participation in such seminars resulted in a lack of comprehension of what is new in the field of teaching in 1993 and the requirement of successful change including teacher education and right training level. The current implementation with the training of teachers have solved half of the issues faced in 1993 which the lack of preparing qualified teachers was one of the challenges of the project.

Besides, the positive behaviour of pupils towards the introduction of English language at primary school unlike 29 years ago, are directly measured in the second section of interview. The study aims to know the influence of pupils 'attitudes on their learning achievement at early age. From analysing the discussions with

teachers, the techniques of teachers applied, available materials, atmosphere and environment (classroom management) as well as the awareness of the language importance have a clear positive impact on their attitudes and learning achievement. Whereas, the previous implementation was lacking these features and draw negative result for the purpose of the inadequate planning (textbook-quality),and the purpose behind introducing this foreign language (not educational).

Conclusion

The second chapter was devoted only for the research design and procedures namely the research methodology, sample, data collection and analysis. The main part of this practical section was the data collection and analysis in qualitative and quantitative way. Also, the interpretation of the result obtained from both instruments: questionnaire and semi-structured interview. Based on analysing and interpreting the data, the researcher discussed and drew the main conclusions and provided with some limitations and recommendations for this research.

General Conclusion

Globalisation affects not only the political and economic domain but also the educational system. With the spread of English all over the world, Algeria is one of the countries that adopted English as the second foreign language to be taught in its schools. As previous reform, Algerian authorities attempted to introduce the English language along side with the French language turned in favour of French. It is noteworthy to consider parents' attitudes when developing language education policies with the goal of ensuring effective implementation. Parents play an important role in the entire process. Teachers' roles, on the other hand, have an impact on their students' achievement and behaviour towards the language. After, the re-implementation of English by President Tebboune in the primary levels had motivated to investigate and undertake this study.

This research was based on two main chapters in terms of structure. The first chapter offered a theoretical background of the relevant studies and concepts related to the research and breaks down into two sections. The first section addressed language planning and policy terms, as well as the 'clash' between two foreign languages in the Algerian educational system. The second section gave a review of relevant literature on the successful planning in the educational change, and highlighting how parents thinking and feelings are shaped toward change, along with the notions of SLA, CPH and learner diversity. Last but not least, the challenges that faced in teaching English in primary schools in previous reform attempts were also tackled.

The second chapter illustrated all the practical procedures of this study to fulfil the objectives. It involved the design, instruments adopted, analysis of data, as well as the target population of this study in addition to the interpretation of the results for both the questionnaire and the semi-structured interview which helped to draw the main conclusions. This work concludes with a discussion of the findings, a list of study limitations, and some recommendations for further research in this field.

The purpose of current work was to determine the pupils' and parents' attitudes towards the introduction of English in primary schools and the impact on their motivation and learning outcomes. This study included both parents' questionnaire and teachers' interview: a triangular method which yielded a variety of results. These findings allowed the researcher to draw a clear picture of the conclusions. Besides, it permitted the researcher to answer the research questions raised at the very beginning of the work and test the validity of the hypotheses. The main conclusions drawn from the study in relation to the research questions are presented below.

1- What are the parents' attitudes towards the implementation of English in primary school?

This question was intended to look into the dispositions of pupils as well as parents concerning the integration of English in the primary school. Regarding the first hypothesis which stipulates that Algerian pupils and their parents are optimistic (positive) about the implementation of English in primary schools, the results obtained from analysing the parents' questionnaire and teachers' interview revealed interesting conclusions and findings.

On the one hand, the results showed that positive attitudes were built by parents and pupils towards the English language. The concept of teaching English in primary schools had clearly been accepted by parents. They had accepted to learn English along with French and associated their opinions with English's international status as a global language. However, for those who expressed dissatisfaction, on the other hand, were an insignificant minority, with an obvious ideological preference for French. The responses in parents' questionnaire helped to draw this conclusion and proved that the first hypothesis is valid. By comparing the previous implementation of English in 1993 where the reform attempt was not successful, now, Algerian pupils and their parents have positive attitudes towards the implementation of English at primary schools.

