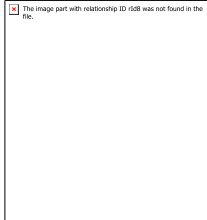


PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

University Centre Ahmed Salhi Naama
Institute of Letters and Languages
Department of Foreign Languages
English Section



**The Prospects of English Language Teaching in
the Algerian Primary Schools:
An Experience Oscillating between Process and
Recess**

*Extended Essay submitted to the Department of English in Candidacy for the requirement of the
'Master' Degree in Linguistics*

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Dedication 1

This work is dedicated to:

The source of my happiness in this life: my mother, father, and wife.

My sisters, brothers and each member in my family

*My close friends, whose support and assistance have been extremely
important.*

All my teachers.

All my beloved ones.

BENAISSA Salah

Dedication 2

*To the cherished soul of my departed mother, in the depths
of my heart, a flame that forever illuminates my path, through life's wists
and
turns, to my wife and children. As I embark on this endeavor,
I carry your love, wisdom and blessings with me.
With eternal love and gratitude.*

ZEGHBIB Houari

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List of Abbreviations and Acronyms

AEPP: Algerian Educational Policy and Planning

AEP: Algerian Educational policy

APS : Algerian Primary School

CLT : Communicative Language Teaching

CPD : Continuing Professional Development

ELT : English Language Teaching

FL1: First Foreign Language

FL 2: Second Foreign Language

GTM: Grammar Translation Method

MNE: Ministry of National Education

SL : Second Language

STEM: Science, Technology, Engineering and Mathematics (fields)

TESL: Teaching English as a Second Language

TVET: Technical and Vocational Education and Training

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Abstract

The complex linguistic background of the Algerian society submits a fertile ground welcoming foreign languages to be learnt and taught, notably English. Besides to the gigantic evolution of technology striking all fields of life around the world. English is nominated the language of technology. Algeria is undoubtedly interested and concerned with English. It's, then, necessarily, meaning that teaching and learning it goes broader beyond being merely a response to the need but also as a goal, interest and preference for learners and their parents. As a result, the Algerian authorities found it a prior challenge and a significant step toward the change -realizing the new, contemporary Algeria. Thus, English is decided to be taught in all the Algerian primary schools. Hence, this study aims to examine the attitudes and intentions of all the stakeholders towards English language teaching. It seeks to predict the success or failure of such experience. For that purpose, a mixed-method was employed in this descriptive study relying on two different gathering data tools; two questionnaires and classroom observation. The first questionnaire was administered to teachers of English of the primary school, the second to parents and learners are observed during class. The data cover a range of factors that impact TESL in Algerian primary schools, including instructional hours, teacher qualifications and training, teaching methods, and student proficiency levels. This study provides a rigorous and empirical analysis of TESL in Algerian primary schools, based on a range of data sources and analysis techniques. The findings indicate a significant interest and preference among learners and their parents for teaching and learning English. The study concludes that there is a strong demand for English language education in Algeria. The process of this experience, thus, is strongly predicted and expected according to the gathered data. It is worth mentioning that such success depends on careful language planning and effective implementation. The findings of this study, also, have implications for policy-makers and educational authorities in Algeria, highlighting the need for comprehensive reforms to ensure this success.

General

Introduction

General Introduction

Nowadays and more than ever, English is considered as the language of the world or the vital one. It has quickly spread and has become popular in the world alongside the technological developments. Eventually, it is becoming the primary means of communication in global contexts. Algeria, as well as the great majority of other countries, draws large headlines by/to teaching English.

The field of education is witnessing successive reforms in separated attempts to refine it. It is a challenging and eminent decision taken by the authorities. It is teaching English in the primary school. It is worthy to mention that this step was preceded by a similar experience (referred to as the third reform in 1993) but it did not last for long. This new reform is based and bordered by many constraints such as modernism, evolution of technology, changed and different minds. It suggests then new and better ends and looks forward to success.

Thus, it seems to be a response to the growing demand for English for all for the sake of improving their employability and resilience. Then, a set of systematic improvements in education are needed with their possibly effective way of implementation. This tends to mean that there are many angles and perspectives ought to be considered during the conduction of any research about this subject which is an attempt to predict and measure the possible results of English Language Teaching in the Algerian primary school. French has dominated the majority of fields for decades. This means that it is ranked as the (2nd) second language in the country. By the decision of substituting it with English a set of circumstances will arise, and it is obviously going to be difficult to do so.

In order to overtake the appearing obstacles, challenges and needs the government has taken some measures. Our work, then, comes to highlight and investigate whether this reform will proceed (succeed) or recede (fail). This investigation sheds light on the future of English Language Teaching in Algerian (ELT) Primary Schools. Hence, it is expected to recite and enumerate the scaffolding reasons under which this experience will succeed. Although, some educationalists compare the actual decision to the first reform, which is Arabicisation and how it failed, the present reform is built after learning from the former errors, mistakes and deficiencies that led to the recess of each of them.

General Introduction

This research also aims at shedding light on the attitudes of the learners, their parents and the novice teachers of English in primary schools. To reach our purpose on the prospects and perspectives of teaching English as a second language in the Algerian primary schools and whether the process will proceed or recess , we seek to answer a set of questions such as :

- 1 – To what extent will it maintain and provide opportunities to young people?
- 2 - What are the attitudes of parents and their children toward English?
- 3 - What are the favorable factors for success?
- 4 - What are the obstacles against the process?

Accordingly , the following hypotheses were formulated :

- 1 – Parents are aware about the importance and role that English plays in affecting their children's future.
- 2 – The authority learnt from the former experiences how to avoid any new failure.
- 3 – A set of measures and decisions are made by the government to lead to the success of this experience.
- 4 – The future can be predicted, based on strong circumstances, in which teaching English Language Teaching in the Algerian primary school will proceed (it will be crowned with success)

For the research methodology, a mixed approach combining qualitative and quantitative methods is chosen. A total of 70 teachers of English in primary schools from different wilayas: Saida, Tissemsilet , Ain Timouchent, Elbayadh, Laghouat, Bechar, and Adrar are recruited for collecting the questionnaire data. Each teacher represents three primary schools. For the same data type parents of pupils learning English as a second language are recruited. Furthermore, three primary schools in the city of Saida are chosen for classroom observation to collect qualitative data to reinforce the validity of the study findings.

The present work is subdivided into two chapters. The first one is devoted to present reviews about the present matter, besides to the Algerian educational policy and

General Introduction

planning . Also, it deals with the challenges, obstacles, perspectives and prospects of English Language Teaching in the Algerian primary school. The second chapter (Methodology) is concerned with the research design, sample selection , identification of the research instruments and then , the analysis of the collected data and the interpretation of the findings as well as providing answers to the research questions. Finally, we will provide a general conclusion including a summary of the findings, implications , research limitation and possible suggestions for future researches.

CHAPTER ONE:

Literature Review

Introduction

Teaching English as a second language in the Algerian primary school has been a topic of discussion and debate for many years. Recently, there has been a growing interest in this subject, particularly as the Algerian government has made remarkable efforts to introduce English language instruction at an earlier age. The aim of this chapter is to provide a comprehensive literature review on the subject of Teaching English in the Algerian primary schools, covering the historical context; tracing its roots from the French colonial period to the present day.

Firstly, It will examine how English has evolved over time, and how it has been influenced by political and social changes in Algeria. Then, it moves to an argumentative review, in which various perspectives on the benefits and drawbacks of teaching English in Algerian primary schools will be presented. Here a consideration will be given to the arguments of scholars and educators who support early English instruction, as well as those who try to prove the opposite. In addition to the methodical review, After that, we will explore the current state of educational policy and planning; in which we'll examine the government's efforts to promote English language proficiency among young learners and challenges and obstacles, that face teachers in implementing those policies. The prospects and perspectives for the future are also discussed.

Teaching English as a second language in the Algerian primary schools has become increasingly important in today's globalized world and this is the case for Algeria where English is recognized as a major foreign language. However, despite the efforts made in this area, there are still many challenges facing English as a Second Language teachers in Algerian primary schools. In this literature review, we will explore the historical, argumentative review of ESL teaching in APS. Besides to the Algerian language policy, obstacles and perspectives of ELT in APS. This aims at providing insights and recommendations for improving the effectiveness of ESL instruction in this context

1. Reviews

1.1 - Historical Review

Literature Review

It is worth mentioning that teaching ELT in the Algerian primary school took place for the first time in 1993 (as a trial and 3rd reform). According to many researchers, this experience did not succeed due to a set of reasons that they all agree about. Those reasons can be summarized by (2015)¹ in the following three points :

1°The first one is the Algerian sociolinguistic situation, when French is the privileged language compared to English. French was widely used by all members of the society whereas English is used only in class. Thus, the great majority found it residue. (parents had to choose one foreign language to their children. The results were 85 % for French but merely 15 % for English) It is not surprising for them to give privilege to the language they already know.

Algerians find that French is more important to the country for national and international communication . It is a fundamental link language between people of different ethnic/linguistic backgrounds in some parts of Algeria.

2° The rationale behind the introduction of this experiment was not for pedagogical purposes. But there were other considerations taken by policymakers. In fact, the timing of this project implementation explains this reality. The 90's in Algeria was a sensitive period.

Nationalism was at its highest zeals. This ideology perpetuates the slogan: the one nation one language. The process of Arabicization , besides the implementation of EFL as a choice or instead of French was to put an end to the hegemony of the colonial language.

3°The inappropriateness of planning was an important reason that led to the failure of English in elementary schools. There was neither information about the project, nor clarifications concerning the pupils study career in coming years. In a country where French is used in public spheres such as: banks, post offices, workplaces, these learners cannot fill-in a formulaire in French. The problem is dramatic and learners feel deception in regard to this situation. On the other hand, their proficiency in English

¹MRS.MAROUF Nawel Maitre Assisstant, *English in THE Algerian Primary Schools Between Necessity And Contingency*, Dr.MoulayTahar University of Saida, Algeria , 2015

Literature Review

language is low as well. The majority of them stopped learning English as FL1 at different levels. Consequently, they master neither English as their FL1, nor French as FL2.

The above mentioned problems reflect the unsoundness planning of the project. Unlike other countries that adopted the same experiment, Algerian policy makers did not take language-in-education policy patterns such as community policy , resources policy , and many other elements.

1.2- Argumentative Review

The present topic has widely been debated. While some argue that teaching English in primary schools is essential for a country that wants to be competitive on the global stage, others argue that this approach is flawed and could have negative consequences. In this argumentative review we will explore both sides of the debate and provide our perspective of the issue

First, supporters of ELT in Algerian primary schools argue that it is necessary for the country to compete in the global economy. That , since English is the international language of business, and commerce ,and therefore, proficiency in it can give Algerian students a competitive edge in the job market. Additionally, English is the language of science and technology , and mastering it can allow them to access information and knowledge that would otherwise would be unavailable for them. Besides to that literacy in its further sense now means mastering English and use of computers. However opponents of ELT in the Algerian primary schools argue that thi approach is flawed. They argue that teaching English at an early age may have negative effects.

The primary years are a critical time for children to develop their mother tongue , and introducing a foreign language at such a young age may lead to deficiencies and hinder the development of mother tongue. Furthermore, some argue that it is a form of cultural imperialism and that it undermines the importance of local languages and cultures in to consideration while implementing a new language-in-education project.

Literature Review

Overall, the significance of English is undeniable. Then, it is actually surrounding all areas of life. One cannot consider himself as part of this globalizing world unless s/he masters two things: English and computing. In this sense Burchfield stated that: **“Any literate, educated person on the face of the globe is deprived, if he does not know English .”** Earlier start of foreign language learning has in general listening and pronunciation results, yet children are slow learners of a second language or L2 grammar and vocabulary compared to older learners. It has been reported that receptive skills mostly precede productive skills and grammar in L2 acquisition, as grammar needs to be cognitively ready (Cameron, 2002). This result in a certain level young learners have and come to school with. Finally, English language teaching in the primary school is a complex issue but the above arguments are valid and stronger than the former ones.

1.3- Methodical Review

There viewed literature highlighted a number of methods, approaches and strategies used in TESL in Algerian schools. Some of the methods used include the communicative language teaching (CLT), the grammar translation method (GTM). However, the most commonly used approach is the CLT which emphasizes the development of communicative competence through interaction, negotiation and cooperation.

In terms of strategies, various techniques were used to facilitate the learning-process, including games, songs, role-playing activities. Additionally, teachers use visual aids such as pictures, videos, and flash cards to enhance understanding and retention. The review highlights the importance of using authentic materials such as newspapers, magazines, and stories to expose students to real-life language use. Despite the varieties of methods, approaches and techniques, it is noted the existence of challenges that may impede the effective TESL in the Algerian primary schools. That is to say, that teachers should have ideas and knowledge about methods, approaches and techniques to assign the appropriate one(s) depending on the needs; this refers to eclecticism.

2 – The Actual Status of English in Algeria

Literature Review

English is considered one of the most important foreign languages in Algeria, and it has been taught in the middle and secondary schools for many years. English language instruction is offered in both public and private schools, as well as institutes throughout the country. The Algerian government has made incredible efforts to improve the quality of English language in recent years.

However, the introduction of English to primary schools is the more recent development. The Algerian Ministry of National Education introduced English as a mandatory subject in primary schools, as part of a larger effort to improve foreign language education in the country. The objective is to give Algerian students an early start in learning English, which is seen as an important skill for future education and career opportunities. The introduction of English to primary schools has been met with some challenges, particularly in terms of finding qualified English teachers and developing appropriate curricula and teaching materials. Whereas, the MNE has been working to address these issues, including providing training for primary school teachers and developing new textbooks and teaching resources.

All in all, the introduction of English to primary schools in Algeria is a positive development that has the potential to benefit Algerian students in the long term. However, it will likely take time and continued effort to fully implement and improve English language education at the primary school level.

2.1- Children's Learning in Algerian Primary Schools

In primary school, children engage in learning activities that differ from those of adults. They've a natural inclination toward play, which complements their formal lessons at school. By incorporating play into their learning, children are able to strike a balance between structured education and enjoyable experiences. One effective approach is to encourage children to learn through hands-on exploration using objects. When provided with interactive materials and resources, children are empowered to experiment, discover, and create. This hands-on approach not only captivates their attention but also enhances their problem-solving abilities. By actively engaging with objects and manipulating them in various ways, children can develop critical thinking skills and find creative solutions to challenges.

Literature Review

Furthermore, collaborative play holds tremendous value for children's development. By participating in group activities, children learn important social skills such as communication, cooperation, and teamwork. Working together with their peers in a playful environment promotes empathy, respect, and the ability to understand and navigate social dynamics. Collaborative play also fosters the development of leadership qualities and problem-solving abilities through shared decision-making and negotiation.

In summary, primary school education can benefit greatly from incorporating play, object-based learning, and collaborative activities. These approaches tap into children's natural tendencies and provide them with opportunities to learn in an engaging and meaningful way. By fostering a playful and interactive learning environment, educators can support children's holistic development, promote problem-solving skills, and nurture their social abilities.

2.1.1- Natural and Holistic Development of Children

Here the natural and holistic development of children, including their learning of English as a second language, is an important aspect of the educational process. Some of the key considerations are best summarized below:

1° Multisensory Approach: Teachers often use a multisensory approach to English language instruction, incorporating visual aids, audio-recordings, gestures and interactive activities to engage students' senses and facilitate language acquisition. This approach allows children to learn English in a more natural and immersive manner.

2° Cultural Awareness: In addition to language skills, Algerian primary schools aim to develop learners' cultural awareness and understanding of the English-speaking world. This includes exposing them to diverse cultural aspects through songs and cultural activities done by teachers. Simultaneously, parents help their children doing so at home.

Also, integration of language skills, language practice opportunities, supportive

Learning environment and teacher professional development can be included here in this area. By considering these aspects of natural and holistic development,

Algerian primary schools aim to provide children with a comprehensive English language learning experience that goes beyond mere language skills and supports their growth and cultural understanding.

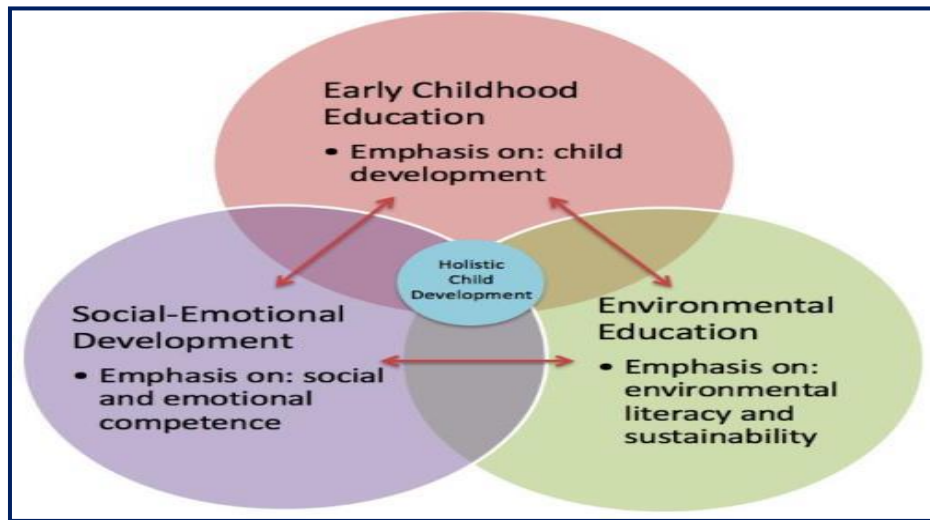


Figure1: Holistic development framework adapted from (Carter ,2016)

2.1.2- Environmental Education

This approach to early language education focuses on the relationship of the child with the natural world considering the environment as a rich learning asset. Wilson (1994) stated the following key components of early childhood education:

- Developing a sense of wondering.
- Understanding of the beauty and mystery in the natural world.
- The chance to experience the joy and closeness to nature.
- Appreciation of other creatures.
- Developing problem solving skills.
- Developing interest and appreciation of the world around us.

The natural world offers a rich environment for children to learn, acquaint experience and form relationships. Researchers found that children engaging in school

activities may be more cooperative and achieve better results when playing outside in green spaces than learning inside classrooms (Bell & Dymont, 2008).²

2.1.3 - Social & Emotional Development of Algerian Children

Algerian children, like children everywhere, go through various stages of social development. During early childhood, they typically engage in parallel play, where they play alongside their peers rather than actively interacting. As they grow, children start to develop social skills such as sharing, taking turns and cooperating. They begin to form friendships and engage in more inter-active play. In primary school, children further develop their social skills through group activities, collaborative projects and classroom interactions. Studying English can provide opportunities for them to communicate and connect with a wider range of people. Then, the emotional development is an important aspect of the children's growth.

Algerian children may experience a range of emotions; including happiness, excitement, frustration and occasional anxiety when facing new challenges like learning a new language. Moreover, positive emotional development is supported by a nurturing and supportive environment, where children feel safe to express their feelings and develop emotional resilience. Thus, studying English in the primary schools may introduce children to new emotions, such as satisfaction of learning new words or frustration of not understanding certain concepts. Teachers and parents can play a crucial role in helping children navigate these emotions.

Furthermore, learning English can offer several benefits to Algerian children in terms of social and emotional development such as ; helping them develop stronger communication skills, enabling them to interact with a broader range of people from different cultures and backgrounds. Also, it is useful for cultural awareness because learning a new language exposes children to a variety of cultures, fostering an understanding and appreciation for diversity. As they learn to speak and understand English, children's confidence in their language abilities grows. This can positively impact their self-esteem and social interactions.

²BENCHANAA S. *Discussing the possibility (s) of teaching English at primary school in Algeria*, Biskra Univ. p17

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In addition, learning a second language has been shown to enhance cognitive abilities such as problem-solving skills and creativity. Waltz (2013) identifies Social-emotional development as the process in young learner's life that enables them to acquire necessary skills to be prepared for school and continuous learning experience such as confidence, curiosity, intentionality, relatedness, capacity to communicate and cooperativeness (As cited in Carter, 2016). However, Children who did not engage in social-emotional development may produce a challenging behavior that obstruct learning such as aggression, defiance, tantrums and destruction of property (Carter, 2016).³

It is worth mentioning that the social and emotional development of children is complex process influenced by various factors , including family , school environment , and individual temperament . Providing supportive and inclusive environment, along with effective language learning strategies, can contribute to the positive development of Algerian children studying English in the primary schools.

2.1.4- Socio-cultural Background of Algerian Learners

Actually , there has been a significant shift in the attitudes of the Algerians towards the English language. Traditionally, French held prominent position as the preferred foreign language in Algeria, considered a symbol of prestige and opportunity. However , the perception has now changed, and Algerians are increasingly recognizing the importance and benefits of English proficiency. This shift in mindset is evident as more and more individuals are directing their focus towards learning and mastering the English language. The new preference for English in Algeria can be attributed to several factors.

Firstly , English has emerged as the global language of communication, business and technology. Algerians recognize that proficiency in English opens up wealth of opportunities on an international scale, including improved employability , access to a wider range of educational resources and scholarships , and enhanced participation in the global economy. Furthermore, the popularity of English can be linked

³BENCHANAA S. *Discussing the possibility (s) of teaching English at primary school in Algeria*, Biskra Univ. pp16-18

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to the influence of media, technology and the internet. English language movies, TV shows, music, and online content have become widely accessible to Algerians, exposing them to the languages prevalence and utility. The ease of online learning platforms and resources in English has also facilitated self-study and has encouraged individuals to take up the language independently. The changing perception towards English is not limited to individuals alone but is also reflected in educational institutions across Algeria. Many primary schools, then, have integrated English language programs into their curricula, recognizing the importance of early language acquisition.

Additionally, universities and higher education institutions are expanding their English language departments and offering more English medium courses to meet the growing demand and align with global academic standards. It is crucial to note that this shift towards English does not diminish the significance of the French language. The latter still retains a certain importance, particularly in sectors such as administrations, government and cultural exchange with Francophone countries. In conclusion, there has been a notable transformation in the preferences and attitudes of Algerians towards English.