2- What are the pupils' attitudes in their first experience in ELF classroom?

The aim of this question was to identify the pupils' attitudes in their first experience in EFL classroom. Findings showed that teachers had noticed positive aspects on the students' behaviour namely: excitement, curiosity and courage to learn new things. A child's awareness of the importance of language has a clear positive impact on their attitudes.

Indeed, from the interview analysis, teachers believed that their pupils have positive attitude regardless of the challenges they were likely to encounter during their first experience. Despite the teachers training and techniques used for teaching even with low quality and technology, pupils have displayed positive attitudes. However, those pupils who had exposed negative attitudes were only small part of the population. The blame and responsibility for those negative attitudes could be because of their parents' attitudes, teachers' low proficiency or even the classroom environment. Nevertheless the findings gathered from the implemented tools and mainly from interview with teachers validate and support our second hypothesis.

3- How can the pupils' and parents' attitudes affect the learning of English in primary schools?

Through this question, one may summarise the effect of attitudes on learning the English language. What shaped the person's attitude can be link to a social factor (parents of learners) that contributes to students' attitudes positively or negatively. Additionally, the educational factors including EFL teachers and learning situations (e.g., classrooms, seating arrangements, the materials and environment) have an impact on students' attitudes. From the questionnaire and interview analysis, positive attitudes of both pupils and parents might result in high motivation and improve learning outcomes at a young age. Due to the support (emotionally) and motivation of parents to their children through providing them with necessary supplies and coaching services, helped to improve their learning process.

Moreover, the techniques of teachers applied, available materials, as well as the awareness of the language importance had a clear positive impact on their attitudes and learning achievement. Although, there were some issues concerning the classroom management and overcrowded classroom but these had not much affected their motivation and learning outcomes. Parents who have positive attitudes towards education will foster positive attitudes in their children, allowing them to believe that the learning process is important.

Finally, it is worth mentioning that all the above results of the effect of parents' and pupils' attitudes go hand in hand with and confirm the third hypothesis which assumes that positive attitudes of both pupils and their parents may lead to high motivation and better learning outcomes in early age.

Despite the result obtained, a significant limitation came across during the research process; one of them is the accessibility of teachers for the interview. According to the ministry of education, only one teacher maintains 3-4 schools in geographical area, the number of interviewees reflects this fact. Another restriction concerning the interview analysis was due to the researcher's unawareness as part of imperfection in human being. The researcher faced some difficulties in the analysis of interview and how to manage the data collected. Besides, the number of questionnaire responders cannot be generalized all over other parents' and pupils' attitudes in Algeria, but it is only a sample or as portion of the target population. When opting for direct approach especially, the qualitative side, the data collected cannot to be generalized when it comes to the thought, attitudes and ideas of individuals.

In this research, our objective was to identify parents' and pupils' attitudes towards English in Algerian primary schools. The results obtained and the literature review helped to draw some conclusions in which the parent' and pupils' have positive attitudes towards English unlike 29 years ago. This later might have some implications for understanding:

- The importance of parents' engagement in language education planning and their child education.

- Learning at early age can be successful with the right teaching methods and healthy environment.
- Teacher education and training improve the education quality.

In terms of significance, this present research emphasised on the pupil's and parents' attitudes regarding the integration of English in primary schools, as well as its influence on children motivation and learning outcomes. The results have revealed interesting result along with shortcomings in the research among the triangulation relationship (Parent-Pupils-Teachers). The research has offered some recommendations to evolve and maintain positive attitudes as well as relationship and effective teaching-learning process.

- Creating small class and access to new technology
- Additional hours for improving English each week.
- Engagement of pupils in outdoor activities like theatre and arts.

Any educational change or reform should be based on some features to have positive attitudes on both sides (top-down and bottom-up), namely: acceptance of society, adequate planning of teaching materials and skills, and the prediction of short- and long-term objectives. No matter the circumstances and purposes for implementing new reforms, they are more likely to be beneficial when the educational reforms are founded on the mutual collaboration of all the stakeholders in the community, sharing the same future goals, and managing to build a better future.