This language has gained recognition as a vital tool for success in the globalized world, promoting individuals, educational institutions and the wider society to embrace its study and usage. In short, this shift is a testament to the adaptability and openness of Algerians to embrace new opportunities and broaden their horizons beyond traditional linguistic boundaries.

3- Algerian Educational Policy and Planning

Education is widely recognized as a cornerstone for social and economic development. In Algeria, with its rich cultural heritage, the government has prioritized educational policy and planning as a means to empower its citizens and build a prosperous nation. By this essay, we try to explore the key aspects of Algerian educational policy; including access, quality, and relevance, and highlights the governments' efforts to ensure equitable educational opportunities for all. First, AEP places a strong emphasis on ensuring universal access to education. The government recognizes education as a fundamental right of every citizen and has implemented various measures to eliminate

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barriers to enrollment. Compulsory education laws have been enacted, mandating that all children attend school between the ages of six and sixteen.

Moreover, the government has invested in expanding the network of educational institutions, particularly in rural and underserved areas, to ensure that no children is left behind. In addition to promoting access, the Algerian government is committed to providing quality education. To achieve this, it has focused on improving infrastructure, enhancing teacher training programs, and developing standardized curricula. The government has invested in modernizing school facilities, equipping classrooms with necessary resources, and under grading educational technology.

Furthermore, teacher professional development programs have been introduced to enhance pedagogical skills and assure a high standard of instruction. Next, recognizing the importance of relevance in education, Algeria has aligned its educational policies with the needs of the evolving job market and the demands of knowledge-based economy. Efforts have been made to enhance technical and vocational education and training programs to equip students with practical skills that are in demand in various sectors. This focus on vocational training aims to foster entrepreneurship, reduce unemployment rates, and bridge the gap between education and industry. AEP , also, emphasizes inclusivity and gender equality. Efforts have been made to ensure that children with disabilities have access to specialized educational services and resources.

Furthermore, the government has implemented measures to eliminate gender disparities in education. It has promoted girls' education and encouraged their participation in science, technology, engineering and mathematics (STEM) fields. These initiatives aim to create a more inclusive society and empower all citizens, regardless of their gender or ability.

All in all, AEPP reflect a strong commitment to providing quality education for all its citizens. The government's efforts to enhance access, improve quality and provide relevance in education have laid a solid foundation for the country's social and economic development. By investing in education Algeria is nurturing a skilled workforce , and empowering its citizens to contribute to the nation's progress. As Algeria continues to evolve, its educational policies will play a vital role in shaping a brighter future for generations to come.

3.1- Language Planning

It refers to the deliberate and systematic efforts to regulate or/and influence the use of a Language or languages in a society. Haugen was the first to coin this term. He defined it as “ all conscious efforts that aim at changing the linguistics behavior of a speech community”. Haugen (1950) (as cited in Mesthrie, 2000). Also, according to Mesthrie et al (2000) (as cited in Nicolle, 2014, p. 1) language policy refers to “the more general linguistic, political and social goals underlying the actual language planning process.”

In the context of teaching English in the Algerian primary schools, language planning may involve the appropriate level of English proficiency that students should attain, identifying the types of English language skills that should be emphasized, and developing appropriate teaching materials and methods. At the end, language planning has many types including what follows.

3.2- Types of Language Planning

1° Corpus planning : This type involves regulating the structure and form of a language, such as standardizing grammar, vocabulary and spelling.

2° Status planning : This one involves determining the status of a language in society, such as whether a language is official or a minority one (not official).

3° Acquisition planning : This type involves developing policies and practices to promote the acquisition of a language, such as providing language instruction in schools.

3.3- Language Policy

It refers to the set of principles, rules and guidelines that are established to guide language planning activities. It is “ **the formulation of laws, regulations and official positions regarding language usage and the allocation of linguistic resources by some government or other political organization** ” (Orman, 2008, p. 39). In this context, it may involve establishing guidelines for hiring English language teachers, determining the allocation of resources for English language

instruction, and defining the role of English in the curriculum. There are several types of language policy.

3.4- Types of Language Policy

1° Official language policy: This type refers to the formal recognition of a language as the official language of a country or region.

2° Language education policy: This refers to the policies and practices related to language instruction in schools.

3° Language use policy: This type of policy refers to the rules and guidelines related to the use of languages in different domains; such as media, commerce, etc.

As to conclude, the Algerian authorities launched a language policy that is considered as the most important one in the history of Algeria. First, the official languages of Algeria are Arabic and Berber. But Arabic is the dominant one since it is used in government, media and education. Whereas, due to the country's colonization and globalization other languages such as French and English are also spoken and taught in Algeria. Consider that French is widely used by all slices of the Algerian community due to known reasons. A debating point between defenders of French to sustain as the Second language, Where some of them claim that it helps in learning English. Whereas, according to the actual circumstances it is the reverse.

Regarding language planning and policy towards English, Algeria has made considerable efforts to introduce it as a second language in the curriculum. Then, there has been serious debate about the effectiveness of English language teaching in Algeria, and some experts argue that the country ought to start teaching English at an earlier age. In 2018, the Algerian Ministry of National Education announced that it would introduce English as a foreign language in primary schools starting in the year 2019-2020 academic year. This decision was made as part of larger effort to improve the quality of education in Algeria and to better prepare students for the global job market.

The plan is to introduce English gradually, starting with first-grade students and expanding to other grades over time. The ministry has also emphasized the need

for qualified English teachers and has offered training programs to help novice teachers improve their teaching skills.

All in all, Algeria's language planning and policy towards English in primary school reflects the country's strong desire to modernize and adapt to changing global landscape.

4- Challenges and Obstacles

As it is widely observed and recognized, any process or procedure faces obstacles that may hinder it/them. Teaching EFL in the primary schools faces various obstacles that have to be challenged. They can be limited in what follows:

1° Limited resources: One of the most important challenges facing EFL in primary school is the lack of adequate resources. Many schools do not have access to enough English language textbooks, audiovisual materials, or language laboratories. This lack of resources makes it difficult for teachers to deliver quality English language education to their students.

2° Inadequate teacher training: many Algerian primary school teachers lack adequate training and preparation to teach. This lack makes it challenging for them to deliver effective lessons that meet the needs of their students.

3° Insufficient exposure to English :Outside classrooms, students have limited exposure to English. This lack can make it difficult for them to develop the necessary language skills to communicate effectively.

4° Limited time: with the heavy curriculum demands, Algerian primary school teachers often have limited time to dedicate to teaching English. This limited time allocation can affect the quality of English language instruction.

5° Cultural barriers: teaching English in the primary schools may be viewed by some as a threat to the local languages and culture. This perception can make it challenging to gain community support for English language instruction.

In conclusion, Addressing these challenges will require a collaborative effort by the government , schools , and communities to provide adequate resources and training to support the effective teaching of English as a foreign language. Algeria,

challenging what has been previously summarized, has already taken a set of decisions to overtake the obstacles. Thus, it has already started equipping schools and providing them with the needed resources. Also, an elaborated training program is set for teachers during weekends and holidays. Then, Algeria has benefited from an earlier experience with regards to people and their cultural barriers. It means that practically it does not exist such kind of barriers to higher rates.

5- Prospects and Perspectives

There are a number of prospects and perspectives for teaching English in Algeria primary schools. One key perspective is the potential for increasing cross-cultural understanding and communication. As English is a global language, teaching it in primary schools could help to break down the cultural barriers and improve international understanding. Another key perspective is the potential for improving the employment prospects of Algerian students. In other words, teaching English as a Foreign Language in Algerian primary schools has the potential to offer several prospects and perspectives. Here are some of them:

1° Global communication : English is considered a global language, and its teaching in primary schools would enable young Algerian learners to communicate with people from different parts of the world. This would help them to develop a global perspective and enhance their understanding of different cultures and lifestyles.

2° Cognitive development : learning a second language has been shown to have cognitive benefits such as improving memory, concentration, and problem solving skills. Therefore, teaching English in Algerian primary schools would aid in developing these skills in students.

3° Improved literacy : learning English can also improve a student's literacy skills; including reading , writing , and comprehension. This could help them to excel in other subjects taught in school.

4° Cultural exchange : English language teaching provides opportunities for cultural exchanges between Algerians and English-speaking countries. Students could benefit from cultural exchanges with other schools and learn more about different cultures.

5° Enhanced education system : it would contribute to the overall development of the education system in Algeria. English is an essential subject in the global education system, and its inclusion in the curriculum would ensure that students are better prepared to compete in a globalized world.

Thus, teaching EFL in Algerian primary schools presents a significant opportunities for students. At the meanwhile it requires a concerted effort from educators, policymakers and other stakeholders to overcome the challenges that Algeria faces in the education sector.

Conclusion

In conclusion, this chapter has provided a comprehensive review of the literature surrounding the teaching of English as a second language in Algerian primary schools. By examining the historical context and tracing the evolution of English instruction in Algeria, we have gained insights into the political and social factors that have influenced its development. Through an argumentative review, we have explored the advantages and disadvantages of introducing English at an early age, considering various perspectives from scholars and educators. While some advocate for early English instruction, others express concerns about potential drawbacks. This balanced analysis highlights the complexities and nuances of the subject.

Furthermore, we have examined the current state of educational policy and planning in Algeria, focusing on the government's initiatives to enhance English language proficiency among young learners. However, we have also acknowledged the challenges faced by teachers in implementing these policies, such as limited resources and training. Looking to the future, there are several prospects and perspectives to consider in this field. The Algerian government's commitment to expanding English language instruction indicates a growing recognition of its importance in the globalized world.

However, it will be crucial to address the challenges and obstacles identified in this chapter to ensure effective implementation and maximize the benefits of early English education. In short, this chapter underscores the need for ongoing research, dialogue, and collaboration among policymakers, educators, and stakeholders to continually improve the teaching of English as a second language in Algerian primary schools. By

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doing so, Algeria can equip its young learners with the necessary skills to thrive in an increasingly interconnected world.

CHAPTER TWO

Methodology

Introduction

The teaching of English as a second language in the Algerian primary schools is a topic of a great significance , given the increasing importance of English as a global language. This second section of the research aims to provide a comprehensive understanding of the area of study, sample selection criteria, justification and interpretation of the selection. The section begins with a description of the area of study, highlighting the context and significance of the research. This is followed by a discussion of the sample, which was carefully chosen to ensure the representativeness and relevance. Finally, the section provides an interpretation and implications for the research.

1.1. Research Design

The research design refers to the overall strategy that is used to answer the research question. The current research design can be defined as both experimental survey and a case study. It is simply a structural framework of various research methods as well as techniques that are utilized by a researchers. Depending on the present research questions, the availability of data and resources, a mixed methods strategy is appropriate.

1.2. The Research Method

The mixed methods design is appropriate here because it involves the collection, analysis, and integration of both quantitative and qualitative data. According to **Dornyei** (2007) “ Mixed methods research involves different combinations of qualitative and quantitative research either at the data collection or at the analysis levels. Typical example: consecutive and interrelated questionnaire and interview studies ”. (p.24) This approach can provide a more comprehensive and nuanced understanding of the research problem by allowing us to triangulating findings from different resources. In this study, we start with a quantitative survey questionnaire to collect data from a representative sample of teachers and parents.

For the qualitative part, classroom observations are conducted to get a better sense of the teaching strategies and approaches used by teachers. Finally, a mixed methods approach is used to integrate and synthesize the findings from both quantitative and qualitative data resources. This can help to develop a more complete understanding of

this reform (teaching English as a Second language in the Algerian primary school) and provide a more robust foundation. All in all, the research design is a critical component of any study, as it sets the data collection and analysis process. Through careful selection and justifying our research design and methods, we enhance the credibility and validity of our research findings and we make sure that our study makes a valuable contribution to the field.

2. Sample Selection

The sample size for this study was determined based on the nature of the subject and its angles. A total of 70 teachers of English in the primary schools [(60 in the province of Saida) + 10 from six provinces ; Tissemsilet (3) , Ain Timouchent (1) , Elbayadh (3), Laghouat (1), Bechar (1), and Adrar (1)] are recruited for this study – consider that every teacher, as a participant represents three primary schools .

Additionally, the three different classes are put under observation. Classroom observations involve observing the ELT teaching and learning practices in real time. In this context it is used to gather information about the teaching methods , classroom management strategies , and student engagement during English lessons.

Furthermore, parents as participants respond some questions on the behalf of their children (their questions are translated into Arabic to give them the opportunity to understand and answer correctly).

Participants were selected based on specific criteria to ensure that the sample was representative of the population of interest. The inclusion criteria for this study are:

- 1- English language teachers who are novice and have been nominated and put under CPD.
- 2- Primary school learners who are expected to learn English as a second language.
- 3- Learners and students who have enrolled in the ELT program since the beginning of 2022/2023 academic year.
- 4- Parents whose children learn English as a second language and who accept participating in the study and provide consent.

3. Description of the Research Instruments

3.1. Classroom Observation

Here the learners are put under observation during English sessions. Three primary schools in the city of Saida and Bougtob- El Bayadh are chosen. The focus was on the learners because they represent the focus of educational research , as they are the ones who are directly impacted by educational practices and interventions. By studying them we gained into how different instructional approaches, curriculum and learning environments impact the students outcomes, attitudes and engagement.

3.2. Questionnaire n° 1

This instrument was directed to the teachers of English of the primary schools. It comprises of two parts. Part one is a combination of four question to gather demographic data about the informants. In which they show their sex, age, and degrees. While part two is a set of questions that surround the sides of the present research. It consists of three types of questions ;eight close-ended questions, nine rating scale ones and finished with one open-ended question. This questionnaire is a comprehensive tool designed to collect data from teachers. It covers various aspects related to teaching English in the primary schools and aims to provide insights into the current state of English education in Algeria.

Firstly, it addresses the potential influence of socio-cultural background on learners' English language abilities. This is crucial as it recognizes that students' cultural context may impact their language learning process, allowing educators to better understand and cater their needs. Secondly, it explores the availability of opportunities for students to practice English outside the classroom; such as through clubs or camps, etc. By examining this aspects, the questionnaire seeks to identify whether additional extracurricular activities are necessary to enhance learners' skills and provide them with practical language application opportunities.

Moreover, the questionnaire delves into the necessity of making English language education mandatory in the APS. The question aims to gauge the perceived importance of English proficiency in the Algerian education system and assess whether it should be an integral part of the curriculum. This tool,also, investigates the availability of resources for teaching English.

Furthermore, it addresses the experiences and expertise of the teachers through inquiring their previous experiences in teaching English and their perspectives on the needs and challenges in this domain. It captures valuable attitudes and insights from educators who are the forefront of English language instruction in Algerian primary schools. It explores the alignment of teaching methods and curriculum with the success of English language teaching (ELT) in Algeria. Thus, it provides valuable feedback on the suitability of current approaches and curriculum, allowing for potential improvements to enhance the learning experience.

Additionally, the questionnaire addresses the integration of technology. It covers more angles such as the progress of learners. Finally, the questionnaire ends with an open-ended question in which the informants would give and defend their opinions about the process of teaching English in the primary school or its recess.

3.3. Questionnaire n° 2

This questionnaire is different from the former in length. It includes two parts. The first one is a demographic part in which the respondents reveal their sex, age, degree, and job. Then, part two is a set of seven close-ended questions and finished with one open-ended question to let the participants show their predictions about the experience of teaching of English in the Algerian primary schools.

4. Data Analysis

4.1. Analysis of the Classroom Observation

Here we try to present a comprehensive analysis of a classroom observation conducted during a 3 lessons within 3rd year primary schools. The focus of the lessons were on developing all the skills among learners who exhibited a strong connection with their teachers. The analysis aims to highlight the impressive interaction between the learners and their teachers, as well as the effective management of time and instructional steps observed during the lessons ;The first Class Observed : L.L. 2nd District in Saida : the first observation took place in a classroom setting with 39 learners who demonstrated a positive and supportive relationship with their teacher. The learners were actively engaged and displayed a genuine interest in the subject matter. The « I Listen and Show » lesson aimed to enhance the students' listening and speaking abilities, fostering effective communication

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and comprehension skills. Throughout the observation, it was evident that the interaction between the learners and their teacher was of high quality. The teacher employed various strategies to engage the students, encourage participation, and create a collaborative learning environment. The following aspects stood out during the observation ;

Positive Teacher-Student Relationships : The teacher established a rapport with the students, promoting a comfortable and respectful classroom atmosphere. This positive relationship fostered a safe environment for students to express their thoughts and ideas without hesitation.

Student Engagement : The learners actively participated in class discussions, demonstrating enthusiasm and interest in the topic. The teacher employed effective questioning techniques, realia and flash-cards allowing for meaningful student-centered interactions.

Supportive Feedback : The teacher provided constructive feedback to students' contributions, acknowledging their efforts and guiding them towards improvement. This feedback was encouraging and helped build students' confidence in their abilities.

Effective Management of Time and Instructional Steps : The observation also revealed that the teacher demonstrated exceptional management of time and instructional steps, ensuring the lesson progressed smoothly and efficiently.

Time Management : The teacher effectively managed the allocated time for each activity, maintaining a balance between different components of the lesson. Transitions were smooth, and learners remained engaged throughout the session. Then the second Class Observed: M.B. in the first District in Saida : (My Handwriting" Lesson Observation , Classroom Size: 31 learners (18 girls, 13 boys), Lesson Focus: Writing and Reading Skills - "My Handwriting" Classroom Environment and Student-Teacher Relationship)

During the classroom observation, it was evident that there was a positive and engaging environment. The students appeared comfortable and at ease with their teacher, which fostered a good student-teacher relationship. The teacher exhibited a warm and supportive attitude towards the learners, which contributed to a positive classroom atmosphere. This positive rapport allowed for effective communication and interaction

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between the teacher and students. **Learner Engagement:** The students demonstrated an acceptable level of engagement throughout the "My Handwriting" lesson. They actively participated in various activities, including writing exercises on white board and the on their copy-books then reading aloud. The learners seemed motivated and interested in improving their writing and reading skills. Their enthusiasm was reflected in their active contributions to classroom interactions and their eagerness to complete tasks. Generally, the learners' engagement in the lesson was commendable.

Gender Distribution: In the observed classroom, there were 18 girls and 13 boys. The gender distribution was relatively balanced, with a slightly higher number of girls. This balanced ratio contributed to a diverse classroom dynamic and provided opportunities for both boys and girls to interact and learn from one another.

Time Management: The teacher demonstrated effective time management skills during the lesson. Transitions between different activities were smooth and efficient, ensuring that the class remained focused and on task. Instructions were clear and concise, allowing students to quickly grasp the objectives of each activity. The teacher utilized the allotted time wisely, ensuring that all planned tasks were completed without any rush or wasted time. This effective time management contributed to an organized and productive learning environment.

Class Management : The observed class exhibited acceptable management throughout the lesson. Students followed the established routines and procedures, displaying discipline and respect for their peers and the teacher. The teacher employed various strategies to maintain order, such as providing clear expectations, using positive reinforcement, and addressing any behavioral issues promptly and appropriately. The students appeared attentive and responsive to the teacher's instructions, indicating a well-managed classroom environment. In general, the classroom observation of the "My Handwriting" lesson with 31 learners, including 18 girls and 13 boys, showcased a positive learning atmosphere. The students actively engaged in the lesson, indicating their interest and motivation to improve their writing and reading skills. The teacher's warm rapport with the learners fostered effective communication and interaction. Additionally, the teacher demonstrated effective time management skills, ensuring that all planned activities were completed. The class

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management was acceptable, with students adhering to established procedures and displaying discipline. Third Class Observed : Elemir ABD. in Bougtob 2nd District in El Bayadh: the classroom observation focused on a lesson titled « Asking and answering about schoolthings, » with a class size of 33 learners, consisting of 20 girls and 13 boys. The main objectives of the lesson were to consolidate « wh » questions, develop speaking and listening skills, and maintain effective time and class management. Additionally, the observation noted a remarkable level of interaction between the learners and their teacher.

The presence of 33 learners suggests a relatively large class size, which can present challenges in terms of individual attention and participation. However, the observation does not provide specific details regarding how the teacher managed this class size or any potential issues related to it.

The lesson topic, « Asking and Answering about School-things, » indicates a focus on developing language skills related to school vocabulary and forming questions using « wh » words (e.g., what, where,). This type of lesson encourages learners to engage in active communication and improves their ability to express themselves orally. It also promotes listening skills as learners need to understand the questions being asked and provide appropriate responses. The observation emphasizes the effective management of time and the classroom. Good time management ensures that the lesson progresses smoothly and that all planned activities are completed within the allotted time. It also indicates that the teacher had a clear plan for the lesson and was able to keep the learners engaged and focused.

Furthermore, the impressive interaction between the learners and their teacher suggests a positive learning environment. Interaction plays a crucial role in language acquisition, as it provides opportunities for learners to practice and apply their language skills. It also fosters a sense of collaboration and active participation among the learners. The observation does not specify the nature of the interaction, but it is likely that the learners were actively engaged in asking and answering questions, sharing their ideas, and receiving feedback from the teacher.

All in all, based on the information provided, the classroom observations indicate successful lessons in which the teachers effectively facilitated the different lessons ,

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emphasized all the skills respectfully, managed the time and classes well, and fostered the effective management of time and instructional steps. The positive teacher-student relationships, active student engagement, and supportive feedback contributed to a collaborative learning environment. The teachers' organization skills and time management abilities ensured a smooth flow of the lesson. These findings emphasize the importance of fostering positive teacher-student relationships, promoting student engagement, and implementing efficient instructional practices for effective learning outcomes in the classroom.

The observation of Algerian primary school learners' interest, interaction and level of English teaching is a fascinating subject for analyses. That since the chosen sample of learners, similarly, demonstrate a balancing level of proficiency from acceptable to high. This experience is impressive, considering the limitations and challenges of teaching English in a non-English speaking country like Algeria. Let's analyze the reasons behind this success and explore the implications of this finding.

Firstly, the learners' proficiency in English can be attributed to their teachers' efforts and dedication. Since English teachers in Algeria undergo specialized training programs to improve their language skills and teaching techniques. They receive continuous professional development to keep up with the latest pedagogical approaches and teaching methodologies (denoting the efforts of the government).