As for further research studies, the present investigation raised a significant subject where the two important segments in society and school play a role in education change and successful planning in primary schools. It can serve as a starting point for future research that might concentrate on another target population which can deliver more information about the topic, such as arranging meeting with English inspectors for future expectations. Another topic can be raised related to textbook content in which the researcher can analyse the third year primary school EFL textbook. Last but not least, the deep investigation will be on the teacher training to enlarge the scope of the research.

References

- Ager, D. (2005). *Image and Prestige Planning. Current Issues in Language Planning*, 6(1), 1–43. Doi: 10.1080/14664200508668271
- Albarracín, D., Johnson, B.T. and Zanna, M.P. (2005). *The Handbook of Attitudes*. New York: Laurence Erlbaum Associates, Inc. Retrieved 26/02/2023, from <https://www.pdfdrive.com/handbook-of-attitudes-e162227465.html>
- Alshumaimeri, Y. A. (2022). *Educational Context: The Factor for a Successful Change*. Online Submission, 9(1), 51-57. Doi:10.30845/jesp.v9n1p6
- Baker, C. (1992). *Attitudes and language* (Vol. 83). Multilingual Matters. Retrieved 10/05/2022, from <https://zlibrary-asia.se/book/11674180/9c6746>
- Baldauf, R. B. (1994). *[Unplanned] Language Policy and Planning. Annual Review of Applied Linguistics*, 14, 82. Doi: 10.1017/s0267190500002828
- Belmihoub, K. (2018). English in a multilingual Algeria. *World Englishes*, 37(2), 207-227. Doi: 10.1111/weng.12294
- Benrabah, M. (2013). *Language Conflict in Algeria: From Colonialism to Post-Independence*. Bristol, Blue Ridge Summit: Multilingual Matters. Retrieved 06/12/2022 from <https://www.pdfdrive.com/language-conflict-in-algeria-from-colonialism-to-post-independence-e183867832.html>
- _____ (2014). *Competition between four “world” languages in Algeria. Journal of World Languages*, 1(1), 38–59. Doi: <http://dx.doi.org/10.1080/21698252.2014.893676>
- Cenoz, J., & Jessner, U. (Eds.). (2000). *English in Europe: The acquisition of a third language* (Vol. 19). Multilingual Matters. Retrieved 10/04/2023, from <https://zlibrary-asia.se/book/1169386/185545>
- Crystal, D. (2003). *English as a global language*. Cambridge university press.

-Djennane, T. (2016) Language Planning and Education Issues in Algerian Higher Studies: Attitudes towards Arabic and French in Scientific Streams, Tlemcen University. University Of Tlemcen.

-*English - worldwide distribution*. Worlddata.info. (n.d.). Available at <https://www.worlddata.info/languages/english.php> (Accessed: 27/03/ 2023)

-Foreign language training - united states department of state (2023) U.S. Department of State. U.S. Department of State. Available at: <https://www.state.gov/foreign-language-training/> (Accessed: May 4, 2023).

-Feu-Gelis, J., & Torrent Font, A. (2019). *Innovation in the Context of Educational Change and Mirages*. *Encyclopedia of Educational Innovation*, 1–5. Doi:10.1007/978-981-13-2262-4_34-1

-Haugen, E. (1959). Planning for standard language in modern Norway. *Anthropological Linguistics*, 1(3). 8–21. Retrieved 26/02/2023, from <http://www.jstor.org/stable/30022188>

-Harris, A., & Jones, M. (2018). *Why context matters: a comparative perspective on education reform and policy implementation*. *Educational Research for Policy and Practice*. Doi: 10.1007/s10671-018-9231-9

-Hoque, E. (2017). An introduction to the second language acquisition. *Language Acquisition*, 1-23. Retrieved 31/01/2023, from https://fayllar.org/pars_docs/refs/769/768898/768898.pdf

-Johnson, J. S., & Newport, E. L. (1989). *Critical period effects in second language learning: The influence of maturational state on the acquisition of English as a second language*. *Cognitive Psychology*, 21(1), 60–99. Doi: 10.1016/0010-0285(89)90003-0

-Johnson, D. C. (2013). *What is language policy?* *Language Policy*, 3–25. Doi: 10.1057/9781137316202_1

-Juárez, E. (2013). A pedagogical evaluation of textbooks used in Mexico's National English Program in Basic Education. *MEXTESOL Journal*, 37(3), 1-21. Retrieved 15/05/2023 from <http://www.mextesol.net/journal/public/files/5b48c52dfecc4031c0c05a2116b1b019.pdf>

-Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International. Retrieved 03/04/2023, from [http://lms.aambc.edu.et:8080/xmlui/bitstream/handle/123456789/142/Research%20Methodology%20Methods%20and%20Techniques%20by%20C.R.%20Kothari%20\(z-lib.org\).pdf?sequence=1](http://lms.aambc.edu.et:8080/xmlui/bitstream/handle/123456789/142/Research%20Methodology%20Methods%20and%20Techniques%20by%20C.R.%20Kothari%20(z-lib.org).pdf?sequence=1)

-Kherbache, F (2017) *A Sociolinguistic Study of Dialect Contact and Accommodation in Beni Snous*. University of Tlemcen.

-Krashen S. D. & Terrell T. D. (1983). *The natural approach: language acquisition in the classroom*. Alemany Press. Retrieved 10/05/2022, from http://www.sdkrashen.com/content/books/the_natural_approach.pdf

-Lisbdnetwork. (2022). *Parents' attitude and beliefs and their impact on child development*. Library & Information Science Education Network. Retrieved 03/05/2023, from <https://www.lisedunetwork.com/parents-attitude-and-beliefs-and-their-impact-on-child-development/>

-Marouf, N. M, & Moulay, T (2017). *English in the Algerian Primary Schools between Necessity and Contingency*. University of Saida, Algeria. Retrieved 21/12/2022 from <https://www.asjp.cerist.dz/en/downArticle/572/4/1/131017>

-Messouadi, Y. (2017). *An Evaluation of High Education-Based Pre-service Training and School-Based Initial Preparation of EFL Teachers*. University of Tlemcen.

-Ministry of National Education. (2022). Didactic Guide of English for 3rd Year Primary Education. Retrieved 15/10/2022, from

<https://drive.google.com/file/d/1b-V0L7w1u8Ovy3LXyDMSEC0cF5a92IaT/view>

-Pourhosein Gilakjani, A. (2012). *Visual, Auditory, Kinaesthetic Learning Styles and Their Impacts on English Language Teaching*. *Journal of Studies in Education*, 2(1), 104. Doi:10.5296/jse.v2i1.1007

-Rezig, N. (2011). *Teaching English in Algeria and Educational Reforms: An Overview on the Factors Entailing Students Failure in Learning Foreign Languages at University*. *Procedia - Social and Behavioral Sciences*, 29, 1327–1333. Doi:10.1016/j.sbspro.2011.11.370

-Sagar, S. (2019). *Importance of teacher education*. *International Journal of Applied Research* 5(10):81-84. Retrieved May 10, 2023, from

<https://www.allresearchjournal.com/archives/2019/vol5issue10/PartB/5-9-32-798.pdf>

-Scott, W. A., & Ytreberg, L. H. (1990). *Teaching English to children*. London: Longman. Retrieved 03/11/2022, from <https://www.pdfdrive.com/teaching-english-to-children-longman-keys-to-language-teaching-e184377880.html>

-Seifert, K. & Sutton, R. (2009). *Educational Psychology* (2nd eds.). The Jacobs Foundation: Zurich, Switzerland. Retrieved 21/10/2022, from

<http://elibrary.mukuba.edu.zm:8080/jspui/bitstream/123456789/493/1/Educational-Psychology.pdf>

-Singleton, D. (2003). 1. Critical Period or General Age Factor (s)?. In *Age and the acquisition of English as a foreign language* (pp. 3-22). Multilingual Matters.

Retrieved 29/10/2022, from https://laslab.org/wp-content/uploads/2021/10/maturational_constraints_on_foreign-language_written_production.pdf

-Spolsky, B. (2004). *Language policy*. Cambridge: Cambridge University Press.