Moreover, these teachers are committed to creating a conducive learning environment that encourages interaction and participation. They use various teaching materials, such as multimedia resources, songs, and games up to the needs of different lessons. That was done to make English learning fun and engaging for their students.

Secondly, the learners' interest and proficiency can be attributed to the use of technology at home and in language teaching. Besides to the increasing global importance of English in today's world, English is considered the universal language of business, education, and international communication. As a result, many countries have prioritized teaching English as a second language. The Algerian government has invested heavily in English education recently, recognizing its potential benefits for national development and international relations.

Therefore, Algerian learners are motivated to learn English to improve their opportunities in these areas. Differently expressed, the Algerian primary school learners' interest, interaction and level in English teaching are the result of various factors.

This finding has significant implications for language education in Algeria, as it highlights the effectiveness of learner-centered and technology-enhanced approach to language teaching. It also proves that English language learning can be successful in non-speaking countries with the right resources and teaching methods. It is worthy, however, to mention that the time reserved to English sessions per week is not enough according to teachers and parents of the learners.(90 minutes per week needs to be revised).

4.2. Analysis of Questionnaire 1

As to start, it is important to say that 65/70 questionnaire are handed back(5 participants did not answer) .Whereas, only 59 ones are taken into consideration because 5 of them were incomplete. The results are drawn and described below:

- **Part One:**

The demographic and factual responses show a multiple combination of different ages(25-49), experiences and degrees of education (BA or MA), notably the presence of females and males in different rates. This necessarily means various opinions, attitudes and skills are expected to enrich the present study.

- **Part Two :**

Question n° 1 :Have you noticed any differences in the English language abilities of your students' based on their socio-cultural background ?

The answers here balance between **yes(33,90%)** and **no(66,10%)**. This is clarified below:

Figure 2: Teachers' responses on the learners' different socio-cultural backgrounds.

According to the above figure, the answers vary from one informants to the other depending on their situations. And this is seen and felt during the observation of

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learners of different schools. It means that socio-cultural differences have an impact on learners either positively or the reverse.

Question n° 2: Do you think that there are enough opportunities for students to practice their English language skills outside the classroom(home, clubs, camps,.....)

This is an investigation about extra areas to practice English language skills- outside classroom Although no one can deny the wide use of English in social media conversations, but all the informants have the same view . Thus, they answer negatively in a rate of 100 % for No, 00% for yes.

Number of participants	yes	No
Answers	59	00
Percentage	100%	00%

Table 2 : Teachers' answers on extra places to practice English language skills.

This is a clear idea of teachers meaning the inclusion of all skills and certain differences of the learners circumstances.

Questionn°3: Do you think teaching English as a second language should be mandatory in all the Algerian primary schools ?

Also, this question finds an obvious positive response by all of the informants. This is due to the changes or rather the development toward globalization.

Number of participants	yes	No
Answers	59	00
Percentage	100%	00%

Table 3 : Teachers' responses on the obligation of English in primary schools.

Question n°4:Are there enough resources available to support their teaching of English as a second language in your school?

Here, it is logical to record different answers depending on the different means provided by different administrations.

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Number of participants	yes	No
Answers	11	48
Percentage	18,65%	81,35%

Table 4 : Teachers' responses about the availability of resources.

Question n°5: Have you experienced teaching English before?

According to the declaration of the ministry of education, the teachers who are given this responsibility are those experienced ones. And this is what happened but in cases of necessity inexperienced ones are nominated. Also, in order to avoid the problem of transport, the ministry of education took in consideration the hometown of the teacher except necessities. This question is asked to have an idea about the abilities of the teachers to manipulate their different classes.

Number of participants	yes	No
Answers	09	50
Percentage	15,26%	84,74%

Table 5 : Teachers' experiences in the field of teaching.

Question n° 6 : Are there more needs and challenges facing teaching English as a second language in the Algerian primary school ?

All the participants answered with yes, recognizing that this reform still faces more Challenges and needs. For example; more time is demanded, thus more teachers are needed...etc.It means that all they answered in the same way (yes 100 %) – (00%)

Number of participants	yes	No
Answers	59	00
Percentage	100%	00%

Table 6 : Teachers' opinion about the challenges and needs in front of ELT

Question n°7 : Are the teaching methods and curriculum appropriate to the success of ELT in the Algerian primary schools ?

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The answers of the informants show different levels in understanding the curriculum and methods of teaching English. Thus, the answers were (74,57% yes) and (25,43% no)

Number of participants	yes	No
Answers	44	15
Percentage	74,57%	25,43%

Table 7 : Teachers' attitudes towards teaching methods and curriculum.

Question n ° 8 :Do you find Continuing Professional Development (CPD) helpful for you improving your abilities and skills ?

The field of education is impacted continuously by the new findings and development of teaching methods . Thus , CPD' s provide a practical and ongoing growth in teacher' skills. From a verity of sides among them wider area of data exchange besides to the updating of level and proficiency. The answers were (yes 88,13 %) and (no 11,87 %)

Number of participants	yes	No
Answers	52	7
Percentage	88,13%	11,87%

Table8 : Teachers' opinion about the usefulness of CPD.

Question n°9: How often do you collaborate with other English teachers in your school or/and district to share resources and ideas?

Here, all the teachers affirm that they collaborate but within different rates, that are shown below: (answers vary from occasionally 38,98% , frequently 37,29 % and always 23,73 %)

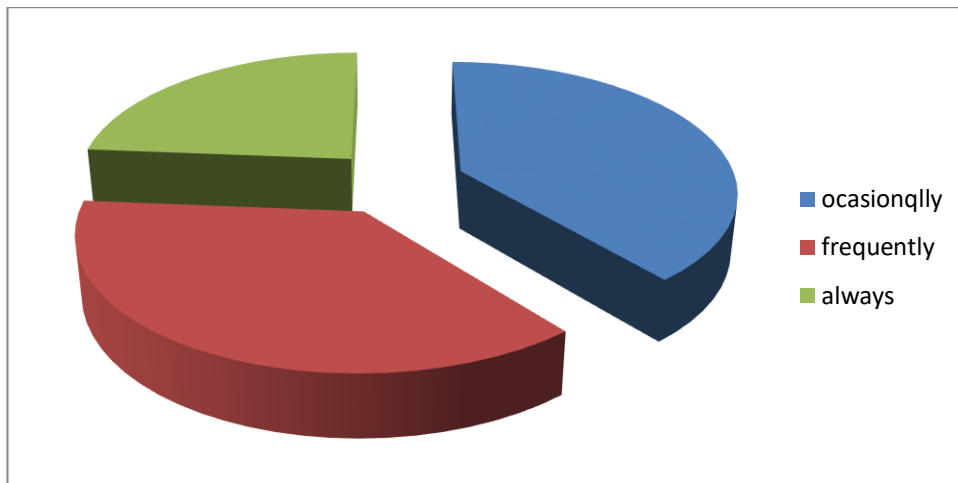


Figure 3: Rating the frequency of coordinating between teachers

Question n°10: How often do you incorporate technology (such as computers, tablets, data-show, etc)

This question tends to measure the equalities and differences among schools in terms of available means that support teaching by either administrations or the teachers themselves. The answers were occasionally 50,84 %, Frequently 32,20% and Rarely 16,94%



Figure 4 :The teachers rates of using technology in teaching

Question n°11:How much do you think English proficiency is valued by parents in Algeria?

By this inquiry, it is meant to recognize the attitudes and rating their acceptance of English In the primary schools for their children.(according to former researches, a

great refusal was recorded by parents due to many motives while today many changes take place and have a crucial impact on the actual matter. The answers then were as what follows Medium 67,79 % , Lowly 27,12 % and Acceptably valued 5,09 %

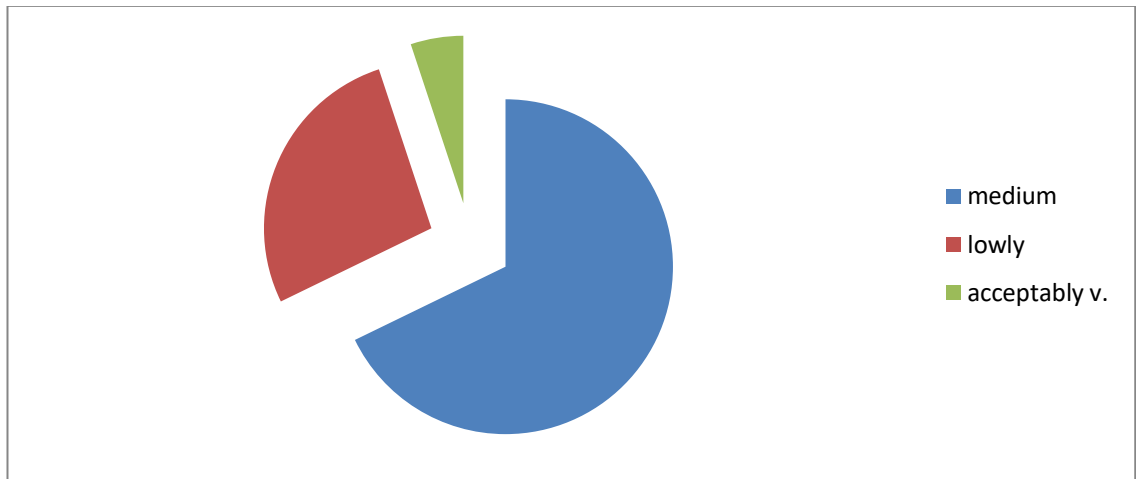


Figure 5: Teachers' opinion about parents' evaluation of English proficiency in Algeria.

Question n°12: How much emphasis do you place on spoken English in your lessons?

This is asked to measure the importance given to oral by teachers, since it has an undeniable importance as a skill. The responses were Medium 67,79% and Low 32,21 %.

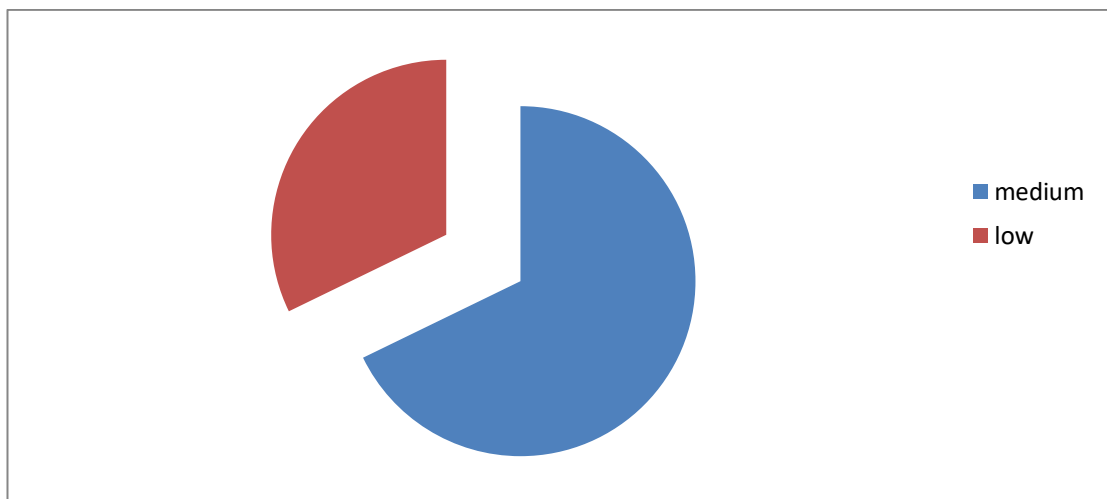


Figure 6 :The emphasis given to spoken English by teachers in lessons.