- _____ (Ed.). (2012). *The Cambridge handbook of language policy* (p. 3). Cambridge: Cambridge University Press. Retrieved 10/01/2023, from <https://zlibrary-asia.se/book/2459549/2bc8ae>

-Straková, Z. (2015). Challenges of teaching English at primary level. *Procedia Social and Behavioral Sciences*. 174, pp. 2439-2442.
Doi: 10.1016/j.sbspro.2015.01.914

-Stemper, K. D., & King, K. A. (2017). *Language Planning and Policy*. *The Handbook of Linguistics*, 655–674. Doi: 10.1002/9781119072256.ch33

-Woolfolk, A. (2019). *Educational psychology* (14th ed.). Pearson. Retrieved 21/10/2022, from <https://zlibrary-asia.se/book/17474406/7acc59>

-Wray, A.M. and Bloomer, A.M. (2006). Designing a questionnaire. In Hunston, S., & Oakey, D. (Ed.), *Introducing applied linguistics concepts and skills* (pp145-150). London [etc.]: Routledge. Retrieved 18/04/2023 from <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=5972c379b96cc6caa3e3fb9e8c96b494ebf13f5a>

-Yilmaz Bodur, Z., & Aktan, S. (2021). A research on the relationship between parental attitudes, students' academic motivation and personal responsibility. *International Journal on Social and Education Sciences*, 3(4), 636–655.
<https://doi.org/10.46328/ijonses.187>

Appendices

Appendix A: The questionnaire

Dear Respondents,

I kindly ask you to take 10 minutes to fill in this questionnaire. All the information you offer is intended to complete the study only. This questionnaire is dedicated to only parents who participate in the child learning or interested in learning foreign languages.

SECTION OF QUESTIONS

- Instruction: please complete this section by tick the following answers:

1. What is your age?

25-30

31-40

41-50

Above 51

2. What is the highest degree or level of education you have completed?

No schooling completed

High school graduate

Bachelor's degree

Master's degree

Professional degree

Doctorate degree

3. What is your current occupation?

.....

4. What are the languages you speak? (you may choose more than one answer)

French

Standard Arabic

Dialect Arabic

English

Other languages

Mention them.....

5. Would you classify them according to their importance for you?

French

English

Arabic

Other languages

6. Do you agree on teaching foreign languages in primary school?

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

7. Which foreign language(s) do you think is (are) adequate for primary school?

French

English

Both

8. Do you agree on teaching English language in primary school?

Strongly Agree

- Agree
- Disagree
- Strongly Disagree

If you (strongly) disagree, which level you see is appropriate?

.....

9. Do you participate in the educational process of your child?

- Yes
- No
- Sometimes

10. Do you see that your child has some difficulties in learning new languages?

Yes

- No
- Sometimes

11. If yes, what are these difficulties? (you may choose more than one answer)

- Comprehension
- Teaching techniques used in classroom
- Two languages simultaneously
- Teachers' proficiency
- Others..... (Mention it please)

.....

12. Teaching two languages simultaneously can bring for your child an over-pressure or even confusion in acquiring the languages.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

13. As parent, how do you help your child first from psychological side (motivation) and from educational side (homework/activities)?

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

14. Learning English will open doors for your child to study or work abroad. According to you, what does your child gain from learning English?

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

15. The time allotted for teaching English language to third year primary pupils is 1h30 per week. Is it enough?

- Yes
- No

If your answer is no, would you like to suggest the time allotted for?

.....

16. Parenting is learning through life with your children, can you describe in few words your experience with your kids learning and their progressing in life.

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

Thank you very much for your collaboration and help

الإستبيان

أعضاء المشتركين،

أرجو منكم التفضل بتخصيص 10 دقائق لملء هذا الاستبيان. إن جميع المعلومات التي تقدمها تهدف إلى إكمال الدراسة فقط. هذا الاستبيان مخصص للآباء فقط الذين يشاركون في تعلم الطفل أو يهتمون بتعلم اللغات الأجنبية.

الأسئلة

• يرجى إكمال هذا القسم من خلال وضع علامة على الإجابات التالية:

1. ما هو عمرك؟

- 30-25
 40-31
 50-41
 51 فما فوق

2. ما هو مستوى التعليمي؟

- عدم إكمال التعليم
 خريج الثانوية
 شهادة ليسانس
 شهادة الماستر
 شهادة ماجستير
 شهادة احترافية
 شهادة الدكتوراه

3. ما هي وظيفتك الحالية؟

.....

4. ما هي اللغات التي تتحدث؟

- الفرنسية
 العربية الفصحى
 اللهجة العربية
 الإنجليزية
 لغات أخرى

لغات اخرى ,أذكرها

5. صنف حسب أهميتهم بالنسبة لك

- الفرنسية
 الإنجليزية
 عربية
 لغات اخرى

6. هل توافق على تدريس اللغات الأجنبية في المرحلة الابتدائية؟

- أوافق بشدة
 أوافق
 حيادي
 أرفض
 أرفض بشدة

7. ما هي اللغة (اللغات) الأجنبية التي تعتقد أنها مناسبة للمدرسة الابتدائية؟

- الفرنسية
 الإنجليزية
 كلاهما

8. هل توافق على تدريس اللغة الإنجليزية في المرحلة الابتدائية؟

- أوافق بشدة
 أوافق
 أرفض
 أرفض بشدة

إذا كنت ترفض (بشدة)، فما هو المستوى الذي تراه مناسباً؟

.....

9. هل تشارك في تعليم لطفلك

- نعم
 لا
 أحيانا

10. هل ترى أن طفلك يواجه بعض الصعوبات في تعلم لغات جديدة؟

- نعم
 لا
 أحيانا

11. إذا كانت الإجابة نعم، فما هي هذه الصعوبات (يمكنك اختيار أكثر من إجابة واحدة)

- الفهم
 أساليب التدريس المستخدمة
 لغتان في وقت واحد
 إتقان المعلم
 صعوبات أخرى

صعوبات أخرى أذكرها

12. يمكن أن يؤدي تعليم لغتين في وقت واحد إلى زيادة الضغط على طفلك أو حتى الارتباك في اكتساب اللغات.

- أوافق بشدة
 أوافق
 أرفض
 أرفض بشدة

13. بصفتك أحد الوالدين , كيف تساعد طفلك أولاً من الجانب النفسي (التحفيز) ومن الجانب التعليمي (الواجبات / الأنشطة)؟

.....
.....

.....
.....

14. سيفتح تعلم اللغة الإنجليزية الأبواب لطفلك للدراسة أو العمل في الخارج. حسب رأيك، ما الذي يكسبه طفلك من تعلم اللغة الإنجليزية؟

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

15. الوقت المخصص لتدريس اللغة الإنجليزية لتلاميذ الصف الثالث الابتدائي هو ساعة ونصف في الأسبوع. هل هذا يكفي؟

<input type="checkbox"/>	نعم
<input type="checkbox"/>	لا

إذا كانت إجابتك ب لا ، فهل ترغب في اقتراح الوقت المخصص لذلك؟

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

16. الأبوة والأمومة هي التعلم من خلال الحياة مع أطفالك، هل يمكنك أن تصف ببعض الكلمات تجربتك مع أطفالك الذين يتعلمون و كيفية تقدمهم في الحياة.

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

شكرا جزيلا لتعاونك ومساعدتك

Appendix B: The Interview

This interview attempts to gather information about the pupils' attitudes encountering the foreign language and the impact of their own attitudes on their motivation and learning achievements. This study is concerned with third year primary school pupils of Tlemcen city. You are kindly invited to answer some questions.

Rubric One: Teacher Experience

1. Are you a new teacher or have you an experience in teaching?
2. Years of experience (if there is)
3. What is the most language you use for explaining or giving instructions in class?
4. Do you involve your pupils to decide about what to learn in classroom?
5. What are the techniques you have learnt during your pre-service training that you use now?