- It is worth mentioning that the responses of the teachers are denoting the way assessment .That is used during exams and official ones, where oral is completely excluded.

Question n°13:How do you assess the progress of your students when teaching English as a second language?

The development of the learners is the target of all these efforts. The answers did not go out of Under average and Medium.So that the former recorded 54,23 % and the latter 45,76 %.

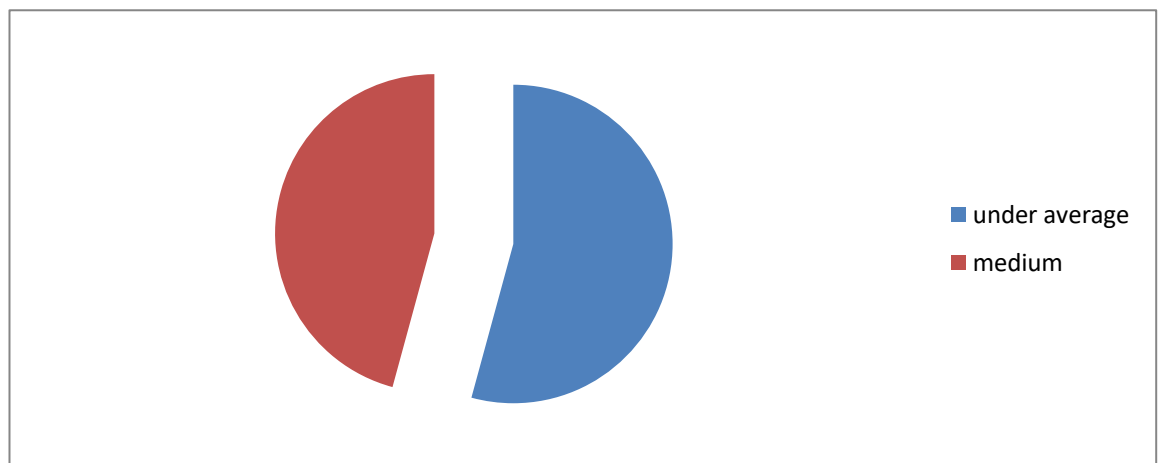


Figure 7: The rate of learners' progress in English.

Question 14:Do you think that your learners are able to use the language in real life situations outside the classroom ?

By this question, it is meant to drive the attention of informants to reality of existing areas where English is used. This is best exemplified by social media. Beside the great majority answered in the same way. This is obvious that they mean RP English when they respond. Thus the answers were as what follows: Disagree 32,20 % , Agree 47,45 % and Strongly agree 18,65 %

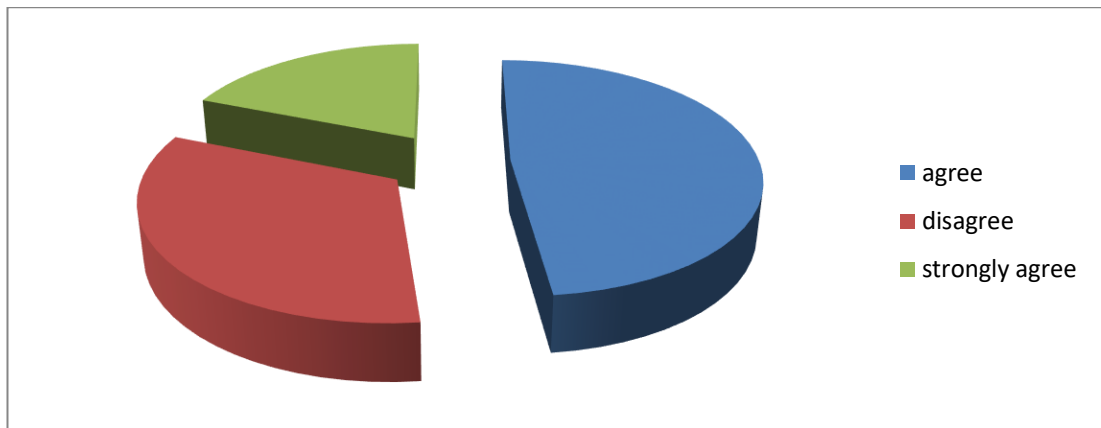


Figure 8: Teachers' responses on the ability of their learners to use English in real-life situations.

Question n° 15: Does the new curriculum align and address the needs of different learners?

Nowadays, it is widely accepted that the successful teaching is that one that aligns and addresses the learners different needs. The responses were : Agree 55,93 % , Strongly agree 27,11 % and Disagree 16,95 % .



Figure 9 : Rating the validity of the new curriculum towards the needs of learners

Question n° 16: To what extent do you understand the objectives of the new curriculum?

Here the answers were all positive but vary from one teacher to the other. The responses were : Good 44,06 % , Acceptable 38,99 % and Average 16,94 %



Figure10 : The teachers' rate of understanding the new curriculum.

Question N°17: Does the new curriculum promote critical thinking and problem solving skills ?

The informants' responses here varied. Out of 59 surveyed; 33 agreed , indicating that they Perceive the curriculum as effective in promoting these important skills. Then 16 teachers strongly agreed showing a stronger conviction in the curriculum's ability to foster critical thinking and Problem solving abilities. On the other hand, 10 participants disagreed, suggesting that they hold a different perspective and may have concerns or reservations about the curriculum's approach. Hence, the responses demonstrate a mixed reception to the new curriculum, with a significant proportion of teachers expressing agreement or strong agreement, but also a notable minority holding a dissenting viewpoint. This diversity of opinions highlights the importance of ongoing dialogue and collaboration among educators to further refine and improve the curriculum's impact on student's critical thinking and problem- solving skills. The percentage was :Agree 55,93% , Strongly agree 27,11 % and Disagree 16,94 %



Figure 11:The teachers' opinion about the curriculum's promotion of critical thinking and problem solving.

Question n°18: Do you believe that teaching English as a second language in the Algerian primary schools can be Successful ?Why ? Why not ?(4-5 lines would be enough)

It is important to note that the opinions expressed by all the participants provide valuable insights into the subject. Nonetheless, these responses offer us a glimpse into the factors that influence their perception of English language instruction in the primary schools. From the variety of motives provided by the teachers, it is evident that many of them if not all of them believe in the potential success of teaching English in Algerian primary schools. Their positive outlook stems from several reasons such as permanent teachers, recognizing the importance of English, acknowledging the benefits of early language acquisition and understanding the long-term advantages. All they have the same answer 100% success of the reform. No one answered negatively 00% of recess

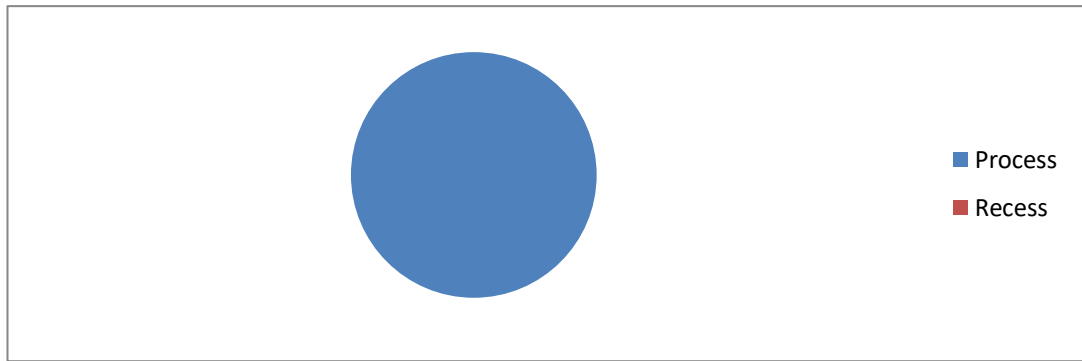


Figure 12 : Teachers' opinion about the success or failure of teaching English in the Algerian primary schools.

4.3. Analysis of Questionnaires 2

Part One

1* Females are 44 (56.41%) and males are 34 (45.41%).

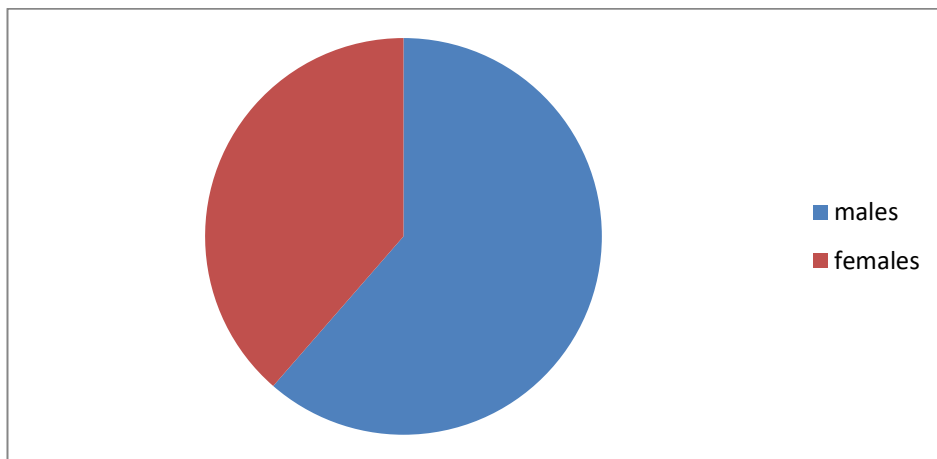


Figure 13 : Females & males in the sample

2* The age is limited from 25 to 49 years old. It is important to mention here that all they have a university degree in different specialties. And that they are able to understand and response on questionnaire in a neat English. This necessarily means that they have a positive attitude toward English.

3* Some of them have BA or MA in English but their jobs in different sectors and fields, far from education. Some (especially women) are without jobs.

Part Two

Question 1: Is English important for your children at this age?

→ This question is asked to feel and observe the attitude of parents toward English. They all answered yes (100%)

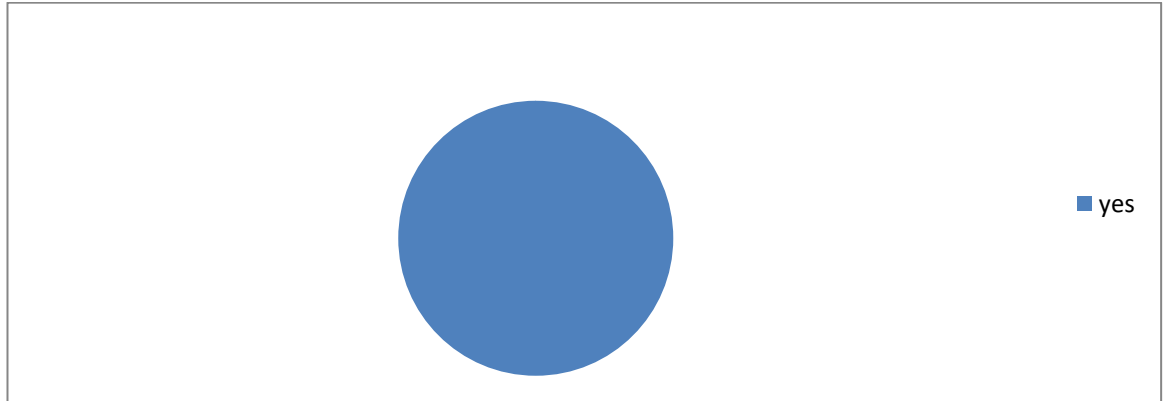


Figure 14 : Parents response about teaching English for their young children

Question 2: Is the textbook and resources helpful to get good results?