Rubric Two: Learners Environment

1. How do you describe your pupils' behaviour in your English teaching sessions?
 - Are they listening to the teacher during the sessions?
 - Are they doing their tasks and the activities that you provide for them?
 - Do they participate in a project works?
2. What do you think of pupils being responsible for their own learning? And why?
3. What were their reactions concerning the first session in learning English at this age?
4. What are the obstacles that you have encounter during your teaching?
 - Do they understand your instructions?
 - Do they have any difficulties in learning two foreign languages simultaneously?
 - Are there available materials or technologies as visual aids?

Rubric Three: Educational System

1. English session is 1h30min peer week is it enough or not and why?
2. If the answer is no, would you suggest the amount of hours they need peer week?
3. Is the text book context reflecting the CBA principles to develop autonomous and active learners?
4. Is the content of the textbook suitable for the learners?
5. Do you think that large class sizes can affect the learning process?

Thank you so much for your time and your cooperation

ملخص

هدفت هذه الدراسة إلى استكشاف مواقف التلاميذ والأولياء تجاه تطبيق اللغة الإنجليزية في المدارس الابتدائية في الجزائر، بالإضافة إلى تأثير هذه المواقف على دوافع الطلاب وإنجازاتهم. للوصول إلى هذه الأهداف، تم تصميم أداتين: استبيان للأباء ومقابلة شبه منظمة مع معلمي اللغة الإنجليزية في المدارس الابتدائية في تلمسان. كشفت النتائج التي تم الحصول عليها من تحليل وتفسير البيانات التي تم جمعها أن معظم الآباء والتلاميذ لديهم مواقف إيجابية تجاه إدخال اللغة الإنجليزية في المدارس الابتدائية. يربط غالبية الآباء مواقفهم الإيجابية بمكانة اللغة الإنجليزية في العالم كلغة عالمية والمزايا التي قد تقدمها لأطفالهم من أجل مستقبل أفضل. علاوة على ذلك، فإن دعم الوالدين وجودة التعليم الجيدة، بما في ذلك تعليم المعلمين وتدريبهم، المواد، المحيط، والوعي بأهمية اللغة لها تأثير أيضاً على تحفيز الطلاب ومكتسبات التعليم والإنجازات المستقبلية.

الكلمات المفتاحية: المواقف، تلاميذ اللغة الإنجليزية، الأولياء، المدرسة الابتدائية

Summary

This study sought to explore the pupils' and parents' attitudes towards the implementation of English in primary schools in Algeria, as well as the influence of these attitudes on pupils' motivation and achievements. To reach these objectives, two instruments were designed: a questionnaire for parents and a semi-structured interview with EFL teachers of primary schools in Tlemcen. The results obtained from analysing and interpreting the collected data revealed that most parents and pupils have positive attitudes towards the introduction of English in primary schools. The majority of parents link their positive attitudes to the status of English in the world as a global language and the advantages that it may offer to their children for a better future. Further, the support of parents and good quality of education, including teacher education and training, materials, environment, and awareness of language importance have also an impact on pupils' motivation, learning outcomes and future achievements.

Keywords: Attitudes, EFL Pupils, Parents, Primary School

Résumé

Cette étude visait à explorer les *représentations linguistique* des élèves et des parents vis-à-vis de la mise en œuvre de l'anglais dans les écoles primaires en Algérie, ainsi que l'influence ces représentations sur la motivation et les résultats des élèves. Pour atteindre ces objectifs, deux instruments ont été conçus : un questionnaire destiné aux parents et un entretien semi-directif auprès des enseignants d'anglais des écoles primaires de Tlemcen. Les résultats obtenus à partir de l'analyse et de l'interprétation des données recueillies ont révélé que la plupart des parents et des élèves ont des représentations positives envers l'introduction de l'anglais dans les écoles primaires. La majorité des parents lient leurs représentations positives au statut de l'anglais dans le monde en tant que langue mondiale et aux avantages qu'il peut offrir à leurs enfants pour un avenir meilleur. En outre, le soutien des parents et la bonne qualité de l'éducation, y compris l'éducation et la formation des enseignants, le matériel, l'environnement et la sensibilisation à l'importance de la langue ont également un impact sur la motivation des élèves, les résultats d'apprentissage et les réalisations futures.

Mots-clés : Représentations Linguistique, Élèves d'Anglais, Parents, École primaire