60 ones think that this is true while 8 do not think so.(10 did not respond here)

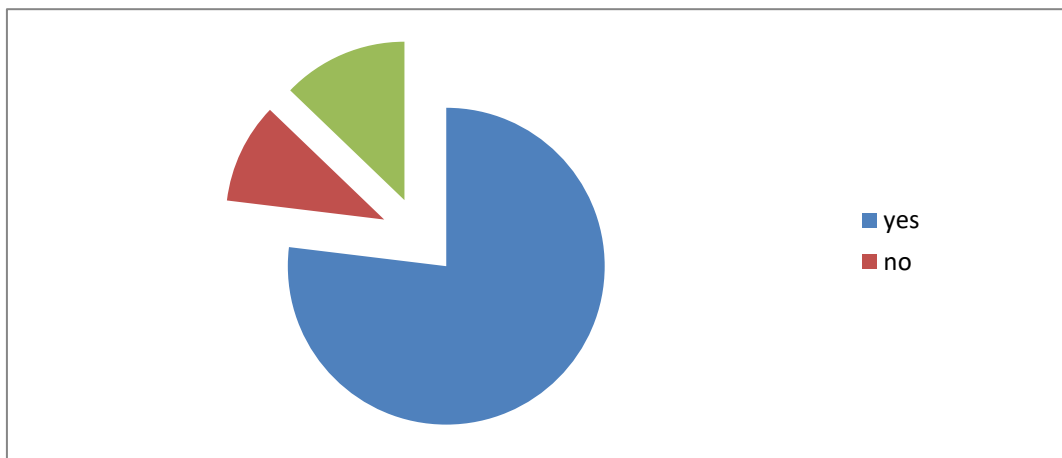


Figure 15 : Parents' opinions about resources

Question 3:Do you find the program appropriate for young learners?

This has the same results as the former one; some 60 respondents say yes, 8 answered no and the 10 did not respond.

Question 4:Are the children's attitudes good toward English?

All they answered yes justifying that their children are so proud of English and ready to learn it.

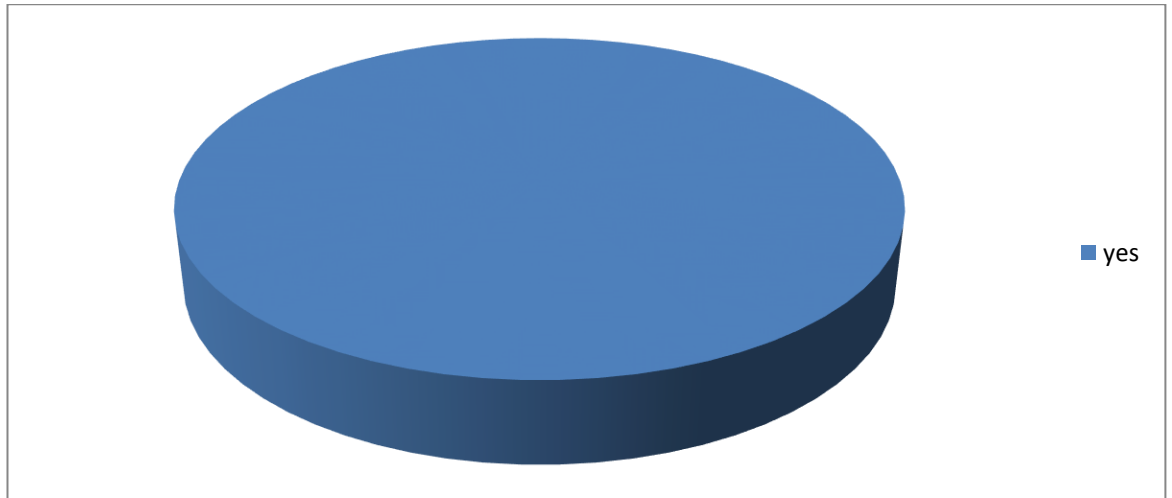


Figure 16 : Children's attitudes towards English

Question 5: Do you help you children at home while doing their English homework?

All they have given the same answer which is yes. In a rate of 100 %. Exactly the same like the above question.

Question 6 : Are there any obstacles that hinder the process of teaching/learning English?

Among them 59 participants say yes while 19 ones say no. Those who answered yes were requested to mention one or more obstacles. The frequent answer was that of the time given to the sessions of English 1h30 minutes; as two sequenced sessions or subdivided into two separate sessions. Others claim the lack of materials such as computers, data-show..etc.

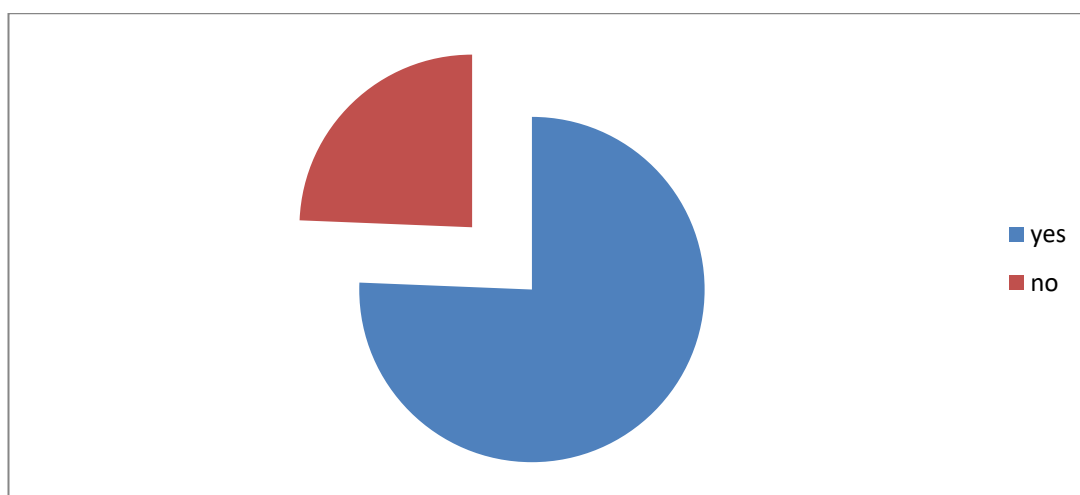


Figure 17: Parents opinion about obstacles in front of teaching English

Question 6:In your opinion, will this experience of teaching English in the primary schools continue/succeed or fail ?

In a remarkably neat English of the great majority , they affirm that it will succeed and sustain the new reform of teaching English in the Algerian primary schools.

	N ^o	yes	no	%
Females	44	✓	-	56.41
Males	34	✓	-	45.41
Total	77	✓	-	100

Table 1: Parents’ opinion about the process/recess of English in the primary schools

5.1- Interpretation of the Results

According to the above results, it appears that Algerian parents’ attitudes towards teaching English have undergone a change, with increased acceptance. This change is indicated by a set of questions in both questionnaires one and two, notably questions 1,3 and 11 in the first one which demonstrate this acceptance, while question 1 in the second questionnaire in which the change in attitudes is specifically reflected.

It is worth noting that the shift in attitudes could be influenced by various factors, such as increased exposure to English through media and technology, awareness of the advantages of bilingualism , recognition of English as a language of communication and /

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or changes in educational policies promoting English language learning. And this is exactly what is meant by the first suggested hypothesis.

Then, the second suggested hypothesis which says that the authority learnt from the former experiences how to avoid any new failure. The efforts made by the Algerian government to ensure the successful teaching of English in primary schools reflect valuable learning from the past experiences, aiming to avoid any potential failure. With a deep understanding of the importance of English language proficiency in globalized world, the government has taken substantial measures to support this educational endeavor. First and foremost, they have made a significant investment in the recruitment and training of a sufficient number of teachers. Recognizing the availability of competent educators is crucial for effective language instruction, the government has prioritized the allocation of resources to ensure that schools have access to proficient English teachers.

Furthermore, the government has taken early steps to provide appropriate textbooks that align with the curriculum and learning objectives by ensuring the availability of up-to-date and comprehensive educational resources. Students, then, have access to relevant and engaging materials that help and facilitate their English language acquisition. These textbooks are carefully designed to support the syllabus and cater to the needs and developmental stages of primary school students.

In addition to teachers and textbooks with appropriate syllabus, the government has embraced the use of technology as a tool to enhance English language learning. These proactive measures demonstrate a commitment to learning from the past experiences and avoiding pitfalls, as the government recognizes the significance of equipping the future generation with strong foundation in the English language to thrive in an increasingly inter-connected world. Thus, it is obvious that the second hypothesis is comfort with the findings.

Third, the success of teaching English in the Algerian primary schools is a direct result of the measures and decisions implemented by the Algerian authority. This assertion is supported by the feedback received through questionnaire one and two. The responses overwhelmingly affirm that the steps taken by the authority have effectively led to positive outcomes in English language education. The evidence provided demonstrates the tangible impact of the measures and decisions implemented by the government, solidifying the

claim that the authority's actions have been instrumental in ensuring the success of teaching English in Algerian primary schools.

Fourth and lastly, this reform holds strong potential for success, driven by the prevailing circumstances and remarkable changes that have been observed. The data collected from the initial stages provide compelling support for these hypotheses. The evidence gathered, thus, far indicates a high level of alignment between reform's objective and the current circumstances and setting a favorable foundation for success.

5.2- Answering the Research Questions

Teaching English in the Algerian primary schools suggests a set of challenges. These can be obstacles and/or needs. Since this experience is preceded by a similar one that was unsuccessful, it is strong enough to be asked the question if it will process or recess again. First, this reform necessarily provides opportunities to young people according to the globalized world, and it is in the right way to success. This is affirmed. Second, the attitudes of the great majority of Algerians has changed accepting and supporting English. After that, the act of maintaining the efforts of all the stakeholders will be a successful reform.

On the other hand, many obstacles stand in front of teaching English in the primary schools. One can mention the shortage of time given to the sessions of English, more resources are in need, some supporters of other languages as French, try their best to avoid teaching English at an early age, etc. Such obstacles can be avoided easily, if every stakeholder sustain full efforts. Thus, proving and predicting the process of teaching English as a second language in the Algerian primary schools, as a reform, will proceed.

5.3 – Limitations

The present topic with its various sides and variables represents an undeniable adherence to further studies and researches. The results of our study depend on the gathered data from classroom observation, questionnaires one and two answered by teachers and parents. Although there are some ones who refused to answer the questionnaires -10 parents and 11 teachers- but the results can be based and taken into consideration and hence generalized. In other words, the results are valid and reliable. That because the gathered answers are from different provinces. In addition to that, and as any

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other research, it is worth noting that some obstacles faced us during the conduction of this research such as the refusal of some ones to answer the questions. Also, headmasters refused any type of recording or picture taking.

Furthermore, lack of books about this subject strongly face us. Furthermore , the incredible changes witnessed throughout the implementation process further bolster the belief that the reform is poised for triumph. By embracing innovative teaching methods, and fostering a supportive learning environment, the Algerian education system has demonstrated its commitment to creating an optimal English language learning experience. Moreover, the positive data collected reinforces the conviction that the reform is well-positioned to achieve the desired outcomes, making a persuasive case for the success of this transformative endeavor.

Conclusion

In conclusion, this empirical chapter has shed light on the state of Teaching English as a Second Language (TESL) in Algerian primary schools. Through a comprehensive analysis of statistical data, questionnaires and classroom observations as qualitative analysis, we have gained valuable insights into the current context of TESL in Algeria and the proficiency levels of Algerian pupils.

Our analysis has highlighted several key factors that impact TESL in Algerian Primary schools, including instructional hours, teacher qualifications and training, teaching methods , and student proficiency levels. By employing descriptive and inferential statistics, we have identified patterns and correlations within the data, while analysis have revealed recurring themes and patterns in the participants' responses.

Furthermore, this chapter has explored the challenges and opportunities of TESL in Algerian Primary schools, taking into account the influence of linguistic and cultural diversity, the role of technology in language instruction, and the necessity for professional development opportunities for educators. These insights provide important implications for policymakers, educators, and researchers seeking to enhance the quality of English language education.

All in all, this rigorous empirical analysis offers a comprehensive understanding of the current state of TESL in Algerian primary schools. The findings and recommendations

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presented here serve as a valuable resource for stakeholders interested in improving the teaching and learning of English in Algeria, ultimately contributing to the advancement of English language proficiency among Algerian learners.

General Conclusion

General Conclusion

General Conclusion

In conclusion, the research on teaching English in the Algerian primary schools highlights the significant role and growing demand for language proficiency in today's context. The decision to introduce English in the Algerian primary schools is a response to the need for employability and resilience among Algerian students. While previous attempts at educational reforms, such as Arabicisation, have faced challenges and ultimately failed. The current reform has learned from past mistakes and aims to overcome obstacles through systematic improvements.

This research explores various aspects, including the attitudes of learners, parents and novice teachers towards English, as well as the potential opportunities and obstacles associated with this reform. The investigation seeks to address key questions regarding the success of this reform, including its impact on young people, the awareness of parents about the importance of English, the measures taken by the government, and the overall prospects and perspectives of teaching English as a second language in Algerian primary schools.

Based on the formulated hypotheses, it was anticipated that parents recognize the significance of English in shaping their children's future and the government has implemented measures to ensure the success of this reform. The research examines these factors to predict the future success of teaching English in the Algerian primary schools, drawing up strong circumstances and considerations.

This research findings confirms the first hypothesis, which states that parents are aware of the importance of English and its role in shaping their children's future, revealing that parents indeed recognize the significance of English as a global language and its potential to enhance their children's employability and resilience. The research findings validate this hypothesis, indicating that the present reform is built upon lessons learned from previous unsuccessful attempts. The government has implemented strategic measures to address obstacles, challenges, and the changing needs of the educational landscape.

The research findings align with this hypothesis, demonstrating that the government has taken significant steps to support the integration of English into the primary school curriculum. These measures include teacher training programs, curriculum development,

General Conclusion

and the provision of necessary resources, showcasing a commitment to the success of ELT. The research findings provide evidence to support this hypothesis, indicating that the introduction of English in primary schools can overcome linguistic challenges and the dominance of French.

The research highlights the positive attitudes of learners, parents and teachers towards English, reinforcing the potential for success. Finally, this research affirms that the introduction of English language teaching in Algerian primary schools is a step towards meeting the growing demand for English proficiency and improving students' prospects. The findings validate all the suggested hypotheses, indicating that parents, now, are aware of the importance of English, measures have been implemented, and the future of ELT in Algerian primary school is promising.

This study contributes to the understanding of the challenges, perspectives and prospects of ELT in Algerian Primary schools. Also, it emphasizes the need for more improvements in education and provides valuable insights for policymakers, educators and researchers. The research findings have implications for educational policy and planning, guiding future efforts to enhance English language instruction.

In summary, the research underscores the significance of English as a vital global language, supports the success of the reform, and advocates for the integration of ELT in APS. It provides a comprehensive analysis of the subject matter, empirical findings, and implications, contributing to the advancement of knowledge in the field of English Language Teaching. Investigating the development of learners' language skills and the appropriateness of the textbook and the curriculum are suggestions for further researches in the field of teaching/learning English as a second language in the Algerian primary schools.

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Appendices

Questionnaire(1)

Dear informant,

For the sake of collecting data about teaching English in the Algerian primary school, you are kindly requested to answer the following questions by putting a tick (✓) on the appropriate answer expressing your comment where necessary.

Thank you for your collaboration.

Part One

Male Female

1° Gender :

2° Age : years old

3° Qualification(diploma):.....

Part Two

- | | Yes | No |
|---|--------------------------|--------------------------|
| 1° Have you noticed any differences in the English language abilities of your students' based on their socio-cultural background ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2° Do you think that there are enough opportunities for students to practice their English language skills outside the classroom(clubs, camps,.....) | <input type="checkbox"/> | <input type="checkbox"/> |
| 3° Do you think teaching English as a second language should be mandatory in all the Algerian primary schools ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4° Are there enough resources available to support the teaching of English as a second language in your school ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 5° Have you experienced teaching English before ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 6° Are there more needs and challenges facing teaching English as a second language in the Algerian primary school? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7° Are the teaching methods and curriculum appropriate to the success of ELT in the Algerian primary schools | <input type="checkbox"/> | <input type="checkbox"/> |
| 8° Do you find Continuing Professional Development helpful for you improving your abilities and skills ? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9° How often do you collaborate with other English teachers in your school or/and district to share resources and ideas | | |

Never Rarely Occasionally Frequently Always

10° How often do you incorporate technology (such as computers, tablets, data-show,.....)

Never Rarely Occasionally Frequently Always

11° How much do you think English proficiency is valued by parents in the Algeria Not valued Lowly valued Medium Acceptably valued Extremely valued

12° How much emphasis do you place on spoken English in your lessons

No emphasis Low Medium High Very high

13° How do you assess the progress of your students when teaching English as a second language

Bad Under average Average Acceptable Good

14° Do you think that your learners are able to use the language in real life situations outside the classroom ?

Strongly disagree Disagree Agree Strongly agree

15° Does the new curriculum align and address the needs of different learners ?

Strongly disagree Disagree Agree Strongly agree

16° To what extent do you understand the objectives of the new curriculum ?

Bad Under average Average Acceptable Good

17° Does the new curriculum promote critical thinking and problem solving skills ?

Strongly disagree Disagree Agree Strongly agree

18° Do you believe that teaching English as a second language in the Algerian primary schools can be

Successful ? Why ? Why not ? (4-5 lines would be enough)

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Summary

This research examines the current state of English language teaching in Algerian primary schools, the reforms being made to improve it, and the efforts being undertaken to ensure its success. Through our research, we predict that these efforts will lead to positive outcomes and successful implementation of the reforms. Our work provides evidence to support this prediction. We have found that there is a great deal of interest and enthusiasm among Algerians, both within the educational system and beyond, for improving the teaching of English in the primary schools. There is recognition that English is a critical language for global communication and commerce, and that proficiency in English is increasingly important for students in Algeria and around the world. It, also, reveals that there are challenges facing the implementation of English language teaching reforms. However, despite these challenges, we found that the ongoing efforts to reform and improve English language education in the country will be successful. This is based on a number of factors, including the dedication of educators and policymakers, the support of the wider community, and the growing recognition of the importance of English language skills in a globalized world. Our research, provide evidence that the reforms to English language education in Algerian primary schools are likely to succeed in the future. Our study gives valuable insights into the current state of English language education in Algeria as well as the efforts being made to improve it. Through highlighting both the challenges and opportunities in this area, we have contributed to a growing body of knowledge that will be of great benefits to educators, policymakers, and others working to improve English language education in Algeria and beyond.

Résumé

Après avoir mené notre recherche, nous en sommes venus à la conclusion que le regard des Algériens sur la langue anglaise et son apprentissage a clairement changé, en particulier chez les enfants de l'école primaire. Ce projet est considéré comme une réussite exceptionnelle, malgré les obstacles que l'État s'efforce de surmonter les uns après les autres.

De plus, toutes les conditions nécessaires ont été mises en place pour garantir le succès de ce projet. L'Algérie a tiré des leçons de ses expériences passées dans le domaine de l'éducation, apprenant ainsi comment surmonter tout type d'échec. Cela se reflète dans son engagement à enseigner l'anglais, qui est la langue du monde et de la technologie. Il est indéniable que la langue anglaise joue un rôle essentiel dans le monde d'aujourd'hui.

Par conséquent, ce projet est considéré comme un succès remarquable, car il a apporté un changement significatif dans la mentalité des Algériens et a suscité leur intérêt pour l'apprentissage de l'anglais. Cela contribue à permettre aux enfants en Algérie de suivre les développements mondiaux et de bénéficier des opportunités.

ملخص الدراسة

بعد إجراء البحث، توصلنا إلى استنتاج مهم حول تغيير نظرة الجزائريين تجاه اللغة الإنجليزية وتعلمها، وهو ما يعكس نجاحًا هائلًا للمشروع المتعلق بهذا المجال، خاصة عندما يتعلق الأمر بتعليم الأطفال في المرحلة الابتدائية. تجاوزت الجزائر العقبات التي واجهتها بمثابة تحديات مستمرة، وتعمل الدولة جاهدة للتغلب عليها. وتعتبر الجزائر نموذجًا يحتذى به في مجال التربية والتعليم، حيث تمكنت من استخلاص الدروس من التجارب السابقة لتجنب أي نوع من أنواع الفشل. أيضًا تسعى الجزائر بشكل حثيث لتعليم اللغة الإنجليزية في سن مبكرة نظرًا لأهميتها كلغة عالمية ولغة التكنولوجيا. لا يمكن لأي شخص أن ينكر أهمية هذا الأمر. وفي ضوء ذلك، فإن هذا المشروع يعد نموذجًا مشرفًا للنجاح، حيث أظهر تأثيره الإيجابي الكبير في تغيير وجهات نظر الجزائريين وزيادة اهتمامهم بتعلم اللغة الإنجليزية. يسهم هذا المشروع في تمكين الأطفال في الجزائر من مواكبة التطورات العالمية، ويفتح أمامهم فرصًا تعليمية ووظيفية مستقبلية هامة. وذلك من خلال توفير جميع المتطلبات اللازمة، والتفاني في تخطي العقبات المتواجدة، أصبح بإمكان الجزائر تحقيق تغيير جذري ونجاح ملحوظ في تعليم اللغة الإنجليزية، وذلك في سبيل الاستفادة من الفوائد العديدة التي تقدمها هذه اللغة